History of Americas:  
Latin America
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Websites

- [www.worldbank.org](http://www.worldbank.org)
- [www.oecd.org](http://www.oecd.org)
- [www.oas.org](http://www.oas.org)
- [www.flacso.org](http://www.flacso.org)
- [lanic.texas.edu](http://lanic.texas.edu)
- [www.limesonline.com](http://www.limesonline.com)
- [www.ispionline.it](http://www.ispionline.it)
Textbooks


• Or:

Introduction

• What is Latin America?

• -A geographical expression?

• -A political expression?

• -An historical expression?
• -A set of areas and countries with common historical, linguistic, cultural, religious, and economic origins.
Spanish America: Viceroyalties
Portuguese America (Viceroyalty of Brazil): Captaincies-general ca. 1780

The viceroyalties of La Plata and New Granada originally belonged to the viceroyalty of Peru.
Introduction

• Why “Latin America”?

• Iberoamerica
• Indoamerica (also “Amerindian”)
• Hispanic America
• Afroamerica
Introduction

• Different “Latin Americas”

• Despite the common origins of the different countries, is not always possible to treat the whole latin american area as an unique context.
Introduction

• Different “Latin Americas”:
  • Mexico;
  • Brazil;
  • Andean countries (Peru, Ecuador, Bolivia…)
  • Central America
  • Caribbean countries
  • Bolivarian countries
  • Southern Cone, Rio de la Plata
Introduction

• Latin America and U.S.A
• Geographical links
• Historical links
• International Political links
• “Hispanic” presence in the USA
Introduction

• In 2016 the estimated population was about 615 millions (560 million in 2002);
• (Brazil 207, Mexico 127,5 Colombia 48,6 Argentina 43,8 Peru 31,7 Venezuela 31,5 Chile 18, Ecuador 16,4 Guatemala 16,6, Cuba 11,5, Dominican R. 10,7 Haiti 10,8…) 
• 323 millions in the USA (290 in 2002).
Introduction

• There are 20 independent states which during their history covered almost the entire range of each possible political regime.
Introduction

• From an economical point of view
• Latin America belongs to the developed world, although still with many obstacles on the path of a rapid economic growth.

• Inequality
Introduction

• Latin America is at the same time
  • ancient,
  • old
  • young.
Introduction

- Ancient,
- because of the presence of great civilizations predating European conquest, the so called “pre-Columbian civilizations”.
- The most important were:
  - Aztec,
  - Maya,
  - Inca civilizations.
Introduction

• Old,

• because ties with Europe and the presence in the European historical horizon last more then five centuries.
Introduction

• Young,

• because in spite of the link with Europe and the formation of national states since the beginning of the XIX century, L.A. shows all the problems of the recently formed countries: with a delicate democracy and an unbalanced social structure.
Introduction

• The Iberian conquest created a new society based on hierarchy, with a mixture of different ethnic elements, controlled from above with a rigid division in “estamentos” and “castas”,
• words that relate to different social levels in which the population was divided.
Introduction

• Since colonial period Latin America has inherited at the same time a tumultuous and stable structure. The Conquest began the tradition of political and social violence: looting, murder, submissions forced; during the colonial period, rebellions and repressions; in the XIX and XX c., civil wars, coups d'etat, guerrilla and armed movements, sometimes true “revolutions”.
Introduction

• L.A. area was, and still is the most receptive for the assimilation of many Western ideologies: absolutism, catholicism;
• then liberalism, corporatism, socialism, fascism;
• the presence of different faiths exasperated the intensity of the struggle.
Introduction

• The political independence of Latin America was reached well in advance compared to many European countries, but has not been matched with a proper economic independence.
Introduction

• The presence and influence, after the independence, of various European international powers, such as Great Britain, France and USA, has weakened the significance of political independence.

• This economic weakness has undermined the possibility of a real self determination.
Introduction

- Wealth and poverty.
- Since the first period of the Conquest, the continent has been described as the seat of immense treasures and natural resources.
- “Eldorado” = El dorado: a man dressed and painted all in gold.
- The “gold rush” began in the XVI century.
- People went to America to get rich.
• In XX century:
• reception of the European ideology, aimed at the secularization and progress of society, have introduced modern institutions and modern social trends, almost simultaneously to Europe, mainly in political field.
Introduction

• From an historical perspective, however, what is evident is the mismatch between forms and contents of politics.

• Latin America seems to be the perfect set of clash of contemporary politics, democracy and authoritarianism.

• Political history tells us of “caudillos”. Nowadays, political science speaks about modern caudillos.
Introduction

• Some old interpretations have explained the lack of modernity and democracy on the basis of ideological simplifications and resorting to racial or geographical determinism: the atmosphere that often leads to passion rather than to reflection, the cultural limitations almost congenital in the types of people who live there (Indians and black people).
Introduction

• Thesis: Catholic Church played an important role in the repression, favouring the enslavement of the populations,
• and a mentality inclined to subjection, servitude, clientelism.
Introduction

But: we could find dictatorships everywhere, in countries with big indigenous presence, with a population of African origin, or in states with predominant white people, with the support, or the opposition, depending on the circumstances, of the Catholic Church and of other churches present in the continent.
Introduction

• In the '60s, late '50s, some northamerican scholars formulated the theory of “modernization in Latin America”: economic growth should have generated the so much expected socio-cultural changes, encouraging the political participation of the people. The middle class would emerge, playing a leading role.
Introduction

• Thus, the state of the continent since 1825 would be the story of a slow, but inexorable modernization, in spite of the persistence of old institutions and behaviors.
Introduction

• But: economic growth of the 60’s and 70’s produced a more unequal distribution of income.
Introduction

• The middle classes, favoured by the economic growth, supported the authoritarian coup d’etat against the complaints of the working classes.
Introduction

• So, was elaborated a new explication of the latin american economic growth: a “dependent development” from European and the U.S. economy.
Introduction

• Countries with monocultural economy, characterized by large-scale production of a single good (coffee, sugar, oil) are more sensitive to the trend in the world prize of those assets.
Introduction

• Supporters of dependency theory linked economical problems to the political authoritarianism.
Introduction

• Most “coup d’etat”, happened in the '60s and '70s, during a period of deep economic crisis, and were supported by the army.
Introduction

• Anyway:

• Historical transformations have deep roots. It is important to have approaches that take into account different causes and different perspectives.
Introduction

• It is for this reason that in the first part of the course we will focus on the characteristics of the discovery and conquest of America, and on the impact of America on European culture.
Appropriate terms

• America is the whole continent, not only USA.

• Latin America is used to define a part of the continent;

• to define USA, we have to use the term «USA», not «America».
Discovery and Conquest
Discovery and Conquest

• Discovery and Conquest:
• an attempt to incorporate the New World into the Old: a process of cultural assimilation.
Discovery and Conquest

• The discovery of a new humanity set anthropological and religious questions:
• the inhabitants of America: were men or barbarians?
Discovery and Conquest

• And if they were men, what kind of men? since at first sight the differences in behaviour seemed enormous:

• Human sacrifices
• Cannibalism
• Idolatry.
Discovery and Conquest

• If they were men, how could they be evangelized?
Discovery and Conquest

• America, place of misunderstanding and of invention
• Far Est, Catai the usual name of China,
• Cibao for Cipango = Japan
• Christopher Columbus, in his first voyage, brought with him translators of oriental languages.
Discovery and Conquest

- Renewal of some legends and beliefs
- Terrestrial Paradise,
- Antilles, Antilia,
- Indies, then “West Indies”
- Eldorado, El dorado, “The gold man”
- Atlantis (continent)
- Amazon
- Eternal youth spring, search of…
- Patagon, patagones, legendary people of giants.
Discovery and Conquest

• Renewal of ancient (philosophical) concept about human or semi-human characteristics:
  • Natural man
  • Savage
  • Barbarous
  • Anthropophagous = cannibal
  • Idolater.
Discovery and Conquest

• The four Voyages of Columbus
Discovery and Conquest

- What made possible the discovery of America were commercial ties between Europe and Asia at the end of the fifteenth century. European states, and maritime mediterranean cities (Genoa, Venice) interested in trade with Asia, wanted to find the shortest way to go to China and Japan. Oriental goods, like silk and spices, were paid with gold and slaves from Africa.
Discovery and Conquest

• Then there was, though not in terms comparable to current trade flows, a stable relationship between the three continents, Europe, Africa, Asia. But the trade route was too long by land, as well as by sea.
Discovery and Conquest

• Equatorial Africa was achieved for the first time by the Portuguese in 1434, establishing trading stations along the Atlantic coast. This route had reduced the importance of the Mediterranean route, dominated by the Genoese and Venetian merchants who maintained relations with the Middle East.
Discovery and Conquest

• Columbus, basing his project on the idea that the world was round, realized the benefits of a trip to the west to achieve Far east of Asia.
Discovery and Conquest

• Convinced that between the Canary Islands and Japan there were not more than 2,400 nautical miles, he appealed for help to the king of Portugal, but did not get it because the country was already very involved in the colonization of Africa and India (B. Diaz had rounded the Cape of Good Hope in 1488).
Discovery and Conquest

• In Spain, the conditions were more favorable: in 1492, Ferdinand and Isabella had conquered Granada, the last Islamic Caliphate, and finally subdued the Muslims in the Iberian Peninsula. They could finally look outside their borders and search for new competitive routes.
First voyage (1492-93)
Il Voyage (1493-96)
III Voyage (1498-1500)
IV Voyage (1502-04)
Discovery and Conquest

- The Catholic Monarchy and Columbus
  - Ferdinand “the Catholic”
  - Isabel of Castile
  - Cristoforo Colombo - Christopher Columbus
Discovery and Conquest

• Columbus accidentally discovered the island of Guanahani, renamed ‘San Salvador’, in the current archipelago of the Bahamas; then discovered Cuba and Haiti, which was renamed ‘Hispaniola’. The fact of finding native people, called “Indians” with small gold objects, convinced him of the existence of large quantities of that metal.
Discovery and Conquest

• He needed to demonstrate to the kings the convenience of the exploration, in order to receive more financing, ships, men.

• Since this moment for those more interested in enrichment than in discovery, began the “gold rush”.
Discovery and Conquest

• The enthusiasm in Spain following the return of Columbus and his descriptions of the nature and the inhabitants (he brought with him six natives men and some parrots), convinced the Spanish kings to continue in financing Columbus’s expedition.
Discovery and Conquest

- Capitulaciones de Santa Fe (April 1492)
- License obtained by Columbus to undertake discovery and to make possible taking possession of new lands in the name of the Kings.
- The contract established prerogatives, rights, duties and rewards.
Discovery and Conquest

- Conquest and the international political system
- Papal Bulls 1493:
  - the Crown of Castile has exclusive dominion and property on new lands, west of a line passing 100 leagues west to the Azores and Cape Verde.
- Royal Patronage on the Church in the New World:
  - every decision about the Church’s organization had to be approved by the king.
- In addition, the king had the right to present candidates for the bishopric.
Discovery and Conquest

• Portuguese reaction: the line could pass through portuguese territories in Africa.
• This concern led to an agreement, the Tordesillas treaty, 1494, that established:
• The line would pass 370 leagues west the Azores Islands and Cape Verde, and divided the world in two different influence spheres: portuguese and spanish sphere.
Discovery and Conquest
• According to this division, later they realized that a part of the New World belonged to Portugal.
• Brazil was “discovered” in the 1500 by a portuguese navigator.
Discovery and Conquest

• **The main political (and cultural) question:**

• how could Europeans think of annexing so big territories and nations without regard to legal, ethic, religious problem?
Discovery and Conquest

• The basic idea was that it was legal, allowed, to take possession of new lands that did not belonged to Christian princes. In fact Columbus, was convinced to have arrived in China. He brought letters of introduction for the Great Khan with words of appreciation and friendship: the Great Khan was a powerful ruler, to be taken into consideration. Oriental empires and kingdom, although consiered fos soma aspects
Oriental empires and kingdom, although “no christian”, but barbarous, were considered for some aspect like “civilized lands”, with an organized social life, cities, armies, laws, etc....
• The attitude was different with the savages: in the Canary Islands (conquered in the second half of 15° century) Spanish men did not hesitate to take possession of the land without asking anyone’s permission, as it has happened in Africa.
Discovery and Conquest

- The same thing occurred in the Caribbean, because local population appeared savage, infidel, with no legal or moral rules; hence the right to plunder and to reduce into slavery the populations they encountered, and to dominate the lands on which they lived.
Discovery and Conquest

• The bulls of donation that Spain received from the Pope gave full possession, but in exchange was required the obligation to evangelize. These bulls were inspired by other bulls that during the XV century the Pope had granted to Portuguese Kings for their possessions in Africa.
Discovery and Conquest

• It is clear that was not taken into account the will of the native people, but as long as the discovery occurred in the Caribbean islands, inhabited by people who could be easily defeated, the problem did not arise with full legal and moral consequences in the way it happened a few years later with the conquest of Mexico.
Discovery and Conquest

- “Conquest”: the models
  - Mediterranean model: establishment of trade centers along the coasts. No question of sovereignty. There were established agreements with local populations.
  - It was the method used by the Italian naval powers in Mediterranean sea, but also by portuguese in Africa and Asia. They had a settlement reached by the ships, to land the goods and exchange it with local products.
  - Not war, but pacific relations.
• 2 Reconquista model:
• Militar, religious, political occupation of the land, as it had happened during the long centuries of fighting against the Muslim occupation of the Iberian Peninsula.
• -“Conquistador”
• -Hidalgos
• -Limpieza de sangre: “purity of blood”.
Discovery and Conquest

• According to the “Reconquista” model: enemies were defeated and populations were enslaved, forced to change life style, religion, and were evangelized.
• It was the same method used by Muslims to dominate the Spain, and the Iberians did the same when they began to rebel against Islam, in the “Reconquista”.

