

UNIVERSITY OF WISCONSIN-MADISON  
Department of History  
Semester I, 1988-89

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. A second major theme will be the interplay of gender, race, and class in Latin American society.

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 promote active student participation, and add variety to classroom lectures.

Schedule

- Week 1            Introduction. Sept. 7-9.  
 Lectures:    Introductory session.  
                  Why Study Colonial Latin America?
- Reading:      Julio Cortázar, "The Night Face Up" (hand-out).  
 Gabriel García Márquez, Chronicle of a Death Foretold, trans. by Gregory Rabassa (New York, 1983), all.
- UNIT I. THE AGE OF CONQUEST
- Week 2            Introduction (cont'd)/The Coming Clash. Sept. 12-16.  
 Lectures:    Monday: no lecture (Rosh Hashanah).  
                  Latin America: Myths, Realities, Human Geography.  
                  A Tale of Two Civilizations: Aztecs and Incas.
- 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            The Coming Clash (cont'd)/Conquest of Highland Civilizations. Sept. 19-23.  
 Lectures:    Iberian Expansion: Gold, Gospel, Utopia.  
                  The Conquest of the Incas: How Could It Happen?  
                  "Conquest" versus "Alliance": What's in a Word?
- Reading:      Díaz, Conquest of New Spain, 140-413 (again, much may be skimmed).
- NOTE:           The second of the three lectures is scheduled for Monday night, Sept. 19, because we will not hold classes on Yom Kippur, Wed., Sept. 21.
- Week 4            Indian-White Relations: The First Generation. Sept. 26-30.  
 Lectures:    Change-Up No. 1: Meeting of the Minds (featuring Orson Welles, Steven Spielberg, Hernan Cortes, La Malinche, and a special cameo guest).  
                  The Early Encomienda of the Aristocrat-Entrepreneurs.  
                  The Moral and Political Dilemmas of Conquest.
- 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. Oct. 3-7.

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. 10-14.

Lectures: Mines and Indians: Peru and Mexico Compared.  
 Indians and Haciendas: Conflict and Symbiosis.  
 Change-Up No. 2: Techniques of Documentary  
 Analysis ("The Downfall of Don Francisco  
 Chocata").

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 Monday,  
 October 17.

A MAP QUIZ is scheduled for October 19, and the  
 SEMESTER EXAM, covering Weeks 1-6, is scheduled  
 for October 21.

## Week 7

Torture Week (just checking if you're reading this!).  
 Oct. 17-21.

Lectures: No Monday lecture.  
 Map Quiz/Review for Exam (Oct. 19).  
 Semester Exam (Oct. 21).

Reading: No new reading assigned. Begin next week's  
 reading.

## Week 8

The New Social Order in the Tropics (Part I). Oct. 24-28.

Lectures: The Origins of American Slave Societies: Brazil  
 in Comparative Perspective.  
 The Evolution of Colonial Brazil.  
 Slaves and Masters: The Interplay of Resistance  
 and Accommodation.

Reading: Articles in Richard Price, ed., Maroon Societies:  
 Rebel Slave Communities in the Americas (2nd  
 ed., Baltimore, 1979), 1-63, 82-103, 149-226.  
 DOCUMENT #1 (xerox packet).

- Week 9      The New Social Order in the Tropics (Part II).  
                  Oct. 31-Nov. 4.  
 Lectures: Afro-American Slavery and Freedom.  
                  Esteban Montejo's Story  
                  Change-Up No. 3: Special 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).  
 Articles in Price, ed., Maroon Societies, 227-292.
- NOTE: A FILM about slavery, "The Last Supper," will be  
 seen on the evening of Nov. 2 or Nov. 3.
- Week 10      Paternalism, High Culture, and Counter Culture, Nov. 7-11.  
 Lectures: Honor, Shame, and Gender in Colonial Society.  
                  Drinking in Colonial Society and Culture.  
                  The Culture of Pomp and Circumstance.
- Reading: Ramón A. Gutiérrez, "Honor Ideology, Marriage  
 Negotiation, and Class-Gender Domination in New  
 Mexico, 1690-1846," Latin American Perspec-  
 tives, 44 (Winter, 1985), 81-104.  
 DOCUMENT #2 (xerox packet).
- UNIT III. THE CRISIS OF IBERIAN COLONIALISM
- Week 11      Decay and Transformation, Nov. 14-18.  
 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).
- Begin next week's reading.
- Week 12      From Crisis to Independence, Nov. 21-23.  
 Lectures: Change-Up No. 4: History Workshop on: "Is  
                  Cornblit's Interpretation of the Forasteros  
                  Good History, or Elegant Fluff?"  
                  The Wars of Independence: Argentina, Venezuela,  
                  Peru.
- Reading: George Reid Andrews, "Spanish American Indepen-  
 dence: A Structural Analysis," Latin American  
 Perspectives, 44 (Winter, 1985), 105-132 (xerox  
 packet).

