In 1492, Columbus sailed the ocean blue and... discovered, or destroyed, conquered, or civilized the Americas. Sixty years later, in 1552, López de Gómara, the private secretary of Hernán Cortes, wrote, “The greatest event since the creation of the world (excluding the incarnation and death of Him who created it) is the discovery of the Indies [i.e. Americas].” He was, himself, a participant in the great conquest of Mexico. From the very beginning, not only the magnitude, but also the meaning of the Conquest of the Americas has been a point of controversy and acclaim. The history of Early Latin America, however, does not begin in October 1492. Indigenous bands and great civilizations inhabited North and South America for more than ten thousand years prior to the arrival of Europeans on the shores of Caribbean islands. Thus, in this class we will concentrate on the pre-Colombian period, the conquest period, and the ensuing three hundred years of Spanish (and to a limited extent) Portuguese rule. The lectures will move both chronologically and topically. We will concentrate on two key geographic areas of examination-- central Mexico, home to the highly structured pre-Columbian societies of the Maya and the Mexica, among many others, and later the center of Spanish control in its northern kingdoms as the Viceroyalty of New Spain; and, the central Andes, land of the Inca Empire and its subject polities (among others), and home of the Viceroyalty of Peru, the center of Spanish power in its southern kingdoms.

Our class will cover a tremendous breadth of time and territory, and as such the lectures, readings, and discussion sections are designed to draw your critical attention to issues, including ethnicity, gender, slavery, culture, and power, as well as the institutions and structures that patterned native, African, and European experiences of Spanish and Portuguese imperialism. Lectures, discussions, and readings are designed to complement one another. As such, each student is expected to attend all lectures and sections, and to prepare the readings as assigned.

COURSE OBJECTIVES:

1. To introduce students to the forces, events, and conflicts that defined the process of conquest and colonization of the Americas, including:

   • The histories and cultures of pre-conquest state systems, particularly in central Mexico and the Andes.
• The historical precedents for Spanish and Portuguese expansion and conquest.
• The process of conquest and colonization from the perspectives of Iberian, African, and indigenous populations.
• The fundamental forms of institutional and cultural organization that structured daily life during the three centuries of Spanish rule.
• The tensions of late colonial society that led to conflict, disorder, and eventually rebellion.

2. To understand and use a variety of sources that provide the core of historical inquiry.
   • Primary written sources, and their particular challenges.
   • Secondary sources, and how to read them critically.
   • Non-written sources (artifacts, DNA, and more).
   • The absence of sources—finding lost voices, and reading against the grain.

3. To be able to identify, understand, and critique historical argument.

   Historians follow a lose set of epistemological, theoretical, and evidentiary rules in their attempts to recreate the limited past that is accessible to us through our incomplete archival record. At the college level and beyond, it is your task to learn how to identify an author’s central argument and to evaluate it based on its evidence, sources, logic, and narrative.

COURSE ORGANIZATION

In the infinite wisdom of UT scheduling, our first class meets on a Wednesday. This means that your discussion sections meet for the first time following our second meeting, a Monday. In general, our lecture schedule reflects this subversion of the traditional week—ie, I will be lecturing on Wednesdays and Mondays on the topics you will be discussing between Monday and Wednesday.

READINGS


This is your only required text purchase. There will be voluminous readings posted to the course Blackboard site, listed below. Though I have page numbers listed week to week for the Martin and Wasserman text, it is only intended as a reference work. The important reading will be the primary and secondary sources on Blackboard.

COURSE REQUIREMENTS AND GRADING

1. Reading. Each week’s assigned readings must be completed before your discussion section meeting.

2. Participation. 25%. Learning is an interactive process that requires your participation! Thirty percent of your grade will be derived from participating in your discussion sections. At the beginning of each discussion section, each student will perform a 5-10min guided writing exercise that will be graded on a scale of 0-1-2. Your best 10 papers will be averaged for your participation grade.
3. **Exams.** 50%. There will be two exams (a mid-term and a final), each of which will count for 25% of your final grade.

4. **Paper.** 25%. Each student will write a critical review of the film, *La Otra Conquista*, that will include the use and analysis of two primary and one secondary source from course readings. Fuller instructions will be provided later. **DUE DATE = November 3.**

5. **Attendance.** Attendance is required in the discussion sections.

