

## **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 *Naufraños*, 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:

Greenblatt, Stephen. *Marvelous Possessions: The Wonder of the New World*. Berkeley: University of California Press, 1992.

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:

Warner, Marina. *Alone of All Her Sex: The Myth and the Cult of the Virgin Mary*. New York: Viking Press, 1976.

## 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:

Rostworowski de Diez Canseco, María. *Historia del Tahuantinsuyu*. Lima: Instituto de Estudios Peruanos, 1988. See, in particular, chapter 4, "La composicion social del Tahuantinsuyu." It is an excellent overview of Inka state and its structure.

Rostworowski, María. *La mujer en la epoca prehispánica*. Lima: Instituto de Estudios Peruanos, 1986.

Stern, Steve J. *Peru's Indian Peoples and the Challenge of Spanish Conquest: Huamanga to 1640*. Madison: University of Wisconsin Press, 1993. While the bulk of the book is specifically on the Ayacucho region, Stern's "Prologue: Paradigms of Conquest: History, Historiography, and Politics" deals with issues of the confrontations between indigenous and European world views.

Zamora, Margarita. *Language, Authority and Indigenous History in the 'Comentarios reales de los Incas'*. Cambridge: Cambridge University Press, 1988. Attached is Zamora's Introduction; it outlines her treatment of El Inca Garcilaso's rhetorical strategies in the *Comentarios*.

### **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:

Brading, D.A. *Classical Republicanism and Creole Patriotism: Simón Bolívar (1783-1830) and the Spanish American Revolution*. Cambridge: Centre of Latin American Studies, University of Cambridge, 1983.

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.

Kinsbruner, Jay. *Independence in Spanish America: Civil Wars, Revolutions, and Underdevelopment*. Albuquerque: University of New Mexico Press, 1994. See in particular chapters 1 and 2.

Of further interest:

Lynch, John. *The Spanish American Revolutions 1808-1826*. New York: W.W. Norton and Company, 1973. This is an excellent source book on the period.