

History 1405
M/ W 12 – 1:30
McNeil Building 410

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Indigenous Latin America, 1400 – 1700

Starting in 1492 European colonizers sought to dispossess Indigenous people of their labor, land, and, sometimes, their lives, and often tried to impose their religion and cultural practices. Nonetheless, throughout Latin America Indigenous communities not only survived but adapted in creative, vigorous ways to the new social, cultural, and ecological circumstances. In this course we will look at the diverse ways that Indigenous individuals and collectives avoided or adapted to colonial rule in Latin America. This semester we will focus on communities in Caribbean, lowland South America, Mexico and the Peruvian Andes. We will read both secondary and primary source; secondary sources will allow us to see methodologies used by historians to interpret primary sources as well as provide context for primary sources. We will visit the Penn museum collections several times during the semester.

Assignments:

- Attendance & Participation: 25%
- Short Assignments: 30%. Due via canvas on date listed on syllabus. You may skip 2 of 10 assignments, though you must complete *three* by Feb. 15. One late submission will be accepted; after that late assignments will receive only half credit. I will give one opportunity to redo assignments. Note that assignments are generally due on Wednesdays.
- Class presentation: 15 % Presentations will be on Mondays throughout the semester.
- Final paper (May 5): 30%. 10 -12 pages. These will develop from our common primary source readings, and, perhaps outside research; they may expand on short assignments and/or class presentations. Proposals due April 10.

Further instructions will be provided for assignments, presentations, and the final paper.

Readings:

In this course we will be reading a combination of book-length texts, and articles or excerpts available on canvas. You may want to purchase some or all of the books for ease of reading (available at penn bookstore or online vendor), or order them via EZ-Borrow or ILL. I have made notes of those that you should have in paper copy because they are not available digitally or they are awkward to read in digital format.

Ramon Pané, *An Account of the Antiquities of the Indians*, ed. José Juan Arrom. Duke University Press, 1999. [please purchase or order via library]

Jean de Léry, *History of a Voyage to the Land of Brazil, Otherwise Called America*. Berkeley: University of California Press, 1990. [library online edition available]

Heather F. Roller, *Contact Strategies: Histories of Native Autonomy in Brazil*. Stanford: Stanford University Press, 2021. [library online edition available]

Gisele Díaz and Alan Rodgers, eds., *The Codex Borgia: A Full-Color Restoration of the Ancient Mexican Manuscript* (New York: Dover Publications, 1993). [[please purchase or order via library](#)]

Gabriela Ramos, *Death and Conversion in the Andes: Lima and Cuzco, 1532-1670*. Notre Dame: University of Notre Dame Press, 2010. [[library online edition available](#)]

Course Requirements & Policies

Preparation & Participation: Active participation in class and careful preparation for class is key to your success.

Readings must be completed by day indicated on the syllabus. Expect to be called on to answer questions on the readings or participate in short in-class writing exercises.

Communication is a high priority and I welcome your questions and input. Please come to office hours or make an appointment. I will make every attempt possible to address all email queries and requests within 24-48 hours (expect longer times for weekends and holidays). Make sure you check canvas regularly.

Absences/attendance: Attendance and preparation for discussion is VERY important. Grades will be lowered if students have more than two absences except in case of illness, family emergencies, or religious holidays. If you must miss a class because of illness or personal reason, please notify me through the CAN system. If you have symptomatic illness or suspect you have asymptomatic Covid, please do not attend class.

Mask policy: I will ask that everyone wear masks in our classrooms for first two weeks of semester, the first week after spring break, and during surges. Outside of these periods, you are of course welcome to wear a mask if that is your preference; please wear a mask if you think you may have been exposed to Covid or another easily transmissible infectious disease.

Laptop use: Laptops, tablets, are permitted as long as they are used responsibly to take notes and consult course readings. Forays into Facebook, Instagram, email, Netflix and such are not permitted. There will be times during the semester when I ask you to close you laptops and just listen. Discussion is for discussion. In those situations, feel free to consult your readings online if you don't wish to print them out, but don't hide behind your screens and instead engage with your fellow students.

Accommodations: If you require disability accommodations, please let me know as soon as possible and provide the requisite documentation.