Discovery and Conquest

• At the beginning of the conquest of the New World there was a fluctuation between the two trends.

• According to the Capitulaciones de Santa Fe, Spanish crown shared profits with Columbus.
Discovery and Conquest

• Private men participating to the expedition had two possibilities:
  • enrich themselves as much as possible and come back to Spain;
  • continue to live there, if natural, economical, social conditions allowed it.
• Colonization:
• make a land able to bear fruit through cultivating, breeding, mining, building roads, bridges, seaports.
Discovery and Conquest

• Discovery and conquest of the Caribbean became the paradigm for everything that would happen after.

• Problems began when it was clear that, in many cases, a stable settlement was a better option: divide the land to cultivate, search metal in a systematic way and exploit the labour force of the Indians.
Discovery and Conquest

• There was a conflict of interests:

  • those of the kings, interested in the defense of their rights in front of the other states, in establish a civil and Christian republic and to rule according to the concept of justice;
  
  • those of private men, individuals who had invested their money in the enterprise and from which they expected enrichment, public gratitude, honour, titles, cultivable land.
• wealth was measured in
• lands possessed,
• social reputation,
• honors acquired on the battlefield.

• Land could be a form of reward
Discovery and Conquest

• We have to remember that: the first men who accompanied Columbus were paid by the Crown, but they had to provide armament for themselves.

• Later expeditions of conquest were organized completely by individuals, who had to find funding and recruit participants. It was vitally important to earn something in exchange for efforts.
Discovery and Conquest

- If the project was approved by the king, the organizer had to sign a pact, an agreement with him, the capitulación. This contract established rights and duties of the chief of the expedition, as also the rewards.
Discovery and Conquest

- At the end of the second voyage, Columbus, arrived to Hispaniola and found Spanish men in a state of civil war.
- The town of Santo Domingo, founded by his brother, Bartolomé, was ungovernable. Columbus tried to achieve a compromise between the factions.
Discovery and Conquest

- He and his brothers were considered foreigners; his failure to bring peace eroded his authority.
- In 1500 (hun), Columbus and his brothers were arrested by Francisco de Bobadilla, a Spanish official sent by the Crown to investigate the trouble.
Discovery and Conquest

- The problems were caused by the modalities of exploiting of land and labour force.
- The problem of Hispaniola was too big to be treated by a man more interested to discover than to rule.
Discovery and Conquest

- Spanish Crown needed the private sector, the conquistadores; to continue the conquest and exploitation, needed loyal men.
- More: The Crown relied on private enterprise to continue the discovery of the mainland.
- But: Spanish Crown realized that colonization was an enterprise too important to be left only to individuals.
Discovery and Conquest

- In the contract of capitulación, the head of the company could not only handle the discovery and conquest of new territories, but also regulate the trade with the natives; trade which was based on the intention to take advantage, from contact with people who did not conceive the monetary value of things and that considered the transaction as an exchange of gifts.
Discovery and Conquest

• The leader of the expedition received the title of “Adelantado”, typical of the Reconquista period; the adelantado was governor and captain-general.

• According to the powers received, he could divide the territories, found cities, carry out legal functions, reserving parts of land and booty, fix salaries.
Discovery and Conquest

• The fifth part of all that was ever found or captured belonged to the king. It was the “quinto real”.

• The collection of taxes needed the presence of royal officials, as collectors. It led to a potential conflict between the representatives of the Crown and individuals.
Conquest

• **The conquerors**

• -Hernán Cortés: Mexico
• -Pedro de Alvarado: Maya world
• -Francisco Pizarro: Andean world
Conquest

• The first stage of the conquest goes from 1492 to the beginning of the conquest of Mexico. It includes the voyages of Columbus, those of Amerigo Vespucci, 1499-1502, from Guyana to Patagonia.

• Vespucci was who called the continent “New World”.
Conquest

• In 1513 was discovered and explored Florida peninsula;
• In the same year, Vasco de Balboa crossed the isthmus of Panama and sighted for the first time the so called Southern See, then Pacific Ocean.
Conquest

• The second stage: began in 1519 with the conquest Aztec world, the first big state, comparable to a European state (conquest of the Maya area, in particular the Yucatán peninsula, only started in 1527 and finished in 1546).
Conquest
Conquest

• Stage three: 1532-56 beginning of the conquest of the Inca Empire.
• Then, there were shipments towards south, to Chile.
• Royal decrees officially put an end to the conquest, and restricted the possibilities of conflicts with the indians.
Fourth stage: by 1556, the return to the east, with shipments, including the interior of the continent, in the Amazonian basin. In 1572, when king Philip II issued the Decree of Pacification, Spain had annexed 2,800,000 sq km.
Conquest

- Caribbean
- - Tainos
- - Caribes = canibas
- - Cacique = local chief
- - Naboría = special class of servants who serve the local chief, the *cacique*.
Conquest

• The inhabitants of the Caribbean islands (Cuba, Puertorico, S. Domingo, Cuba) were Taínos and Caribs (called also “Caniba”); they were often in conflict with each other. They lived in scattered groups with an economy of hunting and gathering that seemed really poor to the Europeans. Spain, with a policy of alliances and betrayals, took possession of the Caribbean island in a little time.
Conquest

• The custom, real or perceived, attributed to Caribs, or Canibas, to eat human flesh, served as justification and pretext, to allow the european to attack and enslave these peoples.

• By that time, cannibalism became synonymous of anthropophagy.
Conquest

• All these people did not seem to know weaving or ceramic, there was a poor development of handycraft.
• The was no monetary economy.
• Gold was used only with an ornamental and ritual function.
Conquest

• Taino words we inherited:
  • (testify the impact of the New world on the Old)
  • Huracan = hurricane
  • Barbacoa = Barbecue
  • Cacique = indian tribal chief (controlled manpower).
Conquest: Aztec Empire

- Aztec Empire (current central valley of Mexico)
- Aztecs
- *Calpulli* = local community
- *Coatéquitl* = performing obligations, “corvée”
Conquest: Aztec Empire
Conquest: Aztec Empire

• The Aztecs were dominated by Cortes in three years from 1519 to 1521. It was the first big state, comparable to an European state. They lived in a real state organization whose capital was Tenochtitlan, (then Mexico City). They controlled the wide central valley of Mexico, having dominated and having alliance and vassalage relationships with various other surrounding peoples, like Tlaxaltecas.
Conquest: Aztec Empire

- It was a strongly hierarchical society, in which great importance was the military caste, given the perpetually state of war with the neighboring populations. It was a society divided into classes, with a nobility, a priestly caste, and centralized administration.
Conquest: Aztec Empire

• The land was worked by local communities, there was a certain handicraft development, a large presence of slaves, people just submitted.

• Maybe that the permanent state of war with the neighbouring populations was artificially maintained, as religious practices imposed human sacrifices, and prisoners of war were used for this purpose.
Conquest: Aztec Empire

• With the arrival of Spaniards the alliance system went to crisis. The vassal state of Tlaxcala broke alliance with Aztec, made alliance with the Spaniards, and led to the defeat of Emperor Montezuma II.
Conquest: Maya World

- Maya World (current Guatemala, Chiapas and Yucatan peninsula, parts of current Honduras and El Salvador)
- There were various maya kingdoms, not a centralized State.
Conquest: Maya World

- The first contact in Central America was in 1512 in the area of maya influence. It was peaceful and for a long time no conquest was undertaken.
- The Maya who occupied the Yucatán Peninsula had begun to build an organized civilization around the year 500 A.D.
Conquest: Maya World

• The most important characteristics were reached in the field of culture: construction of temples, sculptures, paintings, writings type hieroglyph, astronomy studies. They were organized into independent city-states, often fighting with each other.
Conquest: Maya World
Conquest: Maya World

• For unknown reasons, the Maya area between 900 and 1200 began to undergo the influence of a population of the north, the Toltecs. So, at the time of arrival of the Spaniards, Maya world was a civilization in full decline.
Conquest: Inca Empire

- **Inca Empire**
- Quechua, Aymara: most widely spoken languages
- Inca: name of the king and of his family
- Curaca = cacique
Conquest: Inca Empire

• The Inca Empire extended from north to south along the axis of the Andean mountain for almost 4000 km. “Inca” was not the name of a people, but it was the title of the king, of his family, and by extension, of the noble class.
Conquest of the Inca, 1531-1533

- Atahualpa is defeated, 1532
- Pizarro takes Incan Empire, 1533
- Incan Capital
- Incan empire
- Pizarro's forces
- Atahualpa's forces
- Other City
- Battle
Conquest: Inca Empire

- The original nucleus was based on the Quechua tribes who occupied the areas around the capital, Cusco, in the central Andes. The expansion of the Quechua - Inca had begun around 1400 (from present-day Colombia to northern Chile, including Ecuador and parts of Bolivia). The inca civilization was the latest of a lot of societies, which for centuries had developed in the central Andes.
To take and to hold control of a territory of such vast dimensions the Inca state organization was particularly developed.

The heads of the local communities, the *curacas*, maintained consistent relations with the messengers and officials of the emperor, in Cusco, the capital.
Conquest: Inca Empire

- The population was divided into groups, according to the decimal system; the work of the fields, as every other labour activity, was rigidly controlled from above. Imperial officials took count of every kind of production of the different provinces, and the surplus production was redistributed.
Conquest: Inca Empire

- During Inca rule land was divided into three parts: a small part for the families, a part for the local community, the *ayllu*, and another part for the State (= the Inca and the priesthood). The assistance provided to old, weak, sick persons, has made someone talked about the “socialist state of the Incas”.
Conquest: Inca Empire

- **Ayllu**: traditional form of community in the Andes, especially among quechua and aymara.

- **Mita**: mandatory state service, or “corvée”. Organization of forced labor, in work shifts.

- **Quipu**: was a group of wool and cotton strings tied together, with different colours and knots.
Conquest: Inca Empire
Demographic collapse

- The demographic consequences of the conquest

- Everywhere, rapid decline of population after conquest.

- Causes: epidemics, changes in diet, excessive work.
Demographic collapse

- **Epidemics:**
  - flu
  - Smallpox
  - Measles
  - Plague
Demographic collapse

- In general: average 50% decrease of the population within few decades, with peaks of 90%. Then, population began to increase.

- In some areas (Caribbean): almost total disappearance of people.
Conquest and colonial settlement

- **Conquest:**
  - *Capitulación*
  - *Adelantado*: chief of the expedition
  - *Reparto/Repartimiento*: division of the spoils
  - *Quinto Real*: fifth part of everything found or obtained was for the royal treasure.
Conquest and colonial settlement

• Colonial settlement

• The form of settlement of the conquerors was the *población*.

• The aim was to create the conditions for a “República Christíana” = full integration of Indians in Spanish society in the New World.
Queen Isabel orders

- From Queen Isabel Instructions to Juan de Ovando, governor of Hispaniola island:
- “Because we want the Indians to be converted to our holy Catholic faith and that their souls may be saved, for this purpose it is necessary that they are instructed in the things of our faith, that they may come to his knowledge. You’ll care to check that this is done...
Queen Isabel orders

• “…[then] because to extract gold and perform other jobs that we ordered you will need the services of the Indians, force them to work at your service by paying each according as there seem right…”.
Queen Isabel orders

• “…We... do ordain and command that our Governor check with due care that are established settlements [poblaciones] where Indians can live together, as the people who live in these our kingdoms [of Spain]”.
Conquest and colonial settlement

• The initial aim was the full integration in Spanish society founded in Hispaniola.
• Immigration was encouraged by donations of lands and tax exemption
• Immigration was prohibited for: Jews, Conversos (Jews recently converted to Christianity), Muslims, Heretics.
Conquest and colonial settlement

• Decline of indian population led to importation of black people, as slaves, from Africa. They were considered physically stronger than the Indians; they were accustomed to contact with Europeans from the biological point of view

• Africans adapted in different areas: Caribbean islands an coasts, subtropical valleys of the Andes, Mexican coasts.

• Beginning of “mestizaje”, racial mixture.
Conquest and colonial settlement

• Three different ethnic groups in the New world: white (European) Indian (American), black (African).

• Main ethnic results of the hybridisation “mestizaje” process:
  • Mestizo
  • Mulato
  • Zambo,…
Conquest and colonial settlement

• The spread of hybridization, or “mestizaje” gave origin to different types of ethnic and social situation:
Conquest and colonial settlement

• 1) Assimilation of the mestizos in the white community, with a christian education.
Conquest and colonial settlement

2) “Indianization”: those who remained illegitimate (no recognized by the father) were absorbed by the indigenous community; they were identified with the female line of their family.
Conquest and colonial settlement

• 3) formation of a “limbo”: a situation of legal uncertainty in which there was also a large African component.

• To indicate this social components, that with over time spread, Spanish men spoke of “castas”.
Colonial settlement

- **Cities Foundation**
- Población
- Vecinos = founders
- Cabildo = city council
- Alcalde = town mayor
- Regidor(es) = city councilors
Colonial settlement

• The *Alcalde* founded a town with a traditional ceremony: the military company presented arms in front of a tree, symbolizing the justice of the King; then the *alcalde* proclaimed aloud his intention of founding a Spanish town in the name of the King and gave it a name, generally the name of a saint, along the indigenous name of the locality.
Colonial settlement

• The founders wrote their names in the register of the town and became vecinos. Immediately after new citizens formed a Cofradía, a confraternity, a Christian secular association that took care of the church building. This way, in very short time, the settlement was transformed into a civil and religious structure.
Colonial settlement

- **Land division**
- (reminds the spirit of the Reconquista, the division of the spoils). The Adelantado made the first land division.
  - -peonía = plot of land for infantry
  - -caballería = plot of land for horsemen (larger)
  - -Mercedes de tierra = grants of land.
Colonial settlement

• The construction of new towns follows the course of the Conquest, and the principal trade routes.

• Generally: the mines-capital-seaport line,

• or plantations area-seaport line, like Zacatecas, Mexico city, Veracruz,

• Potosí, Lima, Callao (Lima seaport).
Colonial settlement
Colonial settlement

- Frontier towns = military outposts, against indigenous or foreign presence, in:
  - North of Mexico
  - Rio de la Plata, south of Chile
  - Amazonian basin
  - Caribbean seaports: permanent frontier. Many cities today bear the marks of these fortifications
Colonial settlement

- In Spanish America within 1570 were founded 200 towns.
Policy towards the Indians

- Repartimiento = division of land, as a division of spoils; division of defetaed population
- Encomienda = assignment of indian workers to a spanish man, an “encomendero” who could utilize their labor force; in exchange, he had to assure their spiritual care, as part of the evangelization project of the indians.
Policy towards the Indians

- *Corregidor de indios*, Spanish official who took care of the Indians not assigned to encomenderos.

- He had to administer justice, collect the tribute and organize labour for the Indians.
Policy towards the Indians

• Seeds of bad governance and corruption:

• Corregidor was badly paid, and tried to benefit as much as possible from his post.

• (This problem was present in almost all public offices, and it was the main cause of diffused corruption.)
Policy towards the Indians: Requerimiento

- Debate on nature and rights of the Indians
- Requerimiento: a document that was read to native peoples, with an interpreter.
Policy towards the Indians: Requerimiento

“On the part of the King, Don Fernando, and of Doña Juana, his daughter, Queen of Castile and León, subduers of the barbarous nations, we their servants notify and make known to you, as best we can, that the Lord our God, living and eternal, created the heaven and the earth, and one man and one woman, of whom you and we, and all the men of the world, were and are all descendants, and all those who come after us.
Policy towards the Indians: Requerimiento

• “…Of all these nations God our Lord gave charge to one man, called St. Peter, that he should be lord and superior of all the men in the world, that all should obey him, and that he should be the head of the whole human race, wherever men should live, and under whatever law, sect, or belief they should be; and he gave him the world for his kingdom and jurisdiction…”
Policy towards the Indians: Requerimiento

• “...One of these pontiffs, who succeeded St. Peter as lord of the world in the dignity and seat which I have before mentioned, made donation of these isles and Mainland to the aforesaid King and Queen and to their successors, our lords, with all that there are in these territories...,
Policy towards the Indians: Requerimiento

“...Wherefore, as best we can, we ask and require you that you consider what we have said to you, and that you take the time that shall be necessary to understand and deliberate upon it, and that you acknowledge the Church as the ruler and superior of the whole world,
Policy towards the Indians: Requerimiento

• ...If you do not do this, and maliciously make delay in it, I certify to you that, with the help of God, we shall powerfully enter into your country, and shall make war against you in all ways and manners that we can, and shall subject you to the yoke and obedience of the Church and of their highnesses; we shall take you, and your wives, and your children, and shall make slaves of them, and as such shall sell and dispose of them as their highnesses may command;
Policy towards the Indians: Requerimiento

• and we shall take away your goods, and shall do you all the mischief and damage that we can, as to vassals who do not obey, and refuse to receive their lord, and resist and contradict him: and we protest that the deaths and losses which shall result from this are your fault, and not that of their highnesses, or ours, nor of these cavaliers who come with us”. 
Policy towards the Indians: Requerimiento

• The document briefly described the creation of the world;
• Then it made reference to the donation bulls, that granted New World to Spanish monarchs.
• The Indians were invited to submit themselves, otherwise they could have been fought and enslaved. Indians were to recognize the Pope as Lord of the world, the king of Castile as their new lord.
Policy towards the Indians: Requerimiento

- Debate on Requerimiento
- Vitoria, Francisco de
- Las Casas, Bartolomé de
- Sepúlveda, Juan Ginés de
Policy towards the Indians: Requerimiento

- Francisco de Vitoria philosopher, theologian and jurist, founder of the tradition in philosophy known as the school of Salamanca, creator of the concept of “res publica totius orbis”, analyzed the document. He declared that the Pope had no temporal power over the lands of the Indians, but only the power to entrust the evangelization to Christian princes.
Policy towards the Indians: Requerimiento

• He started from the assumption of the existence of “subjective rights” of people, whatever the state of civilization, according to natural law and the law of nations.

• Opposed was the Juan Ginés de Sepulveda idea of “objective rights”: a man was entitled to rights if it was fully a human being, a civil man. A barbarous does not have the “dominium rerum”, the right possession of land and things.
Policy towards the Indians: Requerimiento

- Vitoria: Spaniards, according to “jus communicandi”, could peacefully spread the Christian religion and could defend themselves if attacked.
- Therefore: there was no absolute power over the Indians, nor full jurisdiction over them.
- There was ‘only’ the right to spread christian religion and to defende themselves, if attacked
Policy towards the Indians: Requerimiento

• The dominican friar Bartolomé de Las Casas called absurd, unjust and legally void, insignificant, the document. According to him “Indians are truly men capable of understanding the Catholic faith”. They should not be forced into submission nor to Christianization.
Encomienda

- The governor of Hispaniola, Juan de Ovando, in 1502 decided that he could force the Indians to collect or extract gold, cultivate the land, build buildings, in exchange for a wage.
Encomienda

- Ovando was a land owner in Spain and he knew the institution of *encomienda*: towns, villages, land, subject to the royal domain, were entrusted for a certain period, to a local lord, who was able to collect taxes from the inhabitants and demand for their services.
So, Ovando, applied the model of the encomienda he knew in Spain, assigned groups of Indians to trusted persons: they had to take care of Indians and, in exchange, Indians had to work for them.
Encomienda

• Difference between *encomienda* and *repartimiento*:
  • the term *repartimiento* was used to refer to the division of spoils at the time of the reconquista; it was also used to the sharing of defeated people.
  • The *encomienda* was an assignment, under rules established by law.
Encomienda

• The *encomienda* spread on mainland, because it seemed a good way to justify the subjugation of the Indians to work.

• It also seemed to meet the needs of a society that had chosen the colonization of the New World, rather than the temporary presence.
Encomienda

- We must keep in mind that the *encomiendas* were entrusted to the Spaniards in areas often far from the cities, where there was no state control.
Encomienda

- It was clear that, over time, the *encomienda*, if applied in the New World, to the Indians, allowed the Spaniards any form of pressure and abuse, using the excuse of the alleged laziness of the Indians ("They are lazy, it’s right to force them to work").
Encomienda

• Many religious people reacted to this attitude, that was an alternative way to re-introduce slavery. In 1511 the Dominican friar Antonio Montesinos invited the Spanish colonists to free the Indians assigned to them, threatening to refuse absolution (forgiveness of sins).
Encomienda

• Montesinos went to Spain to illustrate the situation to the King:

• -Laws of Burgos (1512): the Indians could be forced to work, but the work requirements had to leave time for rest, and to receive a Christian education.
Encomienda

This sharpened the struggle between *encomenderos* and Spanish crown:

- Spanish crown wanted, not only for humanitarian reasons, to maintain control of the Indians.
Encomienda

- Encomenderos wanted full jurisdiction over the Indians, and perpetual concession of encomiendas, to themselves and their descendants.

- This would mean for the Crown the complete loss of control over the colonial government.
Encomienda

• Despite the law, in Mexico, Cortés, after the conquest, distributed on its own initiative Indians to his followers, creating in this way a class of encomenderos. He based his decision on the consideration that if the Indians had not secured with their work decent living conditions to the Spaniards, the Crown would have to recruit thousands of men for the same work, bearing huge expenses.
Encomienda

• The Council of the Indies, the supreme organ of government in Spain, decided to gradually eliminate the encomienda and to prohibit any other assignment of Indians.
Encomienda

• In 1540, moreover, was introduced the *corregimiento*: the Indians were no longer assigned to individuals, but to *corregidores*, royal officials, in special villages.
Encomienda

- Nuevas Leyes (1542):
  1) no more *encomiendas* would have been granted.
  2) those granted to officials or clergymen had to go back to the Crown, and assigned to the *corregimientos*.
  3) the regular ones had to return to the Crown at the death of the *encomendero*. 
Encomienda

- There will be many exceptions to this scheme (someone managed to get the extension of the assignment to his son), but the destiny of encomienda was marked: in two or three generations it would disappear.
Encomienda

- The moral evaluation of the *encomienda*:
  - was an instrument of death and suffering for the indigenous populations.
Encomienda

- The decline of the encomienda was caused by restrictive legislation, but also by the demographic collapse of the indigenous population. In some areas there were no more Indians.
Encomienda

• Evaluation from the economical point of view:
  • it was, at the beginning of colonial period, a system that allowed the spanish settlers to remain in the New World, exploiting natural resources and labour force.
  • It was functional to strengthen the power of the king, because the assignment by the king prevailed on the inheritance that would have turned it into a feud.
Encomienda

• We must remember that: Spanish empire in 1540-42 had recently undergone enormous expansion with the conquest of Peru led by Francisco Pizarro and Diego de Almagro.

• Only the massive use of native peoples as workers would have allowed the survival, expansion and consolidation of a so big empire.
Encomienda

• In Peru, Francisco Pizarro assigned lands and Indians to his followers, as *encomiendas*. He, exactly like Cortés in México, managed to form a Spanish élite in the New World, interested in accumulating wealth and maintain order.
Encomienda

• The attempts of the officials sent by the Crown to reduce the numbers of encomienda and privileges granted by Pizarro led to the open rebellion of Gonzalo (brother of Pizarro) and to civil war. In 1559 the viceroy Cañete managed to repress the revolt.
Encomienda

• With the *encomienda* the entire labour force was directed to productive purposes.
Encomienda

• The means were hard, but the goal was reached: the Crown maintained control over territories so far from Europe, and the *encomenderos* satisfied the needs of wealth.

• When the crown realized that the power of encomenderos tended to expand, managed to reduce it, with the Leyes Nuevas. After a long struggle Spanish crown succeeded.
Encomienda

• To understand the importance of the institution, especially in Peru, we have to take into account:

• 1 -the disproportion between the number of settlers and that of Indians;
Encomienda

• 2- the different concept of working: more ritual and organized in traditional ways under the Inca rule.

• The “slowness” of the indians became a strategy of survival and resistance, but was interpreted by the settlers as unwillingness, laziness, indolence, stupidity.
Forced labour: Mita

• In Peru, during Inca rule, existed a special institution, the *mita*, a form of forced labour for public utility.

• Local chiefs (curacas, or caciques) could force adult men to work for them. To cultivate fields, as to build roads, bridges, work in the mines, or serve in the army for a certain period.
Forced labour: Mita

• The Spaniards inherited this function of the *mita*, but made it more hard because it was applied outside the system of reciprocity, typical of the “socialist State” of the Incas.

• (In the inca state the surplus production was accumulated in public warehouses and distributed in the event of drought, crop failures, environmental disasters).
Forced labour: Mita

- The effects of the Spanish *mita* were devastating, resulting in the decline of the indigenous population, and causing, in many cases, a mass of men uprooted from their place of origin, working in the mines, or moving from one field to another, looking for a better condition.
Forced labour

• The use of forced labour seems very contradictory to the formal declaration of the freedom of the Indians.
Forced labour

- Forced labour was not reconcilable with the original legitimacy of Spanish rule, which aimed to ensure that the Indians lived in good and civil conditions and that were converted to the Christian faith.
Forced labour

• But: Indians were evaluated lazy and indolent, unwilling to submit to a free and rewarded labour.

• It was becoming clear that Indians worked just enough time to pay tribute and then they preferred to go home to work their field for the rest of the year.
Forced labour

- So, after the end of *encomienda* and the reduction of importance of *mita* in Peru, the Spaniards began to order to Indians that every day, in the main squares of the city, had to present themselves and be available to work for who ever demanded it.
Forced labour

• This treatment of the Indians (= compel them to work) had also a pedagogical and religious significance in the Christian conception, and it was utilized as a justification to obtain labour force. This is the reason why, in one way or another, although in “humanized” forms, forced labor lasted throughout the period of colonization, and even after.
Spanish Institutions

• **Spanish Institutions in the New World**

• -**Viceroyalties**, ruled by a Viceroy:
  • -New Spain = Mexico
  • -New Castile = Peru
Spanish Institutions

- Spanish empire was made up of various domains inherited: Habsburg, Bourbon and Spanish domains, conquered by the Habsburg dynasty in different times; every kingdom had different institutional organizations.
Spanish Institutions

• patrimonial state (Conception of ): all power and authority issued from the person of the monarch;

• But: each domain was ruled as a separate entity, according to the existing laws and established practices, if not in conflict with the legal and political imperial conception.
Spanish Institutions

• In the New World, land was divided in two big viceroyalties, New Spain (Mexico) and New Castille (Peru). The viceroy as a representative of the king, was sent in each viceroyalty.

• Given the distance from the political and geographical centre, the American viceroyys had more responsibility and power than the viceroyys sent in spanish dominions in Europe.
Spanish Institutions

• The viceroys had to safeguard the charismatic character of the monarchy and coordinate on-site all the other institutions.

• He was revered and served as a king.
Spanish Institutions

• The viceroyalty of New Spain included all the territories of North and central America, Caribbean and Venezuela;
• The viceroyalty of Peru included the remaining territories.
Spanish Institutions

• The office of viceroy in the capital cities of the viceroyalty consisted of three distinct tasks:
  • -governor of the province (each viceroyalty was divided into provinces)
  • -captain general (military rank)
  • -president of the Audiencia.
Spanish Institutions

- *Instrucciones*: the viceroy received a sort of preventive instruction, a list of recommendation on how better govern the territory he was going to rule.
Spanish Institutions

• **Audiencia**: It was a court having jurisdiction on a vast territory.
Spanish Institutions

• The **Audiencia** was a court having jurisdiction over a vast territory.
• The first **Audiencia** was established in Santo Domingo in 1511, the second in Mexico in 1527.
• The creation of new **Audiencias** followed the Conquest course: Panama, Lima, Santa Fe, La Plata, Quito …
Spanish Institutions

• The *Audiencias* were composed of judges sent from Spain, *peninsulares*.

• It’s possible to compare the Audiencia to a current court of appeal.
Spanish Institutions

- **Provinces:** Gobernación, Alcaldía Mayor
- Corregimiento
- *Gobernaciones*, headed by a *gobernador*, often located in places of strategic importance for the defense.
- *Alcaldías mayores*, headed by *alcaldes mayores*;
- *Corregimientos* in areas inhabited mainly by Indians.
• Three different names for the Provinces:

- Gobernación,

- Alcaldía Mayor

- Corregimiento
Spanish Institutions

• Despite the differences in nomenclature, these three kind of division had all the same powers, the same functions: applying the laws, carried out judicial functions, supervising the taxes collection for the Crown.

• In strategical areas (sea coasts, frontiers, disputed lands, like Caribbean islands), governors often had the title of captain-general.
Spanish Institutions

• **Council of the Indies (1524):**
  - supervision and control of all administrative, judicial and ecclesiastical issues.
  - The matters of commerce and navigation (contracts, freights) were managed by the “Casa de Contratación”, in Seville.
Spanish Institutions

• The officials of the Crown sent from Spain, *peninsulares*, had to abstain as much as possible from any relation with other sectors of the population.

• This was not sufficient, however, to prevent the predominant positions of the officials, as that the public office would serve as a source of personal gain.
Spanish Institutions

- The peninsulares came from a comfortable life in Spain; they went to New World to improve the economic position; but often, insufficient wages did not allow them to live a life consonant with the rank.

- Moreover: the prices of many goods, most expensive in America than in Spain, forced officials to use tax revenues for personal use, or required money for services for which payment was not officially required.
Spanish Institutions

• The administration in America was subjected to different kinds of control:
  • *Visitás*: inspections led by royal officials that extended to the whole territory of a viceroyalty.
  • The performances of the single officials also were subjected to review:
  • *Juicios de residencias*, inspections which concerned the actions of a single official.
Spanish Institutions

• “Obedezco pero no cumplo (la ley) “I obey but I do not comply” (=the law is respected but is not applied). With this formula the viceroy prevented to give effect to the law coming from Spain that did not seem suited for the American reality.

• This happened in the case the application of a new law seemed dangerous, because it could destabilize the social and economic order.
Spanish Institutions

• Rivalry between *peninsulares* and *criollos*
• because of the high charges were assigned to people who come from Spain (or from European dominions of Habsburg Empire).
• The local society was composed by individuals, *criollos* (creoles), with spanish culture and language, but who were born in America, lived in America, and who want to govern themselves.
Spanish Institutions

• With the expansion of the royal power, the *cabildos* lost importance, with two important exceptions:
  • Indian cabildos, who maintained autonomy from viceroyal institutions,
  • the cabildos of the viceregal capitals, (Mexico and Lima), who sent representatives to the royal court in Madrid.
Church and State

• *The Royal Patronage* (Patronato Real Indiano)

• Donation bulls explicitly referred to the obligation of the Catholic Kings to evangelize the Indians.

• Subsequent papal bulls people pointed the prerogatives and duties of the king.
Church and State

• The king pretended to control the organization of the church in the american territories.
• The king was entitled, on the basis of the patronage, to present to the pope the bishop to be appointed in each diocese.
Church and State

• This fact gave the possibility to the Crown to choose the highest ecclesiastical hierarchies in the New World and to direct the ecclesiastical policy, according to State interests.
Church and State

• The king also could set the territorial limits of dioceses, appoint holders of ecclesiastical benefits, choose the men to be sent to the missions, send them at home if unwelcome, collect tithes and redistribute the incomes, to support local construction of new churches, religious buildings or stimulate other local initiatives.
Church and State

• In this way were created 22 dioceses: the first in Santo Domingo, then in Mexico, Lima, Santa Fe. Bishops, before entering the service in their episcopal seats had to swear loyalty to the Crown.

• So, spanish crown reinforced his power;
• Catholic Church spread in the New World.
Evangelization

• **Evangelization of the Indians**

• One of the principal justifications for the Spanish conquest was the conversion of the Indians to the Christianity.
Evangelization

• After Cortes conquered the Aztec Empire, in 1524, twelve franciscan friars landed in Veracruz, Mexico, to begin the work of conversion.

• Twelve, like 12 apostles.

• It reflected the idealism which inspired the missionaries.
Evangelization

• Mystical vision of the evangelization enterprise.
• Millenarism and apocalyptic belief that the world would end with the evangelization of all peoples (latin: plenitudo temporum).
• Evangelization of the Indians appeared as the greatest wave of conversion before the end of the world.
Evangelization

• There was no precedent to carry out such a mission of conversion.

• The first method was try to eradicate local beliefs, that were not considered religion, but “idolatry” (worship given to fake divinities, not to the true God).
Evangelization

• Later, missionaries realized that Christian doctrine could take root only with an adequate work on native culture.

• They began to learn Indian language, writing lexicons and grammars of native tongues; they studied as well local customs and traditions.
Evangelization

- Pope Paul III in 1537, in the bull “Sublimis Deus”, declared full capacity of the Indians to receive faith. They could be instructed in religious things as well any other person.
Evangelization

- Congregacion

- Doctrina (Doctrine), or Mission
Evangelization

• The *congregación* is the foundation of a new Christian community in the New World, generally in the Spanish towns.

• The *doctrina* was the foundation of a stable mission with a school, a church, the organizing of working activities, in places far away from Spanish towns.
Evangelization

• The most famous example of doctrina is the Jesuit foundation of 30 missions along the Paraguay river, where Jesuits created the so-called “republic of Guaraní”, a political, economic, religious, self-sufficient complex, autonomous from the Spanish possessions.

• (See the movie “The Mission”)
Evangelization

• The Indigenous segregation represented an extreme response, suitable only on certain conditions.
• The economic needs made that the Indians continued to live close to the Spanish cities, with all the negative consequences that this implied.
Economy

- **Economic Exploitation**

- The economic structure of the Spanish empire reflected the prevailing mercantilist theory of time for which economic activity was to support the power and prestige of the State.
Economy

• Precious metals in societies with monetary economics gave power
• So:
• The first aim was the production of precious metals;
• the second aim was maintaining control on trade in metals.
Economy

• Agriculture received little support, as well as manufacturing activity
• *Hacienda* = great land estate
• *Estancia* = farmhouse
  - *obrajes* = workshops (often textile)
• *engenio* = sugar cane mill
Economy

• Mines
• Gold: Central Mexico (Zacatecas), Central America; in the Andes: Potosi.

• Silver: north of Mexico, Upper Peru, Honduras, Chile, Venezuela.

• Copper: Mexico, Peru, Chile.
Economy

• The mining economy need the presence of entrepreneurs, traders, and for the crown, officials in charge of control of the business and collect taxes.
Economy

- The precious metals took the path of Spain in the form of bullion.
- Only a small part remained on site, as coin cash, for the needs of local monetary circulation.
Economy

- The Crown received a good share of the profits: in addition to the fifth part on precious metals, took 10% on sugar cane and cattle breeding, 5% on tanned hides.
Economy

- Almojarifazgo: tax on imports and exports

- Alcabala: tax paid in Seville on every sale.

- Later it was introduced Avería tax, to finance the armed fleet escorting commercial ships.
Economy

• In agriculture were introduced many European crops: wheat, olives, grapes.
• Animals: pig (adaptable to all climate and diet), horse, cattle and poultry.
Economy

- American products: sugar, dyes (colorants), useful for textile, cocoa from Central America, silk from the New Spain, cotton from Caribbean and the coastal areas of Peru and central Mexico, tobacco from the Caribbean Islands.
Economy: main shipping routes
Economy

- “Industrial” production: sugar mills,
- textile products, (already widespread in the great empires, with an integration of pre-
  Columbian and European techniques).
Economy

• A continuing threat to the trade monopoly was the presence of contraband, practiced on a large scale by foreign merchants.
Economy

• The communications were then oceanic always threatened by piracy and wars with other European countries.
Economy

• It was for this reason that in 1561 Spain decided the fleet system: two fleets departed from Seville every year, the first in April and the second in August.
Economy

• **Consequences of the spanish system of trade**
• This system cut off from all principal connections the remote towns.

• Transport costs were very high.

• American territories were supplied in an unsatisfactory way.
Economy

- Seville merchants did not mind the scarcity of goods in America, because they could raise prices and offset the risks.
Economy

• Two economic systems
Economy

• Two economic systems in America:
• 1) one system oriented towards Europe, based on money and export of precious metals (secondary exports: dyes and leather) along the trade routes:
• Zacatecas - Mexico - Vera Cruz;
• Potosi - Cusco – Lima;
• Some seaports: La Havana, Panama.
Economy

2) one system oriented to the basic needs of the Indian population, with a market system based on the exchange (barter), which supplied all the inland areas.

It produced the basic elements, food, clothes, objects for household needs.
Economy

• The Spanish colonial system based on the separation of roles between State and merchants, did not allow the motherland to obtain an industrial development comparable with those of France, England, Netherland.
Economy

- *Some comments on the economic system*
- The state machine was very big and expensive: bureaucracy, soldiers, pensions of the nobility, ecclesiastical privileges.
- No other colonial had produced such an administrative machine so faraway from the imperial centre.
Economy

• In other words: the exploitation of the colonies required an expensive political and military organization, that a simple trading company would not have been able to support (like the XVII century british, french, dutch corporations, the “West Indies Companies”).
Economy

• This system produced a division of roles between State and merchants. The State maintained infrastructures that allowed to perpetuate exploitation. The merchants controlled the flow of trade and prices of fees.
Economy

• Another feature of the American economic system: the dependence on the motherland.

• The aim of the State monopoly was to make sure that the wealth of the colonies remained as much as possible in Spain.
Economy

• In the concept of monopoly was the idea that each region could produce a good, only one.

• So, the different american regions depended on each other for the inevitable exchanges, and all together depended from Spain for any good they did not produced.
Brazil

- **Brazil**
- The discoverer, Pedro Alvares Cabral, 1500
- Tupinambá
- Tupí guaraní
- No trace of stabled society (like aztec o inca). The indians fled inward to escape the slavery.
Brazil

- Since 1530, the crown began a policy of distribution of land entrusted to the army men with a previous experience in Africa and Asia. Brazil was divided in twelve donatary captaincies, each one included a long stretch along the coast (about 200 km), and that ideally continued inward, until reach the border with Spain, the Tordesillas line.
Brazil

- Donatary Captaincies: 12

- Carta de doação: document that granted land to the first settlers

- Senado da câmara: city council
Brazil

• First activity: cutting wood, “pau brazil”

• Then, in the Northeast: sugar can plantations
  • -fazenda: estate
  • -engenho: sugar can mill
  • -african slavery
Brazil

- The arrival of the Jesuits, and their attempt to establish communities, the *aldeias*, where they could peacefully evangelize the Indians, was an obstacle for the Indians hunters, and created also a conflict with the settlers, interested in exploiting Indians.
Brazil

- The Indians met in Brazil did not appear “civilized” as in Mexico or Peru, but as barbarians or savages, who could be enslaved. A royal decree of 1570 declared that Indians were free and could be enslaved only if practiced cannibalism, or were captured in the course of a “just war”, but the decree was basically ignored.
Brazil

• The construction of a local power remained entrusted to the landowners and municipal councils of few cities. The Portuguese did not need a strong state structure, cause the kind of economy implanted in Brazil.
Brazil

• During the XVI and the XVII c. Portuguese colonization was based mainly on the exploitation of sugar in the north east. The processing required abundant labour force.
• Massive importation of slaves to the northeast began in 1580 in order to have enough workers.
Brazil

• In the seventeenth century, the northeast was the richest, the most profitable area of all America. Portugal had to face the attacks of the other European powers, interested in the sugar (France and Netherlands). Netherlands succeed to settle down along the coast for 30 years (1624-1654), then was definitely defeated.
Brazil

• In the rest of Brazil, economy was based mainly on breeding, and on shipments to hunt Indians, conducted by so-called *banderiantes*. The *bandeira* was the shipping company composed of mixed elements, white, mulattoes, and indigenous, characterized by the adoption of indigenous customs to survive in the tropical forest, as in other inhospitable environments.
Brazil

• At the end of the '600 the shipments in the interiors of the south founded gold mines. Diamond deposits were discovered in 1750. Thus, Brazil offered new expectations of wealth; the exploitation of Minas lasted until the end of XVIII century. The capital was moved from north (Salvador de Bahia) to Rio de Janeiro, more in the south, in 1763.
• The colonization produced a highly stratified multi-racial society. Mixed marriages were widespread, legalized or not.

• Creation of a special nomenclature, as in Spanish America, to define different ethnic combinations.
Brazil

• The integration of Portuguese America to Western economic world was similar to the Spanish one, but with some peculiarities:
  • 1) in Brazil there was no initially “gold rush”;
  • 2) until the eighteenth century, Brazil was basically an agricultural economy;
  • 3) Portugal had not developed a vast bureaucratic system of colonial government, focusing mainly on taxation of Brazilian exports.
Slavery

- **African Slavery in the Americas**
  - (between 11 and 15 millions, more than a third of total in Brazil during almost 300 years)

- Asiento: slaves supply contract that spanish crown granted to a company, often a foreign company.
Slavery

• The Asiento monopoly was a lucrative business and allowed to expand the commercial productivity in America for those who had obtained. From 1580 to 1640 was entrusted to portuguese traders. In 1702-1713 the asiento was entrusted to a French company. From 1713 to 1750, because of the war of the Spanish Succession, Spain had to grant the asiento to England. Then, Spain made an agreement with Portugal, since 1789 was allowed to get slaves and to trade freely with foreign merchants.
Slavery: emancipation

• There were more opportunities to live better and rise in the social scale for those who worked in owner house.

• The natural children, if recognized, took the name of their father.

• In the cities, slaves also worked in trade and craft on account of the owner.
Slavery: emancipation

- They could achieve freedom in different ways:
  - could buy freedom by themselves or by the help of others,
  - by voluntary action of the owner;
  - by judgments of liberation based on evidence of illegal treatment.
- For the freed slaves: opportunities to rise in the colonial militias; undertake or continue to carry out craft and commercial activities.
Hacienda in Spanish America

• The large estate

• Formation of the “Gran hacienda” in the XVII century
Hacienda in Spanish America

- It was possible to legalize the illegal occupation of land by settlers with *Composiciones*, upon payment of a sum.
Hacienda in Spanish America

• The colonial government tried to prevent the formation of large estates, limiting the possibility of assignment and purchase of land.

• However, large estate arose in Spanish America, through the Composiciones and the use of figurehead.
Hacienda in Spanish America

• The institution of *mayorazgo* (transmission of undivided property to the first son), granted by the crown upon payment, increased the accumulation of land.

• In 1789 a law limited the establishment of new *mayorazgos* basing on the consideration that things and lands accumulated in a few hands were disregarded. However, the law remained mostly unapplied.
Hacienda in Spanish America

• One more factor was the spread of the ecclesiastical large estate.

• In the seventeenth century, for instance, a third of buildings and lands in Mexico belonged to the secular Church and religious orders. The revenues of the church were increased by donations made by individuals and legacies.
Hacienda in Spanish America

• The *mayorazgo* tended to include the small private property, because who owned a small plot of land was not self-sufficient and often preferred to sell it to the big landowners.

• Furthermore, the development of monocultural areas favoured the concentration of large estates.
Hacienda in Spanish America

- Consequences of diffusion of large estate
- Marginalization and gradual disappearance of small property
- Diffusion of peonaje = workers forced to work for the large estate owner.
Hacienda in Spanish America

• There were widespread forms of borrowing which bound the peasants to work the land, as farm workers.

• for example, those who had a debt with the largest owner and did not know how to pay it, or no longer had the means to cultivate the land for themselves.
Hacienda in Spanish America

• In the agricultural economy little cash circulated: the landowner preferred to pay the workers in kind.

• In addition to seasonal workers, depending on the type of crop, there were other workers who, in exchange for the right to cultivate a piece of land, provided their work for different tasks.
Hacienda in Spanish America

• In the Hacienda, the land owner farm was the point of reference for all local residents, workers and non-workers.
Hacienda in Spanish America

The hacienda became a place where on one hand the worker was bound for life; on the other was a place where, through the relations with the owner, men could find shelter. In the relationship with the haciendado, in exchange for work and loyalty, workers could get seeds, work tools, protection, and, in case of need, subsistence, food, medical and religious care, although in a context where they were in a lower position.
Hacienda in Spanish America

• The *hacienda*, as productive nucleus, with special features that reproduced in large scale the structure of a family, subsisted until after independence, in some case until XX century.
Colonial Society in Spanish America

- The composition of colonial society XVI c.
- República de los españoles
- República de los indios

- Black slaves
- Castas
Colonial Society in Spanish America

• “Limpieza de sangre” purity of blood (!)

• Special nomenclature for each kind of chromatic tone of the skin.

• Mixture of ethnic, economical, cultural, elements in the social evaluation.
Colonial Society in Spanish America

- The composition of colonial society XVIII c.
- Españoles
- Indios
- Mestizos
- Negros
- Mulatos
- Zambos
Colonial Society in Spanish America

- There was a lot of «Cuarterones» and «quinterones»:
- fourth or fifth part of Indian or African blood, but with white appearance.
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<tr>
<th>Clases Regulares</th>
<th>Agonizantes</th>
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**NOTA.**
Colonial Society

Población Comprendida

Instruido sobre los Datos de la enumeración
Virrey de estos Reinos, bajo la dirección del

Estado Secular

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TOTAL de Españoles: 15,703
TOTAL General: 47,796
Colonial Society

TOTAL DE ESTATOS: 39,944

TOTAL GENERAL: 47,796

POBLACION DE CADA QUARTEL.

QUARTEL 1: 13,791
QUARTEL 2: 10,015
QUARTEL 3: 9,944
QUARTEL 4: 19,944

TOTAL de ESTATOS: 47,796

DESTINOS, T. CATEGORIAS.

