Agents of the Iberian empire—Spain and Portugal—appeared on the shores of Asia and the Pacific from as early as 1511, when the Portuguese captured Melaka, an event which marked the beginning of the colonial era in Asia. Under the Treaty of Tordesillas, a line of demarcation was drawn up about halfway between the Cape Verde Islands (already Portuguese) and the islands encountered by Columbus on his voyage to America. Lands to the east would belong to Portugal, and lands to the west, to Spain. But this division was constantly contested in Asia and the Pacific, as both empires lured by the spices in the East, maneuvered to establish competing ports and territories.

Portuguese explorers were the first to venture into Asia and the Pacific. From Melaka, Portugal reached the Moluccas (Maluku) or Spice Islands in 1512, establishing a short-lived monopoly of the spice trade (which the Dutch would eventually seize). Extending their control to Goa (in India) and Macau (in China), the Portuguese established their presence in several regions of Asia and the Pacific, including East Timor and eastern Flores, part of present day Indonesia.

Following their successful voyages to the Americas, the Spanish also vied for control of the lucrative Eastern spice trade by financing Ferdinand Magellan, who sought to find the fastest route to the East from Europe in 1521. Magellan navigated from Europe, around South America, through the Marianas (present-day Guam) in the Pacific, and landed in a group of islands that subsequent Spanish explorers called Las Islas Filipinas, claiming them for the Spanish Crown. In 1565, Miguel Lopez de Legazpi led an expedition back to the Philippines establishing a capital at Manila, and launching a sustained effort to colonize the archipelago. Spanish colonizers subsequently landed in the Pitcairn Islands, the Marquesas, Tuvalu, Vanuatu, the Solomon Islands and New Guinea, which were all claimed for the Spanish Crown but not effectively settled.

Between the 16th to the 19th centuries, the Iberian empires of Spain and Portugal intensified their colonizing efforts in Asia and the Pacific. Building on their experiences in the Americas, they undertook a distinct program of colonization shaped by geography, regional networks, religious practices, and the leadership and nature of indigenous societies in Asia and the Pacific. Both empires confronted local indigenous religions and Islam, and spent a lot of effort on converting indigenous people to Christianity, fighting to protect their trade routes and ports from both Islamic and European competitors, and attempting to transform indigenous practices through a process called Hispanization. All these attempts, and their interactions with Asian and Pacific
societies, shaped the very nature of their Iberian societies, especially with regards to law, economics, politics and culture.

This course will focus on how the lives of Spanish and Portuguese colonizers entwined with the lives of indigenous peoples in Asia and the Pacific. It seeks to explore the history of the Iberian presence in the region, and through themes such as religion, trade, language, class and notions of power, ethnicity, and identity, the course will examine the transformation in political, economic and cultural life experienced by indigenous Asian and Pacific societies through their interactions with the agents of the Iberian empires.

Much of the Spanish empire’s colonizing efforts began in Seville, which was the political, commercial and navigational center of the European world from the 15th century. From Seville, traders, merchants, explorers, missionaries, and mercenaries gather for various reasons: to buy and sell goods, to seek audience and patronage with the royal leaders, enlist in the continuing crusades of the Reconquista, or to simply seek adventure in the unknown world of the Americas and the Pacific.

Through this Study Abroad program, we would go back in time, to literally walk the streets where these adventurers treaded as they embarked on a journey of exploration and colonization. In this course, the students will be taken on a cultural and intellectual journey to understand Spain’s rise as an empire through visits to such monuments such as the Catedral de Seville, the Alcazar, the Parque Maria Luisa, the Rio Guadalquivir and the Archivos de las Indias. But it will also take them back to the Pacific, to the place they now call home, to see how the Asian and Pacific peoples welcomed these travelers in order to understand how their societies were profoundly changed by these encounters. In Seville, we will see and feel how the Old world encountered the New, how the world became global, and how the effects of colonialism continue to affect the societies of Spain and those in the Asia and the Pacific.

**Student Learning Outcomes:**

Students who successfully complete this course will:

1. Identify crucial developments in the history of the Iberian empires in Asia and the Pacific and will have a good knowledge of the complex transnational history of the Iberian empire in Asia and the Pacific.

2. Articulate past and current critical issues and debates about the history and legacy of Iberian colonialism in Asia and the Pacific.

3. Demonstrate skills in critical thinking and historical interpretation through close readings of both primary and secondary texts. They will, therefore, acquire proficiency in working with and interpreting primary and secondary sources. Provide summaries and analysis of materials and therefore demonstrate their writing and oral skills through essays, presentations and other assignments.

4. Exhibit some basic familiarity with Spanish language and culture through conversational exercises and journal entries about daily experiences in Spain. They will, therefore, immerse themselves in the rich culture and history of Seville and Spain.
5. By living and studying in Seville, students have the unique opportunity to see how “history comes alive” and gain a deeper appreciation of how history shapes contemporary societies.

Requirements:

Students from diverse backgrounds are welcome and no previous knowledge of the subject is required. The purpose of the Study Abroad is to familiarize and open ourselves to the surroundings and history of Seville and modern Spain. Requirements in this course are therefore flexible and grades for the course will be centered around essays reflecting on the assigned books and readings, as well as a journal of the student’s weekly reflections on the history of and their experiences in Spain.

Grades in the class will be based on the following:

1. Discussion of Readings: Articles and Books (4@5 points each) 20 points
2. Final Research Project (10-15 pages) 20 points
3. Imagining Iberia Class Activity 10 points
4. Weekly Journal in Spain 10 points
5. Compulsory Attendance at Field Trips 15 points
   --1-2 page essay reflecting on trips
6. Compulsory Attendance at Cultural Visits 15 points
   --1-page essay reflecting on visits
7. Participation and discussion in class 10 points

TOTAL: 100 points

Note on Cultural Visits/Field Trips:

As part of the Study Abroad program, you are required to go to ALL of the Field Trips organized by ICS. Our trips to Cordoba, Granada, Ronda and Morocco are relevant to our interrogations about empire and identity and before and after each trip, we will reflect on the rise and legacy of Spain as an empire.

ICS has also organized 6 cultural visits around the city of Seville for the students of the Study Abroad Program. For this class, you are required to go to 4 out of the 6 visits, particularly the Alcazar, Plaza de Espana and the Catedral, as these sites will be relevant to our class. You can choose the fourth one from the list.

All students must write a 1-page reflection/essay for each trip and site visited. Your attendance to these trips/visits and your reflection essays will be part of your overall grade.
Final Research Project:

Instead of a final exam, students will write papers for their final requirement. You will be given options on your final paper.

Option A: Students can undertake a research project in the Archivos de Indias (in the heart of Seville) based on a topic or theme discussed in class. Students will choose a primary document that’s relevant to the themes of empire, nationalism and identity and pertaining to the Spanish empire in Asia and the Pacific.

Option B: Students will write a historiographical paper on a particular topic/theme discussed in class, using the readings/materials that we read in class.

Option C: Students will write a book review of the two required books in class.
Details for each option will be explained further in class.

Writing Feedback:

Since this is a Writing Intensive class, the instructor will put comments on the students’ papers and will meet regularly with students to give them feedback on their writing. At any time, students can approach the instructor for advice on how to improve their writing. For the final paper, the student will first give the instructor a rough draft. The instructor will give comments on the draft and meet with students for feedback. Students will then submit a final draft that incorporates the instructors’ feedback.

Readings:

Main Readings:


Stuart B. Schwartz, All can be Saved: Religious Tolerance and Salvation in the Iberian Atlantic world (Yale, 2008). Optional.

Supplementary Readings:


Glenn Ames, Renascent Empire?: The House of Braganza and the Quest for Stability in Portuguese Monsoon Asia, ca. 1640-1683 (Amsterdam, 2000).


*The Philippine islands, 1493-1898: Explorations by early navigators, descriptions of the islands and their peoples, their history and records of the Catholic Missions...from their earliest relations with European nations to the beginning of the nineteenth century / Edited and annotated by Emma Helen Blair and James Alexander Robertson, translated from the originals. (Manila, 1973).*


For background reading:


Main Readings could be purchased at the UHM Bookstore. Other readings, including articles and chapters in books (required and optional) will be uploaded and be made available through our Laulima website.

**COURSE SCHEDULE**

The 16-week schedule is organized around particular themes. Readings and topics for discussion for each class are indicated below:

**Part I: Iberia**

**Week 1:** Introduction

1. Bienvenido (Welcome) a Seville! Introduction and Syllabus

2. Two Spains

Readings:

- Kamen, Chapter 1, “Foundations.”
- J.H. Elliot, “Union of the Crowns” and “Reconquest and Conquest,” in *Imperial Spain*.

Cultural Visit #1: Alcazar (Required)

Reflections on the *Reconquista*, Royal Patronage of Explorations, and Colonization.
Weeks 2-3: The Making of the Iberian Empires

3. Spain: A Society in Conflict

Readings:

4. Imperial Spain

Readings:

Cultural Visit #2: Plaza de Espana (Required)

5. Portugal

Readings:

6. The European Empire

Readings:
Kamen, “Early Western Empire,” in Empire.

First Article Review Due.

Cultural Visit #3: Italica
Reflections on the Imperial Origins of Spain

Part II: The Americas

Weeks 4-6: The New World

7. Columbus and Beginning Explorations

Readings:
8. Conquest of the Americas

Readings:
Elliot, “Confronting American Peoples” and “Empire and Identity” in Empires of the Atlantic World.

Field Trip: Granada (Required)
Reflections on Christendom and Reconquista, Spain’s Rise as Empire, The Old and the New World.

9. The Treaty of Tordesillas

Readings:
Kamen,
Elliot, Imperial Spain (excerpts).

10. Portugal and Brazil

Readings:

Second Article Review Due.

Cultural Visit #4: Catedral (Required)
Reflections on the Power of the Catholic Church, and the Patronato Real (Union of Church and State).

11. Trip to the Archivos de Indias.

We will meet at the Archivos to explore how the Spanish “organized” and “archived” their empire. Students will start to think about their topics of their research projects.

Field Trip #2: Cordoba (Required)
Reflections on imperial motivations, science and modernity, Spain and Portugal.

Part III: The Lure of Spices

Week 7: Portugal in Asia

12. Portugal in the Moluccas Islands

Readings:

13. Portuguese Asia

E. Van Veen, “The Portuguese in Asia,” in *Decay or Defeat?*

**Week 8: Spain in the Philippines**

14. Magellan’s Voyage to the Pacific

Readings:

15. *Las Islas Filipinas*

Readings:

**Third Article Review Due.**

Cultural Visit #5: Museo de Bellas Artes

Field Trip #3: Ronda (Required)
Reflections on Iberian Culture and *Hispanization*.

**Part IV: The Empire on Which the Sun Never Sets**

**Week 9: The Sword and the Cross**

16. Pacifying peoples in Asia and the Pacific

Readings:
**Week 10: Land and Spices**

17. The economics of empire

Readings:

**Week 11: Reconquista in Asia and the Pacific**

18. The Spread of Christianity in Asia and Pacific

Readings:
Shwartz, “Conversos and Mariscos” and “Christian Tolerance,” in *All can be Saved*.
Blair and Robertson (selections).

19. Women, marriage and the new morality

Readings:
Blair and Robertson (selections).

**Fourth Article Review Due.**

**Week 12: Intensifying Racial and Class Hierarchies**

20. Categorizing Race: *Peninsulares, Insulares, Mestizos, Moros*

Readings:
Carolyn Brewer, “Contact and the Baylan: The Elimination of the Animist Shaman,” in *Shamanism, Catholicism and Gender Relations in Colonial Philippines*.
Week 13: Imagining Iberia Class Activity
See separate sheet.
**Activity Write-up Due.**

Week 14: Displaying the Empire

21. World’s Fairs and Expositions

Readings:

Cultural Visit #6: Triana Market and San Jorge

**Part V: The Sun Always Sets on the Empire**

Week 15: Losing the Empire

23. Articulating Resistance, Independence and Identity

Readings:
Maltby, “Imperial Decline” in *The Rise and Fall of the Spanish Empire*.
Ernst van Veen, *Decay or defeat?: An inquiry into the Portuguese decline in Asia, 1580-1645* (Leiden, 2000).

24. Reporting of Final Projects

Week 16: Haunted by Empire

24. Iberian Colonial Legacies in Asia and the Pacific

Readings:
Maltby, “The End of the Empire,” in *The Rise and the Fall of the Spanish Empire*.

Field Trip #5: Morocco (Required)
Reflections on the Legacy of Spanish colonialism in Asia and the Pacific.

**FINAL PAPER DUE.**
CLASS ACTIVITY:  
IMAGINING IBERIA IN ASIA/PACIFIC AND THE AMERICAS

General Directions:

1. Each group will meet in class to discuss the scenario that you picked. Some issues to consider:  
   --What was the world like from the 15th to 17th centuries?  
   --What were the political developments and cultural values that shaped this world?

2. Imagine the scenario your group has been given. Imagine yourself as the person in the scenario  
   and think about what your thoughts and actions would be in this scenario. Discuss different  
   possibilities/actions for your chosen person.

