

**HIS 346K/LAS 366 Colonial Latin America - Conquest, Colonialism, and Independence in Spanish America**

**Class meets M-W-F 11-noon, MEZ 1.120**

**Dr. Susan Deans-Smith, GAR 3.302, tel. 475-7205**

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**Office Hours: M 2-4 p.m. and by appointment in GAR 3.302**

[Note: I reserve the right to change this schedule]

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**Required Readings:**

- Jonathan C. Brown, *Latin America. A Social History of the Colonial Period* (2<sup>nd</sup> ed.)
  - Daniel Castro, *Another Face of Empire*
  - Camilla Townsend, *Malintzin's Choices*
  - Karen Racine, *Francisco de Miranda. A Transatlantic Life in the Age of Revolution*
  - *Class Reader* (Available from Paradigm, 407 W. 24th St)
- (students should purchase all of the above – if you have problems getting hold of any of the readings please let me know as soon as possible)

If you wish to read additional books or articles on topics we discuss in this class please do not hesitate to discuss bibliographies with me.

**•Course Description:** This course is designed to provide students with an overview of the social, cultural, economic, and political development of colonial Spanish America between 1492 and 1821. Spanish imperial control over its American colonies lasted for three hundred years. How do we explain the longevity of Spanish control and when the Spanish American colonists fought for their independence why did the insurgent movements occur in the early nineteenth century and not before? Between Spanish invasion, conquest, and eventual loss of empire, what kind of societies were created in Spanish America? On what terms were the indigenous populations incorporated into conquest society and economy and what factors shaped their responses to Spanish colonialism? What images did the Spanish form of the "New World" inhabitants and what impact did they have upon Spanish intellectual thought? What type of society and economy did those Spaniards who sought their fortunes in the colonies shape for themselves and their descendants? Topics to be addressed include the Spanish and Pre-Colombian traditions of conquest and imperialism, the consolidation of Spanish imperial government in the so-called "New World", Church-State relations, the development of the colonial economies in the context of early globalization, slavery, race, class, and gender in colonial society, the movements of political independence from Spain and the problems faced by the new republics as emergent nation-states in the nineteenth century. Special emphasis will be placed on indigenous and Afro-American responses to Spanish colonialism during three centuries of imperial rule and their influences on the shaping of colonial rule.

•**Course Objectives and Learning Outcomes:**

- (1) Provide students with a thorough understanding of the major political, social, economic, and cultural developments that shaped Spanish American colonial societies and the formation, consolidation, and decline of the Spanish empire
- (2) Expose students to the heterogeneous forms of colonialism and power relationships that developed in Spanish America during a period of three hundred years
- (3) Expose students to historiographical debates about colonial Spanish America and recent research in the field
- (4) Develop students' analytical reading, thinking, note-taking, and writing skills
- (5) Develop students' abilities to interpret and assess historical evidence

• **Course Requirements and Grading Policies:**

Students' work will be assessed using the +/- scale (see grading scale below). I do not give incompletes. If problems arise that make it difficult for you to keep up with the course work, please come and talk to me about them **as soon as possible** so that we can work on a solution. All assignment instructions will be distributed in class and posted on Blackboard under "Assignments." If you require special accommodations, you must obtain a letter that documents your disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Please provide me with a copy of this letter at the beginning of the semester so we can discuss the accommodations you need. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>

The final grade for this course will be based on the following assignments (there is no final exam for this course):

- 1. **20% - Participation.** Students' participation will be based on two components:
  - a. **10% - Informal writing responses** based on the SQ3R approach (Survey, Question, Read, Recall, Review): students will write **9 responses on** selected weekly readings. These are designed to focus your reading, develop your analytical and critical skills, and facilitate your work with formal writing assignments as well as your active participation in class discussions.

***Due dates: Jan 28; Feb 4; Feb 11; Feb 28; March 11; April 1; April 15; April 20; April 29***

- b. **10% - Attendance and active participation** in class discussions. Note that students are expected to attend **all classes and discussions**. Excessive absenteeism (**defined as missing more than 3 classes, excused and unexcused absences**) will result in **2** full grade penalties for the final grade. If you know that you will be unable to attend class for legitimate reasons (illness, family/work emergency, interviews, etc.) please e-mail me or let me know as soon as you can that you will not be able to attend. Please also note that late arrival to class (defined as 10 minutes late and above) will count as an absence; persistent lateness, defined as late arrival to class for more than 3 classes will result in 1 full

grade penalty. Students who have legitimate reasons to arrive a few minutes late need to let me know that this will be the case. Please do not tell me that the bus was late. Take an earlier bus. A roster in the form of a sign-in sheet will be circulated every class day. It is each student's responsibility to make sure that s/he signs the roster each class day.

Active participation means exactly that—A-C-T-I-V-E. Even if you have perfect attendance but do not contribute to class discussion, expect to receive a lower grade. Evidence of active participation includes:

- a. posing thoughtful questions during lecture/discussion
- b. making observations and/or arguments that demonstrate familiarity and engagement with the readings/lectures/other students' comments during lectures/discussions
- c. offering constructive debate with instructor/students/authors supported by evidence based on readings/discussions
- d. observing contradictions in authors' arguments and/or historical evidence with which the student engages
- e. letting/encouraging all students to speak (not just the eager minority), being respectful of each other's opinions, and maintaining a positive, civil space for discussion in which all students feel comfortable expressing their opinions

•4. 10% - analysis of **two primary documents (5% and 5%)**.

***Due dates: February 18; April 8***

•5. 20% - **Critical review** of Daniel Castro's *Another Face of Empire*.

***Due Date: March 4***

•6. 20% - **Critical review** of Camilla Townsend's *Malintzin's Choices*.

***Due date: March 25***

•7. 30% - **Critical review** of Karen Racine's *Francisco de Miranda*.

***Due Date: May 4***

#### **Grading Scale:**

A	95-100	B+	87-89	C+	77-79	D+	67-69
A-	90-94	B	84-86	C	74-76	D	64-66
		B-	80-83	C-	70-73	D-	60-63
F	59>						

\*Failure to turn in an assignment will result in 0 grade points

Please note: any written assignments which are handed in late without receiving **prior approval** from me will receive an automatic ‘F.’ Exceptions will be made for illness (documentation required) and/or unavoidable personal emergencies (inform me as soon as you can what the problem is). Also please note that I do not accept submissions of assignments by e-mail except under unusual circumstances. I will, however, answer any questions you have or clarifications you need by e-mail and will respond as promptly as I can to your queries. Please make sure that all cell phones, pagers, I-pods and other electronic miscellany are turned off before class. We all forget to do this I know, but let’s do our best. Laptops are not permitted in class except for designated presentations.

Students are strongly encouraged to see me at least once (preferably more than once) during the semester on an individual basis to discuss interests and/or questions you may have - I like to know who I am teaching. **Assume nothing - ask if you have any doubts at all about any of the course requirements.**

### **Course Outline and Readings**

•Jan 19	<i>Introduction</i>
•Jan 21	Reading Day
•Jan 24-26-28	<i>Imperial Contexts I: Spain</i>
<b>Read:</b>	Brown, pp. 77-86, and in class reader Ida Altman, “Spain in the Era of Expansion”
•Jan 28	Discussion/informal response notes <b>due in class Friday January 28</b>
•Jan 31-Feb 2-4	<i>Imperial Contexts II: Mesoamerica and Tiwantisuyu</i>
<b>Read:</b>	Jonathan Brown, cpt. 1 “The Ancient Mesoamericans” and cpt. 2 “The Ancient South Americans”
•Feb 4	Discussion/ informal response notes <b>due in class Friday February 4</b>
•Feb 7-9-11	<i>Invasion and conquest</i>
•Feb 7	<i>Mexico and Central America</i>
<b>Read:</b>	Brown, pp. 86-90, and in class reader Michel R. Oudijk and Matthew Restall, “Mesoamerican Conquistadors in the Sixteenth Century”
•Feb 9	<i>The Andean Region</i>
<b>Read:</b>	Brown pp. 95-104, 109-116

- Feb 11 Discussion/ informal response notes **due in class Friday February 11**

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- Feb 14-16-18 ***Spanish Imperial and Colonial Formations:***
- Feb 14 *I. The foundations of Spanish colonial government or "Do little and do it slowly" and "Obedezco pero no cumplo" ("I obey but I do not comply")*  
**Read:** Brown, pp. 90-95; pp. 121-122; 131-141; in class reader, Lockhart & Otte, "Alarm and Drastic Remedies"
- Feb 16 *II. The foundations of colonial economies*  
**Read:** Brown, pp. 123-131; and in class reader, Lockhart & Otte, "An encomendero's establishment"
- Feb 18 Discussion and analysis of primary document #1 **due in class Friday February 18**

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- Feb 21 Reading Day
- Feb 23-25 ***III. The formation of the colonial Catholic Church:***
- Feb 23 *Evangelization, Conversion, and the Extirpation of Idolatry*  
**Read:** Brown, pp. 141-155; in class reader: Iris Gareis, "Repression and Cultural Change: the Extirpation of Idolatry in Colonial Peru;" Bernardino de Sahagún, "The Lords and the Holy Men of Tenochtitlan Reply to the Franciscans, 1524"
- Feb 25 *The politics of religion in the "New World" and the Genesis of the "Black Legend"*  
**Read:** Tom Conley, "De Bry's Las Casas;" Las Casas, "On New Spain, I and II"

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- The formation of the colonial Catholic Church cont.***
- Feb 28 Discussion/ informal response notes **due in class Monday February 28**
- March 2 Book review preparation
- March 4 Discussion of 1<sup>st</sup> critical book review *Another Face of Empire* **due in class Friday March 4**

- March 7-11            ***Translating the Conquest: Cultural Brokers and Indigenous Histories***
  
