



**UNSW**  
THE UNIVERSITY OF NEW SOUTH WALES

**Arts and  
Social Sciences**

**SCHOOL OF HUMANITIES & LANGUAGES**

**ARTS3293**

**EMPIRES AND COLONIES IN LATIN AMERICA**

**SEMESTER 2, 2013**

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## **COURSE STAFF**

### **Convener, Lecturer and Tutor Details:**

Name: Professor David Cahill  
Room: Morven Brown #324  
Phone: 9385 1434  
Email: D.Cahill@unsw.edu.au  
Consultation Times: Thursday 3-4pm or by appointment

## **COURSE DETAILS**

This course is an upper level elective in History and a core course for those wishing to major in Spanish and Latin American Studies. It serves as a fundamental building block for those who wish to do an honours degree in Spanish and Latin American history, or in the history of imperialism and colonialism. An understanding of the colonial heritage is necessary for an understanding of contemporary Latin America, an appreciation of the histories of indigenous peoples of the world, the comparative and transnational histories of imperialism and colonialism, and the history of slavery. Units of the course also provide a basis for an understanding of early modern and modern Spanish and Portuguese history.

Credit Points: 6

## **COURSE AIMS**

The aims of this course are:

- To encourage students to engage with on-going debates about the history and legacy of Spanish and Portuguese colonialism in the Americas.
- To develop historical thinking, to interpret and to write history.
- To develop interpretations based on the evaluation of sources in terms of their purpose, place and time of formulation.
- Where possible, to utilise primary source material so as to establish some of the bases for secondary source of historical interpretations.
- To provide a fundamental building block for those students who wish to do an honours degree in Spanish and Latin American history.

## **STUDENT LEARNING OUTCOMES**

At the completion of this course students will be able to:

1. **Evaluate** primary and secondary documentation demonstrating a capacity to distinguish historical fact from opinion and fiction.

2. **Develop arguments** that are supported by primary and secondary historical documentation.
3. **Present arguments** in a coherent and sustained manner.
4. **Develop arguments and explanations** supported by historical evidence while incorporating relevant theoretical perspectives
5. **Develop writing skills and oral skills.**

Learning is essentially derived from curiosity and interest. Teaching strategies aim to stimulate interest but ultimately it is the student who seeks to learn by addressing the difficult questions and trying to resolve them. In the first instance the student should be critical. "Doubt everything." Secondly, the student should analyse the problem. Thirdly, the student should develop an hypothesis or answer to the problem. Fourthly, the student should advance evidence to support the hypothesis, while not ignoring evidence to the contrary. By proceeding in this fashion the student will develop the analytical, research, and communicative skills (oral, aural and written) which are the bedrock of the tertiary education project and move beyond the mere expression of opinion.

## **LEARNING AND TEACHING RATIONALE**

Learning is essentially derived from curiosity and interest. Teaching strategies aim to stimulate interest but ultimately it is the student who seeks to learn by addressing the difficult questions and trying to resolve them. In the first instance the student should be critical. "Doubt everything." Secondly, the student should analyse the problem. Thirdly, the student should develop an hypothesis or answer to the problem. Fourthly, the student should advance evidence to support the hypothesis, while not ignoring evidence to the contrary. By proceeding in this fashion the student will develop the analytical, research, and communicative skills (oral, aural and written) which are the bedrock of the tertiary education project and move beyond the mere expression of opinion.

## **TEACHING STRATEGIES**

There will be two lectures and one tutorial each week. Lectures are necessary to provide information and to raise the major themes relating to colonial history. Lectures will be relatively informal in the sense that debate can take place during them.

Tutorials will be based in the first instance on set readings. Almost all the readings are from primary documents and it is hoped that they will stimulate interest in how the assorted peoples of the colonial period inter-related at all societal levels and related to colonial administration. This material will also lead to discussion of the validity and reliability of the different types of primary sources.

Essay topics will challenge students to advance a thesis supported by evidence. They are essentially a problem solving exercise in which students

will develop and display their ability to present an argument for a particular contention and support that argument with evidence garnered from research of reliable sources.

## **COURSE SCHEDULE**

Lectures commence in Week 1. Tutorials commence Week 2

- WEEK 1     **Iberia and The Americas before 1492**  
Part 1. Spain and Portugal  
Part 2. The New World on the Eve of Conquest
- WEEK 2     **Empire Building**  
Part 1. Exploration, Conquest and Settlement  
Part 2. Extracting Wealth: Mining, Mercantilism, Precious Metals
- WEEK 3     **Fall of the Mesoamerican Kingdoms and its Aftermath**  
Part 1. The Nahuas under Colonial Rule  
Part 2. The Maya under Colonial Rule: Syncretism to Caste War
- WEEK 4     **Fall of the Inca Empire and its Aftermath**  
Part 1. The Incas under Colonial Rule  
Part 2. Native Allies, Native Conquistadors
- WEEK 5     **Population and Peripheries**  
Part 1. Disease and Depopulation in the Americas  
Part 2. Frontier History and the Borderlands
- WEEK 6     **Vexed Identities**  
Part 1. Social Stratification: Race, Caste, Class, Identity  
Part 2. The ‘Other Half’: Colonial Women
- WEEK 7     **Alternative Spaces**  
Part 1. Cultural Life, Framing Specialists  
Part 2. Frontier History and the Borderlands
- WEEK 8     **Conquering Souls and Mammon**  
Part 1. The ‘Spiritual Conquest’: Evangelisation and Extirpation  
Part 2. Church, Clergy and Society
- WEEK 9     **Portuguese Brazil**  
Part 1. Conquest, Exploration and Slave-Raiding  
Part 2. Brazil— Slavery and Escape
- WEEK 10    **Rebellions and Revitalization**

- Part 1. The Great Andean Rebellion of 1780
- Part 2. Rejecting the West: Maya and Pueblo Revitalization

**WEEK 11 Imperial Crisis, Colonial Self-Assertion**

- Part 1. The ‘Second Conquest’: Bourbon & Pombaline Reforms
- Part 2. “The Other Rebellion”: Subaltern Insurgency in Mexico

**WEEK 12 The End of Empires, the Nascent Republics**

- Part 1. Imperial Crisis and Wars of National Liberation
- Part 2. Spanish Liberalism to Creole Nationalism

**TUTORIAL READINGS (all available online through UNSW Library)**

The indispensable course text is Matthew Restall & Kris Lane, ***Latin America in Colonial Times*** (Cambridge: Cambridge University Press, 2011) for tutorial readings, available from the UNSW Bookshop. No other texts are prescribed for this course; however, strongly recommended supplementary texts are Mark A. Burkholder and Lyman L. Johnson, ***Colonial Latin America*** (7<sup>th</sup> edition, Oxford: OUP, 2009). A valuable collection of primary sources highly relevant to this course is Kenneth Mills, William B. Taylor and Sandra Lauderdale Graham (eds.), ***Colonial Latin America: A Documentary History*** (SR Books: Lanham, Boulder, New York, Toronto, Oxford, 2004).

- Week 2      Matthew Restall, “The New Conquest History”, *History Compass* vol. 10, no. 2 (2012), pp. 151–160
- Week 3      David Carey Jr., “Historical Maya and Maya Histories: Recent Trends and New Approaches to Reconstructing Indigenous Pasts in Guatemala”, *History Compass*, vol. 9, no. 9, 2011, pp. 701-719
- Week 4      Terence N. D’Altroy, *The Incas: Inside an American Empire* (PDF, Course Guide, Columbia University). Available online
- Week 5      W. George Lovell, “Heavy Shadows and Black Night”: Disease and Depopulation in Colonial Latin America”, *Annals of the Association of American Geographers*, vol. 82, no. 3, 1992, pp. 426-423.
- Week 6      Cahill, David, “Colour by Numbers: Racial and Ethnic Categories in the Viceroyalty of Peru, 1532-1824”, *Journal of Latin American Studies*, vol. 26, No. 2, 1994, pp. 325-346.
- Week 7      Sueann Caulfield, “The History of Gender in the Historiography of Latin America”, *Hispanic American Historical Review*, vol. 81, No. 1, 2001, pp. 449-490.
- Week 8      Michiel Baud and Willem van Schendel “Toward a Comparative

History of Borderlands”, *Journal of World History*, Volume 8, Number 2, 1997, pp. 211-242.

- Week 9 Kenneth Mills, “The Naturalization of Andean Christianity”, in R. Po-Chia Hsia (ed), *Cambridge History of Christianity*, Vol. 6. Reform and Expansion 1500–1660 (2007), pp. 504-535. Available through UNSW Library.
- Week 10 Michael Zeuske, “Historiography and Research Problems of Slavery and the Slave Trade in a Global-Historical Perspective”, *International Review of Social History*, no. 57, 2012, pp. 87-111.
- Week 11 Alberto Flores Galindo, “The Rebellion of Túpac Amaru”. Available online.  
<http://history360.files.wordpress.com/2009/03/gau839.pdf>
- Week 12 Gabriel Paquette, “The Dissolution of the Spanish Atlantic Monarchy”, *The Historical Journal*, 52, 1 (2009), pp. 175–212
- Week 13 Eric Van Young, "Islands in the Storm: Quiet Cities and Violent Countryside in the Mexican Independence Era", *Past & Present*, no. 118, 1988, pp. 130-155.

## **COURSE EVALUATION AND DEVELOPMENT**

Student evaluative feedback on this course is welcomed and is gathered periodically, using among other means UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

## **SUGGESTED REFERENCES**

### **Resource materials**

The UNSW library has copious material on the Spanish and Portuguese empires. The following call numbers give the location of material in the history section of the library but note that much material appears in other sites such as those dealing with religion, labour, women’s studies and so on. Students are urged to make use of the search facilities of the library.

S946.0-S946.8 Spain

S946.9 Portugal

S970 – Pre-Colombian north and Mesoamerican peoples, conquest, the meeting of two worlds.

