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History 400: Colonial Latin America
Fall 2022

The year 1492 was pivotal in the history of the world. It marked the beginning of huge population movements within the Americas and across the Atlantic – a majority of them involuntary as in the case of Indigenous and African people who were kidnapped and enslaved. It led to cataclysmic upheavals and the formation of new cultures co-created by people of African, European, and Indigenous descent. This course explores these processes of destruction and creation in the region known today as Latin America in the period between 1450 and 1800.



In addition to offering an introduction to central issues in the history of colonial Latin America, the course is designed to help students learn and develop skills in the interpretation of primary sources, both textual and pictorial. In particular, we will learn about methods of source analysis in contexts marked by radically asymmetrical power relationships; in colonial Latin America, as in the early modern world more generally, only a narrow segment of the population produced the written record. Given this course objective, most of the required readings are primary sources. Reading amounts will average about 75 pages a week, though some weeks will have more and some weeks will have less.

Please note that the most updated version of the syllabus can be found on the “modules” of the Canvas website for this course.

Requirements

Lecture attendance and participation (5%)

Recitation attendance and participation (25%)

Reading responses and recitation summary (25%). Nine responses and one recitation summary required (see below).

Take-home midterm (20 %) 6 pages. Due October 17

Take-home final (25%) 8 pages. Due date TBD

Unless otherwise specified, take-home essays must be printed in Times New Roman font with 1-inch margins. Additional instructions for these assignments will be posted on the Canvas site.

Policies

- **Canvas** will be the place to find the updated syllabus, as well as some of the readings. It will also be used to post comments and questions about lectures. I will also send announcements via Canvas, and you may use it to message the professor or the teaching instructor, though email is preferred for messages.

- **Attendance, Illness and Absences**

The philosophy behind this policy is based in the understanding that attendance in recitation (especially) and lecture is essential if you are to learn and develop in the course and that those experiencing illness (contagious or asymptomatic) should not attend class for their own and others' health. Accordingly, in lecture we will allow you three absences with no penalty, and in recitation one absence with no penalty. If you symptomatic illness or suspect you have asymptomatic Covid, please do not attend class.

For all absences in recitation, for any reason (religious holidays, illness, etc.), please use the **Course Absence Report System (CARS)**, and after mid-September **Course Action Notices (CANs)**. For lecture, you only need to use CARS or CAN in the event you have missed more than 3 classes. Should you need to miss an extended period of class (more than two classes in recitation and more than 5 classes in lecture), please contact the [advising office](#).

- **Reading responses and secretary notes:** Nine weeks during the semester please write 250-500 words in response to the primary-source readings. For full credit, it must be clear that you thought carefully about readings; please see "Reading Response Guidelines" on canvas for further instructions. The responses will be graded P/F. Some weeks you will be asked to respond to specific prompts. Once during the semester you may make a 90-second reel that reflects the readings instead of a textual canvas posting (but this is not required.) Submissions will be via Canvas and are due by 9 pm the evening before your recitation. In addition, once during the semester you will be "secretary" for the recitation and be responsible for writing a summary of the key themes that emerged during recitation. Secretary notes will be posted online and made available to the entire class and will be useful for exams and for students who need to miss recitations for illness or other reasons.

- **PowerPoint slides:**

Most lectures will include PowerPoint slides. These will be made available on Canvas after every lecture and will be helpful in preparing for exams and writing assignments.

- **Grading and assessment:**

Please see this document for general expectations for two take-home exams, as well as this checklist and overview of Chicago style, historians' preferred citation method.

For grading use a point scale:

A (94-100), A- (90-93), B+ (88-89), B (84-87), B- (80-83), C+ (78-79), C (70-77), D (60-69).

Late work will be graded down.

