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## HIST 261-01, History of Latin America, 1000 A.D. - 1810, Fall 2009

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**HIS 261-01**  
**History of Latin America, 1000 A.D.-1810**  
Professor Willie Hiatt  
MWF • 11-11:50 a.m. • Palmer Hall 205

**OFFICE:** 311 Clough Hall  
**OFFICE HOURS:** 9-11 a.m. Monday and Wednesday;  
2-4 p.m. Tuesday; and by appointment  
**PHONE:** Office: 901-843-3656;  
Cell: 859-285-7037  
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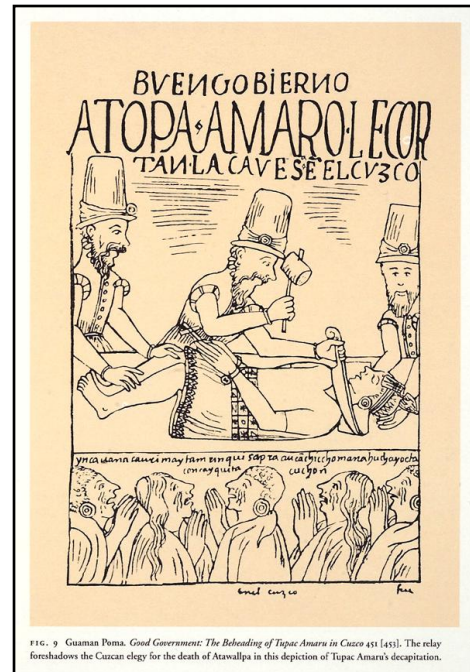
## OVERVIEW

How did early man populate a vast continent that extends from Canada to southern Chile? How could a handful of Europeans conquer a massive land mass and defeat millions of indigenous inhabitants in the process? Did hegemonic Spanish culture and institutions obliterate indigenous societies? And what conditions did Spanish colonialism impose on independence movements?

This course connects colonial power, society, economy, and culture by underscoring the uneven manner in which Europeans colonized and organized the New World. Lectures and course readings challenge the reified concepts of “conquerors” and “conquered” and confront preconceived notions about colonial domination. We study conquistadors, priests, colonial functionaries, Indian workers, indigenous nobles, women, mixed-race peoples, and African slaves to understand how they adapted to life under Spanish and Portuguese rule, struggled to resist social and cultural domination, and produced entirely new cultural fusions that exist to this day.

The course covers a number of important themes:

- Early settlement patterns in the Americas
- The Mayan, Aztec, and Inca Societies
- Myths of the Spanish Conquest
- Racial Mixture, Identity, and Social Mobility
- Important Colonial Institutions (Encomienda, Crown, Church, etc.)
- The Texture of Daily Colonial Life
- The Age of Revolution Beyond the North Atlantic
- Colonial Rupture and the Prelude to Independence



Lectures, readings, writing assignments, and exams help you conceptualize history as an active, guiding narrative that has empowered and shaped modern change and response to new global interactions and intertwinement in the New World.

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## COURSE READINGS

You may purchase required books at the Rhodes College bookstore or at local and online retailers. Copies of many books are on two-hour reserve at Shields Library. Additionally PDFs of supplemental readings are located on Moodle. Required texts are:

- ~~Boyer, Richard, and Geoffrey Spurling, editors. *Colonial Lives: Documents on Latin American History, 1550-1850*. New York: Oxford University Press, 1999. ISBN: 978-0195125122. [Reserve]~~
- Burkholder, Mark A., and Lyman L. Johnson. *Colonial Latin America*. Oxford: Oxford University Press, 2007. ISBN: 978-0195320428. [Reserve]
- Cabeza de Vaca, Alvar Núñez. *The Narrative of Cabeza de Vaca*. Edited and translated by Rolena Adorno and Patrick Charles Pautz. Lincoln, Neb.: University of Nebraska Press, 2003. ISBN: 080326416X.
- León-Portilla, Miguel, editor. *The Broken Spears: the Aztec Account of the Conquest of Mexico*. Boston, Mass.: Beacon Press, 2007. ISBN: 978-0807055007.
- Socolow, Susan Migden. *The Women of Colonial Latin America*. Cambridge: Cambridge University Press, 2000. ISBN: 978-0521476423.

