

History 647-01  
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The University of Calgary  
Fall 2019

### **Topics in Latin American History: Historiography of the Colonial Period**

#### **Course Grading:**

Your grade will be based on the following:

At least four Book Analysis Essays (due on dates to be selected) .....	30%
Historiographical Essay (due December 6) .....	50%
Participation .....	20%
<b>Total .....</b>	<b>100%</b>

#### **Course Description:**

Through the close reading of a selection of recent and classic books on colonial Latin America, this course examines how historians have addressed key issues in the region's history. The primary focus is on historians' approaches to the topics and our main task in this seminar is to analyze how they construct their arguments – in other words, historiography. The books may, on occasion, be supplemented by journal article and/or book chapters.

#### **Course Outcomes:**

By the end of this course, successful students will be able to analyze historical monographs by focusing on historians' definitions of their topics, their use of sources, their assumptions about society, and their understandings of historical change. Alongside this primary course outcome, students will also learn a great deal about colonial Spanish and Portuguese America. However, the primary focus of this course will be on how historians have written about a selection of topics in colonial Latin American history.

#### **Background Reading:**

Students who feel that their background in colonial Latin American history is weak may find it helpful to read one of the following textbooks prior to the start of this course (most of these works are available in multiple editions at the library):

Matthew Restall and Kris E. Lane, *Latin America in Colonial Times*.

Mark Burkholder and Lyman L. Johnson, *Colonial Latin America*.

Jonathan C. Brown, *Latin America: A Social History of the Colonial Period*.

James Lockhart and Stuart B. Schwartz, *Early Latin America: A History of Colonial Spanish America and Brazil*.

## **Assignments:**

### ***Book Analysis Essay and Presentations:***

During the semester, you will write at least four short book analysis essays (500-750 words) of the assigned book for selected weeks. These essays are due by 8:00 am on the day of the class meeting during which the book will be discussed. Copies should be sent by e-mail to the instructor and to the other students in the course. These are not book reviews and they should not summarize the books (for we will all have read them); rather, they should address some of the following questions (or similar ones):

1. How does the author define his or her topic? How is it delimited? What is excluded? How would consideration of other issues or questions have changed the author's argument?
2. How does the author use his or her sources? What limits or constraints does this pose for his or her argument? How might the sources (as presented by the author) have been interpreted differently? What other conclusions could be drawn? Why does the author, then, come to the conclusions that he or she does? How confident can the author be about what he or she knows?
3. What assumptions about society and culture underlie the author's approach? For example, does the author see society as divided into classes or castes, races or ethnic groups, genders? How does the author define (explicitly or implicitly) the analytical concepts that he or she uses: nation, state, race, ethnicity, class, gender, identity, revolution, rebellion, culture, etc.? What implications does this have for his or her analysis? How would different assumptions or definitions have changed the argument?
4. What, according to the author, are the causes of historical change? Which historical actors have "agency"? What constraints are they under? How would different views of the causes of historical change and the agency of historical actors have changed the argument?
5. What are the author's ideals? In whose interests does he or she write? What implications does this have for his or her analysis?

On two of the days that your book analysis essays are due, you will prepare a ten-minute presentation on the book in which you elaborate on (but not merely repeat) the points that you made in your book analysis essay. The purpose of this presentation is to launch our discussion of the book. You may use this presentation to situate your assessment of the book in relation to the other students' book analysis essays.

### ***Participation:***

This is a seminar course in which active and informed participation is essential to your success and to the success of the course more generally. Effective participation is respectful of other students' contributions and advances the discussion.

### ***Historiographical Essay:***

You will write a historiographical essay of at least 5,000 words on an issue in colonial Latin American history. Any one of the weekly topics is suitable for this assignment, but if you so choose, you may write on another topic. You should consult with the instructor to obtain approval of your proposed topic.

