

Course: HIST-158-1 History of Colonial Latin America
Instructor: Daniel Cano
Term: Summer Session I – 2017
Room: TBD
Meeting Time: MTWRF 8:30 – 10:00
Office Hours: MW: 10:30 – 12:00 and by appointment
Office: TBD
E-mail: dac239@georgetown.edu

Course-description:

This course offers a university level introduction to the History of Latin America from the moment of "encounter" (1492) to the continental processes of independence (1798-1824). Our departure point is the so-called clash of cultures; a moment when great pre-Columbian civilizations, smaller regional city-states, and expanding European empires met. The core part of the survey offers a comparative approach to the way colonial powers and native peoples shaped each other through social, political, economic, and religious interactions. We will discuss, sequentially, the formation and assembly of colonial states, the rise and fall of silver economies, the emergence of non-European Catholicism, and the internal and external crises of European colonization in the New World. We will finish the course with an overview of anti-colonial responses to declining colonial compact.

The class is a participatory survey. We will devote our time to discuss, think and write. Materials assigned do acknowledge the time limits of a summer session; no textbook will be used unless a general reference is needed. Instead, we will devote our time to an in-depth review of critical scholarship that has shaped our understanding of the region in colonial times. The key to success in this class are: engaging in lectures critically; reading all materials assigned on time for discussion; coming to discussion sessions ready to offer questions to share with the class; and finally writing critical essays that offer a creative approach to our common questions.

At the end of this course, a student will:

- Be knowledgeable about the major historical trends in the history of Colonial Latin America.
- Be further prepared to absorb and evaluate historical evidence, including current understandings of key historical questions.
- Be familiarized with the use and analysis of primary and secondary sources.
- Be able to think about current problems in the Latin America from a historical perspective.

Grading will be based on three components:

- Two five page essays: 60%
- One final exam: 30%
10 IDs, 1 essay question.
- Participation: 10%
Active participation means bringing thoughtful questions for group discussion. Attendance is not participation.

Strong essays demonstrate a good depth of knowledge, a critical approach to a relevant issue, and an independent understanding adequately articulated.

Although both papers are supposed to be weighted equally, I will acknowledge improvement. Final exam will test your familiarity with key concepts, and your capacity to elaborate a historical argument within a limited lapse of time.

Late paper policy: due to the constricted timing during a summer session, late papers will be accepted only in situations of unforeseeable emergencies. Internships and job interviews do not qualify as such. The syllabus schedule will be held. Please, plan accordingly.

I expect students within School of Continuing Studies to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown.

Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu; <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

READINGS

RESTALL, Matthew. *Seven Myth of the Spanish Conquest*. Oxford University Press, 2004.
ISBN-10: 0195176111

MANGAN, Jane. *Trading Roles: Gender, Ethnicity, and the Urban Economy in Colonial Potosí*. Durham: Duke University Press, 2005.
ISBN-10: 0822334704

MUMFORD, Jeremy. *Vertical Empire: The General Resettlement of Indians in the Colonial Andes*. Durham: Duke University Press, 2012.
ISBN-10: 0822353105

WALKER, Charles. *The Tupac Amaru Rebellion*. Belknap Press, 2014.
ISBN-10: 0674058259

SCHEDULE

First week: Departure

Session 1: The Americas Before Spanish Settlement: Incas, Aztecs, and Indigenous Populations
Session 2: The Moment of Global Encounter: (Latin) America Finds Europe
Session 3: The Early Settlements: Conflict, Collaboration, and Demographic Collapse
Session 4: Film: *1492: Conquest of the Paradise*, by Ridley Scott (1992)
Session 5: Discussion Session 1

Reading:

RESTALL, Matthew. *Seven Myth of the Spanish Conquest*. Oxford University Press, 2004

Second Week: Structure

Session 1: The Rise of Colonial Networks: the System of *Encomiendas* and its Demise
Session 2: Silver and Sugar Save the Day: Colonial Commodities
Session 3: Film: *Aguirre, The Wrath of God*, by Werner Herzog (1972)
Session 4: Historical/Anthropological Analysis of the Film (Paper 1 is assigned).
Session 5: Discussion Session 2

Reading:

MUMFORD, Jeremy. *Vertical Empire: The General Resettlement of Indians in the Colonial Andes*. Durham: Duke University Press, 2012.

Third Week: Mindsets

Session 1: Catholicism and Evangelization
Session 2: Racial Hierarchies and Social Stratification: the *Castas*
Session 3: Independent Peoples: Frontiers and Borderlands
Session 4: Film: *The Mission*, by Roland Joffe (1986)
Session 5: Discussion Session 3 (Paper 1 is due)

Reading:

MANGAN, Jane. *Trading Roles: Gender, Ethnicity, and the Urban Economy in Colonial Potosí*. Durham: Duke University Press, 2005.

Fourth Week: Reform

Session 1: The Emergence of Local Markets and the Fall of Global Economies: Potosí

Session 2: The Bourbon Reforms: A Desperate Effort to Retain Control

Session 3: The Age of Revolutions Part I: The Andes and the Revenge of the Indians

Session 4: Film: *Even The Rain*, by Icíar Bollaín (2010) (Paper 2 is assigned)

Session 5: Discussion Session 4

Readings:

WALKER, Charles. *The Tupac Amaru Rebellion*. Belknap Press, 2014

Fifth Week: Crisis

Session 1: The Age of Revolutions Part II: Haiti and the Revenge of the Slaves

Session 2: 4th of July, No class, blackboard assignment

Session 3: Africa and Latin America

Session 4: Review Session (Course evaluation)

Session 5: Final Exam