Week 12 From Crisis to Independence, Nov. 21-23 (cont'd).

John Lynch, "Venezuela, the Violent Revolution,"  
in The Spanish-American Revolutions, 1808-1826  
(New York, 1973), 189-226 (xerox packet).  
DOCUMENT #3 (xerox packet).

UNIT IV. THE COLONIAL EXPERIENCE AS AN UNCLOSED CHAPTER

Week 13 From Crisis to Independence (cont'd)/Causes and Consequences  
of Indian Survival and Resilience, Nov. 28-Dec. 2.

Lectures: The Wars of Independence: Mexico, Cuba, Brazil.  
Colonial Origins of So-Called Closed Corporate  
Communities (two lectures).

Reading: William B. Taylor, Drinking, Homicide and Rebel-  
lion in Colonial Mexican Villages, (Stanford,  
1979), 1-27, 73-170.

NOTE: THE SECOND PAPER is due no later than Monday,  
Dec. 5.

Week 14 The Colonial Heritage in Post-Colonial Times, Dec. 5-9.

Lectures: The Colonial Legacy in the 19th Century.  
The Tricks of Time.  
Intellectuals Look Back: The Feudalism-Capitalism  
Debate.

Reading: Begin Rigoberta Menchú, I ... Rigoberta Menchú, An  
Indian Woman in Guatemala, Elisabeth Burgos-  
Debray, ed. (London, 1984). Read at least to  
p. 140.

Week 15 Looking Back, Dec. 12-14.

Lectures: Rigoberta Menchú Looks Back.  
The Colonial Heritage of Latin America.

Reading: Finish Menchú, I ... Rigoberta Menchu.

Optional: Robert Trudeau and Lars Schoultz,  
"Guatemala," in Morris J. Blachman et  
al., eds., Confronting Revolution:  
Security through Diplomacy in Central  
America (New York, 1986), 23-49. (This  
book is on reserve in Helen C. White  
Library.)

### 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 1000-1500 words (4-6 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 include an analysis of a historical document in the assigned readings. (The inclusion of documentary analysis will be considered a "moral obligation" on your part rather than a strictly monitored and enforced course requirement.) Historical documents in translation are found in the readings for Weeks 2, 3, 6, 8, 9, 10, and 12. 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. The papers are due at the Monday lecture following the week whose material is discussed in the paper. When a paper combines materials from more than one week, the deadline is the Monday lecture following the last week whose materials are discussed. Anyone who needs a one-day extension to complete or print a nearly finished paper receives it automatically. Extensions beyond this grace period will be extremely difficult to secure; I will grant them only in cases of genuine and unforeseeable emergencies. Late papers without an extension suffer a one-grade penalty.

All papers must be double-spaced, with the typed or printed letters dark and easy to read. Papers that do not meet these criteria will be returned unread.

Grading

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

discussion----12 points	semester exam---16 points
map quiz----- 2 points	final exam-----30 points
first paper---20 points	
second paper--20 points	

Honors Students and Special Options

A limited number of students may select the intensive writing option. The purpose of this option is to allow students highly motivated to improve their writing an opportunity to do so through close supervision, rewriting, and extensive "feedback." A student who selects this option must find a partner also selecting this option in his or her discussion section. The two partners become a writing "team." Students selecting this option will write two essays of the kind described under "Course Assignments" above. But they will also meet the following conditions. 1) Two copies of a first draft of near-polished quality are due at the normal Monday due date described under "Course Assignments" above. The student will give one copy to me, and the other to the partner on the student's "team." 2) The student's partner and I are each required to return the first draft with a critique and suggestions by the Wednesday lecture. 3) The student then turns in a second and final draft by Friday, along with the two marked first drafts (and accompanying comments) returned earlier by the writing team partner and me. At this time, the student also turns in a brief Writing Lab statement certifying either that the student consulted the Helen C. White Writing Lab, and evaluating whether the consultation was useful; or stating that consultation with the Helen C. White Writing Lab was deemed unnecessary by the student, and explaining why not. 4) No automatic one-day extensions are available for the first draft, but in special cases, the second draft deadline may be extended from Friday to the following Monday.

Please note that no more than six students (three teams) 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.

Any student may elect to take the term paper option instead of the standard two-paper assignment. The term paper should either research a well defined topic on the basis of primary and secondary source materials, or focus on a critical evaluation of controversies in the scholarly literature. For those who do not read Spanish or Portuguese, a surprisingly large set of primary sources is available in English translation. The term paper will count 40% towards the final grade. Students selecting the term paper option must turn in a formal one-page proposal, accompanied by a tentative bibliography, no later than Monday, Sept. 26. I reserve the right to reject poorly conceived proposals. Term papers are due no later than Monday, Dec. 5.

Honors students must take the term paper option described above.