

THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF HISTORY
HISTORY 3709E. IBERIAN EMPIRES:
PORTUGAL, SPAIN AND THEIR AMERICAN COLONIES IN A GLOBAL CONTEXT,
1400-1810

T. 1:30-4:30
Off. Hours Mon., Wed. 1:30-2:30

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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 Iberian kingdoms were the first “modern” nations to expand and control overseas colonies across the Atlantic and to trade on a global scale, and their experiences are vital to the understanding of the leadership of Europe in the centuries to come. The conquest and colonization of previously unknown territories and peoples forced Europe to re-think its religious concepts, geographic knowledge and legal principles that were then adapted and imposed on the territories under its control.

This course will examine the formation of Portugal, Spain and their American empires from the 14th century to the early 19th century. It will start with the consolidation of the Iberian kingdoms into two separate monarchies and the factors that paved the way for their early expansion into the Atlantic and conclude with the colonies’ attempts at independence. Students will analyze the numerous scientific, technological, geographic, political and economic factors that contributed to this expansion as well as its resulting consequences. Although the focus will be on the Spanish and Portuguese American colonies, the role of Spain and Portugal in European politics and economy and their African and Asian possessions will also be analyzed. The comparison of the various colonial experiences will contribute to an understanding of the global political, economic and scientific role played by the Iberian world.

This third-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. To achieve these goals the course will include lectures, discussions on weekly readings, written assignments and oral presentations.

Outcomes:

Students will be able to:

- Acquire a general knowledge on the main figures, historical events and theoretical concepts of colonialism.
- Analyze historical events and their consequences in a theoretical framework
- Identify key figures, events and historiographical trends of the Iberian nations and their presence in the Americas.
- Compare the social, economic and political consequences of various colonial societies.
- Connect political and economic ideologies with legislation and social change in colonial societies.
- Analyze and assess primary and secondary texts and utilize them in a written essay.
- Improve oral and written communication skills

COURSE EVALUATION:

Book review	10
Mid-term exam	15
Research essay (due March 20)	25
Final exam	30
Participation	<u>20</u>
	100

TEXTBOOKS

William S. Maltby, *The Rise and Fall of the Spanish Empire* (Hampshire, U.K.: Palgrave Macmillan, 2009).

Malyn Newitt, *Portugal in European and World History* (London, England: Reaktion Books, 2009).

Mark A. Burkholder and Lyman L. Johnson, *Colonial Latin America*, (New York, Oxford, Oxford University Press, 2016) or any edition from 20 to the present.

Readings on line

COURSE ORGANIZATION

Book review (10% of final grade).

Students will select one book from the attached list and write a six-page book review on each (worth 10%). **Oct. 24.**

Mid-term Exam (15% of final grade).

The one-hour mid-term exam will include all readings and material covered in class and will take place at the beginning of the class to be followed by a lecture. **Nov. 14.**

Topic and bibliography (5%)

A tentative topic and bibliography for the Research paper will be handed at the end of November. Students will report regularly on the progress of their essay during the Winter semester. **Nov. 28.**

Research essay (20% of final grade).

Each student will write a twenty-page paper 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 two primary sources. and must be approved before students begin their research. **Due March 20.**

Final Exam (30% of final grade).

The final exam is cumulative. Students are required to obtain over 50% to pass the course. It will take place during the examinations period.

Class participation (20% of final grade).

Class discussion is an essential part of this course and all students are expected to participate. Each week one student will lead the class discussion. Reading of the assigned articles as well as participation in their analysis and discussion is mandatory. The quality of issues discussed as well as individual participation will have an essential role in determining the final mark.

*** All essays must follow the Chicago style guidelines.**

****Please Note: All papers must be submitted electronically AND in hard copy
 No late papers will be accepted.
 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

Week 1. Sept. 12.

INTRODUCTION

Week 2. Sept. 19.