We discourage requests for regrading. However, if you feel your work should be regraded, please compose a formal paragraph or two explaining why you disagree with the grade you received. Be sure to include a recognition of which aspects of the graders' comments are accurate, in your view, and which are inaccurate. Keep in mind that regraded assignments can be graded down as well as up. Send regrade requests in the form of emails/attachments sent to marcy.norton@sas.upenn.edu

- **Academic integrity, cheating, and plagiarism:** There is a zero-tolerance policy in regards to plagiarism. Any idea (transcribed or paraphrased) or phrase that has come from someone else's work must be cited. Students should adhere to Penn's Code of Academic Integrity: http://www.upenn.edu/academicintegrity/ai_codeofacademicintegrity.html.

- **Email:** Both the professor and teaching assistant will respond to emails in a timely fashion, usually within 24 hours, except on weekends and holidays. We prefer that you use our email rather than canvas to send messages. Complicated matters are often best discussed during office hours. Questions that pertain to class as a whole might be answered during lectures.

- **Mask policy:** I ask that everyone else continue to wear masks in our classrooms. During lectures, I will follow the policy that the speaker is maskless and those listening remain masked. Accordingly, while lecturing at the lectern, I will generally not wear a mask in order to maximize audio quality, though I will mask when not in front of the lectern. Everyone will wear masks during recitation. Please do not eat or drink during class. I know that masks can feel awkward, but wearing masks also contributes to ensuring each other's' health and comfort.

- **Laptops and tablets devices may be used for note-taking but if this privilege is abused, it will be rescinded. Please put away your phones.** Rude or distracting use of devices (such as surfing, texting, shopping, etc.) will lower your participation grade. I discourage laptops in my courses because I believe it adversely affects your learning and that of your classmates. For more information about issues related to laptop use, please read the following articles:

<http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom>

And

<http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>

- **Disability:** If you have a documented disability that entitles you to accommodation, please have Student Disability Services <http://www.vpul.upenn.edu/lrc/sds/> notify me at the beginning of the semester.

Recommended Academic Resources

The Marks Family Writing Center: <http://writing.upenn.edu/critical/wc/>

Weingarten Learning Resources Center: <http://www.vpul.upenn.edu/lrc/>
Help with academic reading, writing, study strategies, and time management.

Student Disabilities Services: <http://www.vpul.upenn.edu/lrc/sds/>
If you have a disability or temporary injury, SDS will help you acquire documentation and secure accommodations.

Penn College Achievement Program: <http://www.vpul.upenn.edu/eap/penncap/>
PENNCAP works with a diverse group of students, many from low-income and/or first-generation backgrounds, to support their academic success. Staff provide coaching, counseling, and academic assistance.

Other Recommended Resources

Counseling and Psychological Services: <http://www.vpul.upenn.edu/caps/>
Free, confidential services from mental health professionals.

RAP Line (Reach A Peer): 215.573.2RAP
9 p.m.-1 a.m. Peer support, information, and referrals.

DACA and Undocumented Student Resources:
<https://www.vpul.upenn.edu/undocumented.php>

If you experience violence, stalking, sexual harassment, or sexual violence:
Special Services, Division of Public Safety: 4040 Chestnut St, 215.898.6600
- Advocates can discuss reporting options, provide hospital and court accompaniment, and assist with implementing any necessary safety measures.

Penn Women's Center: 3643 Locust Walk, 215.898.8611
- Education, advocacy, crisis counseling, support group for survivors. Serving all students regardless of gender identity.

Student Health Service: 3535 Market St., Suite 100, 215.746.3535
- Medical examinations, testing and treatment of STIs, emergency contraception, and referrals. Office visits are covered in full by the Clinical Fee and the Penn Student Insurance Plan (PSIP). Charges for lab tests related to sexual assault are waived.

Office Hours

Marcy Norton: Monday 1:30 – 3:15. Default will be in-person in 306F College Hall. Zoom is possible as well, but please let me know in advance, zoom link:
<https://upenn.zoom.us/j/95042942163>

KC O'Hara: Tuesday 12 -1. On zoom <https://upenn.zoom.us/j/99167929845> or by appointment.