3. Plan your presentation. As a group, you will make a presentation in class. What kind of  
   presentation would you like to do? Reporting? Powerpoint? Role playing? A dialogue? A  
   narration? Each presentation will be 15-20 minutes long. Make sure that everybody will have a  
   role in your presentation.

4. Use the Spring Break to do more research about your group’s scenario and personality. Please  
   use our textbook, articles and other materials, and please just don’t rely on Wikipedia and other  
   online sources. You can access books and articles from the internet, so it would be good to use  
   them.

5. You group also need to prepare a write-up of your presentation. This will be your 5th Review  
   Essay. This write-up should be between 3-5 (maximum) pages. Please make sure that everybody  
   contributes to the writing of the report. It is worth 10 points, and everyone will have the same  
   grade, so make sure you all cooperate to make this a good report.
The Setting: The World in the 15th-17th Centuries

Scenario 1: Royal Member of the Spanish Crown

You are a member of the Royal Household of the Hapsburg Empire. A close confidant and adviser to King Charles, you are there when the Crown is thinking about colonial expansion. Your previous predecessors had financed the trip of Christopher Columbus, which led Spain to conquer the Americas. But now you are dealing with a situation—should Spain expand its territories further? Why or why not? What should your motivations for colonial expansion? And how should you proceed with colonization, taking into consideration their experiences in the Americas? Should Spain have the same policies? What effects would Spain want in its further expansion? How could Spain ensure the success of their colonial enterprises?

Scenario II: Indigenous/Native American on the Spanish Encounter

You are a Native American who is part of a great empire in the Americas—probably the Aztec or Inca Empire. You have a respected leader but your community is divided about supporting your leader. White people from a foreign land arrive in your community. They give you gifts and offer you baptism. But then you notice dramatic changes in your community. Many people are dying from diseases. Your leader is threatened by the demands of the foreigners. What will you do in these circumstances? Will you support your leader or give your allegiance to the powerful white foreigner? How will you convince other people of your community to follow your decision? What will be the consequences of your decision?

Scenario III: A Jesuit Missionary

During the 15th to the 17th centuries, the Church is on a mission—to spread Christianity and to save infidels and pagans from eternal damnation. You are a Jesuit missionary who believes in spreading the Good News to all people—especially the savages in the New World and Asia. But you are also a member of the most powerful institution in the world. How will you carry out your mission? How will you convert the pagans and savages? What are the challenges and temptations that you face in carrying out your mission? If you are successful, how will you transform the society using your powerful position? How will you deal with the State who feels threatened by you and wants to curb your power? How would you like to be remembered as a missionary and part of the Spanish Empire?

Scenario IV: A Portuguese Mercenary or a Soldier of Fortune

During the 15th to 17th centuries, as a Portuguese, your country is involved in an intense rivalry with Spain. The official position of Portugal (following the Treaty of Tordesillas) is to explore and conquer the lands to the West of the demarcation line. Even with a small country, with limited resources and personnel, Portugal conquers Brazil, parts of Africa, and many areas in Asia. There are many opportunities to be part of the Portuguese colonizing forces. But you are a mercenary, who does not want to be an official agent of the Portuguese Crown. You want to be your own agent and entrepreneur. So you look for opportunities in the Americas and Asia and work for anybody who will hire you: a Native American Emperor, a Muslim chieftain, Chinese merchants, pirates and European entrepreneurs. Why would you choose to be a Portuguese mercenary than an official member of the colonial government? What will you do as a Portuguese mercenary during this period? What are the benefits to being a mercenary? And what are the disadvantages? Describe your typical activities as a Portuguese mercenary either in the Americas or in Asia.
Scenario V: A Sultan, or Muslim chief, in Asia

During the 15th to 17th centuries, you are a ruler of a sultanate in Asia. Your religion is Islam, you are devoted to the religion and you rule according to Islamic law. You also control the most extensive trade network in Southeast Asia. To maintain your control, you welcome many different and diverse traders from all over the world, including the Arabs and the Chinese. And then you meet the white man from a foreign land. They come in peace and bearing gifts. They want to trade with your rich sultanate. They introduce you to their religion and try to convince you to be baptized as a Christian. Faced with this scenario, what will you do as a Sultan or a Muslim chief? Should you trust the new foreigners and welcome them to your land? Should you accept their gifts and their religion? What will you do if they make more demands and eventually threaten to take over your trade and society?