

**THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF HISTORY
HISTORY 4501F/G**

**THE FIRST MULTICULTURAL EXPERIMENT:
IMPOSITION, ADOPTION AND ADAPTATION IN SPANISH AND PORTUGUESE
AMERICA 1490-1800**

Thurs. 9:30-11:30
Office hours Tues. 10:30-12:00 or by appointment

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The role played by the Iberian nations, often neglected by historians, was pivotal in the development of the Western world. The conquest and colonization of the Americas brought two worlds together and resulted in the formation of the first large scale multi cultural society. The inclusiveness of the Iberian colonies and the need to accommodate the new circumstances facilitated miscegenation among Europeans, Natives and Africans and forced the re-shaping of religious concepts, geographic knowledge, legislation, institutions and economic and political principles on the part of both conquerors and conquered.

This course will examine six select topics to understand the formation of the Portuguese and Spanish American empires from the 15th century to the late 18th century. It will concentrate on the creation and functioning of the New World societies; the transfer of European ideologies, standards and institutions to the colonies; the subjugated people's ability to adopt, adapt and reject their new circumstances; and the precedents set by such colonial societies for present day Latin America. The course will include the important economic, cultural and military role played by the Africans forcefully brought to the Americas and their enslaved and free descendants, and the crucial role and unique position that European, Indigenous, African and *casta* women occupied in colonial society.

This fourth-year course is designed to provide students not only with a general knowledge of the topic but also to help them develop their research, analytical, oral and writing skills. In order to achieve these goals the course will emphasize class discussions of weekly readings (primary and secondary sources) and written assignments, and will include an oral presentation.

Outcomes:

Students will be able to:

- Acquire a general knowledge on the formation and functioning of the Spanish and Portuguese multi cultural colonies.
- Identify the main historiographical trends.
- Analyze the political and economic factors that shaped multi racial and multi cultural relations in the Spanish and Portuguese colonies.
- Analyze the gradual evolution of colonial ideologies in their political and economic context as a precedent to modern Latin American societies.
- Analyze and assess primary and secondary texts within their historical context and utilize them in a written essay.
- Be able to explain why multicultural colonies formed and how they functioned in the Spanish and Portuguese empires.
- Express themselves clearly and analytically in discussions and essays.

TEXTBOOKS

- Mark A. Burkholder and Lyman L. Johnson, *Colonial Latin America*, 7th ed., (New York, Oxford: Oxford University Press, 2010).
- Readings on Reserve at Weldon Library, OWL or available on line

COURSE EVALUATION:

1. Article review (due Oct. 1 st)	10
2. Book review (due before Nov. 5)*	15
3. Historiographical essay (due Oct. 22)	20
4. Research paper (due Nov. 26)	30
5. Participation	<u>25</u>
	100

COURSE ORGANIZATION

Assignment 1. Article review. (10% of final grade.)

Students will select an article from the list posted on OWL under Assignment 1 and write a five-page review. Due Oct. 1st.

Assignment 2. Book review (15% of final grade).

*Students will select a book from a list and write a six-page book review. Students may opt for a presentation of their research paper (worth 15%) instead of this assignment. Assignment 2 is due before Nov. 5.

Assignment 3. Historiographical Essay (20% of final grade).

Students will review five articles, three from the class readings and two from the list posted on OWL under Assignment 3, and write an eight-page historiographical essay analysing and comparing them. Due Oct. 22.

Assignment 4. Research Paper and presentation (30% of final grade).

Each student will write a fifteen to twenty-page research paper (worth 30%) on a selected topic related to the course. The paper will be based on a minimum of seven secondary (a maximum of three titles from the general readings may be included) and at least two primary sources. A tentative topic and bibliography will be handed the fourth week of classes and must be approved before students begin their research. Due Nov. 26.

***Students have the option of giving a presentation on their research paper (worth 15% of their final grade) instead of assignment 2. Any student who chooses this option must inform the instructor before November 5.

Class participation (25% of final grade).

As this is mainly a seminar course, it requires the weekly active participation of all students. Students are expected to read the assigned material and come to class prepared to ask relevant questions, discuss the readings' main arguments and engage fully in conversation. **Each week one student will lead the class discussion.** Thus, attendance and participation in class is of utmost importance to the success of the course. The quality of issues discussed as well as

individual participation will have an essential role in determining the final mark.

****Written assignments must follow the Chicago Manual of Style format. Assignments will be handed in as a hard copy after being electronically submitted to turnitin (OWL website).**

****Please Note:**

ALL PAPERS MUST BE SUBMITTED BOTH ELECTRONICALLY TO OWL AND IN HARD COPY.

