

Dr. Diego Javier Luis  
W: 1:30-4:00pm  
AS.100.332  
Classroom:

Email: [Diego.Luis@jhu.edu](mailto:Diego.Luis@jhu.edu)  
Office Hours: Wednesday, 11:00am-1:00pm  
Office: Gilman 330F  
Zoom: <https://zoom.us/j/8686834889>

## Early Asian Latin America

### **Course Description:**

From 1565 to 1815, the Manila galleons sailed between Spanish colonies in the Philippines and Mexico. Thousands of free and enslaved Asians from all over coastal Asia disembarked these ships at Acapulco and, within decades, could be found throughout Mexico, Central America, and Peru. A second and larger migratory wave of Chinese and South Asian contract laborers arrived in the Caribbean and South America during the nineteenth century. This course examines these two waves and their entanglements to chart the trajectories of the earliest Asian diasporas in the Americas. In the evaluation of these topics, we will pay close attention to racialization, cross-cultural exchange, lived experience, and unfree labor.

### **Core Assignments (more details on all TBA):**

- Canvas Discussion Posts
  - Short responses to a choice of prompts about that week's reading. No discussion post due for weeks with other assignments.
- Primary Source Analysis Paper + Revision (1000-1500 words)
  - Choose from a list of possible primary sources and craft an original historical argument based on its contents. There will be an opportunity to revise the paper based on feedback.
- Conversation Project
  - Out-of-class meet-up in small groups to discuss major course themes and personal reactions to them.
- Argument Paper (500-750 words)
  - Short paper crafting a thesis that responds to the debate for Week 11.
- Final Research Paper (3000-5000 words)
  - Original, research- and argument-driven paper.

### **Grading:**

- Attendance/Participation (30%)
- Canvas Discussion Posts (5%)
- Primary Source Analysis Paper + Revision (20%)
- Conversation Project (5%)

- Argument Paper (10%)
- Final Research Paper (30%)

### **A Note on Papers:**

- Please format all papers in the following manner: Times New Roman, 12 pt font, 1” margins, insert page numbers on each page, use footnotes for citations, and include a bibliography at the end of your paper. **All citations should be in Chicago style.** See [here](#) for a useful guide.
- **Please title your files as follows: [Last Name]\_[Name of Assignment].**
- Late assignments (unless by express permission from me) will be penalized half a letter grade per day that they are late.

### **Attendance Policy:**

- Please notify me in advance if you will be absent from class.
- You have an allowance of 1 unexcused absence, but thereafter, missing class will count against attendance/participation. Unforeseen occurrences like getting sick are, of course, not included in this penalty.
- If you miss a day, the expectation remains that you are keeping up with the reading and getting notes from your classmates. **Furthermore, I ask that you send me a 250-word written reflection on the material for that day due by the next class.**

### **Academic Integrity:**

The vitality of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

**In this course, you may not copy/paste or otherwise reproduce any *specific language* generated by AI tools *without* citation. In other words, you may not present any language generated by AI tools as your own without proper attribution, as that would constitute plagiarism.**

### **Disability Services:**

Johns Hopkins University values diversity and inclusion. We are committed to providing welcoming, equitable, and accessible educational experiences for all students. Students with disabilities (including those with psychological conditions, medical conditions, and temporary disabilities) can request accommodations for this course by providing an Accommodation Letter issued by Student Disability Services (SDS). Please request accommodations for this course as early as possible to provide time for effective communication and arrangements.

For further information or to start the process of requesting accommodations, please contact Student Disability Services at Homewood Campus, Shaffer Hall #101, call: 410-516-4720 and email: [studentdisabilityservices@jhu.edu](mailto:studentdisabilityservices@jhu.edu) or visit the website <https://studentaffairs.jhu.edu/disabilities/>.

### **Mental Health Services:**

If you are struggling with anxiety, stress, depression, or other mental health related concerns, please consider visiting the JHU Counseling Center. If you are concerned about a friend, please encourage that person to seek out their services. The Counseling Center is located at 3003 North Charles Street in Suite S-200 and can be reached at 410-516-8278 and online at <http://studentaffairs.jhu.edu/counselingcenter/>.

### **Semester Schedule:**

Week 1  
January 22

- Syllabus Day

#### **Unit 1: The Manila Galleons, 1565-1815**

Week 2 – Approaches to Asia-Americas  
January 29

- Junyoung Verónica Kim, “Asia-Latin America as Method: The Global South Project and the Dislocation of the West,” 97-117.
- Elizabeth Horodowich and Alexander Nagel, *Amerasia*, 11-25.
- Ryan Dominic Crewe, “Connecting the Indies: The Hispano-Asian Pacific World in Early Modern Global History,” 17-34.
- Diego Javier Luis, *The First Asians in the Americas: A Transpacific History*, 1-28.

