

Colonial Latin America: The Rise and Fall of the Spanish Empire

HISTORY 508:260

Tuesdays & Thursdays 3:50 - 5:10 PM

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Thursdays 12:00-1:00 PM, or by appointment
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DESCRIPTION

- The Spanish crown had an empire that lasted from the 1500s to 1898, much of it in America.
- Kings from Spain claimed that they ruled territory stretching from present-day California to Chile. Yet, Spaniards did not colonize all lands; Native American nations remained in power in some regions and other European monarchs established colonial footholds as well.
- So, what makes an empire? How are they built? Why do they stand? And why do they fall apart?
- We will answer these questions by studying the Spanish Empire from the perspective of people who were part of it: Native Americans, migrants from Europe, enslaved people trafficked from Africa and Asia, and all their descendants.
- To do so, we will primarily work with primary sources (government documents, legal treaties, travel narratives, works of art, and other artifacts). We will also read scholarly works and articles by journalists based on data, as well as listen to podcasts and watch films and videos.
- Learning about this vast region helps us understand colonialism and the work of empire on the ground.
- Empires have legacies. People in twenty countries in Latin America (and 14% of the US population) speak Spanish because language is a tool of empire and a basis for national identity. We study the Spanish Empire to make this type of connection to the present.

Catalogue: 01:508:260. Study of formation of culture and society in Latin America through intermingling and merger of Native Americans, Iberians, and Africans.

Geographical Scope of Our Class



ASSIGNED READINGS

~All readings are on Canvas (in **Modules & Reading List**).

~See *Syllabus Bibliography* for full citations

- ♣ Please follow the course schedule below to keep up with the assigned readings.
- ♣ You should read the materials (secondary and primary sources) **after** class, once you have learned more about the historical context. Reading reflections are about these sources.
- ♣ We will also be reading primary and secondary sources in class **together** – marked **IN-CLASS**.

ASSIGNED FILMS

~All films are available through Canvas (under *Reading List, streaming videos*)

🌀 Bemberg, Maria Luisa. "Yo, la peor de todas" [I, the worst of all]. 2014.

🌀 Herzog, Werner. "Aguirre, the Wrath of God." 1972.






🌀 Joffé, Roland. "The Mission." 1987.

🌀 Extra credit: Scott, Ridley. "1492: Conquest of Paradise." 1992.

MEETINGS – READINGS, CLASS ASSIGNMENTS, & DUE DATES**Week 1**





1/16 ₁	Foundations: Why should we study the Spanish Empire? & What does “Colonial Latin America” mean? 🌟 In-class reading: G. Tremlett, The Absurd History of British-Spanish Rivalry, from Henry VIII to Gibraltar, <i>The Guardian</i>
1/18 ₂	Foundations: Iberian kingdoms 🌟 In-class document discussion: “Coexistence in the Medieval Spanish Kingdoms” Reading 📖 Secondary source (scholarly): M. Asenjo-González, et al, “Town and Country: Connecting Late Medieval Castilian Urban Experience,” <i>Bulletin for Spanish and Portuguese Historical Studies</i>

Week 2

1/23 ₃	<p>Foundations: Mexica empire</p> <p>✳ In-class document discussion: “Childbirth ceremonies” from the <i>Florentine Codex</i></p> <p>Reading  Secondary source: Camilla Townsend, "How Aztecs Told History"</p>
1/25 ₄	<p>Foundations: Inka empire</p> <p>✳ In-class reading: “Who First Farmed Potatoes?” Archaeologists Find Evidence, <i>The New York Times</i></p> <p>Reading:  Secondary source (scholarly): J.C. de la Puente, “Calendars in Knotted Cords,” <i>Ethnohistory</i>  Secondary source (journalism): R. Blumenthal, “Protection Sought for Vast and Ancient Inca Road,” <i>The New York Times</i></p>
Week 3	
<i>The Rise of the Spanish Empire</i>	
1/30 ₅	<p>The Caribbean: How did the Spanish crown organize the early colonization effort?</p> <p>✳ In-class activity: The “Colombian Exchange” ✳ In-class document discussion: Queen Isabelle, Decree on <i>encomiendas</i> (1503)</p> <p>Reading  Secondary source (journalism): C. Zimmer, “Ancient DNA Shows Humans Settled Caribbean in 2 Distinct Waves, <i>The New York Times</i></p>
2/1 ₆	<p>How did the Spanish crown justify the “conquest of America”?</p> <p>✳ In-class document discussion: <ul style="list-style-type: none"> – Antonio de Montesinos, Sermon (1511) – Palacios Rubios, “The Requirement” (<i>Requerimiento</i>) (1513) </p> <p>Reading  Secondary source (scholarly): N.D. Cook, “Sickness, Starvation, and Death in Early Hispaniola,” <i>Journal of Interdisciplinary History</i></p>