THE IBERIAN BACKGROUND: SPAIN AND PORTUGAL IN THE XIV CENTURY

– Newitt, *Portugal*, pp. 11- 47

Bishko, C. J. "The Spanish and Portuguese Reconquest, 1095-1492," in K. M. Setton (ed.), *A History of the Crusades* (6 vols.) (Madison, University of Wisconsin Press, 1975), v. 3, 396-456.

Week 3. Sept. 26

THE IBERIAN EXPANSION INTO THE ATLANTIC: POLITICAL, ECONOMIC AND RELIGIOUS OBJECTIVES.

– Newitt, *Portugal* 49 -66

– Maltby, *Spanish Empire*, pp. 1-20.

– Treaty of Alcaçovas http://avalon.law.yale.edu/15th_century/sppo01.asp

– *Inter caetera* www.nativeweb.org/pages/legal/indig-inter-caetera.html

– *Treaty of Tordesillas* http://avalon.law.yale.edu/15th_century/mod001.asp

Week 4. Oct. 3.

VOYAGES OF EXPLORATION: TECHNOLOGY AND SCIENCE.

– Carla Rahn Phillips, *Six Galleons for the King of Spain* (Baltimore and London: The Johns Hopkins University Press, 1986), pp. 152-180.

– Richard A. Paselk, "Medieval Tools of Navigation: An Overview," *The Art, Science and Technology of Medieval Travel*, Robert Bork and Andrea Kann, eds. AVISTA Studies in the History of Medieval Technology, Science and Art (Aldershot, England: Ashgate, 2008), 169-180.

– David Woodward, "Reality, Symbolism, Time, and Space in Medieval World Maps," *Annals of the Association of American Geographers*, 75:4 (Dec., 1985), pp.510-21

Week 5. Oct. 10.

THE PORTUGUESE SEA EMPIRE: AFRICA, ASIA AND AMERICA.

– A. R. Disney, *A History of Portugal and the Portuguese Empire*, vol. II (New York: Cambridge University Press, 2009), pp. 27-44 and 84-118.

– A.H.H. DE Oliveira Marques, “Traveling with the Fifteenth-century Discoverers: Their Daily Life,” *Vasco da Gama and the Linking of Europe and Asia*, A. R. Disney and E. Booth (eds.), (New Dehli: Oxford University Press, 2000), 30-47.

– 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: University of Arizona Press, 1993(3-20).

Week 6. Oct. 17. READING WEEK

Week 7. Oct. 24.

THE NATIVE AMERICAN PEOPLES BEFORE COLUMBUS

Burkholder, *Colonial Latin America*, chapter 1, pp. 1-23, and TWO of the following:

John Murra, “Andean Societies Before 1522,” *The Cambridge History of Latin America I*: 119-44

John Hemming, “The Indians of Brazil in 1500,” *CHLA I*: 59-90.

Miguel León Portilla, “Mesoamerica Before 1519,” *CHLA I*: 1-36.

BOOK REVIEW DUE OCT. 24.

Week 8. Oct. 31.

THE ENCOUNTER AND SETTLEMENT OF THE CARIBBEAN, 1492-1520.

– Maltby, *Spanish Empire*, pp. 20-29; Burkholder, *Colonial Latin America*, chapter 1.

– Palencia-Roth, Michael, “The Cannibal Law,” *Early Images of the Americas. Transfer and Invention*, Williams, Jerry M. and Robert E. Lewis, eds. (Tucson, Arizona: University of Arizona Press, 1993), pp. 21-64.

– 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* 3-20.

Week 9. Oct. Nov. 7.

THE CLASH BETWEEN CULTURES: THE CONQUEST OF THE AMERICAS

Maltby, *Spanish Empire*, pp. 52-72; Burkholder, *Colonial Latin America*, Ch. 2.

