

**Course Syllabus**  
Fall 2017

History 2912: Colonial Latin America  
Tulane University

Instruction: Kris Lane, Scholes Prof.  
209 Hébert Hall

Office Hours: 8:30-9:30, T/Th (and by appt.),  
e-mail: klane1@tulane.edu

Course Objectives: History 2912 treats Latin America from the rise of the Inca and Aztec empires in the fifteenth century to the wars of independence in the early nineteenth century. The readings and lectures together will give you a broad outline of the major political, social, and economic trends of what some historians call the early modern Latin American past. We will devote special attention to matters of religion, economy, and ethnic and race relations, both before and after conquest, along with some discussion of sexuality and marriage. It is hoped that by exploring these larger themes we may be able to better understand the very different worlds faced by Native Americans, Africans, Europeans, and others during this long and complex period of social and economic transformation. You are encouraged to compare the features and effects of colonialism in other regions of the world, including British and French North America, with those discussed in this course.

Coursework, Grades, & Attendance: In addition to attending lectures and participating in discussion (5%), coursework consists of a map exercise (5%), a short film critique (2-3 pp., typed, 10%), and two formal readings response papers (4-5 pp. each, typed, 40% combined). Your final grade will also be determined by a mid-term (20%) and a final examination (20%, both essay format with short identifications). All assignments will be made available on CANVAS. Attendance is required. Grades are scaled as follows: F=59% and below, D-=60-63%, D=64-67%; D+=68-69%, C-=70-73%, C=74-77%, C+=78-79%, B-=80-83%, B=84-87%, B+=88-89%, A-=90-93%, A=94-100%.

Learning Outcomes: You will leave this course able to identify the main features and contours of colonial Latin American history; to calculate the demographic and gross economic trends of this period; to compare and contrast colonial processes in various regions, for example in Brazil vs. Mexico; to analyze key sources of colonial Latin American history; to differentiate between plausible narratives and dubious testimonies; to write clearly and succinctly about colonial history, and to read critically several types of texts – and also comment on the 'historicity' of films. These outcomes will be assessed through written assignments, including reviews, formal essays, and examinations, plus a map. They will also be assessed by in-class discussions each week.

Program Outcomes: Students will become historically literate by demonstrating in written work, oral presentation, and/or classroom discussions the following:

1. Knowledge of historical facts and ideas over a broad period of time.
2. An ability to evaluate historical evidence.
3. An understanding of the concept of context and a comprehension of change over time.
4. Recognition that there are different perspectives on the past, whether those be historical, interpretative, or methodological in nature.
5. Writing skills that are coherent and reflective, as well as analytical and grammatically correct.
6. The ability to evaluate national or regional trends and variations.

Code of Academic Conduct: Academic honesty is expected of all students at Tulane. The Code of Academic Conduct applies to all undergraduate students, full-time, and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., the Code of Academic Conduct: <http://tulane.edu/college/code.cfm> and the Code of Student Conduct: <http://tulane.edu/studentaffairs/conduct/code.cfm>) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

Students & Disability: Any students with disabilities or other needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and contact Goldman Center for Student Accessibility: <http://accessibility.tulane.edu> or (504) 862-8433.

Readings:

M. Restall & K. Lane, *Latin America in Colonial Times* (Cambridge U. Press, 2012).  
John Chasteen, *Americanos* (Oxford U. Press, 2008).  
K. Mills, W. Taylor, & S.L. Graham, eds. *Colonial Latin America* (SR Books, 2002).  
Jane Mangan, *Trading Roles...* (Duke U. Press, 2005).  
Brian Larkin, *The Very Nature of God* (U. New Mexico Press, 2011).

Lectures:

Week 1: Why Latin America?

Readings: Restall/Lane to p.17; Mills et al, "Introduction"

Week 2: The Americas before Columbus

Readings: Restall/Lane, 19-45; Mills et al to p.26

Week 3: Iberians & Africans

Readings: Restall/Lane, 47-106; Mills et al, 27-42

Week 4: Contact, Conquest, & Resistance

Readings: Restall/Lane, 109-28; Mills et al, 43-90

Film: "Aguirre: The Wrath of God," dir. by Werner Herzog

Week 5: The Crown Steps In

Restall/Lane, 129-72; Mills et al, 93-126; begin Mangan

Week 6: The Church Militant

Readings: Restall/Lane, 175-207; Mills et al, 127-64; finish Mangan

MIDTERM EXAMINATION, Thursday 5 October

Week 7: People & Work

Readings: Restall/Lane, 209-31; Mills et al, 167-217

Week 8: Extraction & Articulation

Readings: Mills et al, 218-33

Week 9: City & Countryside

Readings: Mills et al, 234-54; begin Larkin

Week 10: Baroque Society

Readings: Mills et al, 255-96; finish Larkin

Week 11: Imperial Reorientations

Readings: Restall/Lane, 233-53; Mills et al, 299-308

Week 12: Reforms

Readings: Restall/Lane, 255-73; Mills et al, 309-65

Week 13: Reactions

Readings: Restall/Lane, 275-91; Mills et al, 366-94; begin Chasteen

Film: "The Mission," dir. by Roland Joffé

Week 14: Independence

Readings: finish Restall/Lane; finish Mills et al; finish Chasteen

Epilogue: Colonial Legacies

FINAL EXAMINATION: Sunday, 17 December