

UNIVERSITY OF WISCONSIN-MADISON  
Department of History  
Semester I, 1985-86

History 241

Colonial Latin America  
From Conquest to Independence

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5105 Humanities  
263-1841/263-1800

Course Description

Are you interested in understanding Latin America? If so, you must come to grips with the colonial experience and its legacies. Spanish and Portuguese rule of the area spanned roughly the years 1492-1826, more than half the period since the initial confrontation of Amerindian peoples and European colonizers. Equally important, the legacies of colonial rule have conditioned social relations, economic life, culture, and political struggle during the 19th and 20th centuries. This course will study the emergence of distinctively Latin American societies under Spanish and Portuguese rule, and the implications of the colonial experience for 19th- and 20th-century Latin America. A central theme will be the ways in which social conflict--between and among colonizers in America, the peasant and slave populations they exploited, and metropolitan interests in Europe--shaped the historic evolution of colonial Latin America.

Do you prefer courses that grant you the right and the obligation to think independently? This teacher respects your brain--your independent intellectual capacity--but also demands that you think hard and well. If the idea of developing your own skills at critical analysis and expression excites you, consider this course an intellectual laboratory designed for you. The highest form of teaching does not train students merely to "absorb" information and analysis propagated by the professor. The highest form of teaching leads people to "learn" for themselves. We will strive toward that goal in this course.

Do you agree that rigorous intellectual work, although sometimes difficult and even dull, may also include fun and variety? If so, you will enjoy this course. Our non-lecture materials will include historical analysis written by scholars, documents (in translation) that ask you to be the historian, literature that uses fiction and fantasy to understand history and its legacies, and a very interesting film. The lectures will occasionally take the form of special "Change-Up Lectures." The Change-Ups will resort to unconventional lecturing techniques that will demand active student participation, and add variety to classroom lectures.

Schedule

- Week 1      Introduction. Sept. 4-6.  
Lectures:    Introductory session (Sept. 4).  
              Why Study Colonial Latin America?
- Reading:    Julio Cortázar, "The Night Face Up" (hand-out).  
              Elman R. Service, "Indian-European Relations in  
                  Colonial Latin America," American Anthro-  
                  pologist, 13 (Spring, 1957), 103-121 (hand-out).
- UNIT I. THE AGE OF CONQUEST
- Week 2      Introduction (cont'd)/The Coming Clash. Sept. 9-13.  
Lectures:    Latin America: Myths, Realities, Human Geography  
              A Tale of Two Civilizations: Aztecs and Incas  
              Iberian Expansion: Gold, Gospel, Utopia
- Reading:    Bernal Díaz del Castillo, The Conquest of New  
                  Spain, trans. by J.M. Cohen (Penguin Books ed.,  
                  1963), 7-139 (much may be skimmed).
- Week 3      Conquest of Highland Civilizations. Sept. 16-20.  
Lectures:    The Conquest of the Incas: How Could It Happen?  
              "Conquest" versus "Alliance": What's in a Word?  
              Change-Up No. 1: Meeting of the Minds (featuring  
                  Orson Welles, Steven Spielberg, Hernán Cortes,  
                  La Malinche, and a special cameo guest)
- Reading:    Díaz, Conquest of New Spain, 140-413 (again, much  
              may be skimmed).
- Week 4      Indian-White Relations: The First Generation. Sept. 23-27.  
Lectures:    The Early Encomienda of the Aristocrat-Entrepreneurs.  
              The Moral and Political Dilemmas of Conquest.
- NOTE: There will be no lecture on Sept. 25 because  
              of Yom Kippur.
- Reading:    Steve J. Stern, Peru's Indian Peoples and the Challenge  
                  of Spanish Conquest: Huamanga to 1640 (Madison, 1982),  
                  xv-xix, 3-79.
- Week 5      The Latin American Frontiers. Sept. 30-Oct. 4.  
Lectures:    The Frontier as Backwater: Paraguay.  
              The Frontier as Magnet: "Chichimeca" Mexico.  
              The Frontier as Utopia: The Missionaries.
- Reading:    R.C. Padden, "Cultural Change and Military Resistance  
              in Araucanian Chile, 1550-1730," Southwestern  
                  Journal of Anthropology, 13 (Spring, 1957),  
                  103-121 (Xerox packet).
- Begin next week's reading.

UNIT II. THE COLONIAL ORDER

- Week 6      The New Social Order in the Highlands. Oct. 7-11.  
Lectures: Mines and Indians: Peru and Mexico Compared.  
          Indians and Haciendas: Conflict and Symbiosis.  
          Change-Up No. 2: Documentary Analysis  
                          on the Case of a Rich Indian.
- Reading: Stern, Peru's Indian Peoples, 80-193.  
          Document on Don Francisco Chocata (hand-out)  
                          to be read for Friday's lecture session.
- NOTE:       AT LEAST ONE PAPER is due no later than  
                          Friday, October 11.
- A MAP QUIZ is scheduled for October 16, and the  
                          SEMESTER EXAM, covering Weeks 1-6, is scheduled  
                          for October 18.
- Week 7      Torture Week (just checking if you're reading this!). Oct. 14-18.  
Lectures: Change-Up No. 3: Special Honors Student Lecture on  
                          "The Multiple Visions of Conquest" (Oct. 14).  
          Map Quiz/Review for Exam (Oct. 16).  
          Semester Exam (Oct. 18).
- Reading:    no new reading assigned.
- Week 8      The New Social Order in the Tropics (Part I). Oct. 21-25.  
Lectures: The Origins of Slave Societies: Brazil in  
                          Comparative Perspective.  
          Rebel Slave Communities.  
          The Evolution of Colonial Brazil.
- Reading:    Articles by Kent, Bastide, and Schwartz, in Richard  
                          Price, ed., Maroon Societies: Rebel Slave  
                          Communities in the Americas (2nd ed., Baltimore,  
                          1979), 170-226 (xerox packet).  
          DOCUMENT #1 (xerox packet).
- Week 9      The New Social Order in the Tropics (Part II). Oct. 28-Nov. 1.  
Lectures: Afro-American Slavery and Freedom.  
          A FILM about slavery, "The Last Supper," will be  
                          seen in lieu of the Oct. 30 lecture, on the  
                          evening of Oct. 29 or Oct. 30.  
          Change-Up No. 4: Special Honors Student Debate  
                          on Religion and Colonial Slavery.
- Reading:    Emilia Viotti da Costa, "The Portuguese-African  
                          Slave Trade: A Lesson in Colonialism,"  
                          Latin American Perspectives, 44 (Winter, 1985),  
                          41-61 (xerox packet).



- Week 10      Paternalism, High Culture, and Counter Culture. Nov. 4-8.  
Lectures: Honor, Shame, and Gender in Colonial Society.  
          Drinking in Colonial Society and Culture.  
          The Culture of Pomp and Circumstance.
- Reading: William B. Taylor, Drinking, Homicide and Rebellion  
          in Colonial Mexican Villages (Stanford, 1979), 1-72.  
          DOCUMENT #2 (xerox packet).

UNIT III. THE CRISIS OF IBERIAN COLONIALISM

- Week 11      Decay and Transformation. Nov. 11-15.  
Lectures: Decay of the Hapsburg Imperial System.  
          The Bourbon Reforms: From Frying Pan to Fire?  
          Rise of Rebellion and Elite Factionalism.
- Reading: Oscar Cornblit, "Society and Mass Rebellion in  
          Eighteenth-Century Peru and Bolivia," in Raymond  
          Carr, ed., Latin American Affairs (St. Anthony's  
          Papers, No. 22, London, 1970), 9-44 (xerox packet).
- Week 12      From Crisis to Independence. Nov. 18-22.  
Lectures: Change-Up No. 5: History Workshop on: "Is Cornblit's  
          Article Good History, or Elegant Fluff?"  
          The Wars of Independence: Argentina, Venezuela, Peru.  
          The Wars of Independence: Mexico, Cuba, Brazil.
- Reading: George Reid Andrews, "Spanish American Independence:  
          A Structural Analysis," Latin American Perspectives,  
          44 (Winter, 1985), 105-132 (xerox packet).

UNIT IV. THE COLONIAL EXPERIENCE AS AN UNCLOSED CHAPTER

- Week 13      Causes and Consequences of Indian Survival and Resilience.  
          Nov. 25-27.  
Lectures: Colonial Origins of So-Called Closed Corporate  
          Communities (two lectures).
- Reading: Taylor, Drinking, Homicide and Rebellion, (review  
          1-27), 73-170.

