

Syllabus HIS 3255

Eastern Illinois University
Department of History

Fall Semester 2006

HIS 3255

COLONIAL LATIN AMERICA

Professor: José R. Deustua Coleman Hall 2552
Phone: (217) 581-7115 Office Hours: MWF 11:00-11:30;
1:00-1:30
e-mail: jrdeustua@eiu.edu
Coleman Hall 2741 M-W-F: 10:00-10:50a.m.

Description and Objectives.- The course will focus on the nature of the Latin American indigenous civilizations, societies, and smaller ethnic chiefdoms, before the Spanish and Portuguese conquest. It will also explore their subordination later during the period of their attachment to colonial Empires (mostly Spanish and Portuguese, but also British, French, Dutch and Danish), the Independence of the Latin American countries from this colonial control, and their first decade of national life. Special emphasis will be given to the internal structures organized during colonial times, which maintained (and still do so today) strong Indian institutions and ways of life. Latin American mestizaje (mixture of cultures and races) is a combination of European, Indigenous, and African historically contested patterns of social life.

The course requires active student participation, whether in the discussion of the readings or movies that will be shown in class during the semester, or of the thorough analytical essay paper that the students will write in the course. Thus, the course will operate, for a great part of the time, as a Seminar, which needs full student participation. In this sense, the reading on time of the reading assignments is a must, as well as class attendance. This active participation will also be graded.

Course Requirements. Students will be expected to take a mid-term exam, and a comprehensive final exam. They must also write a thorough essay paper based on the readings. Participation in class discussions will also be graded. The percentage of the final grade given to these evaluations will be the following:

- Mid-Term Exam 15%
- Essay Paper, circa 8 pages, 25%
- Post-Midterm Exam, 15%
- Final Exam 20%
- Class Participation 25%

Students will have weekly assigned readings. These readings will be discussed in class. Students will do the assigned reading preferably before the lecture. Classes then will also include lectures given by the professor; it is expected that students will take notes on these lectures. Some movies will also be shown and there will be discussions about them. Readings. Four books will be read during the course. Some in their entirety, some only partially. These are:

- Peter Bakewell: A History of Latin America. Empires and Sequels, 1450-1930. Oxford and Malden, MA: Blackwell Publishers, 1997.

- Lewis Hanke and Jane M. Rausch, editors: People and Issues in Latin American History. The Colonial Experience. New York and Princeton: Markus Wiener Publishing, 1997 (second printing).

- Kenneth Mills and William B. Taylor, editors: Colonial Spanish America. A Documentary History. Wilmington, DE: Scholarly Resources, 1999 (third printing).

- Susan Migden Socolow: The Women of Colonial Latin America. Cambridge and New York, 2000.

Copies of these books will be available at the Textbook Rental Service of the University. Bakewell's book will be the course's guide throughout the semester, whereas Hanke and Rausch's, and Mills and Taylor's books will offer documentary testimony. Socolow's book deals with a very specific question on the history of colonial Latin America, the role of women.

As supplementary readings, particularly for the writing of the essay paper, students can consult:

- Mark A. Burkholder and Lyman L. Johnson: Colonial Latin America. New York and Oxford: Oxford University Press, 1998 (third edition).

- Louisa Schell Hoberman and Susan Migden Socolow: The Countryside in Colonial Latin America. Albuquerque, NM: University of New Mexico Press, 1996.
- Jeremy Adelman editor: Colonial Legacies. The Problem of Persistence in Latin American History. Brunswick, NJ: Routledge Press, 1999.
- Olga Jimenez de Wagenheim: Puerto Rico. An Interpretive History from Pre-Columbian Times to 1900. Princeton, NJ: Markus Wiener Publishers, 1998.
- James Lockhart: Spanish Peru, 1532-1560. A Social History. Madison, Wisconsin: University of Wisconsin Press, 1994 (second edition).
- Brooke Larson: Cochabamba, 1550-1900. Colonialism and Agrarian Transformation in Bolivia. Durham and London: Duke University Press, 1998 (second edition).
- John Leddy Phelan: The People and the King. The Comunero Revolution in Colombia, 1781. Madison, WI: The University of Wisconsin Press, 1978.

The Department of History website is <http://www.eiu.edu/~history>

To reach resources, bibliographies, and organizations related to Latin American history click on <http://www.eiu.edu/~localite/world/region/latinamerica.htm>

SYLLABUS

Week One.- Indians before Empires. From hunters and gatherers to agriculture. The agriculture and urban revolution (Lewis Morgan, Friedrich Engels, V. Gordon Childe). The birth of social classes. Surpluses and the relation with the supernatural. From Chavin to Wari to the Incas. From the Olmecs to the Mayas.

Reading. Bakewell, A History, chapter 2; Hanke and Rausch eds., People, section 2.