Academic Integrity: This course follows the academic integrity guidelines set forth by the University of Pennsylvania. Students should familiarize themselves with the standards of academic integrity and clarify the prohibited forms of academic misconduct. The penalties for deliberate cases of plagiarism and/or other forms of academic misconduct will result in no credit for the assignment. All cases of deliberate academic misconduct that result in formal sanctions of any kind will be reported. which also ensures due process rights of appeal for students. [This clause is using boilerplate derived from other colleagues with permission]

Schedule (subject to change – please see Canvas modules for most recent version):

Week 1 Introduction

Wed., Jan. 11

Week 2 Research Skills

Mon., Jan. 16 – NO CLASS (MLK Jr. Day)

Wed., Jan. 18

Librarian visit

CARIBBEAN AND LOWLAND SOUTH AMERICA

Week 3 “Haiti”

Mon., Jan. 23

- Ramon Pané, *An Account of the Antiquities of the Indians*, ed. José Juan Arrom (Duke University Press, 1999).

Assignment 1

Wed., Jan. 25

Visit to Penn Museum

Week 4 Circum-Caribbean I

Mon., Jan. 30

- Neil Whitehead, “The Crises and Transformations of Invaded Societies” (C)
- Read 15 pages of one or both of Oviedo’s texts.

**Presentation 1

Wed., Feb. 1

- Gonzalo Fernández de Oviedo y Valdés, *Dela Natural Hystoria Delas Indias*. (Toledo, 1526.) <https://www.wdl.org/en/item/7331/view/1/95/>. You can find a modern Spanish transcription here: <http://archive.org/details/b29824412> or an English translation (1-81) on canvas.

Assignment 2

Week 5 Circum-Caribbean II

Mon., Feb. 6

- Marcy Norton, “Subaltern Technologies and Early Modernity in the Atlantic World,” *Colonial Latin American Review* 26, no. 1 (2017): 18–38
<https://doi.org/10.1080/10609164.2017.1287322>.

- Marcy Norton, The Chicken or the *Iegue*: Human-Animal Relationships and the [Columbian](#) Exchange, *The American Historical Review*, Volume 120, Issue 1, February 2015, 28–60, <https://doi-org.proxy.library.upenn.edu/10.1093/ahr/120.1.28>
- Examine 10 pages of Drake manuscript that you think help you understand the conditions of its production and that resonate in some way with the articles.

****Presentation 2**

Wed., Feb. 8

- “Drake Manuscript”: <https://www.themorgan.org/collection/Histoire-Naturelle-des-Indes/thumb>

Assignment 3

Week 6 Tupinamba

Mon., Feb. 13

- John Monteiro, "The Crises and Transformations of Invaded Societies: Coastal Brazil in the Sixteenth Century" (C)
- Glicería Tupinamba, “The Cloak is the Territory of the Tupinambá” (video presentation – scroll down).

Read 15 pages of Léry, *History*.

****Presentation 3**

Wed., Feb. 15

- Jean de Léry, *History of a Voyage to the Land of Brazil, Otherwise Called America*. Berkeley: University of California Press, 1990. Selections.

Assignment 4

Week 7 Contact Strategies

Mon., Feb. 20

Guest visit

Wed., Feb. 22

- Heather F. Roller, *Contact Strategies: Histories of Native Autonomy in Brazil*. Stanford: Stanford University Press, 2021. You may skip chapter 3 or 4 (but not both).

II CENTRAL MEXICO

Week 8 Tonalamatl

Mon., Feb. 27

- Bruce Byland, "Introduction" in *Codex Borgia*
- John Pohl, "Borgia Group"
<http://www.famsi.org/research/pohl/jpcodices/pohlborgia1.html>
- Élodie Dupey García, "The Materiality of Color in Pre-columbian codices," *Ancient Mesoamerica* 28, no. 1 (2017): 21–40. <https://doi.org/10.1017/S0956536116000493>.
- *Codex Borgia*, eds. Díaz and Alan Rodgers. Take a look as well at the digitized version of the original: https://digi.vatlib.it/view/MSS_Borg.mess.1 Study one or two "sections."

