

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

History 730

SOCIAL HISTORY AND POLITICAL ECONOMY  
OF COLONIAL LATIN AMERICA

Steve J. Stern  
5105 Humanities  
263-1841/263-1800

SYLLABUS -- Part I

COURSE DESCRIPTION

This graduate seminar highlights landmark books, topics, and debates relevant to the social history and political economy of colonial Latin America. Its reading list and assignments should give us a sense for the contours of the historiography in these fields, and should invite us to share the excitement of recent research. The seminar asks participants not only to analyze particular books, but to gain experience in researching and analyzing historiography.

The instructor begins with four premises:

1. The colonial Latin American experience, while important in its own right, is also an inescapable pre-requisite for those seriously interested in the study of post-colonial history. Given the existence of large indigenous populations for whom the "colonial question" remains very much alive, and given the uneven, regionally varied, and often non-linear patterns of change in the 19th and 20th century Latin America, problems and issues in colonial social history and political economy resonate into the modern era.
2. The distinction between "social history" and "political economy" is a limited one. The actions of social groups, including non-elite people, had an important impact on economic life, and colonial political economy conditioned social life in crucial ways. From this point of view, "social history" and "political economy" are not well understood in isolation of one another.
3. Our purpose in seminar is not simply to "cover information," but also, and most especially, to engage debates, explore implications, interpret significances, and sharpen our critical tools as historians. It goes without saying that one cannot perform the latter tasks well without digesting a considerable amount of empirical information.
4. In one semester, it is useless to try to touch on all topics or historiographies relevant to colonial Latin America. In the fields of social history and political economy, our reading list contains glaring omissions. Student papers will undoubtedly compensate for some of these. (Note: We are not dealing with the considerable literature on slavery in part because I offer a Comparative World History seminar that studies slavery.) In addition, entire fields are left out. A Latin American historian should know, for example, the rich tradition in intellectual and cultural history associated with Mario Góngora, Lewis Hanke, John Tate Lanning, Irving Leonard, Richard Morse, Edmundo O'Gorman, J.M. Ots Capdequí, John L. Phelan, Silvio Zavala, and others.

Please note that this syllabus is divided into two parts. Part II provides short lists of supplementary readings related to each week's reading topic. The short supplementary lists will help students identify key works for their historiography papers (see "Course Assignments and Grading" below), and will also help Ph.D. students in Latin American history to identify further works they will need to digest for prelims.

### COURSE ASSIGNMENTS AND GRADING

There are three course requirements: oral participation, a short review essay on assigned readings, and a longer essay based on extra readings.

Active participation in discussion is fundamental for the success of the seminar, and will count fully 45% towards the final grade. I expect seminar members to enter our meetings prepared to articulate and to defend their critical reflections, to join in the give-and-take and debate which makes intellectual discussion rewarding.

The short review essay (ca. 5-8 pages) should be a critical analysis of the week's readings (or a portion of them). Normally, such an essay would provide a close analysis of the author's assumptions and questions; the reasoning, evidence, and method used to develop his or her argument; the author's conclusions and insights, and their validity; and the book's implications (whether the author intended them or not). How much space you devote to each of these topics will of course depend partly on the particular readings you review. This paper counts 15%, and is due at the start of the seminar session devoted to the readings analyzed in the paper. You may choose any of the readings assigned for Weeks 3-9 for this paper.

The longer essay (ca. 25 pages) will analyze critically either the historiography of a particular field in colonial Latin American history (example: the literature on women in Spanish America), or a specialized topic that requires research in historiographically significant works (example: comparative hacienda history of the central valleys of Chile and Mexico). In either case, I would expect the author to identify, from a much larger bibliographical list, the five or six most significant works related to the paper topic. In addition, the author should write a few comments (5-8 lines) on the historiographical significance of each of these works, and append the annotations to the bibliography. Students will present and debate these "state of the literature" and "special topics" papers during Weeks 13-15 of the semester. The papers will count 40% towards the final grade.

Please note that I will not grant "Incomplete" grades except in cases of severe family or medical emergencies.

### SCHEDULE

Week 1. Introduction. Sept. 4.

Organizational meeting. No assigned readings for discussion. Students unfamiliar with colonial Latin American history are advised to read

Charles Gibson, Spain in America (New York, 1966), for background. This little text is also a good way for more experienced students to brush up.

Week 2. The "World-System" and Its Critics. Sept. 11.

Reading: Immanuel Wallerstein, The Modern World-System. Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century (New York, 1976).

Robert Brenner, "The Origins of Capitalist Development: A Critique Neo-Smithian Marxism," New Left Review, 104 (July--Aug., 1977), 29-92.

Maurice Dobb, Studies in the Development of Capitalism (rev. ed., New York, 1963), 1-32.

Sidney Mintz, "The So-Called World System: Local Initiative and Local Response," Dialectical Anthropology, 2:4 (Nov., 1977), 253-270.

Stuart Schwartz, "Indian Labor and New World Plantations: European Demands and Indian Responses in Northeastern Brazil," American Historical Review, 83:1 (Feb., 1978), 43-79.

Week 3. Foundations of Society: The Colonizers. Sept. 18.

Reading: James Lockhart, Spanish Peru. A Colonial Society, 1532-1560 (Madison, 1968).

José Miranda, "La función económica del encomendero en los orígenes del régimen colonial de Nueva España (1525-1531)," Anales del Instituto Nacional de Antropología e Historia, Vol. 2 (1941-46), 421-462.