Hombres: 12,841
Mujeres: 16,154

Existentes por el Estado
Secular de todas clases
Por el total de Religiosos
Protestos
Vivientes en Comunidades sin Votos
Total de la Población de esta Capital

NOTA: En el total de Población

53,056 nacionales
40,030 extranjeros
69,458 indígenas
67,587 mestizos
9,332 indígenas y mestizos
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**Total:** 211
Colonial Society

- many people lived in the manor, doing various activities of trust and responsibility, and their function gave them a special status, regardless of skin color.
- butlers, supervisors, assistants, *capataces*.
Colonial Society

- Butler (in the house) *capataz* (in the fields)
- Persons who decided rewards and punishments, who influenced the master’s decisions, and for this reason, were hated than the master by servants and slaves.
Colonial society
Colonial society

1. Español con indígena: mestizo
2. Mestizo con española: castizo
3. Castizo con española: español
4. Español con negra: mulato
5. Mulato con española: morisca
6. Morisco con española: chino
7. Chino con india: salta atrás
8. Salta atrás con mulata: lobo
Colonial society

9. Lobo con china: gíbaro o jíbaro
10. Gíbaro o jíbaro con mulata: albarazado
11. Albarazado con negra: cambujo
12. Cambujo con india: sambiaga (zambiaga)
13. Sambiago con loba: calpamulato
14. Calpamulato con cambuja: tente en el aire
15. Tente en el aire con mulata: no te entiendo
Colonial Society

The marriage of captain Martín de Loyola to Beatriz Ñusta, inca princess, celebrated in Cusco, 2° half of XVII century.
Spanish with india, mestizo
Black and Spanish wife, mulatto
Black and india, zambo
Mestizo and India, coyote
Mulatto and Spanish wife, morisco
Social and racial distinction

• What really matters is not only the skin color but the social position
• If you are a rich black man, you can marry an average rich white girl…
• Regardless of skin color, if the Father recognizes the son, the son brings the name of the father and can inherit land, money…
XVIII C. Borbonic Reforms

- XVIII Century
- Borbonic Reforms

(Felipe V 1701-1746; Hernando VI 1746-1759; Carlos III 1759-1788; Carlos IV 1788-1808)
XVIII C. Borbonic Reforms

• At the beginning of the eighteenth century, the dynasty of the Bourbons, kings of Spain as a result of the War of the Spanish Succession, began to reform the State, following the example of the allied France, from where they came. This process also involved the colonies.
XVIII C. Borbonic Reforms

- The reorganization came to a head in the second half of the century, under Charles III, and looked administrative, commercial and military sectors. Reforms had the objective of increasing the production of goods after the crisis of the seventeenth century and ensure the monopoly endangered by French and English smuggling and by the attacks of the enemy fleets in the Caribbean sea.
XVIII C. Borbonic Reforms

- **New Institutions**
  - Secretary for General Affairs of the Indies
  - New Viceroyalties
  - *Intendentes* - Intendants
  - Subdelegados (Assistants of Intendants)
XVIII C. Borbonic Reforms

- Two new Viceroyalties
  - Viceroyalty of Nuova Granada – New Granada (1739)
  - Viceroyalty of Rio de la Plata (1776)
XVIII C. Borbonic Reforms
SPANISH SOUTH AMERICA AFTER BOURBON REFORMS, c. 1800

CAPTAINCY-GENERAL OF VENEZUELA
1777

VICEROYALTY OF NEW GRANADA
1717 AND 1739

VICEROYALTY OF PERU
1542

PACIFIC OCEAN

CAPTAINCY-GENERAL OF CHILE
1776

OF RIO DE LA PLATA

ATLANTIC OCEAN

- Viceregal Capital
- I = Intendancy Of
- P = Province Of
XVIII C. Borbonic Reforms
XVIII C. Borbonic Reforms

• Viceroyalty of New Granada, capital Santa Fe de Bogotá (1739) was created to fight smuggling in the Caribbean Sea;
• Viceroyalty of Rio de la Plata (1776), to support the development of the southern regions and oppose the Portuguese advance from Brazil to the unexplored regions.
XVIII C. Borbonic Reforms

- Bourbons dynasty eliminated the special courts for the military and ecclesiastical personnel and fought the privileged positions of the church and religious orders (example: the expulsion of the Jesuits in 1768, with the dramatic end of the missions in Paraguay).
XVIII C. Borbonic Reforms

- The role of Intendants was borrowed from France. They had broad powers in administrative, commercial, judicial matters.
- At first, Intendants were set alongside the old Habsburg system (Gobernadores, alcaldes mayores, corregidores).
- Then they replaced them completely.
XVIII C. Borbonic Reforms

• During the crisis of the XVII c., the Crown had allowed to its officials, who were not paid regularly, to take advantage of some revenues tax, thus encouraging the care of their own affairs and the establishment of commercial networks, in which the position of the official was predominant.
XVIII C. Borbonic Reforms

- The Intendants came from Spain, were not necessarily of high nobility, were regularly paid, and not so sensitive to local interests.
- They acted more quickly and effectively, with detailed instructions on administrative and fiscal matters.
XVIII C. Borbonic Reforms

• The advent of the new Spanish officials had, as consequence, that creoles lost the positions they have acquired in the intermediate stages of the local administration.

• The Creole oligarchy, powerful in land ownership and local trade (the Atlantic trade was in the hands of the Spaniards) now had a strong reason for hostility towards peninsulares.
XVIII C. Borbonic Reforms

- “Free trade” (1778) between 13 peninsular and 24 american seaports. The system of convoys of ships was substituted with one of loose ships.

- Aim: reduction of smuggling (contraband).

- Result: between 1778 and 1788 commercial traffic multiplied and grew more then traffic controlled by smuggling.
Trade within imperial territories during 1778-96 increased 10 times. Local companies were created for the organization of traffic and trade. The “liberalization” met the opposition of traders and local producers who lost privileged positions.
XVIII C. Borbonic Reforms

• The new sales tax and the extension of some state monopolies, such those on tobacco and brandy, in some cases provoked protests and riots against the colonial authorities, as in Caracas and Cusco, but except the case of Tupac Amaru’s uprising in Peru, revolts never questioned the loyalty to the monarchy.
XVIII C. Borbonic Reforms

• Population in 1800: 17 million people, 3.5 Europeans and Creoles (150,000 peninsulares), 7.5 Indians, mestizos and mulatos 5.3.
XVIII C. Borbonic Reforms

• The arrival of new peninsulares created new social antagonisms. From the point of commercial life, monopoly was perceived with increasing ostility by Creoles.

• Smuggling: was a complementary system of supply in America, was very hard to remove.
XVIII C. Borbonic Reforms

• The Spanish attempt of recovery on the Spanish colonies should be seen in the international context of great instability:
  • 1776 revolt of the English settlers in North America;
  • 1789 French Revolution;
  • Napoleonic Wars 1793-1800. In that period, Europe lived in a state of permanent war.
XVIII C. Borbonic Reforms

• From a certain point of view, the revolt of the North American colonies, starting as a protest of a fiscal nature, could be a model for the Creole elite, but did not become it.

• It will be a model only after independence, with the adoption of the presidential and federalist model in some State.
XVIII C. Borbonic Reforms

• The French Revolution was seen with fear and detachment (prohibition of circulation of French documents in the colonies, as the Declaration of the Rights of man and of the citizen).
XVIII C. Borbonic Reforms

• More than a birth of national sentiments, the second half of the XVIII c. shows awareness among the Creoles of their territorial particularity: every country had its different needs, such as Venezuela, Rio de la Plata, Peru, Chile, and its requirements could not be met by the motherland.
XVIII C. Borbonic Reforms

• The situation worsened in 1796 when Great Britain, in the war against France and Spain, posed the naval blockade to Spain.

• The consequence: it was objectively impossible to control the colonies. In 1797 Spain allowed to neutral ships to trade with the American seaports. It marked the beginning of English economical influence.
XVIII C. Borbonic Reforms

• Spanish politics created a diversity of interests between agricultural exporters and local manufacturing entrepreneurs: the export of raw materials increased (this was the primary function of America: export to Europe raw materials), as well the importation of european articles. The prices of these goods were lower than those produced in the colonies.
XVIII C. Borbonic Reforms

• This fact blocked the expansion capabilities of American productive sectors. The American owners and producers, at the end of XVIII century, were aware that this type of trade favoured only Spain. There was no reason for the creoles, no advantage, to continue with the colonial rule.
XVIII C. Borbonic Reforms

• Birth of the national sentiment: the Creoles saw themselves first of all as Mexican, Peruvian, Venezuelan, Chilean, Cuban, secondly as Spaniards. The birth of many local newspapers in the title refers to the local reality: *Gaceta de México, Gaceta de Guatemala, Gaceta de la Habana, Mercurio Peruano.*
XVII C. Borbonic Reforms

• Since 1796 Spain was involved by France in the war with England.
• England imposed a naval blockade in Cadiz and cut off the oceanic route.
• Spain in 1797 allowed the neutral countries to trade with the colonies, but trade continued after the end of the blockade of Cadiz and the withdrawal of free trade.
Characteristics of Spanish colonization in America

• Monopolistic economy of vast territories, aimed at extracting metals and growing large plantations;

• Introduction of a powerful military, administrative, fiscal system, to defend the possessions and ensure revenues for the state;

• Evangelization process of the indigenous people, mainly through religious orders.
Characteristics of Spanish colonization in America

• Spanish Crown tried to get it by transferring resources, people, ideas, and using to their advantage men and technologies encountered on site, like the indigenous system of labor exploitation, like *mita* in Peru.
Characteristics of Spanish colonization in America

• No other european power of the time succeeded in such great intent:

• Exporting men, institutions, tecniches, religion, mentality, in a such big continent during 300 years.

• No other european power tried to do it.
Characteristics of Spanish colonization in America

• It’s impossible to compare Spanish and English, or French Civilization, to deduce a different stage of modernity of the current American states, north or south, depending on the type of colonization they have had.
Characteristics of Spanish colonization in America

• France have settled some of the Caribbean islands, importing slaves from Africa; Great Britain colonized a limited part of North America, between Atlantic Ocean and Appalachian Mountains, region partially inhabited by Indians who had no social characteristics comparable to those of the great civilizations encountered by Spaniards in central and south America.
Characteristics of Spanish colonization in America

• No other European power tried to transfer to the New World so many ideas and institutions; above all, only Spanish men posed the problem of civilization and evangelization of the people encountered, in such manner and proportions to change the course of history of political and philosophical thought.
Characteristics of Spanish colonization in America

• They did it not always in the best way, but anyway posed the problem of the rights of the other, that is the basis of the great current issues:
  • respect for “the other”,
  • the rights of peoples,
  • the respect for different cultures.
Napoleonic period

• After a truce (1802-1804), the new hostilities with England quickened the trade fall.

• From 1804 to 1805 exports from Cadiz fell by 85%. In turn, England, who saw foreclosed European markets for the naval blockade imposed by Napoleon, gave new impetus to smuggling.
Napoleonic period

• Spain readmitted commerce with neutral countries, in an attempt to recover part of the business, but it was too late.

• In the fifteen years between 1796 and 1810 Spain lost everything who had recovered with the Bourbon reforms.
Napoleonic period

• Prelude to independence

• Reforms and Absolutism

• However “enlightened absolutism” reforms and internal social divisions in colonies provided impetus to independence, they can only be considered like antecedents, and not decisive factors.
Napoleonic period

- From a certain point of view, the revolt of the North American colonies, that started as a protest of fiscal nature, could be a model for the Creole elite, but did not become it. There were no conditions in Spanish America to organize a “revolt against the monarchy” in the ’70 and ’80 of XVIII century. No one was able to conceive America without a king.
Napoleonic period

- It will be a model only after independence, with the adoption of the presidential and federalist model.
- For other reasons French Revolution, with its terrible consequences, could not be a model. Furthermore, news from France arrived in America filtered by censorship.
Napoleonic period

• The primary cause of the beginning of Latin American independence process was to be found in Europe, not in the Americas.
• In November 1807 French army invaded Iberian peninsula: the aim to subdue Portugal meant to block continental seaports, to keep British trade out.
• This fact was the spark that caused chain reactions in America.
Napoleonic period

• The antecedent: the British Blockade in 1796
• 1796 when Britain, in the war against France and Spain, posed the naval blockade to Spain, the access to colonies was denied: this led to disastrous economic consequences for Spain.
Napoleonic period

• Portugal remained a close ally of Britain; its links with Brazil remained. During the internal conflict in Saint Domingue and British blockade against Spain, Brazil experienced an economic boom.

• The blockade forced Spain to allow to its colonies trade with neutrals ships. USA and Great Britain were the main beneficiaries.
Napoleonic period

• The end for Spain begins with battle of Trafalgar (1805), which almost destroyed the spanish Atlantic fleet.
Napoleonic period

• Napoleon Invaded Iberian peninsula
• French occupied Spain. On 5 May, 1808 Napoleon forced to abdication Charles IV, then his son, Ferdinand VII, and installed his brother, Joseph Bonaparte, on Spanish throne.
• Portuguese court had already reached an agreement with G. Britain, anticipating French invasion. In 1807 the King and the Court emigrated to Brazil.
Napoleonic period

• Unique event in the history of European colonialism: a colonial capital, Rio e Janeiro, became the capital of the metropolis and of a worldwide empire.

• Key difference between spanish and portuguese America: Spanish America was left without legitimate head of State, whereas Brasil became the seat of portuguese Empire.
Indipendence

• Independence Age

• I period: 1808-1814

• II period: 1815-1825.
The Independence

Phase I, 1808-1814: the center of events is Spain. Charles IV abdicated in favor of his son Ferdinand VII. French army occupied Madrid.