**Presentation 4

Wed., Mar. 1

Class at Van Pelt Library

- *Codex Borgia*, eds. Díaz and Alan Rodgers. Study one or two "sections."
- Florentine *Codex* Book 4 (selections) on (C)
- "Leyenda de Soles" in *History and Mythology of the Aztecs: The Codex Chimalpopoca*, trans. John Bierhorst, (Tucson: University of Arizona press, 1992) (C)

Assignment 5

SPRING BREAK

Mar. 6 & 8 NO CLASS

Week 9 Overview: From Pre-Hispanic to Colonial Rule

Mon., Mar. 13

Visit to Mesoamerican Gallery at Penn Museum

Wed., Mar. 15

- TBA

Week 10 Florentine Codex

Mon., Mar. 20

- Kevin Terraciano, "Introduction" *The Florentine Codex: An Encyclopedia of the Nahuatl World in Sixteenth-Century Mexico*, (Austin: University of Texas Press, 2019). (C)
- Florentine Codex, book 2 (read three chapters that correspond to 3 *veinteinas*).
- Look at images in Florentine Codex at <https://www.wdl.org/en/item/10096/view/1/1/>. Focus on 3 images.

****Presentation 5**

Wed., Mar. 22

- Florentine *Codex* selections from Books 2, 7, 9 (C).

Assignment 6

Week 11 Legal briefs and *Relaciones*

March 27

- Watch video by Barbara Mundy on Codex Huextzinco (<https://www.youtube.com/watch?v=r3BGGTjYkaw>)
- Spend 16 minutes on Huexotzinco Codex, 1531: <https://www.wdl.org/en/item/2657/>
- Read about “Relaciones geográficas” at Benson Library (UTA) website: <https://ut-austin.maps.arcgis.com/apps/Cascade/index.html?appid=b43ddf4e011646a58404162d4cddc1c8>

**** Presentations 6 and 7**

Wed. March 29

- Read at least 50 pages of Harkness manuscript, https://babel.hathitrust.org/cgi/pt?id=mdp.39015027976789&view=1up&seq=7,_. (p. 49 – 210)

OR

- Two “Relaciones geográficas” at Benson Library (UTA) website: <https://ut-austin.maps.arcgis.com/apps/Cascade/index.html?appid=b43ddf4e011646a58404162d4cddc1c8>. (This requires Spanish).

Assignment 7

Week 12 *Cantares* and “Idolatry” investigations

Mon., Apr. 3

Guest Visit

- Selections from *Cantares* (C)
- Hernando Ruiz de Alarcón, *Treatise on the Heathen Superstitions and Customs that Today Live among the Indians Native to this New Spain, 1629*, trans. and ed. Richard Andrews and Ross Hassig, (Norman: University of Oklahoma Press, 1984). (selections) (C)
- “Isabel Hernández, Midwife and Healer” Inquisition document (C)

Assignment 8 (Monday due date)

Wed., Apr. 5

Discussion of “Idolatry” documents

III ANDES

Week 13 Death and Culture

Mon., Apr. 10

- Gabriela Ramos, *Death and Conversion in the Andes* (selected chapters)

Wed., Apr. 12

Visit to Penn museum

Final paper proposal due

Week 14 Huarochirí Manuscript

Mon., Apr. 17

- Frank Salomon, “Introductory Essay” *The Huarochirí Manuscript: A Testament of Ancient and Colonial Andean Religion*. University of Texas Press, 1991.
<http://hdl.handle.net/2027/heb03635.0001.001>.
- *The Huarochirí Manuscript: A Testament of Ancient and Colonial Andean Religion*. 15 pages.

** Presentation 8

Wed., Apr. 19

- *The Huarochirí Manuscript: A Testament of Ancient and Colonial Andean Religion*. Selections

Assignment 9

Week 15 Guaman Poma de Ayala

Mon., Apr. 24

- TBA
- Guaman Poma de Ayala, "El primer nueva corónica y buen gobierno" (15 pages). Take a look at the original, particularly the illustrations, here: <http://www5.kb.dk/permalink/2006/poma/info/en/frontpage.htm>)

** Presentation 9

Wed., Apr. 26

- Guaman Poma de Ayala, "El primer nueva corónica y buen gobierno" (selections)

Assignment 10

Final Paper due May 5