NO LATE PAPERS WILL BE ACCEPTED AFTER THE DUE DATE.

ALL REQUIREMENTS MUST BE FULFILLED TO PASS THE COURSE.

General Information

If, on medical or compassionate grounds, you are unable to meet your academic responsibilities, i.e., unable to write term tests or final examinations or complete course work by the due date, you should follow the instructions listed below. You should understand that academic accommodation will not be granted automatically on request. You must demonstrate that there are compelling medical or compassionate grounds that can be documented before academic accommodation will be considered. Read the instructions carefully. In all cases, action must be taken at the earliest possible opportunity, preferably prior to the scheduled examination, test or assignment.

1. Check the course outline to see if the instructor has a policy for missed tests, examinations, late assignments or attendance. The course outline should include the preferred method of contact (e-mail, phone, etc.).
2. Inform the instructor prior to the date of the scheduled time of the test or examination or due date of the assignment. If you are unable to contact the instructor, leave a message for him/her at the department office.
3. Bring your request for accommodation to the Academic Counselling Office, Room 2105, Social Science Centre, telephone 519 661-2011 or fax 519 661-3384. Be prepared to submit documentation of your difficulties.
4. If you decide to write a test or an examination you should be prepared to accept the mark you earn. Rewriting tests or examinations or having the value of the test or examination reweighted on a retroactive basis is not permitted.

TERM TESTS and MID-TERM EXAMS

1. If you are unable to write a term test, inform your instructor (preferably prior to the scheduled date of the test). If the instructor is not available, leave a message for him/her at the department office.
2. Be prepared, if requested by the instructor, to provide supporting documentation (see below for information on acceptable forms or documentation). Submit your documentation to the Academic Counselling Office.
3. Make arrangements with your professor to reschedule the test.
4. The Academic Counselling Office will contact your instructor to confirm your documentation.

FINAL EXAMINATIONS

1. You require the permission of the Dean, the instructor, and the Chair of the department in question to write a special final examination.

2. If you are unable to write a final examination, contact the Academic Counselling Office in the first instance to request permission to write a special final examination and to obtain the necessary form. You must also contact your instructor at this time. If your instructor is not available, leave a message for him/her at the department office.
3. Be prepared to provide the Academic Counselling Office and your instructor with supporting documentation (see below for information on documentation).
4. You must ensure that the Special Examination form has been signed by the instructor and Department Chair and that the form is returned to the Academic Counselling Office for approval without delay.

LATE ASSIGNMENTS

1. Advise the instructor if you are having problems completing the assignment on time (prior to the due date of the assignment).
2. Submit documentation to the Academic Counselling Office.
3. If you are granted an extension, establish a due date.
4. Extensions beyond the end of classes must have the consent of the instructor, the Department Chair and Dean. A Recommendation of Incomplete form must be filled out indicating the work to be completed and the date by which it is due. This form must be signed by the student, the instructor, the Department Chair, and the Dean's representative in the Academic Counselling Office.

SHORT ABSENCES

If you miss a class due to a minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate.

EXTENDED ABSENCES

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. This must be done by the appropriate deadlines. (Refer to the Registrar's website for official dates.) The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed of your difficulties.

DOCUMENTATION

- **Personal Illness: If you consulted Student Health Services regarding your illness or personal problem, you should complete a Records Release Form allowing them to notify Academic Counselling (the form is available in the Academic Counselling Office, 2105). Once your documentation has been assessed, the academic counsellor will inform your instructor that academic accommodation is warranted.**
- **If you were seen by an off-campus doctor, obtain a certificate from his/her office at the time of your visit. The off-campus medical certificate form must be used.** <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>. Τη δoχτορ μιστ προσιδε περιφ

ιχατιον οφ τηε σεπεριτυ οφ τηε ιλλνεσσ φορ τηε περιοδ ιν θυεστιον. Νοτεσ στατινγ √Φορ Μεδι χαλ Ρεασονσ∇ αρε νοτ χονσιδερεδ συφφιχιεντ.

- **In Case of Serious Illness of a Family Member: Obtain a medical certificate from the family member's physician.**
- **In Case of a Death: Obtain a copy of the newspaper notice, death certificate or documentation provided by the funeral director.**
- **For Other Extenuating Circumstances: If you are not sure what documentation to provide, ask an Academic Counsellor.**

Note: Forged notes and certificates will be dealt with severely. To submit a forged document is a scholastic offense (see below) and you will be subject to academic sanctions.