- Inga Clendinnan, “‘Fierce and Unnatural Cruelty’: Cortés and the Conquest of Mexico,” *Representations*, Vol. 33 (Winter 1991): 65-100.
- John H. Elliot, “The Mental World of Hernán Cortés,” *Transactions of the Royal Historical Society*, Vol. 17 (1967), pp. 41-58.

Week 10. Nov. 14.

THE TRANSFER OF EUROPEAN INSTITUTIONS.

Maltby, *Spanish Empire*, chapter 4, pp. 73-99; *Colonial Latin America*, Ch. 3, p. 83-96.

- John Lynch, “The Institutional Framework of Colonial Spanish America,” *Journal of Latin American Studies*, Vol. 24, Quincentenary Supplement: The Colonial and Post Colonial Experience. Five Centuries of Spanish and Portuguese America (1992), pp.69-81.
- Carlos Sempat Assadourian, “The Colonial Economy: The Transfer of the European System of Production to New Spain and Peru,” *Ibid*, pp. 55-68.

MID TERM EXAM NOV. 14

Week 11. Nov. 21.

THE SYMBOLISM OF IMPERIAL POWER.

- Steven G. Flinchbaugh, “Economic Aspects of the Viceregal Entrance in Mexico City,” *The Americas*, 52:3 (1996), 345-365.
- Alejandro Cañete, “Theater of Power: Writing and Representing the Auto de Fe in Colonial Mexico,” *The Americas*, 52:3 (1996), 321-43.
- Frances L. Ramos, “Succession and Death: Royal Ceremonies in Colonial,” *The Americas* 60:2 (2003), pp. 185-215

Week 12. Nov. 28.

THE CHURCH IN THE AMERICAS: IMPOSITION, ADOPTION OR ADAPTATION.

Newitt, *Portugal*, pp. 113-132; Burkholder, *Colonial Latin America*, Ch. 3, pp. 96-110.

RESEARCH ESSAY TOPIC AND BIBLIOGRAPHY DUE NOV. 28

Week 13. Dec. 5.

RELIGION AND CULTURE.

-- Patricia Seed, 'Are These Not Also Men?': The Indians' Humanity and Capacity for Spanish Civilisation," *Journal of Latin American Studies*, 25:3 (Oct., 1993), pp. 629-652

– William B. Taylor, "Placing the Cross in Colonial Mexico," *The Americas* 69:2 (2012), 145-78.

WINTER SEMESTER

Week 1. Jan 9, 2018. **EXTRACTING COLONIAL WEALTH: MINERS AND MERCHANTS.**

Maltby, *Spanish Empire*, chapter 6.

– Linda A. Newson, “Silver Mining in Colonial Honduras,” *Revista de Historia de América*, 97(Jan. - Jun. 1984), 45-76.

– Rossana Barragán, “Working Silver for the World: Mining Labor and Popular Economy in Colonial Potosí,” *The Hispanic American Historical Review*, 97:2 (2017), 193-222.

– Peter T. Bradley, “The Loss of the Flagship of the Armada del Mar del Sur (1654) and Related Aspects of Viceregal Administration,” *The Americas*, Vol. 45, No. 3, (Jan. 1989), 383-403.

Week 2. Jan. 16. **EXPORT ECONOMIES: SUGAR, DYES AND OTHER PRODUCTS.**

Burkholder, *Colonial Latin America*, Ch. 5.

– A.R. Disney, *A History of Portugal and the Portuguese Empire*, vol. II, 232-262.

– Teresa Huguet-Termes, “New World Materia Medica in Spanish Renaissance Medicine: From Scholarly Reception to Practical Impact,” *Medical History* (2001) 45: 359-376.

-- Junia Ferreira Furtado, “From Brazil’s Central Highlands to Africa’s Ports: Transatlantic and continental Trade Connections in goods and slaves,” *Colonial Latin American Review* 21(2012):1, 127-60.

