

Early and Colonial Latin America

HIST 5391

Wednesdays, 6:00-8:45 PM

CAS 208

3 Credit Hours

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Office Hours:
Mondays, 11:15 AM-12:45 PM
Wednesdays, 4:00-5:30 PM
Or by appointment

Description

This course offers an in-depth study of the scholarship in Latin American History from pre-contact societies to independence at the graduate level. It is designed to help graduate students simultaneously become familiar with the history and historiography of early and colonial Latin American history from pre-contact societies up through independence. At the same time, this course will help students explore the various types of history that historians embrace.

More specifically, this course is designed to help graduate students simultaneously become familiar with the history and historiography of early and colonial Latin American history from before contact with Europeans up to independence in the 1820s. Materials in this course will familiarize graduate students with the general narrative of early and colonial Latin American history while also introducing them to many of the fundamental paradigms and analytical models that shape the field of history today. Core readings will be drawn from recent scholarship on early and colonial Latin America that will both reveal what recent trends have developed, even while addressing some of the older scholarship and issues that historians have confronted across the past several decades. This course should help you not only to better understand the peoples, culture, societies, and events of early and colonial Latin American history, but also to help you identify the kind of historian you are or hope to become and provide analytical tools to achieve your intellectual, personal, and professional goals.

Objectives

In accordance with the Student Learning Outcomes for this course, by the end of the semester, students will acquire the following skills: Develop critical thinking skills that reflect an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.

- Develop communication skills that reflect the ability to develop, interpret, and express their own ideas through written, oral, and visual communication.
- Develop a sense of social responsibility that reflects intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in local, regional, national, and global communities.
- Develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making.

Required Readings

Students are required to complete *all* of the readings for the course. As this is a graduate readings

seminar, students are expected to complete one book a week. The readings are:

- Sigal, Pete. *The Flower and the Scorpion: Sexuality and Ritual in Early Nabua Culture*. Durham: Duke University Press, 2011.
- Townsend, Camilla. *Malintzin's Choices: An Indian Woman in the Conquest of Mexico*. Albuquerque: University of New Mexico Press, 2006.
- Charles, John. *Allies at Odds: The Andean Church and Its Indigenous Agents, 1583-1671*. Albuquerque: University of New Mexico Press, 2010.
- Mumford, Jeremy. *Vertical Empire: The General Resettlement of Indians in the Colonial Andes*. Durham: Duke University Press, 2012.
- Monteiro, John M. *Blacks of the Land: Indian Slavery, Settler Society, and the Portuguese Colonial Enterprise in South America*. Cambridge Latin American Studies Series. Translated by James Woodard and Barbara Weinstein. Cambridge: Cambridge University Press, 2018.
- Mangan, Jane E. *Trading Roles: Gender, Ethnicity, and the Urban Economy in Colonial Potosí*. Durham: Duke University Press, 2005.
- Robins, Nicholas A. *Mercury, Mining, and Empire: The Human and Ecological Cost of Colonial Silver Mining in the Andes*. Bloomington, IN: Indiana University Press, 2011.
- Wadsworth, James E. *Agents of Orthodoxy: Honor, Status, and the Inquisition in Colonial Pernambuco, Brazil*. Lanham, MD: Rowman & Littlefield, 2016.
- Soares, Mariza de Carvalho. *People of Faith: Slavery and African Catholics in Eighteenth-Century Rio de Janeiro*. Translated by Jerry Dennis Metz. Durham: Duke University Press, 2011.
- Martínez, María Elena. *Genealogical Fictions: Limpieza de Sangre, Religion, and Gender in Colonial Mexico*. Stanford: Stanford University Press, 2011.
- Van Deusen, Nancy E. *Embodying the Sacred: Women Mystics in Seventeenth-Century Lima*. Durham: Duke University Press, 2017.
- Barr, Juliana. *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands*. Chapel Hill: University of North Carolina Press, 2007.
- Barrera-Osorio, Antonio. *Experiencing Nature: The Spanish American Empire and the Early Scientific Revolution*. Austin: University of Texas Press, 2010.
- Walker, Charles F. *The Túpac Amaru Rebellion*. Cambridge, MA: Belknap Press, 2016.

Course Requirements:

There are three major elements that will make the totality of your grade in this seminar-style course: attendance/participation, student presentations, and a historiographic essay.

Attendance & Participation will make up 20% of your grade. Of course, participation means coming to class well prepared and participating every week. **Three unexcused absences will result in a failing grade.** As part of your participation grade, you must submit at least two questions or comments on the assigned readings **no later than 7 p.m. every Monday evening**. These questions will serve as a basis for class discussion. These questions **must** be submitted on time; failure to do so will result in 2% subtracted from your attendance & participation grade for *every* late submission.

Participation also involves courtesy to your colleagues, the professor, and even the readings. Keep in mind that, while it is acceptable (and even expected) that students will offer critiques of the works, the professor has picked the readings for a reason; additionally, these are published, peer-reviewed works by professionally-trained academics; these works reflect a degree of professional and intellectual development and expertise in the field. While raising questions and challenging ideas, methodology, sources, etc., is fine, keep such critiques professional and thoughtful, avoiding

arrogance or nastiness. Respectful conduct towards peers and the professor in discussion are also expected. As many of you know, I expect and anticipate healthy debate and lively discussion, and my classroom tends towards informality. However, disruptive behavior, disrespect towards fellow students or the professor, personal insults, or unnecessary profanity will result in: 1) a warning, 2) expulsion from an individual class meeting, and, should such behavior persist, 3) a failing grade for the class.

Student Presentations will make up 15% of your grade. Each student is expected to present on one book. Students will pick which week they will present/which book they will present on. In the week of presentation, students will be responsible for two facets: they must find three book reviews, submitting them to Dr. Snider and synthesizing them for the class; and they must present a 10-15 minute discussion/analysis of the book and the historiography surrounding it to initiate discussion that week. These presentations should be “formally informal” – i.e., conversational, but professional, critical, and analytical.

A historiographic essay will make up 65% of your grade. This paper is to be 6500-8500 words in length. The paper is due at the end of the semester. This essay will analyze the state of research in a particular subject or area of the history of Latin American-US relations, and will be based on a subject/conceptual framework that interests students.

To aid the student in selecting a topic or/and theme, there is a lengthy bibliography on the scholarship of Early and Colonial Latin America available on Canvas, and students must consult this bibliography as they select their works for their historiographic essay. Once students have begun to narrow down their topic and select pertinent works from the bibliography available on Canvas, students will then be expected to meet with Dr. Snider in **week 7** to select a topic. Students will turn in an annotated bibliography of the works they have selected in **week 10**. This annotated bibliography will be worth 15% of the total paper grade, with the final paper making up the remaining 50% of the grade. We will discuss what an annotated bibliography is (and is not) as the semester progresses. The final paper will be due during finals week. Below you will find a guide on a historiographic essay is, and some of the methods and strategies for writing one.

Grades

Based on the assignments outlined above, your grade breaks down as follows (with the standard scale of A, 90-100; B, 80-89; C, 70-79; D, 60-69; and F, 59 or lower):

Attendance and Participation	20%
Student Presentations	15%
Historiographic Essay’s Annotated Bibliography	15%
Final Historiographic Essay	50%
TOTAL	100%

Attendance and Makeup Policy

Students must make every effort to be in class regularly. As outlined above, attendance in the class is **mandatory**, and more than four unexcused absences will result in a failing grade on attendance and participation (20% of the total grade). In cases of **emergency** (i.e., serious illness, family emergencies, etc.), however, an absence may be excused. The student should make sure to consult with the professor as soon as possible in order to provide advance warning of absences where possible. Students must also provide documentation in order for an absence to be excused. At the

professor's prerogative, makeup exams will be available in the case of an emergency. Students also must put forth every effort to submit their papers on time. Each day the paper is late will result in a reduction of one-letter grade from the student's paper. If the paper is one week late, it will not be accepted, and the student will receive an **automatic zero** for the assignment. In the event a student needs a paper extension due to serious illness, family emergency, etc., they must make every effort to speak with the professor in advance, keeping in mind that paper extensions remain the professor's prerogative.

Syllabus Notice

The instructor reserves the right to alter the syllabus; however, students will be given ample warning to any possible changes.

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.



Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities.

If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have

an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Course Calendar

Week 1 (1/16) – Introduction

Week 2 (1/23) – Pre-Contact Societies & Cultures

Sigal, *The Flower and the Scorpion: Sexuality and Ritual in Early Nahuatl Culture*.

Week 3 (1/30) – Early Conquest in Spanish America: 1519-1560s

Townsend, *Malintzin's Choices: An Indian Woman in the Conquest of Mexico*

Week 4 (2/6) – Indigenous Peoples and Religious Contact

Charles, *Allies at Odds: The Andean Church and Its Indigenous Agents, 1583-1671*

Week 5 (2/13) – Colonial Administration in Colonial Latin America

Mumford, *Vertical Empire: The General Resettlement of Indians in the Colonial Andes*

Week 6 (2/20) – Indigenous Slavery and Colonization in the Americas

Monteiro, *Blacks of the Land: Indian Slavery, Settler Society, & the Portuguese Colonial Enterprise*

Week 7 (2/27) – Markets, Gender & Ethnicity in Spanish America

Mangan, *Trading Roles: Gender, Ethnicity, and the Urban Economy in Colonial Potosí*

Week 8 (3/6) – Environment & Economy in Colonial Latin America

Robins, *Mercury, Mining, and Empire: The Human and Ecological Cost of Colonial Silver Mining in the Andes*

Week 9 (3/13) – Religion and Colonization in Lusophone America (Spring Break – No Class)

Wadsworth, *Agents of Orthodoxy: Honor, Status, and the Inquisition in Colonial Pernambuco, Brazil*

Week 10 (3/20) – Afro-Descendants and Culture in Brazil

Soares, *People of Faith: Slavery and African Catholics in Eighteenth-Century Rio de Janeiro*

Week 11 (3/27) – Gender, Religion, and Ethnicity (No Class)

Martínez, *Genealogical Fictions: Limpieza de Sangre, Religion, and Gender in Colonial Mexico*

Week 12 (4/3) – Mysticism and Heterodoxy in Colonial Latin America

Van Deusen, *Embodying the Sacred: Women Mystics in Seventeenth-Century Lima*

Week 13 (4/10)– Society & Culture on Colonial Peripheries

Barr, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands*

Week 14 (4/17) – Intellectual Transformations in the Age of the Bourbon Reforms

Barrera-Osorio, *Experiencing Nature: The Spanish American Empire and the Early Scientific Revolution*

Week 15 (4/24) – Violence in the Age of Revolutions

Walker, *The Túpac Amaru Rebellion*

FINALS WEEK – Historiographic Essay due, 5/1

Writing an Historiographical Essay

Historiographical essays are essential to both historians and non-historians, as it helps students and scholars alike to learn how to analyze and deal with multiple interpretations of the past. Not only does the historiographic essay help us understand how scholars view the same events in different ways; it also helps us refine our own analytical skills, gaining a level of critical analysis essential to many fields beyond history. Historiographic essays provide a way for us to understand what we do know about a given time and place, as well as what we do *not* know.

When writing a historiographic essay, a student or scholar picks a particular topic about which there has been a decent-to-significant amount of research already performed. Examples can and should be thematic as well as topical; in other words, you can write on how scholars have analyzed a particular event or era, or look at broader theme (race and ethnicity in post-independence Brazil; indigenous history in colonial Latin America; gender history in 20th century Mexico; etc.). Basically, you should pick a topic that is broad enough that there are enough works to examine, but not so broad that you are overwhelmed (i.e., that there are hundreds of books and articles on the subject).

There are certain things a historiographical essay is *not*, and certain things it *is*. An historiographical essay is *not*:

- A research paper based on primary sources, in which one tries to present an original interpretation of past events based on historical sources;
- An graduate “research” paper based on primary sources that provides an original argument and/or interpretation of past events;
- A formidable research project of any sort.

An historiographical essay *is*:

- A critical review of a limited number of secondary sources on a determined topic, one that evaluates their arguments, sources, strengths, and weaknesses;
A discussion of how scholars have constructed knowledge, narratives, and analysis about past events;
- Just one exercise (among many) that shows how you are thinking about the overarching themes of the course.

When writing a historiographic essay, you are expected to have a general familiarity with the narrative and the events, so that you can critically analyze the strengths and weaknesses of a scholar’s arguments, sources, etc. Generally, for each work, you will comment on the scholar’s argument, her/his use of sources, how well she/he supports her/his argument, the ways in which the work addresses other works in the field, and the overall quality of the book. Your paper should have an overall “thesis” that describes the general state of the scholarship (based on the works you are reviewing); you may want to also use the conclusion to provide remarks about what possible avenues are available for future studies or what general weaknesses in the scholarship say about the state of scholarship.