**OTHER COURSE POLICIES**

**Please Note:** If any special accommodations are needed to complete the course requirements, please come see me at the beginning of the semester. No make-up exams or incompletes will be given without documentation.

**Plagiarism:** Plagiarism occurs when someone knowingly or unknowingly presents the words or ideas of another persona as his or her own. Any work turned in for this class must meet University standards for academic honesty. Any students unsure about how to apply these rules are urged to consult with me *prior* to turning in any written work.

**Deadlines:** Assignments that are due in class must be turned in at the start of class. Late submissions will not be accepted without documentation of family or medical emergencies. If you anticipate problems, please contact me before the assignment is due, not after!

**Office Hours:** Students are strongly encouraged to speak with me outside of class. I am available during office hours on a first-come, first-served basis. If you cannot come during office hours, please contact me via email or phone and we can set up an appointment.

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**Lecture and Readings Schedule**

**Introduction:**

Lectures:
- 8/20: Course Welcome
- 8/25: Charting the Earliest Americans

Readings:
1. Martin and Wasserman, Chapter 1.
4. Handout on Primary and Secondary Sources. (Posted on Blackboard.)
Early America I:
Lectures:
8/27   Maya Images
9/1    Labor Day - No Class.
Readings:

Early America II:
Lectures:
9/3    Mexica Imperial Culture
9/8    Inca Imperial Culture
Readings:
1. Martin and Wasserman, pp. 35-60.

Old World Antecedents:
Lectures:
9/10   From Convivencia to Reconquista
9/15   Striking Out
Readings:

**The Early Encounter:**

**Lectures:**
- 9/17 Atlantic Explorations
- 9/22 First Contacts

**Readings:**
1. Martin and Wasserman, pp. 72-79.
4. The Requerimiento ([http://users.dickinson.edu/~borges/Resources-Requerimiento.html](http://users.dickinson.edu/~borges/Resources-Requerimiento.html))
5. Antonio Montesinos, “Advent Sermon”
6. “The relación of Fray Ramón Pane (c. 1494-1496)” ([http://faculty.smu.edu/bakewell/BAKEWELL/texts/panerelacion.html](http://faculty.smu.edu/bakewell/BAKEWELL/texts/panerelacion.html))

**The Conquest of Native Empires:**

**Lectures:**
- 9/24 Conquest Myths and Realities I
- 9/29 Conquest Myths and Realities II

**Readings:**
1. Martin and Wasserman, 80-88.
4. Ysabel de Guevara, Hardships in the Río de la Plata Region (1556)” in Cowans, Early Modern Spain, 83-85.

Exam I - 10/1
Film: La Otra Conquista - 10/6, 10/8
Readings:


From Cataclysm to Order: 10/13, 10/15, 10/20
Lectures:
10/13 Taming the Conquest
10/15 Institutions of Rule and Religion
10/20 The Inquisition
Readings:
1. Martin and Wasserman, 89-109

Colonial Economy - Labor and Production
Lectures:
10/22 Tribute, Tax, Labor
10/27 Mining
Readings:
1. Martin and Wasserman, 110-176.
3. Ward Stavig, The World of Túpac Amaru, Ch. 6-7.
Slave and Free Africans

Lectures:

10/29 The Atlantic Slave Economy
11/3 Varieties of Slave Experience {PAPER DUE!!!}

Readings:

1. Martin and Wasserman, 177-190.

Gender and Sexuality

Lectures:

11/5
11/10

Readings:


Order and Disorder

Lectures:

11/12 An Uneasy Peace
11/17 Bourbon and Pombaline Reforms

Readings:

1. Martin and Wasserman, 212-230.
4. “José de Gálvez’s Decrees for the King’s Subjects in Mexico (1769, 1778)”

**Late Colonial Rebellion**

**Lectures:**
11/19 Death and Taxes
11/24 Pan-Andean Uprisings

**Readings:**
1. Martin and Wasserman, 231-244.
3. Documents on Túpac Amaru.

**Towards Independence**

**Lectures:**
11/26 The Bonaparte Crisis
12/1 An Anti-colonial Revolution?

**Readings:**

**Final Exam: 12/5, 10:15am-12:15pm**