	<p>Questioning cinematic interpretations of the past Film of the week – extra credit (see canvas for details) <i>1492: Conquest of Paradise</i> (1992)</p>
Week 4	
2/6 ₇	<p>How did the crown’s policy on labor impact Indigenous people? And how did it relate to the rise of the Transatlantic Slave Trade?</p> <p>✳ In-class document discussion: “The Laws of Burgos” (1512)</p> <p>Reading 📖 Secondary source (scholarly): D. Wheat, Introduction to <i>Atlantic Africa and the Spanish Caribbean</i></p>
2/8 ₈	<p>The Fall of the Mexica Empire: The Spanish-Aztec War (1519-1521)</p> <p>✳ In-class document discussion: Selections from <i>Victors and Vanquished</i></p> <p>Reading 📖 Secondary source (scholarly): C. Townsend, Introduction to <i>Malintzin’s Choices</i> 📖 Primary source: “The Politics of Gender and the Conquest of Mexico” (about Malintzin)</p>
Week 5	
2/13 ₉	<p>How do empires organize local government? The Rise of the Viceroyalty of New Spain</p> <p>✳ In-class document discussion: “Letters Home: Correspondence from Spanish colonists in Mexico City to relatives in Spain, 1558-1589” ✳ In-class data analysis: https://norahgharala.com/datasets/</p> <p>Reading 📖 Secondary source (journalism): C. Miranda, “How a Vital Record of Mexican Indigenous Life was Created Under Quarantine,” <i>The Los Angeles Times</i></p>

2/15 ₁₀	<p>The Fall of the Inka Empire and Rise of the Viceroyalty of Peru</p> <p>✳ In-class document discussion: Francisco de Xeres, “Narrative of the Conquest of Peru” [excerpt]</p> <p>Reading</p> <p>📖 Secondary source (scholarly): J. Mumford, “Litigation as Ethnography in Sixteenth-Century Peru,” <i>Hispanic American Historical Review</i></p> <p>📖 Primary source: P. Cieza de Leon, <i>Chronicles of Peru</i> [Excerpts]</p>
	<p>Film of the week:</p> <p>🎬 Watch: <i>Aguirre, the Wrath of God</i> (1972)</p> <p>Readings for film essay assignment</p> <p>📖 Secondary source: T. Holloway, “Whose Conquest is this Anyways”</p> <p>📖 Primary source: Lope de Aguirre, "Letter to King Philip II of Spain, 1561"</p> <p>Writing assignment on chosen film due <u>April 2nd or before</u> (reflection on film & readings)</p>
Week 6	
2/20 ₁₁	<p>What happens in the frontiers of empires? The Beginning of the Borderlands: New Mexico</p> <p>✳ In-class document discussion: “Poetic Attempts to Justify the Conquest of Acoma, New Mexico”</p> <p>Reading</p> <p>📖 Primary source: Juan de Oñate, “Letter to the Viceroy”</p> <p>📖 Secondary source (journalism): S. Romero, “Statue’s Stolen Foot Reflects Divisions Over Symbols of Conquest,” <i>The New York Times</i></p>
2/22 ₁₂	<p>Economic Policy: The Rise of the Silver Economy</p> <p>✳ In-class document discussion: “The Silver Mining City of Zacatecas”</p> <p>Reading</p> <p>📖 Secondary source (scholarly): D. Velasco, “Indians, Violence, and Local Authority in the Colonial City, Zacatecas,” <i>Ethnohistory</i></p>
Week 7:	

2/27 ₁₃	<p>The Global City of Potosí</p> <p>☀ In-class document discussion: “The Social Significance of Female Dress in Colonial Potosí”</p> <p>Reading  Secondary source (scholarly): K. Lane, “Introduction” to <i>Global Potosí</i> (2019)</p> <p>DUE: DRAFT of Un-presentations</p>
2/29 ₁₄	<p>Imperial competition: The rise of piracy</p> <p>☀ In-class reading: AP, “Colombia looks to recover billions in treasure,” <i>The Guardian</i></p> <p>Reading  Secondary source (scholarly): A. Bialuschewski, “Juan Gallardo: A Native American Buccaneer,” <i>Hispanic American Historical Review</i></p>
Week 8	
3/5 ₁₅	City Project Un-presentations
3/7 ₁₆	City Project Un-presentations
SPRING BREAK	
Week 9	
3/19 ₁₇	<p>Imperial Espionage: The Holy Office of the Inquisition</p> <p>☀ In-class document discussion: Inquisition, “Proclamation” (1661)</p> <p>Reading  Secondary source (scholarly): C. Ireton, “Margarita de Sossa”</p>
3/21 ₁₈	<p>Trade Policy: The fleet system & Manila Galleon</p> <p>☀ In-class document discussion: “Bill of Fare on a Spanish Fleet” (1770)</p> <p>Reading  Primary source: I.A. Leonard, “An attempted Indian Attack on the Manila Galleon” (1735)</p>