- March 7                Reading Day
  
- March 9-11            Class reader: Felipe Guman Poma de Ayala “ His Majesty Questions, the Author Replies;” Rolena Adorno, “Felipe Guaman Poma de Ayala”; Matthew Restall, “Gaspar Antonio Chi. Bridging the Conquest of Yucatán;” Francis Karttunen, “Rethinking Malinche”
  
- March 11              Discussion/ informal response notes **due in class Friday March 11**

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- March 14-18 SPRING BREAK**

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- March 21-23           ***The Maturation of Spanish Colonial Society***
  
- Read:**                Brown, cpts. 5 and 6; pp. 226-240; in class reader, excerpt from Alonso de Sandoval, *Treatise on Slavery*
  
- March 25              Discussion of 2nd critical book review of Townsend’s *Malintzin’s Choices* **due in class on Friday March 25**

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- March 28-April 1    ***Colonial Transitions: The crisis of Spanish imperialism under the Hapsburgs and the emergence of the Bourbon absolutist state***
  
- Read:**                Brown, cpt. 8; pp. 409-423; in class Reader: John Lynch, “The Origins of Spanish American Independence” pp. 1-38
  
- April 1                 Discussion/ informal response notes **due in class Friday April 1**

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- April 4-6-8            ***The limits of Bourbon absolutism: resentments, riots and rebellions***
  
- Read:**                Brown, cpts. 11 and 13; class reader, primary documents from Ward Stavig et al on Tupac Amaru; Robert W. Patch, “Indian Resistance to Colonialism”
  
- April 8                 Discussion and analysis of primary document #2 **due in class Friday April 8**

- April 11-13-15      ***Global Reorientations and Revolutions:***
- April 11              *Patriotism and the formation of American identities:  
The Old World looks at the New World again*
- Read:**                Brown, pp. 423-425; class reader, Lynch, “Origins of Spanish American Independence,” pp. 38-48; Antonio Joaquín de Rivadeneira, “America for the Americans”; Juan Pablo Viscardo y Guzmán, *Letter to the Spanish Americans*
- April 13              *The Crisis of the Metropolis and the Napoleonic Invasion*
- Read:**                Brown, pp. 426-436; class reader: Jaime Rodríguez, “Crisis of the Monarchy”
- April 15              Discussion/ informal response notes **due in class Friday April 15**

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- April 18-20          ***Imperial Collapse: Case I- The Mexican Insurgency as a Social Revolution?***
- Read:**                Brown, pp. 438-442; in class reader: Eric Van Young, “From the Gloomy Caverns...”
- April 20              Discussion/ informal response notes **due in class Wednesday April 20**
- April 22              Reading Day

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- April 25              ***Imperial Collapse: Case II - Peru - Simon Bolívar and the "reluctant" revolutionaries?***
- Read:**                Brown, pp. 445-466; in class reader: Charles Walker, “The Arrival of Saint Patria,” and extracts from primary sources on political concepts and understandings from Rodríguez, *The Independence of Spanish America* ; and Jeremy Adelman, “The Rites of Statehood: Violence and Sovereignty in Spanish America, 1789-1821”
- April 27              *Reassessing Spanish American Independence: the unfinished revolutions - from colonialism to neo-colonialism?*
- Read:**                Brown, pp. 466-470; class reader, Burns and Charlip, “New Nations”; Louis A. Pérez, Jr., pp. 38-83
- April 29              Discussion/ informal response notes **due in class Friday April 29**

- May 2                      Project preparation
- May 4                      *Miranda and the Spanish American Revolutions*  
  
Discussion of 3rd critical book review of Karen Racine's  
*Francisco de Miranda* **due in class Wednesday May 4**

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**Important Additional Information:**

***Policy on Scholastic Dishonesty/Plagiarism (Student Judicial Services):*** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services website: <http://deanofstudents.utexas.edu/sjs>. If you have additional questions about plagiarism please do not hesitate to discuss them with me. Please understand that “ignorance” is not a defense in plagiarism cases.

***University of Texas Honor Code:*** The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

***Use of E-mail for Official Correspondence to Students:*** E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT-Austin's policies and instructions for updating your e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>

***Religious Holidays:*** UT-Austin policy requires that you must notify me of your pending absence at least fourteen days prior to the date of the observance of a religious holy day. If you must miss a class or the deadline for submission of an assignment in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

***Behavior Concerns Advice Line (BCAL):*** If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and the University of Texas



Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>

***Emergency Evacuation Policy:*** Occupants of buildings on the UT-Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building
- If you require assistance to evacuate, inform me in writing during the first week of class
- In the event of an evacuation, follow my instructions or those of class instructors
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT-Austin Police Department, or the Fire Prevention Services office

***Emergency Information:*** For more information on UT-Austin's emergency policies and procedures see <http://www.utexas.edu/emergency/>

***Undergraduate Writing Center:*** The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Consultants help students develop strategies to improve their writing (<http://uwc.utexas.edu/>)