

HIST 380  
HISTORY OF LATIN AMERICA 1  
T-Th 4:00-5:20  
282 Lillis Hall

Professor Robert Haskett  
[rhaskett@uoregon.edu](mailto:rhaskett@uoregon.edu)

355 McKenzie Hall  
(541) 346-4836

"Hernando Cortés took México-Tenochtitlán, Tuesday, the thirteenth of August, the day of St. Hipolytus, in the year 1521. In commemoration of this great event and victory, the people of the city celebrate the day every year, with a festival and processions, in which they carry the standard he won."  
[Francisco López de Gómara, biographer of Cortés]

"Broken spears lie in the roads; we have torn our hair in our grief.... We have pounded our hands in despair against the adobe walls, for our inheritance, our city, is lost and dead. The shields of our warriors were its defense, but they could not save it." [Anonymous Aztec lament on the fall of México-Tenochtitlán]

Two different reactions to the same event. Two distinct ways of looking at the past. The discord created by these diametrically opposed views underlies the socio-cultural history much of what is commonly called "colonial Latin America." Over the "colonial" centuries, or in other words that period of time when the region was controlled by the Spanish and Portuguese empires, many different kinds of people with distinctive backgrounds and ideas helped to forge a culturally variegated "new world." The story of this region's formative centuries is not the history of any one group--not just the Spanish nor the indigenous people, nor any other specific culture, ethnicity, gender, or race. It is a story of destruction, but also one of perseverance and rebirth. We will focus on the social, cultural, biological, political, and economic consequences of Spanish and Portuguese "conquest" and colonial rule. We will pay greater attention to the people caught up in this "new world" enterprises than to the institutions that arose, seeking to understand the deeper meanings of colonialism for individual women and men of all kinds. Whenever possible, class presentations will include visual materials, and we will listen to excerpts from colonial-era music from time to time. It is hoped that this approach will help us all move beyond a concentration on merely "what happened" in the past to a better understanding of the textures of human life in early Latin America.

## BOOKS

The following books, available at the University of Oregon bookstore, are required for the course. Students should not expect to pass the course without reading these books.

- 1) Richard Boyer and Geoffrey Spurling, *Colonial Lives: Documents in Latin American History, 1550-1850* (2000).
- 2) Mark A. Burkholder and Lyman L. Johnson, *Colonial Latin America* (6<sup>th</sup> edition).
- 3) Catalina de Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World* (1997).
- 4) Jose Joaquin Fernandez de Lizardi, *The Mangy Parrot: The Life and Times of Periquillo Sarmiento, Written by Himself for his Children* (2004 [1816]).
- 5) Matthew Restall, *Seven Myths of the Spanish Conquest* (2003).

In addition, I have placed several copies of Burkholder and Johnson on reserve in the Knight library, along with single copies of all of the other required books. It may be possible to find used copies of all of them (with the possible exception of the latest edition of *Colonial Latin America*) in local second-hand bookstores. I have placed several other supplementary books reserve. They are not required, though highly recommended for those of you interested in pushing beyond the basic resources of the course. I have keyed them into the syllabus in the "recommended reading" section.

## EXAMS AND PAPERS

You are required to complete two written assignments for this course this year, an in-class exam and a final paper. This assignment structure is due to the large number of students in our course and the small number of staff available to provide meaningful grades and comments on your work. I realize some of you will not be comfortable with only two forms of assessment for the course grade, so you will note that I am offering an optional third written assignment for those who want a broader base for the final grade. Here are the details:

The in-class midterm will be held on **THURSDAY, OCTOBER 30**. It will cover what you have learned from the beginning of the term through the unit on conquest and invasion. More details about the exam will be distributed at an appropriate time during the quarter, and will be posted on this Blackboard site. We will also have a discussion and review session in class on **TUESDAY, OCTOBER 28** to help you prepare for the test. The exam is worth 40% of your course grade.