In Bayonne, Napoleon forced the Bourbons to give up to the throne. His brother Joseph Bonaparte becomes King of Spain.
Independence

• Phase II, 1814-1826: wars of independence and civil war in America.
Independence

- I phase. In 1808 in Spain starts the resistance to French rule. Andalusia remained free and the Junta of Seville, before being swept away by the arrival of the French army, declared the right of the American territories to be represented in the Cortes. In 1810 the Cortes, meeting in Cadiz, declared Spain and America one nation and promulgated a liberal constitution.
Indipendence

• In those years (1808-1814) Americans faced a crisis of political legitimacy: the Bourbons were gone, the king imposed by Napoleon was not recognized as legitimate.

• In whose name Creoles were governing their territories, how to distribute power between royal officials and local elites?
Indipendence

• At the fall of the Junta of Seville (1810) the *cabildos* of various American cities decided to convoke themselves as *cabildos abiertos* = open councils, open to the most influential personalities and different positions. The separatists gradually began to have a place to spread their ideas.
Independence

- Although especially in the beginning the patriots claimed to govern in the name of a fallen, but legitimate power, that of the Bourbons, the matter under discussion was the following: if in Spain there was no longer legitimate government, sovereignty is back to the people and the city council (cabildos) were legitimate to rule in the name of the king.
Indipendence

- It was an ancient medieval doctrine. XVIII century Imperial absolutism (power is granted to the king by God) tried to eliminate it from university teaching during XVIII century; nevertheless, it survived.
Indipendence

• In Rio de la Plata, the *cabildo* of Buenos Aires took a great importance, because it was the first colony involved in the international war. In 1806, the English fleet had occupied Buenos Aires, causing the escape of the viceroy. Local militias, composed of creole elements, resisted to the British invasion, showing that they were able to defend Buenos Aires and themselves, at same time the weakness of spanish Crown.
Indipendence

- In 1810, Creoles, as a result of the negative news coming from Spain, decided to make a provisional *Junta* to rule “in the name of the king”.
Indipendence

- In 1810, a similar movement was born in Caracas, where the cabildo removed the Captain General and organized a Junta, dominated by Creoles, some of whom, like Simon Bolívar, declared immediately in favour to independence.
Indipendence

- Trained in Spain, Bolivar knew closely the events in Europe. The affirmation of his leadership led in 1811 to the Congress of the Venezuela. Creole patriots declared the independence of Venezuela. But Spanish troops defeated the Venezuelans, led by Francisco Miranda (1812), and Bolivar fled.
Indipendence

- He returned in 1813, won the Spaniards and resumed the power. In 1814 Ferdinand VII restored absolutism in Spain and annulled the constitution of 1812. The news of the return of the king softened the positions of fearful and hesitant Creoles. Bolivar, defeated one more time, fled to New Granada. He realized the difficulty of establishing a republic, according to the liberal and constitutional principles.
Indipendence

• New Granada: the revolt broke out in almost all provinces, then lost strength, due to disagreements between the factions. The Spanish reconquered the country between 1814 and 1816. Then, in 1819 New Granada was freed by Bolivar, which passed the Andes and joined the army of general Santander.
Indipendence

• In Mexico, the situation was very different. In 1808 the peninsulares expelled the viceroy and recognized the regency of Seville.

• Mexico City remained firmly loyalist until 1821.
In some Mexican province, Creoles tried to take power in the name of Ferdinand VII, dethroned. The riots led by two creole priests, Miguel Hidalgo and Jose María Morelos, in Michoacan (central Mexico), with the participation of many Indians. One of the symbols was the Lady of Guadalupe, one of the most authentic manifestations of Mexican popular piety.
Indipendence

• On 16 September 1810, Hidalgo, a Catholic priest, called for a general uprising, it was the famous *Grito de Dolores* (now celebrated as Independence Day) then marched to the capital with 50,000 Indians, but was defeated; then he was executed.
Indipendence

• Morelos, another priest continued the revolt, claiming for the abolition of slavery and indigenous tribute. He wanted a new form of government in which citizens “were not called Indians, mulattos, blacks, but Americans”.
Indipendence

• In 1813 the Congress of Chilpancingo declared independence. In 1815 Ferdinand VII returned to the throne of Spain, with the aim to regain the full dominion of America. The loyalists, thanks to the reinforcements, took control of the situation in many areas. Morelos was defeated and executed in 1815.
Indipendence

• These revolts scared the Creoles, because they saw the danger of destabilization, with the loss of control over the indigenous masses and the castas. The creoles preferred to repress them. It is the reason why Mexico remained loyalist until 1821.
Indipendence

• In the only province remained independent throughout the period, the Rio de la Plata, general José de San Martín, prepared an army to liberate Chile; he succeed in 1817.
• In 1820 he reached the coast of Lima, still loyal to the monarchy.
Indipendence

• In Venezuela, after the restoration, the action of Bolivar had started again. In 1817 he installed an army in the area of the central planes, with the support of a local chief, Antonio Páez. He moved to New Granada, passed the Andes and defeated Spanish army.
Indipendence

- Congress of Angostura (1819): new Constitution for Venezuela. In 1821 Bolivar won Spanish army in Venezuela: birth of the Republic of Gran Colombia, undermined by divisions between the different military groups in the different provinces, mainly between the followers of Bolivar and those of Santander.
Indipendence

- In Peru, monarchy was still well regarded, but Creoles changed their mind when they saw that the king restored absolutism in Spain.
Indipendence

- The cabildo of Lima invited José de San Martín to enter the city in 1821.
- He formally proclaimed the independence of Peru; he encountered practical difficulties, and many resistances.
After the meeting with Bolivar, descending from the north with another liberation army, San Martín withdrew from the command and political life, because his project to create a constitutional monarchy in Peru was opposed by Bolivar who wanted a republican State in a united America.

San Martín left for Europe, where he died in 1850.
Independence

- In Peru, after a period of unrest, Peruvian Patriots appealed Bolivar. Bolivar defeated Spaniards in Junín, José Antonio Sucre defeated them in Ayacucho (1824), obtaining Peru’s independence.
Independence

• In 1825 Bolivar entered in the Upper Peru, hoping to add it to Peru, but local patriots decided to form a state apart, the “Republic of Bolivia”.

Indipendence

• From the military point of view, wars are characterized by continuous passages from one side to other of the different factions. At the beginning, Creoles had not yet decided which side to take.
Indipendence

• Where they shared interests with peninsulares, Creoles took time to pass on the part of the rebels.

• Many changed their position only when the country’s fate seemed determined. They changed party when were sure to continue to control their territory, influencing on the choices of their subordinates.
Indipendence

- At the local level the one who controlled the masses (i.e. recruitment) decided the fate of the war.

- Who could form a military group? The *Hacendados*, landowners who had the control of a territory and of the men who lived there and who worked for them. It is the reason why *hacendados* during civil war became “caudillos”.

Independence

- Caudillos = military chief, someone who has the power to control his troops, through a system of subjection and loyalty.

- Troops were usually formed by farmers and servants, people who knew each other.
Independence

- *The mutiny of Cadiz*
- On January 1, 1820, in Spain, an army of 14,000 men in Cadiz, ready to go and to regain the rebel territories in the Rio de la Plata, mutinied.
Indipendence

• Other garrisons in Spain followed the *pronunciamiento* (for reasons of pay and soldier's living conditions, also for diffusion of liberal principles).

• King Ferdinand accepted the Constitution of Cadiz. The revolt weakened the position of royal officials in America.
The new Liberal Spanish government ordered the representatives in America to find a truce as preliminary negotiation with rebels. This was considered by American patriots as a clear demonstration of weakness of Spain.
Indipendence

• With the end of monarchical absolutism, the old system of loyalty to the king could not offer anything more that liberal Creoles could not already get on your own.
Indipendence

• In Mexico, the creole Iturbide, after securing the command of the loyalist army, became the rebels leader, in turn beat the loyalists and proclaimed in 1822 the Mexican Empire. After one year was taken down. He went to Europe in exile; then he came back, but in 1824 he was arrested and shot.
Indipendence

- Central America became an independent nation in a less violent way, first adhering to the of Iturbide’s mexican empire. At his death, the provinces separated from Mexico, creating a Republic. A period of internal struggles between liberals and conservatives began. In 1838: independence of five new states (Guatemala, Honduras, Nicaragua Costa Rica, El Salvador).
Indipendence

- Local landlords had no interest to allow that a central state (capital Guatemala city) could taking taxes locally and transferring them to the center. This was an evidence of existence of centrifugal forces, interested in maintain the power recently obtained with the formation of local armies.
Indipendence

• International situation: Great Britain had no convenience to the existence of a single strong American power, strong enough to impose trade relations on an equitable basis. For this reason, G.B. encouraged the mutual distrust in the formation of new big states, and encouraged the creation of new, smaller states (as Uruguay).
Brazil obtained independence without a long and bloody war. In 1807, when Napoleon invaded Portugal, king João VI fled to Brazil. Brazil continued to prosper thanks to the protection and commercial ties with the British, who obtained advantages: 1) favorable commercial rates 2) gradual limitation of the slave trade and 3) guarantees for British subjects.
Indipendence

• The presence of the king stimulated scientific and cultural activities in Brazil, openness to European culture and technical innovations. The king returned to Portugal in 1815 and left his son, Pedro, in Brazil. Meanwhile, Portuguese Cortes proposed to cancel political equality of Brazil with Portugal and the freedom of trade which the king had decreed for Brazil.
Independence

- The Brazilian elite of landowners opposed the project and decided to offer the crown to Don Pedro, who accepted in 1822. Resistances were soon defeated. No one wanted the republic, because the long presence of the king had made the monarchy quite temperate and well-liked, and made possible to imagine Brazil as an independent monarchy.
Indipendence

• Great Britain, who assisted to the end of Iberian empires in America, came back with ships and active capital. It was the opportunity to conquer a new market.
Chronology: Independence

• 1810: Declaration of independence by Chile and Buenos Aires; uprising in New Spain (México).
• 1811: Venezuela declared independence.
• 1812: Promulgation of Cádiz Constitution.
• 1813: Bolívar proclaims ‘War to Death’.
• 1814: Defeat of Napoleon in Spain; return of absolutism with Fernando VII.
• 1815: Waterloo marks final defeat of Napoleon. In continental Europe absolutism was restored.
Chronology: Indipendence

• 1816: Bolívar returned to Venezuela after seeking refuge in Haiti; San Martín and O’Higgins took Santiago de Chile.
• 1817: Brasil invaded the ‘Banda Oriental’ (Uruguay), strategic territory, to control Rio de la Plata and access to internal regions.
• 1819: Bolívar took Santa Fé de Bogotá.
Chronology: Independence

- 1820: Mutiny in Spain forced the king to restore Cadiz constitution.
- 1821: Bolívar won decisive battle of Carabobo and declared independence of ‘Gran Colombia’; México consolidated independence; San Martín occupied Lima.
- 1822: Bolívar took Quito; Regent Pedro rejected Portugal and became Emperor of Brazil.
Chronology: Indipendence

• 1823: Bolívar forced out of Lima; O’Higgins was deposed in Chile.
• 1824: Bolívar won in Junín; Sucre won in Ayacucho: final defeat of Spanish forces in the continent.
Independence wars
Independence wars
Post independence
Post independence

Source: Steven Goldberg and Judith Clark DuPré, *Brief Review in Global History and Geography*, Prentice Hall (adapted)
Simón Bolívar (1783-1830)
Simón Bolívar

- Bolívar, as many sons of Creole aristocracy, made the “Grand Tour”, a long trip to Europe. After a long stay in Madrid, then in Paris, he left for Rome in the company of his master, Don Simón Rodriguez. During the trip, he attended the coronation of Napoleon King of Italy in Milan Cathedral (26 May 1805). Once in Rome, the twenty-two Bolivar remained fascinated by the city. He spent his days visiting the Forum and the Capitol and studying Roman history.
Simón Bolívar

• On August 15, Bolívar took an excursion to Monte Sacro. The Mount was in fact the theater of the revolt of the plebs in 494 BC, fifteen years after the proclamation of the Roman Republic.

