

**1492 and Beyond: Identity, Culture, and Society in Colonial Latin America
HIS 255 / HIS 255W / SP 255 / CLT 246C**

Tuesday and Thursday 11:05-12:20

Profs. Prendergast and Sierra

**Campus Classroom: Meliora 203
Zoom Class ID: 967 4563 2245
Meeting Password: on request**

Prof. Ryan Prendergast
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This course will examine the writings of Spanish American residents from 1492 through the end of the seventeenth century. By focusing on conquerors, nuns and indigenous intellectuals, we will analyze the uses of literature as history and vice versa within the context of colonial rule in the Spanish-speaking Caribbean, Mexico, Peru and other spaces. A broad range of sources such as journal entries, poems, and chronicles (among others) will inform our understanding of colonial religion, society, identity, and politics. Readings will include: Christopher Columbus, Hernán Cortés, El Inca Garcilaso, Sor Juana Inés de la Cruz and others. Course work will consist of a short paper, a research paper, an informal blog, etc. Course in English. *Students taking the course for Spanish credit will do some reading and most of the writing in Spanish.

Prerequisites: SP 200, for Spanish credit. No pre-req for HIS or CLT.

COVID-19 CLASSROOM EXPECTATIONS: In accordance with the University's policies, all students will wear masks and observe designated social distancing requirements. Students should avail themselves of the hand sanitizing stations in the hallway before entering and upon leaving. Each student should use the in-class sanitizing wipes to clean their workspace and chair before sitting down. If you have any symptoms, you should isolate, seek out testing information, inform the appropriate university staff and instructors, and, if possible, participate in class via Zoom.

MASK POLICY: If you are attending class in person, you must wear a mask appropriately (over your nose and mouth). You must also maintain a distance of six feet from other students and instructor(s). You must do this every class session and for the duration of each class session. If you fail to do this, you will be politely reminded of the requirement and then asked to leave if you do not comply. Students who refuse to adhere to the requirement for mask wearing or social distancing during the course will be in violation of the COVID-19 Community Commitment and will be referred to the Student Conduct system. Such referrals will lead to conduct hearings and may result in disciplinary action. If you do not want to wear a mask, you may consider taking the course remotely (online).

Depending on the mandated classroom capacity, students may have to attend in alternating groups or attend virtually for a given session. If you normally attend in-person but will be joining class by Zoom, please let us know so we can prepare accordingly.

Required Books--Available in the University Bookstore:

Matthew Restall, *Seven Myths of the Spanish Conquest*, also digitally available via the library catalog
Sor Juana Inés de la Cruz, *La Respuesta/The Answer*

Kathleen Myers, *Neither Saints nor Sinners*, also digitally available via the library’s voyager catalog

***All other materials will be available via the course Blackboard page. Texts are listed in the order they will be read and discussed.**

Administrative Details:

- 15% Preparation and active participation
- 20% Weekly question preparation and critical reflections
 - Two discussion leaders post to the Discussion Board on Blackboard due Sundays by midnight
 - All other students post on their reactions on Mondays by midnight
 - Posts should run 250 words and reflect careful engagement of the text, pages cited, etc.
 - Posts may be written in the language of your choice (Spanish or English)
 - Each student should come prepared with two questions to pose each class
- 20% Take-home midterm exam
- 35% Two papers (#1, 4 pages, 15%, # 2, 8 pages, 20%)
 - HIST 255W students will write 6- and 12-page papers for essay #1 and #2, respectively
- 10% Reading quizzes/brief “tareas”

COLLEGE CREDIT HOUR POLICY: VoiceThread

This course follows the College credit hour policy for four-credit courses. This course meets twice weekly for 3 academic hours per week.

- Students will also maintain a weekly blog with informal thoughts, notes or comments on course readings and discussion. This blog will be posted to VoiceThread via the class Blackboard page on a weekly basis by midnight each Wednesday. This blog constitutes a fourth hour of required weekly academic hours.
- All VoiceThread entries should be recorded in English to expedite conversation.
- Although limited in duration, each Voicethread entry should reflect an hour’s worth of study.

Grade Scale:

A 93-100	A- 90-92	B+ 87-89	B 84-86
B- 80-83	C+ 77-79	C 74-76	C- 70-73
D+ 67-69	D 64-66	D- 60-63	Failing 0-59

Note on Participation:

Regular attendance is not a part of a student’s participation grade insofar as simply attending class does not earn a student participation points. However, not attending class in person or via Zoom will surely impact a participation grade negatively (i.e. if you do not attend class you can’t earn participation points). The grade for this component will be based on clearly evidenced preparation for class and contributions to the discussion.

Student who receive an A typically come to class with questions and critical comments about the assigned readings in mind. They engage others about ideas, respects the opinions of others, and consistently elevates the level of discussion.

A student who receives a B typically does not always come to class with questions/critical comments in mind. He/She waits passively for others to raise discussion issues. Some discussants in this category, while courteous and articulate, do not adequately listen to classmates (i.e. repeat comments already offered by others) or do not relate their comments to the direction of the conversation.