Week 4. Foundations of Society: The Colonized. Sept. 25.

Reading: Steve J. Stern, Peru's Indian Peoples and the Challenge of Spanish Conquest: Huamanga to 1640 (Madison, 1982).

Karen Spalding, "Kurakas and Commerce: A Chapter in the Evolution of Andean Society," Hispanic American Historical Review, 53:4 (Nov., 1973), 581-599.

Karen Spalding, "Social Climbers: Changing Patterns of Mobility among the Indians of Colonial Peru," Ibid., 50:4 (Nov., 1970), 645-664.

NOTE: Because of Yom Kippur, we will reschedule this week's meeting to a day other than Sept. 25.

Week 5. Demography, Depression, and Mining: An Evolving Debate. Oct. 2.

Reading: Woodrow Borah, New Spain's Century of Depression (Berkeley, 1951).

P.J. Bakewell, Silver Mining and Society in Colonial Mexico, Zacatecas, 1546-1700 (Cambridge, 1971), skim 1-25, 114-149, read 181-201, 221-236.

D.A. Brading and Harry E. Cross, "Colonial Silver Mining: Mexico and Peru," Hispanic American Historical Review, 52:4 (Nov., 1972), 545-579.

Week 6. Colonial Responses to Boom and Bust. Oct. 9.

Reading: ALL OF CLASS: Eric Wolf and Sidney Mintz, "Haciendas and Plantations in Middle America and the Antilles," Social and Economic Studies, 6:3 (1957), 380-412.

1/2 OF CLASS: Murdo J. MacLeod, Spanish Central America: A Socioeconomic History, 1520-1720 (Berkeley, 1973).

1/2 OF CLASS: Enrique Florescano, Precios del maíz y crisis agrícolas en México (1708-1810) (México, 1969).

Brooke Larson, "Rural Rhythms of Class Conflict in Eighteenth-Century Cochabamba," Hispanic American Historical Review, 60:3 (Aug., 1980), 407-430.

Mario Góngora, Origen de los inquilinos de Chile central (2nd ed., Santiago de Chile, 1974).

Week 7. Landed Estates as Economic Enterprise and Social Institution. Oct. 16.

Reading: ALL OF CLASS: Magnus Mörner, "The Spanish-American Hacienda: A Survey of Recent Research and Debate," Hispanic American Historical Review, 53:2 (May, 1973), 183-216.

1/2 OF CLASS: Pablo Macera, "Feudalismo colonial americano: el caso de las haciendas peruanas," in Macera, Trabajos de historia (4 vols., Lima, 1977), 3:139-227.

Karen Spalding, "Hacienda-Village Relations in Andean Society to 1830," Latin American Perspectives, 2:1 (Spring, 1975), 107-121.

1/2 OF CLASS: Francois Chevalier, Land and Society in Colonial Mexico: The Great Hacienda, trans. by Alvin Eustis (Berkeley, 1963).

William B. Taylor, "Landed Society in New Spain: A View from the South," Hispanic American Historical Review, 54:3 (August, 1974), 387-413.

David A. Brading, "Government and Elite in Late Colonial Mexico," Ibid., 53:3 (Aug., 1973), 389-414.

Week 8. State, Village, and Plebe: Resistant "Subcultures." Oct. 23.

Reading: William B. Taylor, Drinking, Homicide and Rebellion in Colonial Mexican Villages (Stanford, 1979).

James Lockhart, "Views of Corporate Self and History in Some Valley of Mexico Towns: Late Seventeenth and Eighteenth Centuries," in George A. Collier et al., eds., The Inca and Aztec States, 1400-1800: Anthropology and History (New York, 1982), 367-393.

Week 9. The Structure of Gender, Race, and Class. Oct. 30.

Reading: Verena Martinez-Alier (currently V. Stolcke), Marriage, Class and Colour in Nineteenth-Century Cuba: A Study of Racial Attitudes and Sexual Values in a Slave Society (Cambridge, 1974).

Ramón Gutiérrez, "Honor Ideology, Marriage Negotiation, and Class-Gender Domination in New Mexico, 1690-1846," Latin American Perspectives, 44 (Winter, 1985), 81-104.

Margaret A. Villanueva, "From Calpixqui to Corregidor: Appropriation of Women's Cotton Textile Production in Early Colonial Mexico," Ibid., 17-40.

Week 10. The Economic System Considered as a Totality. Nov. 6.

Reading: Enrique Semo, Historia del capitalismo en México: los orígenes, 1521-1763 (Mexico, 1973).

Steve J. Stern, "New Directions in Andean Economic History: A Critical Dialogue with Carlos Sempat Assadourian," Latin American Perspectives, 44 (Winter, 1985), 133-148. See also Stern's comments on colonial economy in introductory essay to same journal issue.

Week 11. The Bourbon Reforms and the Crisis of the State. Nov. 13.

Reading: John L. Phelan, The People and the King: The Comunero Revolution in Colombia, 1781 (Madison, 1978).

Richard M. Morse, "Toward a Theory of Spanish American Government," Journal of the History of Ideas, 15:1 (Jan., 1954), 71-93.

Week 12. The Independence Wars. Nov. 20.

Reading: George Reid Andrews, "Spanish American Independence: A Structural Analysis," Latin American Perspectives, 44 (Winter, 1985), 105-132.

John Lynch, The Spanish-American Revolutions, 1808-1826 (New York, 1973).

Weeks 13-

15. Nov. 27, Dec. 4, Dec. 11.

Presentation and discussion of student essays.