S972.0 – S972.02 Pre-Colombian and colonial Mexico

S972.4 – S972.99 Southern Mexico, Central America, and the Caribbean

S980 Latin America

S981 Brazil

S982 Argentina

S983 Chile  
S984 Bolivia  
S985 Peru  
S986 Colombia  
S987 Venezuela  
S988 The Guianas  
S989 Uruguay

## **Journals**

The principal English language journals containing relevant articles are:

*The Americas* – S980.005/7

*Latin American Research Review* – S980.005/8

*Journal of Latin American Studies* – S980.005/9

*Bulletin of Latin American Research* – S980.005/26

*Hispanic American Historical Review* – S980.6/1

Note that the library receives many other journals with relevant material. Once again, learn how to access these.

Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is:

<http://info.library.unsw.edu.au/web/services/services.html>

## **ASSESSMENT**

Assessment in this course is part of the learning process. It is not simply a means to award a certain number to each student at the end of session. It is for this reason that major weighting is given to essays since it is in the writing of essays that students can develop and display the analytical and research skills that the course hopes to stimulate. The ability to analyse and critique texts will also be manifested in tutorials. In them, too, students should develop and display their reading, listening and oral skills.

### **Assessment Breakdown**

Major research essay (3,000 words) due Week 12	60%
Oral Tutorial Presentation	20%
Written Tutorial Presentation (1,500 words)	20%

The major essay question(s) will be given to students in **week 2**. Tutorial work represents 40% of the course assessment. Students will choose a topic for an oral presentation (20%) and will submit an essay (20%) based on that presentation, due two weeks after the oral presentation. Essay writing will also be discussed in class.

### **Essays**

- The formulation of a clear hypothesis/statement of position
- Support of argument by evidence gathered from research especially from primary texts if possible
- Clear and concise discussion of key issues



- Sophisticated grasp of concepts
- Material well structured
- Tightly argued and thoughtful
- Originality
- Avoidance of unsupported claims and bias
- Precise use of language
- Avoidance of grammatical and other stylistic errors
- Conformity to academic norms: references and bibliography

### **Tutorial Participation**

- Understanding of texts
- Thoughtful criticism of texts
- Clear and concise expression of analysis and critiques
- Thoughtful and respectful listening
- Exchange and development of ideas
- Summation of discussion
- Improvement of skills

We recognize that, for a variety of reasons (including not having English as a first language, personality, shyness, poorly developed debating skills, speech impediments, age, gender, class etc.), students do not commence at the same level in either tutorial or essay writing skills. Learning is a process and what we hope to observe is an improvement in skills over the semester. Should you have particular difficulties please speak to your tutor about these.

### **Assignment Submission**

- The cut off time for all assignment submissions in the School is **4pm** of the stated due date.
- **Two** assignment copies must be submitted for every assessment task - 1 paper copy and 1 electronic copy.
- All hard/paper copy assessments should be posted into the Assignment Drop Boxes outside the front counter of the School of Humanities and Languages on level 2, Morven Brown Building by 4pm on the due date.
- A completed cover sheet must be securely attached to assignments. The School is not responsible for any missing pages from poorly bound or stapled assignments.
- In addition, a soft copy must be sent through **Moodle** on Turnitin by 4pm on the due date.

### **Assignment Collection**

Assignments should be collected from your lecturer/tutor and must be collected by the owner/author of the assignment. A Stamped Self Addressed

Envelope must be provided on submission if students require their assignment to be posted back to their home address.

### **Assignment Extensions**

A student may apply to the Lecturer/Tutor for an extension to the submission date of an assignment. Requests for extension must be made via myUNSW before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension. If medical grounds preclude submission of assignment by due date, contact should be made with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period.

To apply for an extension please log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration

### **Late Submission of Assignments**

Assignments submitted after the due or extended date may incur a 5% penalty of the maximum marks available for that assignment.

### **ATTENDANCE**

To successfully complete this unit you are required to attend minimum 80% of all classes — lectures as well as tutorials. If this requirement is not met you will fail the unit. The Lecturer/Tutor will keep attendance records.

### **ACADEMIC HONESTY AND PLAGIARISM**

Students seeking information on plagiarism should visit the following web site: <http://www.lc.unsw.edu.au/plagiarism/index.html>

### **OCCUPATIONAL HEALTH AND SAFETY POLICY**

UNSW's Occupational Health and Safety (OHS) Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others.

Any OHS concerns should be raised with your immediate supervisor, the School's OHS representative, or the Head of School. The OHS guidelines are available at: [http://www.ohs.unsw.edu.au/ohs\\_policies/index.html](http://www.ohs.unsw.edu.au/ohs_policies/index.html)

### **STUDENT EQUITY AND DIVERSITY**

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study

needs with the course convener prior to, or at the commencement of the course. Alternatively, the Student Equity and Diversity Unit can be contacted on 9385 4734. Further information is available at:  
<http://www.studentequity.unsw.edu.au>

## **GRIEVANCES**

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should in the first instance attempt to resolve any issues with their tutor or the course convenors. If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at:  
<https://my.unsw.edu.au/student/atoz/Complaints.html>

## **OTHER STUDENT INFORMATION**

myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing & current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>