Week 3. Jan. 23. **A GLOBAL ECONOMY: TRADING MEDICINAL SUBSTANCES.**

– Stefanie Gänger, “World Trade in Medicinal Plants from Spanish America, 1791-1815,” *Medical History* 59:1 (2015), 44-62.

– Marcia Stephenson, “From Marvelous Antidote to the Poison of Idolatry: The Transatlantic Role of Andean Bezoar Stones During the Late Sixteenth and Early Seventeenth Centuries,” *HAHR* 90:1 (2010), pp. 3-31.

– M.R. Lee, “Ipecacuanha: The South American Vomiting Root,” *Journal of the Royal College of Physicians of Edinburgh*, 38 (2008), 355-60.

REPORT ON RESEARCH PAPER

Week 4. Jan.30. **THE TRANSATLANTIC SLAVE TRADE: SPAIN, PORTUGAL AND THEIR AMERICAN COLONIES.**

- Linda A. Newson, “Diets, Food Supplies and the African Slave Trade in Early Seventeenth Century Spanish America,” *The Americas* 63:4 (April 2007), pp. 401-428.
- Alex Borucki, “The Slave Trade to the Río de la Plata, 1777-1812: Trans-Imperial Networks and Atlantic Warfare,” *Colonial Latin American Review* 20:1 (2011), pp. 81-107.
- Filipa Ribeiro da Silva, “Crossing Empires: Portuguese, Sephardic and Dutch Business Networks in the Atlantic Slave Trade, 1580-1674,” *The Americas* 68(July 2011): 7-32.

Week 5. Feb 6. **THE MIXING OF CULTURES**

Burkholder, *Colonial Latin America*, Ch. 6.

- “Black Conquistadors: Armed Africans and early Spanish America” *The Americas* 57:2 (Oct. 2000), 171-205.
- Karen B. Graubart, “The Creolization of the New World: Local Forms of Identification in Urban Colonial Peru, 1560 – 1640,” *Hispanic American Historical Review* 89:3, pp. 471-99.
- Nancy van Deusen, “Passing in Sixteenth Century Castile,” *Colonial Latin American Historical Review* 26 (2017):1, 85-103.

Week 6. Feb. 13. **RACE AND CLASS IN A MULTI CULTURAL SOCIETY.**

Burkholder, *Colonial Latin America*, Ch. 7 and TWO of the following:

- Joanne Rappaport, “‘Asi lo parece por su aspeto’: Physiognomy and the Construction of Difference in Colonial Bogotá,” *Hispanic American Historical Review* 91:4, pp. 601-31.
- Patricia A. Mulvey, “Slave Confraternities in Brazil: Their Role in Colonial Society” *The Americas* 39:1 (July 1982), 39-68.
- Kris Lane, “Captivity and Redemption: Aspects of Slave Life in Early Colonial Quito and Popayán” *The Americas*, 57:2 (Oct. 2000), pp. 225-246.

Week 7. Feb. 20. **READING WEEK.**

Week 8. Feb. 27. **SOCIAL HIERARCHY AND A MULTI CULTURAL SOCIETY.**

–Christian Büschges, “Don Manuel Valdivieso y Carrión Protests the Marriage of His Daughter to Don Teodoro Jaramillo, a Person of Lower Social Standing. Quito, (1784-85)” in Richard Boyer and Geoffrey Spurling, *Colonial Lives. Documents on Latin American History 1550-1850* (Oxford University Press, 2000), 224-237.

And TWO of the following:

– Peter B. Villella, “Pure and Noble Indians, Untainted by Inferior Idolatrous Races”: Native Elites and the Discourse of Blood Purity in Late Colonial Mexico,” *Hispanic American Historical Review* 91:4, pp. 633-66.

-- Marie Francois, “Cloth and Silver: Pawning and Material Life in Mexico City at the Turn of the Nineteenth Century,” *The Americas*, 60:3, Special Issue on Material Culture (2004), 325-62.

– 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,” *HAHR*, 90:1 (February, 2010), 41-74.

RESEARCH PAPER DRAFT DUE MARCH 6

Week 9. March 6.

Discussion of Research Papers.

Week 10. March 13. **EVERY DAY LIFE IN THE COLONIES.**

Burkholder, *Colonial Latin America*, Ch. 6 and any three of the following:

– Beatriz Catao Cruz Santos, “The Feast of Corpus Christi: Artisan Crafts and Skilled Trades in Eighteenth-Century Rio de Janeiro,” *The Americas* 65:2 (2008), 193-216.

– Frank Salomon, “Indian Women of Early Colonial Quito as Seen Through Their Testaments,” *The Americas*, Vol. 44, No. 3 (Jan., 1988), pp. 325-41.

– Javier Villa-Flores, “Wandering Swindlers: Imposture, Style, and the Inquisition’s Pedagogy of Fear in Colonial Mexico,” *Colonial Latin American Review* 17:2, (2008), pp. 251-72.

– Kathleen Myers, “A Glimpse of Family Life in Colonial Mexico: A Nun’s Account,” *Latin American Research Review*, 28:2 (1993), 63-87.

Week 11. March 20: **WOMEN IN A MULTI-CULTURAL EMPIRE.**

RESEARCH ESSAY DUE MARCH 20

Week 12. March 27. **THE EIGHTEENTH CENTURY: DYNASTIC CHANGES, REORGANIZATION, DEFENSE AND EXPANSION**

Maltby, *Spanish Empire*, chapter 7, pp. 149-171; Burkholder, *Colonial Latin America*, Ch. 9.

– Carlos Marichal; Matilde Souto Mantecón, “Silver and *Situados*: New Spain and the Financing of the Spanish Empire in the Caribbean in the Eighteenth Century,” *Hispanic American Historical Review*, vol. 74, No. 4 (Nov., 1994), pp. 587-613.

– Patricia H. Marks, “Confronting a Mercantile Elite: Bourbon Reformers and the Merchants of Lima, 1765-1796,” *The Americas*, Vol. 60, No. 4 (Apr., 2004), pp. 519-558.

Week 13. April 3. **THE ENLIGHTENMENT IN THE AMERICAS**

– Paula De Voss, “Natural History and the Pursuit of Empire in Eighteenth-Century Spain,” *Eighteenth-Century Studies*, Vol. 40, No. 2 (Winter, 2007), pp. 209-239.

– Iris H. W. Engstrand, “The Enlightenment in Spain: Influences upon New World Policy,” *The Americas*, Vol. 41, No. 4 (Apr., 1985), pp. 436-444.

– Nora E. Jaffary, “Monstrous Births and Creole Patriotism in Late Colonial Mexico,” *The Americas*, Vol. 68, No. 2 (October 2011), pp. 179-207.

Week 14. April 10. **THE DECLINE OF THE IBERIAN EMPIRES**

Newitt, *Portugal*, pp. 132-173; Maltby, *Spanish Empire*, chapter 8, pp. 172-192.

– Steinar A. Salther, “Bourbon Absolutism and Marriage Reform in Late Colonial Spanish America,” *The Americas* 59:4 (April 2003), 475-509.

HISTORY 3709E

LIST OF READINGS

Austin Alchon, Suzanne, *A Pest in the Land: New World Epidemics in a Global Perspective*, (Alberta, 2003)

Bakewell, Peter, *Silver and Entrepreneurship in Seventeenth-Century Potosí: The Life and Times of Antonio López de Quiroga* (Albuquerque: University of New Mexico Press, 1988).

Bakewell, Peter J., *Miners of the Red Mountain* (Albuquerque: University of New Mexico, 1984).

Bennett, Herman L., *Africans in Colonial Mexico: Absolutism, Christianity and Afro-Creole Consciousness, 1570-1640* (Bloomington, IN: Indiana University Press, 2005).