NOTE: THE SECOND PAPER is due no later than Monday, Dec. 2.

Week 14

The Colonial Heritage in Post-Colonial Times. Dec. 2-6.

Lectures: The Colonial Legacy in the 19th Century.  
New Variations on Old Themes: The Economics and  
Social Relations of "Backward" Regions.  
The Tricks of Time.

Reading: Gabriel García Márquez, Chronicle of a Death Foretold,  
trans. by Gregory Rabassa (New York, 1983), all.

Week 15

Looking Back. Dec. 9-13.

Lectures: Feudalism and Capitalism in Colonial Latin America  
(two lectures)  
Legacies and Nights Face Up

Reading: no new readings assigned.

### Course Assignments

There are three course requirements: class participation, examinations, and papers. Class participation means contributing your presence, thoughts, and voice (!! ) to weekly discussion sections. To participate effectively requires that one keep up with readings and lectures, think about the issues posed by the week's material, and volunteer for occasional assignments announced in section. The two examinations, one during the semester and covering Weeks 1-6, and the other a final examination covering the entire semester, will emphasize analysis and interpretation rather than memory of isolated facts and detail. (A solid grounding in the evidence, however, is a necessary though not sufficient condition for writing a compelling analysis or interpretation...) There will also be a map quiz.

Students must also write two short essays, each about 1000-1750 words (4-7 pages). These papers do not entail extra reading or research, but rather a careful and critical analysis of assigned material. At least one paper should analyze a historical document included in the assigned readings. These essays should be well-reasoned "think-pieces" that present and defend your points of view, reading of the evidence, and insights. The topic is flexible: any aspect of a given week's readings, lectures, and discussion is fair game. You might end up writing on an entire book as such, or on an issue raised in one paragraph of a book or document... Similarly, the format you choose to use is flexible: an argumentative critique of readings or lectures; a hypothesis or insight on a particular issue, based on available evidence; a comparison or contrast with historical experiences in other societies; a methodological discussion; a critical book review analyzing a work's assumptions, evidence, reasoning, insights, shortcomings; etc. You may, if you wish, focus the papers on one of the discussion section questions I normally hand out at the Monday lectures; if so, the paper is due at discussion section. Otherwise, the papers are due at the Monday lecture following the week whose material is discussed in the paper. Please note the paper deadlines on the syllabus schedule. Please note also that I grant extensions only in cases of genuine and unforeseeable emergencies, and that late papers without an extension suffer a one-grade penalty.

### Grading

Grades will be weighted at the end of the semester on a 100-point scale distributed as follows:

discussion---12 points	semester exam---15 points
map quiz----- 3 points	final exam-----30 points.
papers-----40 points	



### Honors Students and Special Credit Options

Honors students are required to join one of two working groups that will make special Honors Student presentations to the class on October 14 and Nov. 1 (see Weeks 7 and 9 on syllabus). One working group will deliver an original class lecture. The other will engage in a formal debate. Each working group will prepare its presentation in consultation with me, each will meet with me for one or two work sessions, and each group will need to read about two extra books to complete its project successfully. No more than four students may join a work group. Grading on the Honors projects will be as follows: an "A" grade gives the student an extra 2.5 points toward the 100-point scale; and "AB" grade produces 1.5 extra points; a "B" grade adds no points; a "BC" or below results in a deduction (i.e., penalty) of 1.5 points.

If space is available, a non-Honors student may elect to join one of the Honors working groups for extra credit. Requirements, expectations, and the grading system will be the same for all members of the working groups.

Any student may elect to write three short papers instead of two, and to have the highest two grades count. The purpose of the three-paper option is to allow students who are especially motivated to improve their writing a fair chance to receive feedback, respond to it, and receive special credit for their efforts. Three conditions, however, are attached to this option: 1) the student must request this option no later than one week after receiving his or her first graded paper; 2) the second paper will be due no later than Monday, Nov. 11, and the third no later than Monday, Dec. 9; and 3) no more than four students may select this option. Please do not take the slot of another student unless you are willing to commit yourself to intensive work on your writing.