Readings

Please attend recitation having completed all of the week's readings. In addition, I will sometimes ask that you finish a particular selection before a lecture. The following required books are available for purchase. Note that is required that you use the editions and versions specified here. Please pay attention to the format requirements. If possible, please obtain print copies; my own personal experience, along with academic studies, shows that annotating texts directly with pen or pencil is a great way to process and absorb information. However, if you prefer to use digital edition with annotating tools, you may do so (when available), but please note that Kindle editions are unacceptable because they lack page numbers necessary for discussion and citation practice.

Ramon Pané, *An Account of the Antiquities of the Indians*, ed. José Juan Arrom (Duke University Press, 1999); library copy:
https://franklin.library.upenn.edu/catalog/FRANKLIN_9977080581203681

Nora E. Jaffary and Jane E. Mangan, eds. and trans. *Women in Colonial Latin America, 1526 to 1806* (WC on syllabus).

Schwartz, Stuart, and Tatiana Seijas, eds. *Victors and Vanquished*. 2 edition. Bedford/St. Martin's, 2017. (V & V on syllabus).

Additional readings will be pdfs available on Canvas (marked with a * on the syllabus) or links. I encourage you to either print them out for direct annotation or read with annotating tool if in digital format. Whenever possible I will also direct you to the original documents from which your translated document is taken. Please glance at the originals – even if you cannot read the Spanish or indigenous language – because they often have images and you can also learn things from the format of the original (was it manuscript, e.g. handwritten, or printed? etc.) Please bring week's reading to both lecture and recitation to consult during discussions. There is also an optional textbook: Matthew Restall and Kris Lane, *Latin America in Colonial Times* (Cambridge University Press, 2011) (LACIT)

Lecture and Reading Schedule

Note: This is subject to change at instructor's discretion.

Week 1

Wednesday, August 31 Introduction

Week 2

Monday, September 5 NO CLASS (Labor Day)

Wednesday, September 7 Iberian Antecedents

Readings

- “Reading Strategies” in WC, p. xxiii- xxv
- Reconquista documents*

- 1492 documents*
- Columbus “Letter”*
- Columbus “Diario” in Pané *An Account of the Antiquities of the Indians*, Appendix A.

Optional: LACIT, chps. 2, 3, 4

PART I: Creating New Worlds

Week 3

Monday, September 12 Tools for “Subaltern” History

Wednesday, September 14 Indigenous Caribbean and Greater Amazonia

Readings

- Pané, *An Account of the Antiquities of the Indians*, 1 – 37.
- Oviedo, *Natural History of the West Indies*, 8-19, 21-29, 39 – 44.
- Look at the images in the "Drake manuscript" (1580s, especially folio 80 onwards: <https://www.themorgan.org/collection/Histoire-Naturelle-des-Indes/thumb>)

Optional: LACIT, chp. 1

Week 4

Monday, September 19 Mesoamerica

Wednesday, September 21 New Spain

Readings

- Codex Borgia:
http://www.famsi.org/research/graz/borgia/thumbs_0.html (please spend at least 15 minutes exploring the document in any way that you please, so you can just study one page or several, as you wish)
- Florentine Codex, Book 2 excerpts*; [Florentine Codex Book 2 selection](#) Please also look at the original of Book 2 and consider what the images and format of the original might reveal to you (for much of the manuscript, the left column is in Spanish and contains illustrations and the right column is in Nahuatl. Elite Nahua men, under direction of the Franciscan Sahagún, wrote the Nahuatl in the early 1560s and made the Spanish translation and illustrations between 1575-1577): <https://www.wdl.org/en/item/10613/view/1/1/>)
- V & V
 - Introduction, p. 1 – 10, 13 -23
 - Document 8; link to Cortés’ “Second Letter”
<https://www.wdl.org/en/item/19994/view/1/9/>
 - Document 17
 - Document 32; link to Codex Mendoza:
<https://codicemendoza.inah.gob.mx/index.php?lang=spanish>

Optional: LACIT, chp. 5

Week 5

Monday, September 26 Technologies of Conquest

Wednesday, September 28 Building a Colonial Order

Readings

- Council of Castile, “Requerimiento” (1510), trans. and ed. National Humanities Center, National Humanities Center Resource Toolbox *
- Las Casas, *Brevisima relación de la destrucción de las Indias* (A Very Brief Account of the Destruction of the Indies), written 1542, published 1555(* ([excerpt](#))
- *Victors & Vanquished*
 - Read at least one document from sections 2 through 7 (in addition to the ones you read last week), and read all of the documents for at least one of the sections 2- 7. (You may want to consult the reading response prompt to guide your choices)
 - Please also skim “Lienzo de Tlaxcala”:
(<http://www.mesolore.org/tutorials/learn/19/Introduction-to-the-Lienzo-de-Tlaxcala.>) or look at the images in Book 12 of the Florentine Codex:
<https://www.wdl.org/en/item/10623/view/1/1/>

Optional: LACIT, chps. 6 & 7

PART II: Making Colonial Order(s)

Week 6

Monday, October 3 Institutions

Wednesday, October 5 Discussion

**No recitation (Fall Break)

Readings

- “Grant of Tacuba by Hernán Cortés,” chp. 1 in WC, pp. 1. -13.
- Huexotzinco Codex, 1531: <https://www.wdl.org/en/item/2657/>) (Spend 15 minutes or so looking at images after reading about its context) and watching this short video: [Poet Laureate Juan Felipe Herrera on the Huexotzinco Codex.](#)) For those who want to read more of the original file in Spanish or English translation, (see <https://babel.hathitrust.org/cgi/pt?id=mdp.39015027976789&view=1up&seq=7>), beginning on p. 49.

Optional:

- LACIT, chp. 8

- V & V Document 34

Week 7 Rare Books and Artifacts

Monday, October 10

Wednesday, October 12

This week half class will go to Rare Books and Manuscripts at Kislak Collection with Dr. John Pollack on Monday and other half on Wednesday (groups TBD). The day you do not go to library, you will visit the Penn Museum Galleries with a worksheet.

Readings:

- Juan Ginés de Sepúlveda, *Democrates Alter* (On the Just Causes for War Against the Indians), 1547 (excerpt):
https://www.digitalhistory.uh.edu/active_learning/explorations/spain/spain_sepulveda.cfm
- “Beatriz, India’s, Lawsuit for Freedom,” chp. 2 WC 2, pp. 14 – 29.

Week 8

Monday, October 17 Spiritual Conquest or Indigenization of Christianity?

MIDTERM DUE BY 12 PM

Wednesday, October 19 Colonial Andes (KC O’Hara)

Readings

- “Women’s Wills,” chp. 3 in WC, pp. 30 – 50.
- Labor Agreements,” chp. 6 in WC, pp. 77- 83.
- “Spiritual Diary,” chp. 10 in WC 10 pp. 115-127.
- Excerpt from Guaman Poma de Ayala, "[El primer nueva corónica y buen gobierno](http://www5.kb.dk/permalink/2006/poma/info/en/frontpage.htm)" (First New Chronicle and Good Government) 1615; please focus on the following pages : 137-155 and 170-199; the earlier section (102-123 is optional; it concerns Guaman Poma's view of the conquest). Take a look at the original, particularly the illustrations, here: <http://www5.kb.dk/permalink/2006/poma/info/en/frontpage.htm>

Optional: LACIT, chp. 11

Week 9

Monday October 24 Disease

Wednesday, October 26 Indigenous Technologies and Colonial Commodities

Readings

- Ruiz de Alarcon excerpt*
- “Isabel Hernández, Midwife and Healer,” chp. 11 in WC, pp. 128 – 144.