Bown, Stephen R., *1494 How a Family Feud in Medieval Spain Divided the World in Half*, Vancouver/Toronto (Douglas & McIntyre, 2011)

Cooper, Donald B., *Epidemic Disease in Mexico City 1761-1813 An Administrative, Social and Medical Study* (Austin: University of Texas Press, 1965).

Couturier, Edith B. *The Silver King: The Remarkable Life of the Count of Regla in Colonial Mexico* (Albuquerque, University of New Mexico, 2003).

Burns, Kathryn, *Colonial Habits: Convents and the Spiritual Economy of Cuzco, Perú* (Durham: Duke University Press, 1999).

Clendinnen, Inga, *Aztecs: An Interpretation* (Cambridge, England: Cambridge University Press, 1991).

Crosby, Alfred W., *Germes, Seeds and Animals: Studies in Ecological History* (Armonk, N.Y.: M.E. Sharpe, 1994).

Crosby, Alfred W., *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Westport, Conn.: Greenwood Press, 1972).

Fernández Armesto, Felipe, *Christopher Columbus* (Oxford, New York: Oxford University Press, 1992).

Fernández Armesto, Felipe, *Ferdinand and Isabella* (N.Y.: Dorset Press, 1991).

Fields, Sherry, *Pestilence and Head Colds. Encountering Illness in Colonial Mexico* (Columbia University Press, 2003).

Jaffary, Nora E. *Reproduction and Its Discontents in Mexico. Childbirth and Contraception from 1750 to 1905* (Chapel Hill: The University of North Carolina Press, 2016).

Jouve Martín, José R. *The Black Doctors of Colonial Lima. Science, Race and Writing in Colonial and Early Republican Peru* (Montreal and Kingston: McGill-Queen's University Press, 2014).

Lane, Kris E., *Pillaging the Empire: Piracy in the Americas, 1500-1750* (Armonk, N.Y.: M.E. Sharpe, 1998).

Lanyon, Anna, *Malinche's Conquest* (St Leonards, Australia: Allen & Unwin, 1999).

Maxwell, Kenneth, *Pombal, Paradox of the Enlightenment* (Cambridge, 1995).

Melville, Elinor G. K., *A Plague of Sheep: Environmental Consequences of the Conquest of Mexico* (Cambridge, England: Cambridge University Press, 1994).

Owensby, Brian P., *Empire of Law and Indian Justice in Colonial Mexico* (Stanford, Cal., Stanford University Press, 2008)

Phillips, William D., and Carla Rahn Phillips, *The Worlds of Christopher Columbus* (Cambridge: Cambridge University Press: 1992).

Restall, Mathew, *Seven Myths of the Spanish Conquest* (New York: Oxford University Press, 2003)

Smith, Michael E., *The Aztecs* (Cambridge, Mass.: Blackwell Publishers, 1996).

Russell-Wood, A.J. R. *The Portuguese Empire: A World on the Move* (Baltimore: Johns Hopkins University Press, 1998).

Russell Wood, A.J. R., *Black Man in Slavery and Freedom in Colonial Brazil* (London: The Macmillan Press, 1982).

Russel-Wood, A.J. R., *Fidalgos and Philanthropists. The Casa da Misericordia of Bahia, 1550-1755* (London: Macmillan, 1968).

Schultz, Kirsten, *Tropical Versailles: Empire, Monarchy, and the Portuguese Royal court in Rio de Janeiro, 1808-1821* (New York: Routledge, 2001).

Super, John, *Food, Conquest and Colonization* (Albuquerque, N.M.: University of New Mexico Press, 1988).

Vieira Powers, Karen, *Women in the Crucible of Conquest: The Gendered Genesis of Spanish American Society, 1500-1600.* (Albuquerque, N.M.: University of New Mexico Press, 2005).

Warren, Adam, *Medicine and Politics in Colonial Peru. Population Growth and the Bourbon Reforms* (University of Pittsburgh Press, 2010).