A student who receives a C in participation is typically an unwilling or infrequent participant in discussion.

A student who attends class but is clearly unprepared for discussion (i.e. has not done the required reading) or who does not participate risks the grade of D or F.

Paper Grading Criteria:

While papers in advanced classes are graded primarily on content, nevertheless a faulty or uneven control of grammatical structures will impede the accurate expression of ideas and thus affect the grade. All papers need to be carefully proofread for typos, grammatical mistakes, proper formatting, accurate citation, etc.

An A paper is excellent. It is elegantly written, based on original thinking, clearly states a highly interesting argument/thesis and goes on to defend this with particularly persuasive arguments and textual evidence (in the form of a well-chosen variety of quotations that are analyzed critically). An A paper is ANALYTICAL—as opposed to DESCRIPTIVE—and demonstrates that the student has engaged in a close, critical reading of the texts discussed. An A- paper would be excellent in MOST respects but flawed in one or more respect. For example, an A- might be well-written, state a thesis and have examples, BUT the examples do not sufficiently support (or in some cases might contradict) the argument proposed by the paper's main thesis.

A B paper is very good to the extent that it is carefully (but not elegantly) written. It would be based on somewhat original thinking. It would reasonably state and clarify a rather interesting thesis. It would also seriously engage potential objections. A paper with most of these aspects but also shows some flashes of insight would qualify for a B+. A paper that has most of these characteristics but has some more serious flaws in style, logic, organization or argumentation would earn a B-.

A C paper is satisfactory in that it shows evidence of sustained effort to inquire into the subject matter and to write a serious paper. However, papers that earn this grade are often characterized by awkward or unclear writing, organizational problems, a main thesis that is too broad or too ambitious to defend adequately, and an overall argument that has trouble withstanding close scrutiny. Often, a C paper offers little more than a summary of the text under consideration or a summary/repetition of ideas covered in class discussion.

A D paper is minimally acceptable. D papers are typically carelessly written, lack a clear thesis, and do not offer any original insight or suffer from a lack of logical, critical argumentation—or some combination of these elements.

A grade of F indicates a student's neglect to meet even the most minimal expectations, including not handing the paper in ON TIME.

OTHER POLICIES

ATTENDANCE: Attendance at all class sessions is mandatory and expected. However, each student is permitted two (2) unexcused absences. Three or more absences (unexcused) will result in the final grade being lowered by one entire letter (i.e. an A becomes a B and so on). Absences for religious holidays are excused provided the student notifies the instructor in advance. If you will not be able to attend class in-person or synchronously, please notify Profs. Sierra and Prendergast so that we can plan accordingly. If you have any questions about this policy, contact the instructors immediately.

Missed classes: The student should assume that if he/she has missed class, he/she has missed important information (either administrative or in terms of content). It is the student's responsibility to get that information from classmates. Should you need clarification, you may then consult the instructors. It is the student's responsibility to keep track of his/her absences. Do not ask the instructor to tell you how many times you have missed class. Each student should have the contact information for AT LEAST two classmates.

DEADLINES:

ALL ASSIGNMENT MUST BE HANDED IN ON THE DAYS and TIMES INDICATED ON THE SYLLABUS UNLESS THE INSTRUCTORS GIVES YOU AN EXTENSION. You should not ask for an extension only a day or two before the due date [let alone the day of] unless you are experiencing some sort of emergency. It is NOT better to ignore a deadline and try to plead for mercy after the fact.

IF YOU HAVE ANY QUESTIONS OR CONCERNS, YOU SHOULD CONSULT WITH THE INSTRUCTORS IMMEDIATELY.

ACADEMIC HONESTY: Students and faculty at the University must agree to adhere to high standards of academic honesty in all of the work that we do. As an incoming first year student, each student reads and signs an academic honesty policy statement to indicate that they understand the general principles upon which our work is based. The policies changed a year ago. You should familiarize yourself with the new policy if you have not done so already: www.rochester.edu/college/honesty/

Students in this class will be held to the highest standards of academic integrity. All written work (in Spanish or in English) MUST be your own. You may not ask your friend, significant other, etc. to check your work for grammar errors. You may study in group for exams, if you find that helpful. You may not, however, consult with one another while writing essays, except in the case of the group assignment indicated on the syllabus.

All outside sources MUST be given credit and cited according to rules stated in the latest edition of the Modern Language Association's *Handbook for Writers of Research Papers* or the *Chicago Manual of Style*. All secondary sources cited must be from reputable academic sources. Monarch Book Notes on-line and Wikipedia, for example, are NOT acceptable.