Selected readings available as PDFs on Moodle:

- Mann, Charles C. *1491: New Revelations of the Americas before Columbus* (New York: Knopf, 2005). [PDF and Reserve]
- Hitt, Jack. "Mighty White of You." *Harper's Magazine* (July 2005): 39-55. [PDF]
- Restall, Matthew. *Seven Myths of the Spanish Conquest* (Oxford: Oxford University Press, 2003). [Reserve and PDF]
- Guaman Poma de Ayala. *The First Chronicle and Good Government: On the History of the World and the Incas up to 1615*. Translated by Roland Hamilton. Austin, Texas: University of Texas Press, 2009. [PDF]
- Thornton, John Kelly. *Africa and Africans in the Making of the Atlantic World, 1400-1800* (New York: Cambridge University Press, 1998). [Reserve and PDF]

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## ATTENDANCE, DISCUSSION, AND PARTICIPATION

I expect you to attend every class.

I expect you to participate in each class discussion.

I expect you to complete all readings for the week before class begins on Monday.

Writing assignments require you to incorporate material from discussions and readings. We will spend significant class time discussing the texts to help you construct sophisticated arguments. More than two absences – including Week 1 for those admitted to the course – will adversely affect your grade. See me (or in an emergency e-mail me) well in advance if you will be absent. All excuses are subject to my approval.

Class discussions also give you an opportunity to talk about course readings and lectures and to ask clarifying questions.

*You will have periodic quizzes on reading materials.* These are unscheduled and cannot be made up. By reading before class and thinking about weekly themes, you will be able to contribute to discussions and better prepare yourself for papers and exams. Failure to contribute regularly will lower your course grade.

Please, please turn off cell phones.

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## ASSIGNMENTS AND GRADING

You final grade will be determined by:

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|-----------------------------|-----|
| • Essay #1                  | 10% |
| • Essay #2                  | 15% |
| • Essay #3                  | 15% |
| • Mid-term exam             | 20% |
| • Final exam                | 20% |
| • Quizzes and Participation | 20% |

**Exams:** The mid-term and final exams will consist of essay questions and multiple identifications of important terms and concepts. Excellent exams will synthesize lectures, readings, and class discussions and demonstrate an astute grasp of a broad range of course materials. The final is cumulative in the sense that you will be expected to reflect on the entire chronology of the class. I will provide study guides in advance.

**Essays:** You are expected to write three essays of 4-6 pages using class materials and other relevant sources. I am a challenging but fair grader. We will discuss in depth how to formulate an original argument, structure a formal academic paper with an introduction and conclusion, and support assertions using substantial and specific evidence. Your essays should argue a specific point of view that forces the reader to agree or disagree.

Papers should be no longer than the number of pages indicated in the essay prompt, double-spaced, in Times New Roman font with one-inch margins. *I will deduct a third of a letter grade for each day papers are late.* I strongly encourage you to visit me during office hours to discuss paper topics in advance. I will provide a detailed essay prompt well before the due date.

**General Grading Rubric:** Grades of “A” are difficult to earn. An “A” demands work of exceptional quality and depth. For assignments this means nearly error-free essays containing outstanding insights. For class discussion this means thoughtful, regular participation in every meeting.

Grades of “B” reflect work that is above average compared to your peers. A “B” requires hard work and a clear demonstration of a thorough knowledge of the subject matter. For essays and exams, this means solid knowledge and understanding of the course material with some deeper analysis. This means that you participate regularly and demonstrate that you have read all the assigned readings.

Grades of “C” reflect competent college-level work. This grade may reflect a lack of commitment or difficulty in grasping the subject matter. These papers and exams often reflect some confusion or gaps in coverage. In section, C’s most often reflect less than complete reading or less than full engagement in class meetings.

Grades of “D” and “F” should be difficult to earn. On assignments, this grade usually reflects a serious lack of effort or misunderstanding.

All work is pledged under the Rhodes College Honor Code.

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## LECTURE AND READING SCHEDULE

Below is the reading schedule for the quarter. I expect you to have completed ALL readings for the entire week before class begins each Monday. I will outline the broad narrative of colonial history in lectures; course readings provide both a detailed chronology as well as more specific thematic approaches to the period:

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### Week 1: Introduction

#### Lecture

- Wednesday (August 26): Introduction, Course Overview
- Friday (August 28): Discussion of “Mighty White of You”

#### Readings

- Jack Hitt, “Mighty White of You,” 39-55 [PDF]

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## Week 2: Prehispanic America: New Research

### Lectures

- Monday (August 31): New Theories on Initial Settlement
- Wednesday (September 2): Linguistics, DNA Research, and Migration Patterns
  - **Map quiz during first ten minutes**
- Friday (September 4): Agriculture and the Rise of Cities; Discussion of *1491*

### Readings

- Mann, *1491*: Chapters 1, 6 [PDF]

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## Week 3: Prehispanic America: The Mayans and Aztecs

### Lectures

- Monday (September 7): Labor Day – No Class
- Wednesday (September 9): Mayan Civilization
- Friday (September 11): Aztec Society, Social Organization, and Worldview

### Readings

- Burkholder and Johnson, *Colonial Latin America*, 1-23
- *The Broken Spears*, 3-12
- Socolow, *The Women of Colonial Latin America*, 16-31
- Mann, *1491*: Chapter 7 [PDF]

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## Week 4: Prehispanic America: The Incas

### Lectures

- Monday (September 14): The Incas Consolidate Power
- Wednesday (September 16): Inca Ingenuity through Material Culture
  - **First essay prompt handed out in class**
- Friday (September 18): Discussion of Guamán Poma, *1491*

### Readings

- Mann, *1491*, Chapter 3 [PDF]
- Selections from Felipe Guamán Poma de Ayala, TBA [PDF]

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## Week 5: The Iberian World and Initial Explorations

### Lectures

- Monday (September 21): Spain, the Moors, and the Reconquest
- Wednesday (September 23): European Exploration Begins
- Friday (September 25): Discussion of *Africa and Africans*
  - **First essay due at start of class**

### Readings

- Burkholder and Johnson, *Colonial Latin America*, 23-48
- Thornton, *Africa and Africans in the Making of the Atlantic World*, TBA [PDF]

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## Week 6: The Conquest: Cultures Collide

### Lectures

- Monday (September 28): Moctezuma Meets Cortez
- Wednesday (September 30): Las Casas and the Black Legend
- Friday (October 2): Discussion: *The Broken Spears*

### Readings

- *The Broken Spears*, TBA
- Restall, *Seven Myths of the Spanish Conquest*, Chapter 1, “Handful of Adventurers” [PDF]
- Burkholder and Johnson, *Colonial Latin America*, 52-90

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## Week 7: The Conquest: Rethinking the Conquest Paradigm

### Lectures

- Monday (October 5): Could a Handful of Europeans Conquer a Continent?
- Wednesday (October 7): Cabeza de Vaca and the Spatialization of Conquest
  - **Midterm review questions handed out in class**
- Friday (October 9): Discussion: *Cabeza de Vaca*

### Readings

- Cabeza de Vaca, *The Narrative of Cabeza de Vaca*, entire (intro optional)

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## **Week 8: The Conquest: Cultural and Demographic Impact**

### **Lectures**

- Monday (October 12): Disease, Indigenous Infighting, War, and Decimation
- Wednesday (October 14): A Fatal Clash in Cajamarca, Peru
- Friday (October 16)
  - **Midterm exam in class**

### **Readings**

- Burkholder and Johnson, *Colonial Latin America*, Chapters 3-4, 91-154

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## **Week 9: Organizing Spanish Society: The Economy, Labor, and Production**