• The oath of Bolívar. On the hill, facing the city, Bolívar pronounced the historic oath in which swore to infuse all his energies in the liberation of America from the domination of Spanish power.
Simón Bolívar

- He projected a federation of independent states. In his project, the “Gran Colombia” could have had the territories from Mexico to northern Chile.
Simón Bolívar

• In the following years, while contributing significantly to the liberation of America, Bolívar witnessed the disintegration of the Republic of Gran Colombia, and the failure of the federalist dream.
Simón Bolívar

• During the 1819 Congress of Angostura, Bolívar realized that it was not enough to draft a republican and liberal constitution to become a democracy. The task of spreading the love for freedom among people who had never been free, was a task that required years, if not decades.
Simón Bolívar

world-historical importance of Latin American Independence and the great perils that lay ahead for its fledgling "democracies."

Fortunate is the citizen, who, under the emblem of his command, has convoked this assembly of the national sovereignty so that it may exercise its absolute will! I, therefore, place myself among those most favored by Divine Providence, for I have had the honor of uniting the representatives of the people of Venezuela in this august Congress, the source of legitimate authority, the custodian of the sovereign will, and the arbiter of the Nation’s destiny.

America, in separating from the Spanish monarchy, found herself in a situation similar to that of the Roman Empire when its enormous framework fell to pieces in the midst of the ancient world. Each Roman division then formed an independent nation in keeping with its location and interests; but this situation differed from America’s in that those members proceeded to reestab-
lish their former associations. We, on the contrary, do not even retain the vestiges of our original being. We are not Europeans; we are not Indians; we are but a mixed species of aborigines and Spaniards. Americans by birth and Europeans by law, we find ourselves engaged in a dual conflict: we are disputing with the natives for titles of ownership, and at the same time we are struggling to maintain ourselves in the country that gave us birth against the opposition of the invaders. Thus our position is most extraordinary and complicated. But there is more. As our role has always been strictly passive and our political existence nil, we find that our quest for liberty is now even more difficult of accomplishment; for we, having been placed in a state lower than slavery, had been robbed not only of our freedom but also of the right to exercise an active domestic tyranny. Permit me to explain this paradox.

In absolute systems, the central power is unlimited. The will of the despot is the supreme law, arbitrarily enforced by subordinates who take part in the
eration, of such great value in major revolutions, that the brilliance of power inspires in the eyes of the multitude. In brief, Gentlemen, we were deliberately kept in ignorance and cut off from the world in all matters relating to the science of government.

Subject to the threefold yoke of ignorance, tyranny, and vice, the American people have been unable to acquire knowledge, power, or civic virtue. The lessons we received and the models we studied, as pupils of such pernicious teachers, were most destructive. We have been ruled more by deceit than by force, and we have been degraded more by vice than by superstition. Slavery is the daughter of Darkness: an ignorant people is a blind instrument of its own destruction. Ambition and intrigue abuse the credulity and experience of men lacking all political, economic, and civic knowledge; they adopt pure illusion as reality; they take license for liberty, treachery for patriotism, and vengeance for justice. This situation is similar to that of the robust blind man who, beguiled by his strength, strides forward with all the assurance of one who can see, but, upon hitting every variety of obstacle, finds himself unable to retrace his steps.

If a people, perverted by their training, succeed in achieving their liberty, they will soon lose it, for it would be of no avail to endeavor to explain to
Simón Bolívar

The more I admire the excellence of the federal Constitution of Venezuela, the more I am convinced of the impossibility of its application to our state. And, to my way of thinking, it is a marvel that its prototype in North America endures so successfully and has not been overthrown at the first sign of adversity or danger. Although the people of North America are a singular model of political virtue and moral rectitude; although that nation was cradled in liberty, reared on freedom, and maintained by liberty alone; and—I must reveal everything—although those people, so lacking in many respects, are unique in the history of mankind, it is a marvel, I repeat, that so weak and complicated a government as the federal system has managed to govern them in the difficult and trying circumstances of their past. But, regardless of the effectiveness of this form of government with respect to North America, I must say that it has never for a moment entered my mind to compare the position and character of two states as dissimilar as the English-American and Spanish-American. Would it not be most difficult to apply to Spain the English system of political, civil, and religious liberty? Hence, it would be even more difficult to adapt to Venezuela the laws of North America. Does not [French political theorist Montesquieu's *Spirit of the Laws*] state that laws should be suited to the people for whom they are made; that it would be a major coincidence if those of one nation could be adapted to another; that laws must take into account the physical conditions of the country, climate, character of the land, location, size, and mode of living of the people; that they should be in keeping with the degree of liberty that the Constitution can sanction respecting the religion of the inhabitants, their inclination, resources, number, commerce, habits, and customs? This is the code we must consult, not the code of Washington!...

The first Congress, in its federal Constitution, responded more to the spirit of the provinces than to the sound idea of creating an indivisible and centralized
hand always and in all regions, directs its resources toward social perfection, the sole aim of human institutions?

But no matter how tempting this magnificent federative system might have appeared, and regardless of its possible effect, the Venezuelans were not prepared to enjoy it immediately casting off their chains. We were not prepared for such good, for good, like evil, results in death when it is sudden and excessive. Our moral fiber did not then possess the stability necessary to derive benefits from a wholly representative government; a government so sublime, in fact, that it might more nearly befit a republic of saints. . . .

Permit me to call the attention of the Congress to a matter that may be of vital importance. We must keep in mind that our people are neither European nor North American; rather, they are a mixture of African and the Americans who originated in Europe. Even Spain herself has ceased to be European because of her African blood, her institutions, and her character. It is impossible to determine with any degree of accuracy where we belong in the human family. The greater portion of the native Indians has been annihilated; Spaniards have mixed with Americans and Africans, and Africans with Indians and Spaniards. While we have all been born of the same mother, our fathers, different in origin and in blood, are foreigners, and all differ visibly as to the color of their skin: a dissimilarity which places upon us an obligation of the greatest importance.

Under the Constitution, which interprets the laws of Nature, all citizens of Venezuela enjoy complete political equality. Although it may not have been the political dream of Athens, France or North America, we must consecrate it.
simple and natural, yet so weak that the slightest obstacle can upset and destroy it. The diversity of racial origin will require an infinitely firm hand and great tactfulness in order to manage this heterogeneous society, whose complicated mechanism is easily damaged, separated, and disintegrated by the slightest controversy.

The most perfect system of government is that which results in the greatest possible measure of happiness and the maximum of social security and political stability. The laws enacted by the first Congress gave us reason to hope that happiness would be the lot of Venezuela; and, through your laws, we must hope that security and stability will perpetuate this happiness. You must solve the problem. But how, having broken all the shackles of our former oppression, can we accomplish the enormous task of preventing the remnants of our past fetters from becoming liberty-destroying weapons? The vestiges of Spanish domination will long be with us before we can completely eradicate them: the contagion of despotism infests the atmosphere about us, and neither the fires of war nor the healing properties of our salutary laws have purified the air we breathe. Our hands are now free, but our hearts still suffer the ills of slavery. When man loses freedom, said Homer, he loses half his spirit.

Venezuela had, has, and should have a republican government. Its principles should be the sovereignty of the people, division of powers, civil liberty, proscription of slavery, and the abolition of monarchy and privileges. We need equality to recast, so to speak, into a unified nation, the classes of men, political opinions, and public customs...

I recommend to you, Representatives, the study of the British Constitution, for that body of laws appears destined to bring about the greatest progi
Simón Bolívar

any violent popular reaction. Devoted to the government because of a mutual interest in its own preservation, a hereditary senate would always oppose any attempt on the part of the people to infringe upon the jurisdiction and authority of their magistrates. It must be confessed that most men are unaware of their best interests and that they constantly endeavor to assail them in the hands of their custodians—the individual clashes with the mass, and the mass with authority. It is necessary, therefore, that in all governments there be a neutral body to protect the injured and disarm the offender. To be neutral, this body must not owe its origin to appointment by the government or to election by the people, if it is to enjoy a full measure of independence which neither fears nor expects anything from these two sources of authority. The hereditary senate, as a part of the people, shares its interests, its sentiments, and its spirit. For this reason it should not be presumed that a hereditary senate would ignore the interests of the people or forget its legislative duties. The senators in Rome and in the House of Lords in London have been the strongest pillars upon which the edifice of political and civil liberty has rested.

At the outset, these senators should be elected by Congress. The successors to this Senate must command the initial attention of the government, which should educate them in a colegio designed especially to train these guardians and future legislators of the nation. They ought to learn the arts, sciences, and letters that enrich the mind of a public figure. From childhood they should understand the career for which they have been destined by Providence, and from earliest youth they should prepare their minds for the dignity that awaits them.

The creation of a hereditary senate would in no way be a violation of mi
than a permanent system of government; and we will have to reckon with an ungovernable, tumultuous, and anarchic society, not with a social order where happiness, peace, and justice prevail.

The formation of a stable government requires as a foundation a national spirit, having as its objective a uniform concentration on two cardinal factors, namely, moderation of the popular will and limitation of public authority. The extremes, which these two factors theoretically establish, are difficult to define in practice; but it can be well conceived that the maxim that must guide them is mutual limitation and concentration of power, in order that there may be the least possible friction between the popular will and the constituted public authority. The science of achieving this balance is acquired almost imperceptibly, through practice and study. Progress in the practice of this science is hastened by progress in the enlightenment of the people, and integrity of mind and spirit needs the progress of enlightenment.

Love of country, love of law, and respect for magistrates are the exalted emotions that must permeate the soul of a republic. The Venezuelans love their country, but they cannot love her laws, because these, being sources of evil, have been harmful; neither can they respect their magistrates, as they have been unjust, while the new administrators are scarcely known in the
Simón Bolívar

Consult the monuments of legislation, those of Great Britain, France, and the United States of North America afford us admirable models.

Popular education should be the primary concern of the paternal love of Congress. Morality and enlightenment are the foundations of a republic; morality and enlightenment constitute our primary needs. From Athens let us take her Areopagus and her guardians of custom and law; from Rome, her censors and domestic tribunals; and, having effected a holy alliance of these moral institutions, let us revive in the world the idea of a people who, not content to be free and strong, desire also to be virtuous. From Sparta let us take her austerities institutions; and, when from these three springs we have made a fountain of virtue, let us endow our republic with a fourth power having jurisdiction over the youth, the hearts of men, public spirit, good customs, and republican ethics. Let us establish an Areopagus to watch over the education of our youth and to promote national enlightenment, in order that it may purify every instance of corruption in the Republic and denounce ingratitude, selfishness, indifferent love of country, and idleness and negligence on the part of the citizens, that it may judge the first signs of corruption and of evil example, using moral penalties to correct violation of customs, even as criminals are punished by corporal penalties. Such action should be taken not only against that which conflicts with customs, but also against that which mocks them; not only against that which attacks them, but also against that which weakens them; not only against that which violates the Constitution, but also against that which outrages public decency. The jurisdiction of this truly sacred tribunal should be effective with respect to education and enlightenment, but advisory only with regard to penalties and punishments. But its annals or registers containing its acts and deliberations, which will, in effect, record the ethical precepts and the actions of citizens, should be the public books of virtue and vice. These books would be consulted for guidance by the people in elections, by the magistrates in their decisions, and by
Conference of Panama

- The Congress of Panama was organized by Simón Bolívar in 1826 with the goal of bringing together the new republics and have a unified policy towards Spain.
- It was attended by representatives of Gran Colombia, Peru, the United Provinces of Central America (Guatemala, El Salvador, Honduras, Nicaragua, and Costa Rica), and Mexico.
Conference of Panama

- Chile and the United Provinces of South America (Argentina) declined to attend. The Empire of Brazil did not send delegates, because it expected a hostile reception from its Hispanic neighbours due to its ongoing war with Argentina over modern Uruguay. The isolationist Paraguay was not invited. The US envoy arrived too late.
Conference of Panama

- Held in Panama City from 22 June to 15 July of that year, the meeting proposed creating a league of American republics, with a common army, a mutual defense pact, and a supranational parliamentary assembly.
• The conference ended with a complete failure, and marked the decline of Bolivar prestige and supremacy in the continent.
• He witnessed the end of Gran Colombia.
• In the last years he declared: “I fought for the American unity, and I plowed the sea”.