ACADEMIC CONCERNS

- You need to know if your instructor has a policy on late penalties, missed tests, etc. This information may be included on the course outline. If not, ask your instructor.
- You should also be aware of attendance requirements in courses such as Business and English. You can be debarred from writing the final examination if your attendance is not satisfactory.
- If you are in academic difficulty, check the minimum requirements for progression in your program. If in doubt, see your Academic Counsellor.
- If you are registered in Social Science courses but registered in another faculty (e.g., Arts or Science), you should immediately consult the Academic Counselling Office in your home faculty for instructions.

TENTATIVE SCHEDULE

1. SEPTEMBER 10.

INTRODUCTION.

2. SEPTEMBER 17.

PRECEDENTS: AMERICAN PRECEDENTS.

Burkholder and Johnson, *Colonial Latin America*, chapter 1, 1- 23.

- Pedro Carrasco, "The Political Economy of the Aztec and Inca States," *The Inca and Aztec State; 1400-1800. Anthropology and History*, George Collier, R.I. Rosaldo and J.D. Wirth, eds., 23- 41.
- Inga Clendinnan, "The Cost of Courage in Aztec Society," *Past and Present* 107 (May 1985): 44-89.
- Bernabé Cobo, *History of the Inca Empire* (Austin: University of Texas Press, 1971), chapters 16 to 19, 152-171.

3. SEPTEMBER 24, 2015.

PRECEDENTS: EUROPEAN CONTEXT

Burkholder and Johnson, *Colonial Latin America*, chapter 1, 23-47.

- *Inter caetera* www.nativeweb.org/pages/legal/indig-inter-caetera.html
- *Treaty of Tordesillas* http://avalon.law.yale.edu/15th_century/mod001.asp
- Malyn Newitt, *Portugal in European and World History*, (London, England: Reaktion Books, 2009), 49-81.

ASSIGNMENT 1 DUE OCT. 1ST.

4. OCTOBER 1ST.

THE ENCOUNTER: THE MEETING OF EMPIRES

- Christopher Columbus, "First Letter," in *Select Letters of Christopher Columbus: With Other Original Documents Relating to his Four Voyages to the New World*, R.H. Mayor, trans., ed.. (London: Hakkuyt Society, 1847). (OWL)
- Delgado Gómez, Angel, "The Earliest European Views of the New World Natives," in Williams, Jerry M. and Robert E. Lewis, eds., *Early Images of the Americas. Transfer and Invention* (Tucson, Arizona: University of Arizona, 1993), 3-20. (OWL)
- Hernán Cortés, *Letters from Mexico*, A. R Pagden, trans. (N.Y.: Grossman Publishers, 1971) ACLS Humanities E-Book (available at Weldon Library), First Letter, 3-46. (OWL)

5. OCTOBER 8.

THE ENCOUNTER: THE STRUGGLE FOR POWER

Burkholder and Johnson, *Colonial Latin America*, chapter 2.

– John F. Guilmartin, Jr., "The Cutting Edge: An Analysis of the Spanish Invasion and Overthrow of the Inca Empire, 1532-1539," *Transatlantic Encounters*. J.A. Kenneth Andrien and Rolena Adorno, eds. (Berkeley: University of California Press, 1991), 40-69.

-- Bernal Díaz del Castillo, *The Conquest of New Spain*, J.M. Cohen, trans. ((London: Penguin Books, 1963), 216-244.

6. OCTOBER 15, 2015.

TRANSFERENCE AND ADAPTATION. RELIGIOUS CONVERSION: ADOPTION AND REJECTION.

Burkholder and Johnson, *Colonial Latin America*, chapter 3 and 4.

– Francisco Morales OFM, "The Native Encounter with Christianity," *The Americas*, 65:2 (Oct. 2008), 137-159.

– Charles, John, "Unreliable Confessions: Khipus in the Colonial Parish," *The Americas*, 64:1 (July 2007), 11-33.

ASSIGNMENT 3 DUE OCT. 22.

7. OCTOBER 22, 2015.

TRANSFERENCE AND ADAPTATION. THE EUROPEAN ECONOMIC FRAMEWORK: MINING AND COMMERCE.

Burkholder and Johnson, *Colonial Latin America*, chapter 5, 152 -161.

– John Lynch, "The Institutional Framework of Colonial Spanish America," *Journal of Latin American Studies (JLAS)*, Vol. 24, Quincentenary Supplement: The Colonial and Post Colonial Experience. Five Centuries of Spanish and Portuguese America (1992), 69-81.

– Peter T. Bradley, "The Loss of the Flagship of the Armada del Mar del Sur (1654) and Related Aspects of Viceregal Administration," *The Americas*, 45:3, (Jan. 1989), 383-403.

-- Noblet Barry Danks, "The Labor Revolt of 1766 in the Mining Community of Real Del Monte," *The Americas*, 44:2 (Oct., 1987), 143-165.

NOV 5 IS THE LAST DAY TO HAND IN ASSIGNMENT 2.

8. NOVEMBER 5, 2015.

TRANSFERENCE AND ADAPTATION: HONOUR AND LIMPIEZA DE SANGRE

Burkholder and Johnson, *Colonial Latin America*, chapter 5, 161-187 and chapter 6.

– Thomas A. Abercrombie, ed. "Affairs of the Courtroom: Fernando de Medina Confesses to Killing His Wife," in *Colonial Lives. Documents on Latin American History, 1550-1850*, R. Boyer and G. Spurling, eds. (New York: Oxford University Press, 2000), 54-76.

– María Elena Martínez, "Interrogating Blood Lines: 'Purity of Blood,' the Inquisition and *Casta* Categories," in *Religion in New Spain*, Susan Schroeder and Stafford Pole, eds. (Albuquerque: University of New Mexico Press, 2007), 196-218.

9. NOVEMBER 12, 2015.

A MULTI CULTURAL SOCIETY. COLONISTS AND COLONIZED.

Burkholder and Johnson, *Colonial Latin America*, chapter 7.

– Alexander Von Humboldt, *Political Essay of the Kingdom of New Spain*, Mary Maples Dunn, ed. (N.Y.: Alfred A. Knopf, 1972), 71-90.

– Muriel Nazzari, “Vanishing Indians: The Social Construction of Race in Colonial Sao Paulo,” *The Americas* 57:4 (April 2001), 497-524.

-- Brian P. Owensby, “How Juan and Leonor Won Their Freedom: Litigation and Liberty in Seventeenth-Century Mexico,” *Hispanic American Historical Review* 85:1 (2005), 39-79.

10. NOVEMBER 19, 2015.

A MULTI CULTURAL SOCIETY. COLONISTS AND COLONIZED.

Burkholder and Johnson, *Colonial Latin America*, chapter 8.

– Nancy van Deusen, “Wife of My Soul and Heart, and All My Solace’: Annulment Suit Between Diego Andrés de Arenas and Ysabel Allay Suyo” (Huánuco, Peru, 1618) in Boyer and Spurling, eds., *Colonial Lives*, 130-140.

– Ana María Presta, “Undressing the *Coya* and dressing the Indian Woman: Market Economy, Clothing and Identities in the Colonial Andes, La Plata (Charcas), Late Sixteenth and Early Seventeenth Centuries,” *Hispanic American Historical Review* 90:1 (February, 2010), 41-74.

ASSIGNMENT 4 DUE NOV. 26.

11. NOVEMBER 26, 2015.

THE ENTERPRISE OF SURVIVAL

MATTERS OF LIFE AND DEATH: EPIDEMICS AND SURVIVAL IN A COLONIAL SOCIETY.

Burkholder and Johnson, *Colonial Latin America*, chapter 9.

– Alfred W. Crosby Jr., “Conquistador y Pestilencia: The First New World Pandemic and the Fall of the Great Indian Empires *HAHR* 1967:87 (1967), 321-337.

– Francis J. Brooks, “Revising the Conquest of Mexico: Smallpox, Sources and Populations,” *Journal of Interdisciplinary History* XXIV:1 (Summer 1993), 1-29.

12. DECEMBER 3, 2015.

THE ENTERPRISE OF SURVIVAL

MATTERS OF LIFE AND DEATH: COMBATING DISEASE.

– Catherine Mark and José G. Rigau-Pérez, “The World’s First Immunization Campaign: The Spanish Smallpox Vaccine Expedition, 1803-1813,” *Bulletin of the History of Medicine*, Volume 83:1 (Spring 2009), 63-94.

– L.M. Hernández Sáenz, “Matters of Life or Death: Patients and Practitioners at the Hospital of San Pedro, 1790-1802,” *Bulletin of the History of Medicine* 76:4 (Winter 2002), 669-697.

– Andrew L. Knaut, “Yellow Fever and the Late Colonial Public Health Response in the Port of Veracruz,” *Hispanic American Historical Review* 77:4 (Nov. 1997), 619-644.

13. DECEMBER 10, 2015.

SUMMARY OF MAIN TOPICS AND PRESENTATIONS

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and

indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Medical Issues:

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. This site provides links to the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to [Mental Health@Western](mailto:MentalHealth@Western), <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Morgan Sheriff, Undergraduate Program Advisor, Department of History, 519-661-2111 x84999 or msherif5@uwo.ca