	<p>Film of the Week  Watch: <i>I, The Worst of All</i> (2014)</p> <p>Readings for film essay assignment  Secondary source: S. Ramírez, "The Literary Life of Sor Juana Inés de la Cruz"  Primary source: Juana Inés de la Cruz, "Letter to Filotea"</p> <p>Writing assignment on chosen film due <u>April 2nd</u> or before (reflection on film & readings)</p>
Week 10	
3/26 ₁₉	<p>Mexico City – Hub of Global Trade</p> <p>✳ In-class document discussion: Domingo Chimalpahin, "Japanese Merchants," in <i>Annals of His Time</i>.</p> <p>Reading  Secondary source (journalism): M. Kimmelman, "Mexico City, Parched and Sinking, Faces a Water Crisis," <i>The New York Times</i></p>
3/28 ₂₀	<p>How do competing empires delineate their borders? The Portuguese connection: Jesuit missions in South America</p> <p>✳ In-class document discussion: Nicolás Nenguirú, "Letter to the Governor of Buenos Aires."</p> <p>Reading  Secondary source (scholarly): J. Erbig, "Borderline Offerings: <i>Tolderías</i> and Mapmakers in the Eighteenth-Century Río de La Plata," <i>Hispanic American Historical Review</i></p>
	<p>Film of the Week  Watch: <i>The Mission</i> (1986)</p> <p>Readings for film essay assignment  Scholarly article: James Schofield Saeger, "The Mission and Historical Missions: Film and the Writing of History"  Primary source: Nicolás Nenguirú, "Letter to the Governor of Buenos Aires"</p> <p>Writing assignment on chosen film due <u>April 2nd</u> or before (reflection on film & readings)</p>
Week 11	

4/2 ₂₁	<p>Imperial Competition: The French Connection, Spanish New Orleans</p> <p>☀ In-class data analysis: https://www.slate.com/articles/news_and_politics/history/2016/01/an_interactive_record_of_native_american_slavery_in_new_france.html</p> <p>Reading 📖 Secondary source: J.H. Nunemaker, “The Bouligny Affair in Louisiana,” <i>Hispanic American Historical Review</i></p> <p>DUE: Writing assignment on chosen film</p>
4/4 ₂₂	<p>Imperial Competition: The Rise of the Comanches</p> <p>☀ In-class document discussion: “Los Comanches” in J. Brooks, <i>Captives and Cousins</i></p> <p>Reading 📖 Secondary source (scholarly): P. Hämäläinen, The Politics of Grass,” <i>William and Mary Quarterly</i> 📖 Secondary source (journalism): M.T. Treal Taylor, “Early Dispersal of Domestic Horses Into the Great Plains and Northern Rockies,” <i>Science</i></p>
Week 12	
<i>The beginning of the fall of the Spanish Empire</i>	
4/9 ₂₃	<p>How do people organize rebellions? The Case of Túpac Amaru</p> <p>Reading 📖 Secondary source: “The Age of Transformation and Revolt, 1780-1825”</p>
4/11	<p>NO CLASS</p> <p>Reading 📖 Secondary source: Charles F. Walker, The Graphic History, In <i>Witness to the Age of Revolution: The Odyssey of Juan Bautista Tupac Amaru</i></p> <p>BASIS for writing assignment due the following Tuesday!</p>
Week 13	

4/16 ₂₄	<p>The Age of Revolutions</p> <p>✳ In-class document discussion: Simón Bolívar, “Jamaica Letter” (1815)</p> <p>Reading</p> <p>📖 Primary source: “The Many Views of Simón Bolívar”</p> <p>📖 Secondary source (journalism): S. Schmidt, “The Gold-Mining City That is Destroying a Sacred Venezuelan Mountain,” <i>The Washington Post</i></p> <p>DUE: Writing assignment on Tupac Amaru</p>
4/18 ₂₅	<p>The Age of Revolutions</p> <p>Reading</p> <p>📖 Primary source: “Father José María Morelos and Visions of Independence”</p>
Last Week	
4/23 ₂₆	<p>New Nations, New Empire</p> <p>✳ In-class reading: N. Alcoba, “This Language Was Long Believed Extinct,” <i>The New York Times</i></p> <p>Reading</p> <p>📖 Secondary source (scholarly): R. Earle, “Sobre Héroes y Tumbas: National Symbols in Nineteenth-Century Spanish America,” <i>Hispanic American Historical Review</i></p>
4/25 ₂₇	The Key Words of Empire
	Final Exam

LEARNING OUTCOMES

This course helps students acquire the following analytical and technical skills:

- ♣ Students will strengthen their analytical skills by learning to use primary and secondary sources to support their own interpretations of the past.
- ♣ Students will learn to pose historical questions by engaging in historiographical debates and identifying trends in the scholarship.
- ♣ Students will strengthen their research and writing skills by composing essays that answer historical questions by making sound arguments based on primary and secondary sources.
- ♣ Students will practice their presentations skills by teaching their classmates about their chosen topics.