Week Two.- Aztecs and Incas. Agriculture, environment and economy. The organization of Empires. From theocratic to militaristic societies. Peasants and rulers. Ayllus, calpullis, and ejidos. Huarochiri as a case study.

Reading. Mills and Taylor eds., Colonial, part 1, chapters 1-4; Socolow, The Women, chapter 2.

Week Three.- Spain before the conquest. Feudalism and encomienda. The Reconquista of Spain and the war against the Moors. Reformation and Counter-Reformation. Castile and

Aragon. Catalonia and the Basque country. Andalusia and Extremadura. Discovery, commercial capitalism and the emergence of a market economy.

Readings. Bakewell, A History, chapter 3; Hanke and Rausch eds., People, section 1.

Week Four.- Discoveries and explorations. Conquest and colonization. War and plunder. From the Caribbean to the mainland. The Spanish conquest of the Aztec and Inca Empires. Cortes and Pizarro. Evil signs and symbols (Nathan Wachtel).

Readings. Bakewell, A History, chapters 4, 5, and 6; Mills and Taylor eds., Colonial, part 1, chapters 7 and 8; Hanke and Rausch eds., section 3, chapter 4.

Week Five.- The colonial system. Demographic collapse and open land (Cook and Borah, and Noble David Cook). Indian depopulation and its causes: diseases, war, oppressive labor. Encomienda and hacienda.

Readings. Bakewell, A History, chapters 7, 8, and 9; Hanke and Rausch eds., People, section 4.

Week Six.- Spanish conquest and indigenous women. The arrival of Iberian women. Women, marriage and family. Colonial elite women.

Readings. Socolow, The Women, chapters 3, 4, 5, and 6; Hanke and Rausch eds., section 3, chapter 6.

MID-TERM EXAM WEEK

Week Seven.- Spanish civil wars to 1570. Nadir of the demographic collapse, 1630?. The Potosi boom (1570-1630). Guanajuato, Taxco, mining in Mexico. The American treasure (Earl Hamilton). Economy: ships, silver, cloth, sugar, and dyes.

Readings. Bakewell, A History, chapter 10; Mills and Taylor eds., Colonial, part 2, chapters 13, 14, and 19.

Week Eight.- Spanish America, from California to Chile. Spaniards and criollos. Mestizos, Indians, Africans. Slavery and the slave trade. The seventeenth century: a slacker grip.

Readings. Bakewell, A History, chapter 11; Hanke and Rausch eds., People, section 5.

Week Nine.- Andean and nahuatl village society. Haciendas and the peasant economy. Mita and yanacónaje. Spanish American baroque in a long seventeenth century. Felipe Guaman Poma de Ayala. Sor Juana Ines de la Cruz.

Readings. Mills and Taylor eds., Colonial, part 3.

ESSAY PAPER DUE

Week Ten.- Hacienda and plantation: Mexico and Peru compared with Brazil and the Caribbean area. The eighteenth century: from the Habsburgs to the Bourbons. The War of the Spanish Succession, 1700-1713. Deformation or reformation?

Readings. Bakewell, A History, chapter 12, pp. 254-77; Hanke and Rausch eds., section 7, chapters 4-6.

Week Eleven.- Revitalization of the Empire, the Bourbon reforms. Colonial tensions, the people and the King. Society, change and protest. Criollo self-awareness. Nationalist consciousness and the idea of motherland: sociedades patrióticas. Urban crowd, patricians and plebeians, and utopias for criollos, mestizos, and Indians.

Readings. Bakewell, A History, chapter 12, pp. 277-93.

POST-MIDTERM EXAM

Week Twelve.- The Comunero revolution in Socorro, 1781. The first written Constitution of New Granada. Liberalism and constitutionalism. Juan Santos Atahualpa, 1750s. Jose Gabriel Condorcanqui, Tupac Amaru, Tupac Katari and kataristas in Cusco, Puno and La Paz, 1780s.

Readings. Mills and Taylor eds., Colonial, part 4, chapters 39, 42, 43, and 47.

Week Thirteen.- Mexico, from the mining boom to the colonization of California. Los Angeles, San Francisco, and the north bay. Colonial Brazil, slaves, sugar, and gold.

Readings. Lewis and Hanke, People, section 8.

Week Fourteen.- Haiti and the "Black Jacobins". Independence in South America. Independence in Mexico and Central America. Independence in Brazil.

Readings. Bakewell, A History, chapter 14; Mills and Taylor eds., Colonial, part 4, chapters 44-48.

Week Fifteen.- Bolivar and San Martin. Hidalgo, Morelos and Iturbide. From the wars of liberation to the "caudillo wars". The Argentine declaration of Independence.

Readings. Mills and Taylor eds., Colonial, part 4, chapters 49 and 50.

FINAL EXAM DURING EXAM WEEK