PHONE AND LAPTOP USE: Whether attending in the classroom or by Zoom, all phones should be set to silent mode and should be put away for the duration of the class. Texting is disrespectful and absolutely prohibited. If a phone must be used, the student should step out of the classroom. Students may use laptops for bringing secondary readings to class and for taking notes, however visiting Facebook, checking one's email, shopping, or updating one's twitter, etc. are not permitted. Students on Zoom should make every effort to have their cameras on in order to actively engage in class lectures and discussions. If extenuating circumstances prevent students from participating with their cameras for a particular session, they should notify the course instructors about this arrangement.

Course Schedule

Week 1 - Introduction - Thursday, Aug. 27

What do we mean by Colonial Latin America? What do we know about CLA? Who are the “players”? Marginal voices? Literature? History? Primary source literacy? History timeline handout, expectations, etc.

Week 2 - Christopher Columbus - Sept. 1 and 3

Letters from America (bilingual), p. 22-43, 46-65
Sandra Ferdman, “Conquering Marvels,” p. 487-496

Week 3 - Seven Myths - Sept. 8 and 10

Matthew Restall, *Seven Myths of the Spanish Conquest*, Ch. 1-5, p. 1-99
Broken Spears (English), p. 62-82; *La visión de los vencidos* (Spanish), p. 65-89

Week 4 - Hernán Cortés - Sept. 15 and 17

Hernán Cortés, “Second Letter,” (English) p. 47-159
Hernán Cortés, “Segunda carta de relación,” (Spanish) p. 51-157

Week 5 - The Fall of Tenochtitlán - Sept. 22 and 24

Mesoamerican Voices, p. 23-61
Bernal Díaz del Castillo, p. 216-307

SUBMIT PAPER #1 BEFORE MIDNIGHT SUNDAY, SEPTEMBER 27

Week 6 - Failed Conquests – Sept. 29 and Oct. 1

Cabeza de Vaca, *Naufragios*, Intro and map, p. 1-39, 45-47, 70-100, 169-173

Week 7 - El Inca Garcilaso de la Vega - Oct. 6 and 8

Garcilaso, *Royal Commentaries of the Incas*, Spalding abridged edition (English)
Part I, Chapters 1, 2, 3, 4 (p. 1-41) 7, 8 (p. 74-98)
Part II, Chapters 1 (p. 99-112), 4-5 (p. 169-211)

SUBMIT TAKE-HOME MIDTERM BEFORE MIDNIGHT SUNDAY, OCTOBER 11

Week 8 - Guaman Poma de Ayala: Memory, Image and Text - Oct. 13 and 15

Guaman Poma (Spanish), *Nueva Corónica y Buen Gobierno*
Guaman Poma (English), *The First New Chronicle and Good Government*, p. 141-200 (LW)
Rolena Adorno, “Waman Puma de Ayala: Author and Prince,” p. 12-16

Week 9 - Africans in Spanish America - Oct. 20 and 22

AFV, Charles Beatty-Medina, “Maroon Chief Alonso de Illescas’ Letter,” 30-37
AFV, Leo J. Garofalo, “Afro-Iberian Subjects,” 52-63
AFV, José R. Jouve-Martín, “Death Gender and Writing,” 105-125
Puebla testaments: Marta Rodríguez (1631) and Francisco de Carmona (1633)

Week 10 - Women writing in and about Spanish America - Oct. 27 and 29

10/27: Kathleen Myers, *Neither Saints nor Sinners*, 23-68 116-140, 171-176, 199-200

10/29: *La Monja Alférez* (Spanish), *The Lieutenant Nun* (English)

Mary Elizabeth Perry, "Sexual Rebels," 118-136

Week 11 - Sor Juana Inés de la Cruz, Part I - Nov. 3 and 5

La Respuesta/The Answer (bilingual), 38-106

Week 12 - Sor Juana Inés de la Cruz, Part II and Gender/Sexuality – Nov. 10 and 12

11/10: de la Cruz, Selected poems (bilingual)

Gruzinski, "The Ashes of Desire"

11/12: No reading

**HIS 255W STUDENTS – SUBMIT FIRST VERSION OF PAPER #2 (RESEARCH PAPER)
BEFORE MIDNIGHT SUNDAY, NOVEMBER 15**

**ALL OTHER STUDENTS – SUBMIT ANNOTATED BIBLIOGRAPHY BEFORE MIDNIGHT
SUNDAY, NOVEMBER 15**

Week 13 - Pirates in Veracruz! – Nov. 17 and 19

Fray Juan de Ávila, *Relación verdadera*, 33-68 (Spanish)

Fray Juan de Ávila, *True relation*, 1-15 (English)

Week 14 - Violence and Crisis - Nov. 24 (No class on Nov. 26 – Thanksgiving)

Douglas Cope, "The Riot of 1692," 125-160

Week 15 - Dec. 1 and Dec. 3

Paper consults, by appointment during class hours and at additional times TBD

Week 16 - Dec. 8 (Last class)

Conclusions and one last primary source activity

Reading period - Dec. 9-12

SUBMIT RESEARCH PAPER #2 FINAL VERSION BEFORE MIDNIGHT MONDAY, DEC. 13

***** FIN *****