### **Lectures**

- Monday (October 19): Fall Break – No Class
- Wednesday (October 21): The Encomienda and the Labor Draft
  - **Prompt for second essay handed out in class**
- Friday (October 23): Mining and Mineral Extraction

### **Readings**

- Burkholder and Johnson, *Colonial Latin America*, Chapters 4-5

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## **Week 10: Spanish Colonialism: The Crown and Church**

### **Lectures**

- Monday (October 26): Imposition of the Crown
- Wednesday (October 28): Church Institutions
- Friday (October 30): Bartolomé de las Casas and the Defense of the Indians
  - **Second essay due at start of class**

### **Readings**

- Socolow, *The Women of Colonial Latin America*, Chapter 7
- *Documentary History*, “Felipe Guaman Poma de Ayala’s Appeal Concerning the Priests, Peru (ca. 1615),” 173-184 [PDF]
- *Documentary History*, “Sor Juana Inés de la Cruz’s Letter to Sor Filotea (1691),” 207-214 [PDF]

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**Week 11: Daily Colonial Life: Urban Society****Lectures**

- Monday (November 2): The Urban Grid and the Built Environment
- Wednesday (November 4): A Colonial Class System Emerges
- Friday (November 6): Discussion of *The Women of Colonial Latin America*

**Readings**

- Socolow, *The Women of Colonial Latin America*, Chapters 3-6
- Burkholder, Chapter 7

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**Week 12: Daily Colonial Life: Rural Society****Lectures**

- Monday (November 9): Haciendas and Estates
- Wednesday (November 11): Urban-Rural Tensions
  - **Prompt for third essay handed out in class**
- Friday (November 13): Discussion of *The Limits of Racial Domination*, Part 1

**Readings**

- Burkholder, Chapter 8
- Cope, *The Limits of Racial Domination*, TBA [PDF]

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**Week 13: Race and Social Hierarchy****Lectures**

- Monday (November 16): Sistema de Castas: Race as Contested Terrain
- Wednesday (November 18): Phenotypes, Naming, and Socio-Cultural Markers
- Friday (November 20): Discussion of *The Limits of Racial Domination*, Part 2
  - **Third essay due at start of class**

**Readings**

- Cope, *The Limits of Racial Domination*, TBA [PDF]
- Burkholder and Johnson, *Colonial Latin America*, Chapter 6
- *Documentary History*, "Two Castas Paintings from Eighteenth-Century Mexico," 36-365. [PDF]

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**Week 14: Cultural Resistance****Lectures**

- Monday (November 23): Indigenous and Underclass Agency
- Wednesday (November 25): Thanksgiving Break – No Class
- Friday (November 27): Thanksgiving Break – No Class

**Readings**

- Selections from *Struggle & Survival in Colonial America*. Edited by David G. Sweet and Gary B. Nash. Berkeley, Calif.: University of California Press, 1981. [PDF]

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**Week 15: A New Colonial Era: Bourbon Reforms****Lectures**

- Monday (November 30): Revamping Empire
- Wednesday (December 2): New Peripheries in the Colonial World
- Friday (December 4): Imperial and Demographic Expansion

**Readings**

- Burkholder and Johnson, *Colonial Latin America*, Chapters 9-10

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**Week 16: New World Tumult****Lectures**

- Monday (December 7): The Age of Revolution: Haiti
- Wednesday (December 9): Last Class: The Age of Revolution: the Andes

**Readings**

- Dubois, *A Colony of Citizens*, Chapters 1-3 [PDF]
- *Documentary History*, “Concolorcorvo Engages the Postal Inspector about Indian Affairs, Lima, Peru (1776),” 328-334. [PDF]
- *Colonial Lives*, “Letters of Insurrection: The Rebellion of the Communities (Charcas, 1781),” 201-208 [PDF]
- Burkholder and Johnson, *Colonial Latin America*, Chapters 9, 10

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**Exam Schedule**

- **Reading Day** – Thursday, December 10
- **Final Exam** – Saturday, December 12, 8:30 a.m.