A historiographical essay analyzes the scholarship on an issue and how it has changed over time with the goals of identifying key contributions, teasing out underlying assumptions, highlighting

contradictions or disagreements, and developing new approaches or finding lacunae in scholarship that need further work. Some are massive overviews of the state of scholarship in a field, while others are more narrowly focused on a few key works. Some are closer to collective reviews of a few books, while others focus on the contributions of a single important book. Writing historiographical essays is a way for students and scholars to gain a deeper understanding of the state of scholarship on a given topic.

The important difference between research articles and historiographical essays is that, while the former seeks to analyze an issue in a new way based on original scholarship, the latter analyzes how historians have written about a topic. This, instead of answering, for example, the question of why or how the Spanish succeeded in conquering the Aztec empire, a historiographical essay on this topic would analyze how historians have explained the Spanish conquest.

A few journals specialize in historiographical essays, mostly notably *History Compass*. The review essays in the *Latin American Research Review* sometimes amount to historiographical essays and many other journals occasionally publish articles that review the scholarship in a given field.

## **Weekly Core Reading Assignments**

### **September 10: Course Organization**

#### **September 17: Conquest**

Matthew Restall, *When Montezuma Met Cortés: The True Story of the Meeting that Changed History* (New York: Harper Collins, 2018).

#### **September 24: Indigenous Societies under Spanish Rule**

James Lockhart, *The Nahuas after the Conquest: A Social and Cultural History of the Indians of Central Mexico, Sixteenth through Eighteenth Centuries* (Stanford: Stanford University Press, 1992).

#### **October 1: Early-Colonial Brazil**

Alida C. Metcalf, *Go-Betweens and the Colonization of Brazil, 1500-1600* (Austin: University of Texas Press, 2005).

#### **October 8: Atlantic World Perspectives**

Walter Hawthorne, *From Africa to Brazil: Culture, Identity, and an Atlantic Slave Trade, 1600-1830* (Cambridge: Cambridge University Press, 2010).

#### **October 15: Race**

Robert C. Schwaller, *Géneros de Gente in Early Colonial Mexico: Defining Racial Difference* (Norman: University of Oklahoma Press, 2016).

**October 22: Indigenous Society in the Andes**

Sabine Hyland, *The Chankas and the Priest: A Tale of Murder and Exile in Highland Peru* (University Park: Penn State University Press, 2016).

**October 29: Gender, Honor, Illegitimacy, and Sexuality**

Ann Twinam, *Public Lives, Private Secrets: Gender, Honor, Sexuality, and Illegitimacy in Colonial Spanish America* (Stanford: Stanford University Press, 1999).

**November 5: Bourbon Reforms**

Allan J. Kuethe and Kenneth J. Andrien, *The Spanish Atlantic World in the Eighteenth Century: War and the Bourbon Reforms, 1713-1796* (Cambridge: Cambridge University Press, 2014).

**November 12: Reading Week (No Class Meeting)**

**November 19: Andean Insurrection**

Charles F. Walker, *The Tupac Amaru Rebellion* (Cambridge: Harvard University Press, 2014).

**November 26: Cuba and Haiti in the Age of Revolution**

Ada Ferrer, *Freedom’s Mirror: Cuba and Haiti in the Age of Revolution* (Cambridge: Cambridge University Press, 2014).

**December 3: Archives and Conclusion**

Kathryn Burns, *Into the Archive: Writing and Power in Colonial Peru* (Durham: Duke University Press, 2010).

**Departmental Grading System:**

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.

Percentage	Letter Grade	Grade Point Value	Description
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

### Writing:

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly referenced.

### Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook* <https://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history-students-handbook-2019.pdf>

Plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works
- Using notes does not justify the sustained presentation of another author's language and ideas as one's own

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work is reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar, Section K*.

<https://www.ucalgary.ca/pubs/calendar/current/k.html>

**Copyright:**

Instructors in all University of Calgary courses strictly adhere to the Copyright Act regulations and educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, you may be required to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

**Academic Accommodations (implemented July 1, 2015):**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

**Other Useful Information:**

- Department Twitter @ucalgaryhist

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk