

**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. 9:30-12:30
STVH 1119

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Office hours TBA and by appointment

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 multi cultural 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*, 9th 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 Jan 26)	10
2. Historiographical essay (due Feb. 16)	25
3. Research paper (due March 23)	30
4. Presentation	10
5. Participation	<u>25</u>
	100

COURSE ORGANIZATION

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

Students will select an article from those assigned for the January 26 class and write a five-page review. Due Jan. 26.

Assignment 2. Historiographical Essay (25% of final grade).

Students will review five articles, three from the class readings and two from the list posted on OWL under Assignment 2, and write an eight-page historiographical essay analysing and comparing them. Due March 2.

Assignment 3. Research Paper and presentation (40% 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 March 23.

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.

The Dean has exempted this course from the Senate Regulation (2016 04) which reads: “At least one week to the withdrawal from a course without academic penalty students will receive assessment of work accounting for at least 15% of their final grade. For -3000 or -4000 level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted in the corresponding course syllabus.”

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 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, <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, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca

TENTATIVE SCHEDULE

1. JANUARY 5, 2016

INTRODUCTION.

2. JANUARY 12, 2017.

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. JANUARY 19, 2017.

THE 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.

--- 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)

ASSIGNMENT 1 DUE JAN 26.

4. JANUARY 26, 2017.

THE ENCOUNTER AND THE STRUGGLE FOR CONTROL

–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.

– Inga Clendinnan, "'Fierce and Unnatural Cruelty': Cortés and the Conquest of Mexico," *Representations*, Vol. 33 (Winter 1991): 65-100.

– Michael Palencia-Roth, "The Cannibal Law of 1503," *Early Images of the Americas. Transfer and Invention* (Tucson, Arizona: University of Arizona, 1993), 21-64.

5. February 2, 2017.

RELIGIOUS CONVERSION: ADAPTATION 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.

AND ONE OF THE FOLLOWING:

--Sarah E. Owens, "Crossing Mexico (1620-1621): Franciscan Nuns and their Journey to the Philippines," *The Americas*, 72:4, (Oct. 2015), 583-406.

--Saford Poole, "El Yndio mas Venturoso: A Spanish Guadalupan Drama of the Early Nineteenth Century," *The Americas*, 73:2, (April 2016), 171-184.

--Maya Stanfield-Mazzi, "Weaving and Tailoring the Andean Church: Textile Ornaments and their Makers in Colonial Peru," *The Americas*, 72:1, (January 2015), 77-102.

6. FEBRUARY 9, 2017.

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.

7. February 16, 2017.

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.

FEBRUARY 23 READING WEEK

8. MARCH 2, 2017.

RACE AND COLOUR IN A COLONIZED SOCIETY.

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.

ASSIGNMENT 2 DUE MARCH 2, 2016.

9. MARCH 9, 2017

SOCIAL CLASS IN A MULTI CULTURAL SOCIETY.

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.

10. MARCH 16, 2017.

LIFE AND DEATH: EPIDEMICS AND DISEASE 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 *HHR* 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.

– 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.

11. MARCH 23 2017.

THE ENTERPRISE OF SURVIVAL: COMBATTING 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.

– 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.

ASSIGNMENT 3 DUE MARCH 23.

12. March 30, 2017 and April 6, 2017. **Presentations**