Week 3 – Colonial Philippines  
February 5

- Stephanie Joy Mawson, *Incomplete Conquests: The Limits of Spanish Empire in the Seventeenth-Century Philippines*, 1-17.
- Kristie Patricia Flannery, *Piracy and the Making of the Spanish Pacific World*, 1-19.
- Linda Newson, *Conquest and Pestilence in the Early Spanish Philippines*, 24-36.
- Guillaume Gaudin, “On the Legal Grounds of the Conquest of the Philippines (1568),” in *The Spanish Pacific, 1521-1815: A Reader of Primary Sources*, vol. 2, 93-103.

Week 4 – The Chinese of Manila  
February 12

- Diego Javier Luis, *The First Asians in the Americas: A Transpacific History*, 29-67.
- Stephanie Joy Mawson, *Incomplete Conquests: The Limits of Spanish Empire in the Seventeenth-Century Philippines*, 155-181.
- Yangyou Fang, “‘Indescribable Misery’ (Mis)translated: A Letter from Manila’s Chinese Merchants to the Spanish King (1598),” in *The Spanish Pacific, 1521-1815: A Reader of Primary Sources*, vol. 2, 37-50.
- Miguel Martínez, “Manila’s Sangleys and a Chinese Wedding (1625),” in *The Spanish Pacific, 1521-1815: A Reader of Primary Sources*, 73-90.

#### Week 5 – Pacific Crossings

February 19

- Tatiana Seijas, *Asian Slaves in Colonial Mexico: From Chinos to Indians*, 32-72.
- Diego Javier Luis, *The First Asians in the Americas: A Transpacific History*, 68-106.
- Natalie Cobo and Tatiana Seijas, “A Royal Decree of Philip III Regulating Trade between the Philippines and New Spain (1604),” in *The Spanish Pacific, 1521-1815: A Reader of Primary Sources*, 61-72.
- Sarah E. Owens, “Sor Ana’s Travel Excerpt from Mexico to Manila (Mexico and Manila, 1620),” in *Women in Colonial Latin America, 1526-1806: Texts and Contexts*, 103-114.

#### Week 6 – Freedom and Enslavement in the Americas

February 26

- Primary Source Analysis Paper Due
- Diego Javier Luis, *The First Asians in the Americas: A Transpacific History*, 107-166.
- Pablo Miguel Sierra Silva, *Mexico, Slavery, Freedom: A Bilingual Documentary History, 1520-1829*, 91-107.
- Leo J. Garofalo, “The Will of an Indian Oriental and her Chinos in Peru (1644),” in *The Spanish Pacific, 1521-1815: A Reader of Primary Sources*, 131-140.

### **Unit 2: Indenture, 1806-1917**

#### Week 7 – Transition to Indenture

March 5

- Diego Javier Luis, *The First Asians in the Americas: A Transpacific History*, 199-230.
- Richard Allen, “Slaves, Convicts, Abolitionism and the Global Origins of the Post-Emancipation Indentured Labor System,” 328-348.
- Erika Lee, *The Making of Asian America: A History*, 45-70.

#### Week 8 – The Anglo-Caribbean

March 12

- Conversation Project Due
- Tao Leigh Goffe, *Dark Laboratory: On Columbus, The Caribbean, and the Origins of the Climate Crisis*, 203-253.

- Captain and Mrs. Swinton, *Journal of a Voyage and Coolie Emigrants, from Calcutta to Trinidad*, 3-16.

Week 9

March 19

- Spring Break!

Week 10 – Chinese Cubans

March 26

- Kathleen López, *Chinese Cubans: A Transnational History*, 1-81.
- James O’Kelly, *The Mambi-land*, 53-73.

Week 11 – “Coolie” Trade vs. Slave Trade

April 2

- Argument Paper Due
- Evelyn Hu-DeHart, “Chinese Contract Labor in the Wake of the Abolition of Slavery in the Americas: A New Form of Slavery or Transition to Free Labor in the Case of Cuba?” 1-21.
- Lisa Yun, *The Coolie Speaks: Chinese Indentured Laborers and African Slaves in Cuba*, 28-35, 244-259.
- Yung Wing, *My Life in China and America* (1909), 115-118.

Week 12 – Approaches to Research

April 9

- TBD
- [Translated Coolie Contract](#)
- [Chinese in Cuba Database](#)

Week 13 – The Aftermath

April 16

- Primary Source Analysis Revision Due
- Kathleen López, *Chinese Cubans: A Transnational History*, 82-161, 237-251.

Week 14 – Endings

April 23

- Final Project Presentations

Final Papers Due on May 6