Weeks II and III: The Conquerors' Viewpoints

The students are required to read the following: Bartolomé de las Casas' *The Devastation of the Indies*, Alvar Núñez Cabeza de Vaca's *Castaways*, and Bernal Díaz' *The Conquest of New Spain*.

In order to prepare for the classes, you will be concentrating on close readings of the three primary texts, but the following would be useful:

The translation of *Naufragios*, rendered in English as *Castaways*, has a good bibliography from which you could draw for additional information.

Although one has to take with a grain of salt many of the subjective statements and conclusions proffered by Stephen Greenblatt in his book, *Marvelous Possessions*, there is in fact a wealth of information as well as extremely interesting viewpoints on the conquerors' actions. In general, the book attempts to trace why Columbus, and then subsequent voyagers, moved so easily from the normative modes of travel literature—journey and witness—to an acquisitive mode—travel, witness and possession. See:


The Virgin Mary becomes extraordinarily important to the New World, and the impact of the Virgin of Guadalupe cannot be overstated. For a thorough and fascinating overview of Mary, see:

Week IV: Inka Empire and *Royal Commentaries*

The students are required to read the following: John Elliott, "The Spanish Conquest and Settlement of America" in *CHLA, Colonial Latin America*, chapters 3 and 4, and El Inca Garcilaso de la Vega’s *The Royal Commentaries of Peru*, books 1-8.

In order to prepare the classes, you will want to do some background reading on the Inkas:

From the enormous amount of material on the Inka and the *Comentarios reales*, the following is but the tip of the iceberg. The books from which these articles are taken have excellent bibliographies for more extensive research. This is particularly true of Rostworowski and Zamora:


Week V: Continuation—Indigenous Civilizations

The students are required to read the following: Nathan Wachtel in CHLA and two short selections from Review’s special issue of Colonial Latin America, Padre Antônio de Vieira and Gregório de Matos.

Your preparatory background readings up until now will continue to serve through this week.
Week VI: The Hispanic Baroque
and
Sor Juana Inés de la Cruz

The students must read J.H. Elliott, "Spain and Spanish America in the Sixteenth and Seventeenth Centuries in CHLA; Colonial Latin America, chapters 5 and 6; Sor Juana Inés de la Cruz, "First Dream" and "Reply" and the short essay on Catalina de Erauso from Review.

For further reading on Sor Juana, see:

Merrim, Stephanie, ed. Feminist Perspectives on Sor Juana Inés de la Cruz. Detroit: Wayne State University, 1991.
Week VII

No new reading: students will take their midterm examination during the second class of the week.
Week VIII: A. The Eighteenth Century

This is a good week to introduce additional slides or music if you would like to do so on any aspect of Latin American culture. The readings are fairly light, and you may want to prepare ahead of time the readings on independence (week ix), and lecture on the topic this week, since the coming weeks are quite full.
Week VIII: B. Simón Bolívar
and Issues of Independence

The students will be reading Bolívar’s essays this week. For the classes on him and on independence, you may want to use:


Graham, Richard. *Independence in Latin America*. New York: Alfred A. Knopf, 1972. Though the entire book is interesting, chapter 6 is included here because it is particularly clear in tracing the social factors leading to independence.


Of further interest: