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Fall 9-1-2021

### HSTR 230H.50: Colonial Latin America

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#### Recommended Citation

Pavilack, Joann C., "HSTR 230H.50: Colonial Latin America" (2021). *University of Montana Course Syllabi*. 12335.

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# HSTR 230HX: COLONIAL LATIN AMERICA

The University of Montana, Fall 2021  
ONLINE

Professor Jody Pavilack ([jody.pavilack@umontana.edu](mailto:jody.pavilack@umontana.edu))  
OFFICE HOURS (via Zoom): M, 9-10 am; W, 11-12 am  
[Professor Pavilack's Zoom Link for office hours and meetings](#)



Image: Quartering of Tupac Amaru II, Peruvian Andes, May 1781

## COURSE DESCRIPTION

Conquest and colonization of the southern Western Hemisphere took place by the swords and the words of Spaniards and Portuguese from the fifteenth to the nineteenth centuries. This course begins with a look at pre-Columbian societies on both sides of the Atlantic. We then explore the “discovery/encounter/conquest” between Europeans and Amerindians, beginning with Columbus’ voyages. This key historical event reshaped the world, generating new peoples, cultures, and ecosystems. A number of dynamics and themes that emerge in this period of Latin America’s genesis will be discussed throughout the course, including:

- ♣ regional diversity (eg. center & periphery)
- ♣ the Columbian exchange, *mestizaje*, syncretism (eg. biological, racial, & cultural mixing)
- ♣ colonial institutions and practices (eg. peninsular & creole administration, the Church)
- ♣ structures and practices of production (eg. land & labor)
- ♣ the global economy (eg. mercantilism, capitalism)
- ♣ modes of colonial control and change (eg. hegemony, resistance, revolution)

We follow these themes from the era of conquest through the wars for independence of the early nineteenth century. At the end of the semester, we take a quick look forward to the early modern period to see how the newly sovereign nation-states of Latin America fared in their struggles for stability and development. [For more on this, take *HSTR 231, Modern Latin American History*, taught spring]. What were the enduring consequences of three centuries of colonial rule for the modern histories and future prospects of the Latin American republics?

**\*\* This course counts for History Department majors and minors World requirement; the Latin American Studies minor; the Migrations Studies Certificate; and of two of the required General Education groups: Group VI, Historical and Cultural Studies (H) and Group X, Indigenous and Global Perspectives (X).**

## LEARNING OBJECTIVES & ASSESSMENT

This is a **General Education H** (Historical & Cultural Studies) course, which teaches students how to:

1. Synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events.
2. Evaluate texts or artifacts within their historical and/or cultural contexts.
3. Analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

This is also a **General Education X** (Cultural and International Perspectives) course, which teaches students how to:

1. Demonstrate an understanding of the diverse ways humans structure their social, political, and cultural lives.
2. Interpret human activities, ideas, and institutions with reference to diverse cultural, historical and geo-political perspectives and physical environments.
3. Recognize the complexities of inter-cultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21<sup>st</sup> century.

In sum, students who successfully complete this course: (1) will gain basic knowledge of significant people, places, events, and dynamics in colonial Latin American history, and (2) will improve their critical thinking, reading, and writing skills.

All of these learning objectives will be assessed through discussion forums, weekly graded essays, quizzes, a midterm exam, and a final exam. Required reading for this course averages 60-80 pages per week. Required writing (not including exams) is between 14-18 pages.

## ONLINE COURSE DESIGN & EXPECTATIONS

- Each week covers several different topics, most of which include required reading from the textbook and/or pdfs posted on Moodle for that week. Most weeks are organized as books, with several different chapters. In each chapter, you will find a list of the most significant key terms for that topic and one or more required videos.
- Many of the videos are my own; some include power points, some are just me talking. I also participate in an international collective of Latin American historians, so for some weeks, I have posted guest videos made by specialists on the topic. Here is more information about the [Chacra Collective](#). On some weeks, you will find a YouTube video or link to a website.
- Most weeks have a required discussion forum, quiz, or both. Most weeks also have a forum for uploading a short essay in response to posted questions. There are 13 such forums, but you only get credit for 8 successful essays over the course of the semester; you do not need to submit an essay every week. More information on the essay assignment is provided below.

## REQUIRED READING

- Burkholder, Mark and Lyman L. Johnson. *Colonial Latin America*, 10th ed (Oxford UP, 2018). [This textbook must be purchased or rented; it's fine to use the 8<sup>th</sup> or 9<sup>th</sup> edition]
- Additional required reading consists of articles, chapters, and documents, pdfs of which are posted on Moodle; full citations of all readings are provided at the end of this syllabus.

## REQUIREMENTS AND GRADING

Quizzes (10 @ 10 pts)	100 pts	10%	Essays (8 of 12; 25 pts each)	200 pts	20%
Midterm (10/9)	200	20%	2 Graded Essays (50 pts each)	100	10%
Final Exam (11/24)	300	30%	Discussion Forums (10 @ 10 pts)	100	10%
			<b>TOTAL</b>	1000	100%

## GRADING SCALE: Final Grades (converted from 1000 points possible)

		B+	87-89	C+	77-79	D+	67-69	F	59 & lower
A	93-100	B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

## CONSISTENCY & PARTICIPATION (QUIZZES & DISCUSSION FORUMS)

“Attendance” and participation are very important, even in—or especially in—an online class. This means you need to keep up with the videos and reading. Your consistent engagement with the material will be assessed through ten short quizzes, ten discussion forums, and eight short essays. Together these assignments make up 50% of your grade.

## EXAMS

The midterm and the final exams will be timed multiple choice, true/false, short answer, etc. The key terms, discussion questions, quiz questions, and essay prompts for each week constitute your study guide. More specifics will be provided closer to the dates of the exams.



Image: CASTA PAINTING: “De negro y india sale lobo”  
(Unknown Mexican artist, circa 1770-1780)

## ESSAYS

- This assignment asks you to write 8 essays over the course of the semester that meet the criteria outlined below. Each essay that meets all these criteria will receive 25 points; essays that do not meet *all* of the criteria receive 0 points. (X/200)
- If you receive 25 points on at least 5 essays, two of them will be evaluated for content and form and given another grade out of 50. If you earn 25 points on 1-4 essays over the course of the semester, only one of them will be graded for an additional 50 points. (X/100)
- You may upload essays any time between Th, 8 am to Sat, 5 pm; only one per week.
- Get started on the essays right away; not completing them will severely affect your grade.
- The Moodle gradebook will show all 13 essay grades, with the five lowest--all 0s--to be dropped at the end of the semester. So, instead of 200 total points for this assignment, it will appear to be worth 325 until the end. If you have turned in all your essays and it still looks like you are failing this assignment, do not panic.
- See the **Essay Assignment Guidelines** for more detail.

**To receive 25 points, essays must, at a minimum, meet these criteria:**

1. Be double-spaced, typed, and about **1 ½-2 pages**. 1 ½ is minimum for credit. 3 is max.
2. Have a **page number** on all pages after the first. (Number on first page is optional).
3. Have a **creative title** that catches your readers' attention, **and a subtitle** that tells your readers more specifically what the essay will be about (who, what, where, when, or whichever of these factors is important for us to know). Separate the title and subtitle with a colon. For example:

Riding the Enemy's Horse:  
How the Mapuche Indians of Chile Repelled Spanish Invaders in the 16<sup>th</sup>-18<sup>th</sup> Centuries

4. **Be drawn from the reading for that week**, and **answer one of the questions** presented about it, unless I explicitly indicated "open topic" as an option.
5. Have a clearly worded **thesis statement or question** somewhere near the beginning of the essay. Make sure the essay stays focused on this key angle or argument.
6. Be **broken into paragraphs**, each with a clear theme that relates to your overall argument.
7. Include a **minimum of 2 citations to the course reading for the week, with page numbers**. This includes both paraphrased ideas and direct quotes. You may also cite lecture notes or any sources beyond the material for this course, but such references must be *in addition to, not a substitution for*, the minimum 2 citations to the week's reading. If you cite lecture notes, give the date.
8. **Indicate your sources with the page numbers** in the text, either with footnotes or in-text MLA style citation: (Marti, 360). Only if you add something from a source *not* on the syllabus do you need to give full citation information.
9. **Introduce your sources** in the body of your text, whether you mention them, paraphrase them, or quote them. For example:
  - *Mention:* This essay draws on Cuban independence leader José Martí's famous article "Our America," first published in the *Revista Ilustrada* of New York City in 1891. I argue that . . .
  - *Paraphrase:* Nineteenth century Cuban writer and activist José Martí was one of the earliest voices warning his fellow Latin Americans about the danger of mounting U.S. imperialism. In his 1891 essay "Our America," he passionately calls for other "Latins" in the western hemisphere to see themselves as distinct from the Anglo Americans to the north. (Marti, 191-93).
  - *Quote:* Cuban independence leader José Martí was a great poet. As historian Ada Ferrar explains, "[quote from the text]" (Ferrar, 36).
10. **Follow all additional rules and guidelines** given to you over the course of the semester.
11. Be **carefully proofread**. Misspellings or blatant typos will result in a 0.



## OTHER COURSE POLICIES

- You may call me Professor Pavilack, Dr. Pavilack, or Jody, whichever is most comfortable for you. Please craft emails with professionalism and care (not “Hey prof,”).
- More generally, please show **consideration and respect for me and for your classmates** in all of your posts and communications throughout the semester.
- **No late assignments** or make-up work will be accepted without prior approval from me or appropriate university documentation.
- The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the [Office for Disability Equity \(ODE\)](#). **If you anticipate or experience barriers based on disability**, please contact the ODE [(406) 243-2243, [ode@umontana.edu](mailto:ode@umontana.edu)]. Retroactive accommodation requests will not be honored, so please, do not delay. I will work with you and the ODE to implement effective accommodations.
- This course involves a considerable amount of **formal writing**. Whether you are a new or experienced writer, I highly recommend working with the fabulous FREE tutors at the [UM Writing and Public Speaking Center](#). A lot to gain there, and nothing to lose!
- To improve your writing (however good it may already be), I also **recommend** John Trimble, [Writing with Style: Conversations on the Art of Writing](#), 3<sup>rd</sup> ed (Pearson, 2010).
- All students must practice academic honesty, according to the [UM Student Conduct Code](#). Academic misconduct is subject to a grade reduction or failure in the course, at the discretion of the instructor, and may lead to disciplinary sanction by the University. If you have questions about **plagiarism**, see the [UM Library Plagiarism Guide](#) and/or contact me.
- It is your responsibility to keep up with the course. I am happy to discuss your performance and participation during the semester. Do not wait until the end to meet with me about your work or grade. **Come to [my office hours](#)** as frequently as you can—to introduce yourself, to discuss course logistics, or even better, to discuss course material!



Image: SOR JUANA INÉS DE LA CRUZ, Mexican Nun (1651-95)



## BASIC NEEDS & OTHER RESOURCES AT THE UNIVERSITY OF MONTANA

If you face challenges with food or housing, the following campuses resources may be able to help. If you need other assistance and do not know where to turn, please contact me.

- For mental & physical health issues, INCLUDING FREE COVID-19 VACCINES, contact [Curry Health Center](#)
- For short-term food needs, see [ASUM Food Pantry](#) and the [Missoula Food Bank](#)
- For assistance living off campus, see [ASUM Renter Center](#)
- If you are a first-generation college student, low income (similar to Pell Grant eligibility), or certain documented physical or learning disabilities, you may be eligible for a variety of services. See [TRiO Student Support Services](#)
- Loans for temporary hardships may be available through UM Financial Aid; see their page on [Institutional Loans](#).
- The [Associated Students of the University of Montana \(ASUM\)](#) offers a number of other sliding-scale, low-cost services including child care, legal assistance, and more.