Week 10

Monday October 31 Silver Mining (Professor Ann Farnsworth)

Wednesday, November 2 Slavery and the Black Atlantic

Readings

- Papal bull Romanus Pontifex (Nicholas V), January 8, 1455:
<https://www.papalencyclicals.net/nichol05/romanus-pontifex.htm>
 - Cadamasto excerpt *
 - Slavery database: <https://www.slavevoyages.org/assessment/estimates>
 - Sandoval, *Treatise on Slavery*, (book 2), 65-99*
- Optional: LACIT, chps 3, 9

PART III: Retrenchment and Rebellion 1700 - 1800

Week 11

Monday, November 7 Forms of Emancipation

Wednesday, November 9 Slavery and Brazil (Professor Roquinaldo Ferreira)
Forms of Emancipation

Readings

- [Palmares and testament Ch. 8 in Early Brazil-A Documentary Collection to 1700.pdf](#)
- "An African Woman Petitions," chp. 14 in WC, pp. 165-179.
- "Isabel Victoria Garcia Sues the Hacienda" chp. 15 WC, pp. 180-192.
- "Last Will and Testament," chp. 16 WC, pp. 1923-204.
- "Natividad Sues her Owner for Freedom," (Lima 1792), chp. 17 WC, pp. 205-213.

Week 12

Monday, November 14 Making Race and Gender

Wednesday, November 16 Geopolitics and Imperial Governance

Readings

- "Life and Love in Women's Letters," Chp 5 in WC, 60-75.
- "Criminal complaint by Angela de Palacios," Chp. 7 in WC, 84-94.
- "A Colonial Cross-Dresser," Chp. 18 in WC, 214-223.
- "Abuse of an Enslaved Woman," chp. 20 in WC, pp. 240 – 249.
- Antonio de Ulloa, *A Voyage to South America: Describing at Large the Spanish Cities, Towns, Provinces, &c. on that Extensive Continent*, trans. John Adams 5th ed. (London: Printed for John Stockdale [by J. Brettell], 1807[1748]), pp. 1- 7, 29-41, 388-422.
https://books.google.com/books?id=YiQTAAAYAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=falseFor background on Ulloa, you might want to consult his wikipedia entry: https://en.wikipedia.org/wiki/Antonio_de_Ulloa

- Please also study the following map and consider how it might illuminate geopolitics, "Enlightenment" trade, and or European-Native relations, among other topics:

"A map of the West-Indies or the islands of America in the North Sea" (1715)
<https://www.loc.gov/resource/g4390.ct003986/?r=0.469,0.389,0.216,0.108,0>

Optional: LACIT, chps. 13, 14

Week 13

Monday, November 21 Movie: "The Mission"

Wednesday, November 23 NO CLASS

NO RECITATION - THANKSGIVING

Week 14

Monday, November 28 Missions and Borderlands

Wednesday, December 2: Pueblo Revolt and Guarani War

Readings

- Revolt at Mission San Gabriel, October 25, 1785: [Judicial Proceedings and Related Documents](#)"
- Pablo Tac, "[Indian Life and Customs at Mission San Luis Rey](#)," ed. and trans. Minna Hewes, and Gordon Hewes. *The Americas* 9, no. 1 (1952): 87–106.
- Steven W. Hackel, "Sources of Rebellion: Indian Testimony and the Mission San Gabriel Uprising of 1785." *Ethnohistory* 50, no. 4 (October 1, 2003): 643–69. <https://doi.org/10.1215/00141801-50-4-643>

Week 15

Monday, December 5 Haitian Revolution (Dr. Yvie Fabella)

Wednesday, December 7 Towards Independence

Readings

- Rodriguez, Linda M., and Ada Ferrer. "Collaborating with Aponte: Digital Humanities, Art, and the Archive." *Archipelagos*, no. 3 (July 9, 2019). <https://doi.org/10.7916/archipelagos-mq9x-dd28>
- Explore the "Digital Aponte website (<http://aponte.hosting.nyu.edu/> website) and examine at least one of the pages for at least 15 minutes (the [trial record](#).) (in Spanish), [Aponte's descriptions of the "book of paintings,"](#) the [simulation of Aponte's library](#)), or the [image gallery](#).) "to investigate the visual culture of turn of the nineteenth-century Havana and the types of visual art, architecture, and printed matter that Aponte may have seen."
- "Haitian Declaration of Independence" (1804)
- Optional: LACIT, chp. 15

Week 15

Monday, December 12 Conclusions

Final exam essay due during scheduled final day (date TBA)