The second assignment will take the form of a paper, replacing a final exam, that will be due in my office, 355 McKenzie Hall, by 5:00 p.m. on **THURSDAY, DECEMBER 11**. This paper will challenge you to examine not only what we have learned about during the second half of the term, but more particularly discuss important historical and cultural issues. The last meeting of the class, **THURSDAY, DECEMBER 4**, will take the form of a final review. You are expected to have complete all assigned readings by this time, and to come to class prepared to discuss the historical themes and issues raised over the course of our investigation. More details about this paper will be made available toward the end of the quarter, and will be posted on Blackboard. The paper is worth 60% of your course grade.

Those of you interested in the optional paper mentioned above will be asked to write a brief analytical book review of either *The Lieutenant Nun* or *The Mangy Parrot* (of course, I have no objections to anyone doing reviews of both books!). The review should be at least 3 pages in length, typed and double-spaced. Writing such a review would be a great exercise intellectually, but in more practical terms would help you lay some of the ground work for the final paper, since both books are required sources for that particular assignment. Those electing to write the optional book review must turn it in by **TUESDAY, DECEMBER 2**. The optional book review will be worth 20% of the course grade, altering the weight of the other two assignments as follows: the midterm would now be worth 30% of the course grade, and the final paper would now be worth 50% of the course grade. Thus it would be best to let me know if you plan to do the optional paper before the midterm. But be careful, for letting me know you want to do the optional paper creates a contract, and I'll expect you to complete this work.

## **GRADE SUMMARY**

Basic Requirement: Midterm = 40%; Paper = 60%

With Optional Book Review: Midterm = 30%; Book Review = 20%;  
Paper = 50%

Grading is carried out on a 100-point scale: 100-93 = A, 92-90 = A-, 89-87 = B+, 86-83 = B, 82-80 = B-, 79-77 = C+, 76-73 = C, 72-70 = C-, 69-67 = D+, 66-63 = D, 62-60 = D-, 59 or less = F

Warning: Written work received after the end of the class meeting in which it is due, and up to 5:00 p.m. the same day, will be assessed a fine of 3 points. After this, an additional fine of 5 points a day (including weekends) will be assessed. No written comments will be made by the professor or gtf's on late work. Protect yourself from computer crashes by making backup copies of all your work, by saving your work regularly, etc. Students missing required work at the end of the quarter will be given a grade of "f" unless prior arrangements have been made for an incomplete.

Some rules for the classroom:

1. Please turn off your cell phones and put them away in your backpacks, bags, etc., during class meetings.
2. Laptops may only be used by permission. It is assumed that you will use your laptops for note taking, only. Otherwise, we will rarely if ever have occasion to go online for anything related to the course during class meetings. Students found to be surfing the web, doing email, or similar things on their computers unrelated to the course while HIST 380 is in session will be asked to leave the classroom for the rest of that day's meeting, and will be barred from bringing laptops into the classroom for the balance of the quarter.
3. Please let me know if you need to leave class early for any reason. Otherwise, please do not leave and the classroom during our sessions, as this is disruptive.

## **COURSE CALENDAR**

### **SEPT.**

#### **Week 1**

T 30 Introduction

### **OCTOBER**

Th 2 The First Human Societies -- Reading: *Colonial Latin America*, Chapter 1.

Recommended Reading: Begin *Early Latin America*, Chapter 2.

#### **Week 2**

T 7 Forging "Civilizations" -- Reading: Continue *Colonial Latin America*, Chapter 1; begin, *Seven Myths of the Spanish Conquest*.  
Recommended Reading: Continue *Early Latin America*, Chapter 2.

Th 9 Christopher Columbus and Iberian Society in 1492 -- Reading: Continue *Colonial Latin America*, Chapter 1; and *Seven Myths of the Spanish Conquest*.  
Recommended Reading: *Early Latin America*, Chapter 1.

### **Week 3**

T 14 Columbus and the Caribbean: Discovery or Invasion? -- Reading: Complete *Colonial Latin America*, Chapter 1 and begin Chapter 2; continue *Seven Myths of the Spanish Conquest*.  
Recommended Reading: Begin *Early Latin America*, Chapter 3; and *The Broken Spears*.