ASSESSMENT PLAN**Lecture & Class Participation, 20 points (20% of grade)**

- Students will attend all classes.
 - 6.5 points for engaged attendance (.25 per day X 26 classes)
- Students will raise and answer questions and make thoughtful comments about the assigned readings.
- Participating in class discussions helps students improve their oral and higher-order thinking skills.
 - 13.5 points for participating in class discussions and group activities
- **Please note that laptops are not allowed in class** because they distract other students and tempt you to type down every word that is said, which prevents you from grasping the larger picture.
- Students will practice the skill of taking effective notes by hand, which promotes long-term retention of information.

Exams, 30 points (30% of grade)

- **Reading reflections**, 20 points (20% of grade)
 - The aim of these reflections is to encourage students' retention of information from lectures and their timely completion of reading assignments.
 - **Set deadlines**
- **Final Exam**, 10 points (10% of grade)

Un-Presentation Project, 20 points (20% of grade)

Draft due: Feb. 27th (5 points)

Un-presentations: March 15th or 17th (sign-up in class)

- Students will research the history of a Latin American city and share their findings with the class in a creative way.
- Further details will be provided in class.

Writing Assignments, 30 points (30% of grade)

- Students will complete two writing assignments to develop their skills in analyzing historical sources and constructing arguments about the past.
- Further details will be provided in class.
- **I do not accept late assignments. The essays (hard copies) are due at the beginning of class.**

I. 3-page essay on one of the following films, and related primary and secondary sources, 15 points

- ☞ Bemberg, Maria Luisa. "Yo, la peor de todas" [I, the worst of all]. 2014.
- ☞ Herzog, Werner. "Aguirre, the Wrath of God." 1972.
- ☞ Joffé, Roland. "The Mission." 1987.

Due: **April 2nd** or before

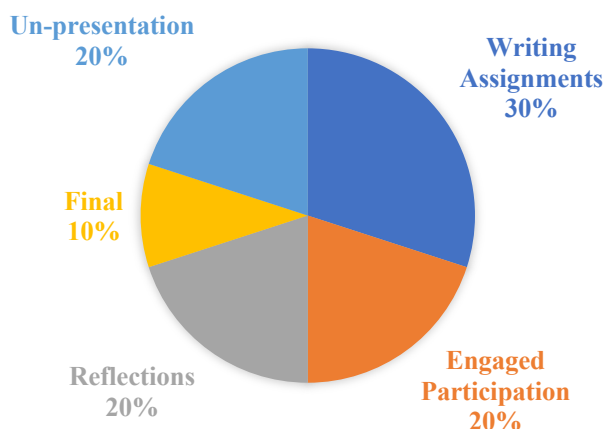
II. 3-page essay on Tupac Amaru and “rebellions” based on a graphic history and documents
15 points

Due: **April 16th**

Rewrites (essays 1 & 2)

- Average of 1st and rewrite is final grade for assignment.
- Must be submitted in hard copy, with the original paper attached, within two weeks of receiving the first evaluation.

ASSESSMENT



Grade Breakdown - University Scale (based on 100 points = 100%)

Points =	Percentage =	Letter Grade	Quality of Performance
100	89.5-100%	A	Excellent - Exceptional Achievement
84.5-89.49	84.5-89.49%	B+	Good - Extensive Achievement
79.5-84.49	79.5-84.49%	B	
74.5-79.49	74.5-79.49%	C+	
69.5-74.49	69.5-74.49%	C	Satisfactory - Acceptable Achievement
59.5-69.49	59.4-69.49%	D	Unsatisfactory - Inadequate Achievement
59.49 or less	59.49 or less	F	Failure

EDUCATIONAL EQUITY

Students are responsible for understanding Rutgers’s policies regarding academic integrity. Please see:

<http://nbacademicintegrity.rutgers.edu/home/for-students/>

Rutgers is committed to fostering an educational environment that is respectful of all people. If you have experienced or witnessed a possible bias-motivated incident, please visit the prevention website:

<http://studentaffairs.rutgers.edu/bias/>

Rutgers abides by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments (ADAA) of 2008, and Sections 504 and 508. Please see:
<https://ods.rutgers.edu/about-us/mission-vision>

Course Bibliography

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