## SCHEDULE OF WEEKLY TOPICS WITH ASSIGNED READING

### **Week 1 (8/30-9/5): Americas in the 15<sup>th</sup> Century**

- Burkholder & Johnson, Ch. 1, "Amerindian Civilizations," pp. 1-23.
- Silverblatt, "Producing Andean Existence," pp. 3-19.
- Malpass, "Introduction," pp. xvii-xxii

### **Week 2 (9/6-9/12): 15<sup>th</sup> Century Europe & the World; Voyages & Encounters**

#### *EUROPE & THE WORLD*

- Burkholder & Johnson, Ch. 1, "Iberian World" & "Atlantic Africa," pp. 23-40.
- Lunenfeld, "The World in 1492," pp. xix-xxiii, xxviii-xxxvii

#### *VOYAGES & ENCOUNTERS*

- Burkholder & Johnson, Ch. 1, "First Encounters," pp. 40-47.
- Lunenfeld, "Preface," pp. xv-xvii
  - "Wonders of the Ocean Sea," p. 35
  - "Columbus' Letter" & "Columbus' Logbook," pp. 39-41, 44-45
  - "Searching for Gold," pp. 46-50
  - "Columbus' Vision," pp. 53-58

### **Week 3 (9/13-9/19): Conquest of Mexico, Peru, and Beyond**

#### *THE CONQUEST OF MEXICO*

- Burkholder & Johnson, Ch. 2, "The Age of Conquest," pp. 50-58.
- Restall, "The Lost Words of La Malinche," pp. 77-99.
- Lunenfeld, "The Requirement," pp. 188-90.

#### *THE CONQUEST OF PERU*

- Burkholder & Johnson, Ch. 2, "The Age of Conquest," pp. 58-78.

### **Week 4 (9/20-9/26): Columbian Exchange, Black Legend, Indian Allies**

#### *COLUMBIAN EXCHANGE*

- Burkholder & Johnson, Ch. 2, "Conundrums & the Columbian Exchange," pp. 78-88.
- Crosby, "Conquistador y Pestilencia," pp. 35-63.

#### *BLACK LEGEND*

- Burkholder & Johnson, "Conundrums," pp. 78-80 [reread]
  - "Indian Labor," pp. 130-39
  - "Early Settlements," pp. 42-44. [reread]
- Hanke, "Introduction" to *The Spanish Struggle for Justice*, pp. 1-13
- Lunenfeld, "The Dominican Advent Sermons" (Montecino), pp. 201-04.
  - "Las Casas," pp. 205-211.

#### *INDIAN ALLIES*

- Restall, "The Spanish Conquest Revisited," pp. 2-5.

### **Week 5 (9/27-10/3): Governance and Church**

#### *COLONIAL ADMINISTRATION*

- Burkholder & Johnson, Ch. 3, "Imperial Organization," pp. 91-104.



- Keen, “Government and Church,” pp. 95-108.

#### *THE CATHOLIC CHURCH IN THE COLONIES*

- Burkholder & Johnson, Ch. 3, “The Colonial Church,” pp. 104-119; 271-74.
- Chasteen, Ch. 3, “Colonial Crucible,” pp. 63-91.
- Hahner, “Sor Juana Ines de la Cruz,” pp. 21-28.

#### **Week 6 (10/4-10/10): Population, Labor, and Production; Potosí**

- Burkholder & Johnson, Ch. 4, “Population & Labor,” pp. 122-39  
Ch. 5, “Production,” pp. 154-58.
- Mangan, Ch. 1, “The Largest Population,” pp. 21-47.
- Lane, “Appendix: Voices”

#### **Week 7 (10/11-10/17) Film “When Worlds Collide”; Midterm Exam**

- Restall, “Gaspar Antonio Chi,” pp. 6-20.

#### **Week 8 (10/18-10/24): Atlantic World: Production, Trade, Defense, Slavery**

##### *HISPANIC AMERICA IN THE ATLANTIC WORLD*

- Burkholder & Johnson, Ch. 5, “Production, Exchange, and Defense,” pp. 161-87.

##### *SLAVERY & THE QUILOMBO OF PALMARES*

- Burkholder & Johnson, Ch. 4, “Slavery and the Slave Trade,” pp. 139-49  
Ch. 5, “Sugar,” pp. 157-61.
- Karasch, “Zumbi of Palmares,” in Adrien, ed., pp. 104-121.

#### **Week 9 (10/25-10/31): Living in the Colonies**

- Burkholder & Johnson, Ch. 6, “The Social Economy,” pp. 191-213.
- Burkholder & Johnson, Ch. 7, “The Family and Society,” pp. 216-36.
- Burkholder & Johnson, Ch. 8, “Living in an Empire,” pp. 239-77.

#### **Week 10 (11/1-11/7): 18<sup>th</sup> Century “Bourbon Reforms**

- Burkholder & Johnson, Ch. 9, “Imperial Expansion,” pp. 282-303.  
Ch. 10, “Era of Caroline Reforms,” pp. 306-36.
- Socolow, “Women and Crime, Buenos Aires, 1757-97,” pp. 1-15.

#### **Week 11 (11/8-11/14): Caste and Class in the 18<sup>th</sup> Century**

- Earle, “Pleasures of Taxonomy,” pp. 427-466.
- Twinam, “Pedro de Ayarza,” in Adrien, ed., pp. 194-210.
- Buschges, “Don Manuel Valdivieso,” in Boyer & Spurling, pp. 224-233.

#### **Week 12 (11/15-11/21): Late 18<sup>th</sup> C Brazilian Slavery & Andean Revolts**

##### *SUGAR PLANTATION LABOR*

- Schwartz, “Sugar Plantation Labor,” pp. 39-63.

##### *ANDEAN REVOLTS*

- Flores Galindo & de Areche, from Starn, ed., pp. 147-161.
- Walker, “Introduction,” to Stavig & Schmidt, pp. xxiii-xxxv.

- Walker, “Foreward,” to Serulnikov, pp. xi- xvi.
- Serulnikov, Ch. 1, “The Violence of Facts,” pp. 1-3.

### **Week 13**

**(11/22- Tu, 11/23): Catch up**

**(11/24-11/28): Thanksgiving Break**

### **Week 14 (11/29-12/5): Routes to Independence**

#### *THE HAITIAN REVOLUTION*

- Burkholder & Johnson, “The Haitian Revolution,” pp. 339-43.
- Brown, Ch. 13, “The Haitian Social Revolution,” pp. 387-405.
- Dubois, “Prologue,” pp. 1-7.
- Trouillot, “An Unthinkable History,” pp. 70-91.

#### *SPANISH AMERICAN BATTLES FOR INDEPENDENCE*

- Burkholder & Johnson, Ch. 11, “Crisis and Political Revolution,” pp. 343-53  
Ch. 12, “From Empire to Independence,” pp. 355-75.

### **Week 15 (12/6-12/12): Colonial Legacy, Catch-up & Review**

- Burkholder & Johnson, Ch. 13, “Epilogue,” pp. 378-88.

### **Week 16 (12/13-12/17): EXAM WEEK**



**Image: Theodor de Bry engraving of Spanish brutality, 1594**

## BIBLIOGRAPHY OF REQUIRED READINGS IN ADDITION TO THE TEXTBOOK

Brown, Jonathan. Ch. 13, "The Haitian Social Revolution," in *Latin America: A Social History of the Colonial Period*. 2nd ed. (Belmont, CA: Thomson Wadsworth, 2000), pp. 387-405.

Buschges, Christian. "Don Manuel Valdivieso y Carrión Protests the Marriage of His Daughter to Don Teodoro Jaramillo, a Person of Lower Social Standing (Quito, 1784-85)," in *Colonial Lives: Documents on Latin American History, 1550-1850*, eds. Richard Boyer and Geoffrey Spurling (Oxford UP, 2000), pp. 224-235.

Chasteen, John Charles. Ch. 3, "Colonial Crucible," in *Born in Blood and Fire* (W.W. Norton, 2001), pp. 63-91.

Crosby, Alfred. "Conquistador y Pestilencia," Ch. 2 in *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Greenwood P, 1972), pp. 35-63.

Dubois, Laurent. "Prologue," to *Avengers of the New World: The Story of the Haitian Revolution* (Cambridge, MA: Belknap P of Harvard UP, 2004), pp. 1-7.

Earle, Rebecca. "The Pleasures of Taxonomy: Casta Paintings, Classification, and Colonialism," *The William and Mary Quarterly*, vol. 73., no. 3 (July 2016), pp. 427-466.

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Hanke, Lewis. "Introduction" to *The Spanish Struggle for Justice in the Conquest of America* (Boston: Little, Brown and Company, 1949, 1965), pp. 1-13.

Karasch, Mary. "Zumbi of Palmares: Challenging the Portuguese Colonial Order," in Andrien, *The Human Tradition*, pp. 104-121.

Keen, Benjamin, ed. *Latin American Civilization: History & Society, 1492 to the Present*, seventh ed. (Westview P, 2000). Selections: "Conquest," Ch. 3, pp. 39-63; "The Evolution of Spain's Indian Policy," Ch. 4, pp. 64-76; "Government & Church," pp. 95-108.

Lane, Kris. "Appendix: Voices," in *Potosí: The Silver City That Changed the World* (U of California P, 2019).

Lunenfeld, Marvin. *1492, Discovery, Invasion, Encounter: Sources and Interpretation* (Lexington, MA: D.C. Heath and Company, 1991). Selections: "Preface," pp. xv-xvii; "The World in 1492," pp. xix-xxii, xxviii-xxxvii; "Wonders of the Ocean Sea," p. 35; "Columbus's Letter" & "Columbus's Logbook," pp. 39-41, 44-45; "Searching for Gold," pp. 44-50; "Columbus's Vision," pp. 53-58; "Papal Recognition," & "The Requirement," pp. 185-88, 188-90; "The Dominican Advent Sermons" & "Las Casas," p. 201-04, 205-11.

Malpass, Michael A. "Introduction," *Daily Life in the Inca Empire* (Hackett Publishings, 1996), pp. xvii-xxii.

Mangan, Jane. Ch. 1, “The Largest Population and the Most Commerce: The Genesis of Potosí’s Urban Economy,” in *Trading Roles: Gender, Ethnicity, and the Urban Economy in Colonial Potosí* (Duke UP, 2005), pp. 21-47.

Restall, Matthew. “Gaspar Antonio Chi: Bridging the Conquest of Yucatán,” in Kenneth Andrien, ed. *The Human Tradition in Colonial Latin America* (Scholarly Resources, 2002), 6-21.

------. “The Lost Words of La Malinche: The Myth of (Mis)Communication,” Ch 5 in *Seven Myths of the Spanish Conquest* (Oxford UP, 2003), pp. 77-99.

------. “The Spanish Conquest Revisited,” *Historically Speaking*, Vol. V, No. 5 (May/June 2004), pp. 2-5.

Schwartz, Stuart. “Sugar Plantation Labor and Slave Life,” Ch. 2 in *Slaves, Peasants, and Rebels: Reconsidering Brazilian Slavery* (U of Illinois P, 1992), pp. 39-63.

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Starn, Orin, et. al., eds. *The Peru Reader: History, Culture, Politics* (Duke UP, 1995).

Selections: Flores Galindo, Alberto. “The Rebellion of Tupac Amaru,” pp. 147-156.

De Areche, José Antonio. “‘All Must Die!’,” pp. 157-161.

Stern, Steve. “Viceroy Toledo’s Reforms”; Ch. 4, “The Political Economy of Colonialism,” in *Peru’s Indian Peoples and the Challenge of Spanish Conquest: Huamanga to 1640*, second ed. (U of Wisconsin P, 1982, 1993), pp. 76-79, 80-113.

Trouillot, Michel-Rolph. “An Unthinkable History: The Haitian Revolution as a Non-event.” Ch. 3 in *Silencing the Past: Power and the Production of History* (Boston: Beacon P, 1995), pp. 70-107.

Twinam, Ann. “Pedro de Ayarza: The Purchase of Whiteness,” in Andrien, *The Human Tradition*, pp. 194-210.

Walker, Charles F., “Introduction,” in Ward Stavis and Ella Schmidt, eds. *The Tupac Amaru and Catarista Rebellions: An Anthology of Sources* (Indianapolis: Hackett Publishing, 2008), pp. xxiii-xxxv.

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