Th 16 The Invasion of Mexico -- Reading: *Seven Myths of the Spanish Conquest*; continue *Colonial Latin America*, Chapter 2.  
Recommended Reading: Continue *Early Latin America*, Chapter 3; and *The Broken Spears*; begin *How the Spaniards Arrived in Peru*.

### **Week 4**

T 21 Defeating the Incas -- Reading: Continue *Seven Myths of the Spanish Conquest*, and *Colonial Latin America*, Chapter 2.  
Recommended Reading: Continue *Early Latin America*, Chapter 3; *The Broken Spears*; and *How the Spaniards Arrived in Peru*.

Th 23 "Conquest" Spreads -- Reading: Complete *Seven Myths of the Spanish Conquest*, and *Colonial Latin America*, Chapter 2.  
Recommended Reading: Complete *Early Latin America*, Chapter 3; *The Broken Spears*; and *How the Spaniards Arrived in Peru*.

### **Week 5**

T 28 Discussion and Review: Why Did the Iberians Prevail?

Th 30 \*\*\* IN-CLASS MIDTERM EXAM \*\*\*

**NOVEMBER**

## Week 6

T 4 Iberian America Takes Shape -- Reading: *Colonial Latin America*, Chapter 3 and begin Chapters 6 and 7; begin *The Mangy Parrot*. Recommended Reading: Begin *Early Latin America*, Chapters 4-7; and *Spanish Peru*.

Th 6 Race, Ethnicity, and Gender in Iberian America -- Reading: Continue *Colonial Latin America*, Chapters 6 and 7; *Colonial Lives*, 54-76, 77-100, 112-177; begin *Lieutenant Nun*; continue *The Mangy Parrot*. Recommended Reading: *Colonial Lives*, 216-278; begin Velasco, *Lieutenant Nun*; continue *Early Latin America*, Chapters 4-7; *Spanish Peru*; and begin *Beyond the Codices*.

## Week 7

T 11 The Triumph (?) of the Faith -- Reading: *Colonial Lives*, 18-53; continue *Lieutenant Nun* and *The Mangy Parrot*. Recommended Reading: continue Velasco, *Lieutenant Nun*; *Early Latin America*, Chapters 4-7; *Spanish Peru*; and *Beyond the Codices*.

Th 13 Celebrating Life -- Reading: *Colonial Latin America*, Chapter 8; complete *Lieutenant Nun*; continue *The Mangy Parrot*. Recommended Reading: *Colonial Lives*, 178-200; complete Velasco, *Lieutenant Nun*; *Spanish Peru*; and *Beyond the Codices*.

## Week 8

T 18 Discussion and Review: Living in Iberian America. Reading: Complete *The Mangy Parrot*.

Th 20 The Economy and Labor Systems -- Reading: Begin *Colonial Latin America*, Chapters 4 and 5; *Colonial Lives*, 6-17, 101-111. Recommended Reading: Continue *Early Latin America*, Chapters 4-7.

## Week 9

T 25 The Economy and Labor Systems, cont. -- Reading: Continue *Colonial Latin America*, Chapters 4 and 5. Recommended Reading: *Colonial Lives*, 279-293, and complete *Early Latin America*, Chapters 4-7.

Th 27 \*\*\*NO CLASS, THANKSGIVING BREAK\*\*\*

**DECEMBER****Week 10**

T 2 Backwaters of Empire – Reading: Be working to complete all previous post-midterm reading assignments.

Recommended Reading: *Early Latin America*, Chapter 8.

**LAST DAY TO TURN IN OPTIONAL BOOK REVIEWS**

TH 4 Discussion and Final Review

**Finals Week**

Th 11 **\*\*\*FINAL PAPER DUE BY 5:00 P.M., 355 MCKENZIE HALL; NO LATE PAPERS WILL BE ACCEPTED. EARLY SUBMISSIONS GLADLY RECEIVED\*\*\***