HIS 350L/LAS 366 Rethinking The Conquest of Mexico (Global Cultures Flag* and Writing Flag Course**)

M 3-6 p.m., GAR 0.128, Spring Semester, 2013

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Office Hours: M: 10 a.m.-noon, and by appointment in GAR 3.302

[Please check out the History department's terrific website ***Not Even Past*** which offers short articles and reviews on topics of interest to history students and anyone interested in history in general. See www.notevenpast.org]

Empire

Everywhere now is Tenochtitlan
Now Tenochtitlan's gone,
Its diorite pumpkins, grasshoppers carved from cornelian
Looted to far-flung museums,
The net, the web, pitches the world
Towards technopolitan Tenochtitlans,
Endless Aztec digital empires
Where each is captured, migrated, held –
Even that hypnotic, caged
Puma in Montezuma's zoo,
Gleaming chest rising and falling
In digitized, black-bristled sleep.

- *Robert Crawford, TLS, 12/14/2007*

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Course Description:

This course explores the "conquest" of Mexico and the social, cultural, political, and economic processes which were set in motion by the Spanish invasion of Mexico. We will examine primary accounts of conquest and the recent historical literature that seeks to understand the complexities of conquest and conquest society. How do we account for the Spanish military victory and for the consolidation of Spanish power in Mexico? What roles do the Catholic Church, Spanish settlers, and indigenous elites play in the consolidation of conquest society? What kind of society did the Spanish intend to establish in Mexico in the sixteenth century? In what ways is indigenous society (political structures and power relationships, gender relations, economic organization, religious practices and beliefs, etc.) affected by conquest? Conversely, how does indigenous society affect

colonial policies and practices? The conquest of Mexico had global repercussions, not only in economic terms but also in cultural and intellectual terms. How did Spanish discovery of unknown peoples and places affect thinking about humanity and the world? How is the conquest currently represented in contemporary film and how do such representations perpetuate stereotypes of the conquest or challenge them? We will examine these questions through selected readings and interpretations of primary sources, visual sources, and assigned texts.

Required Texts:

•Ida Altman et al *The Early History of Greater Mexico*
•David Carrasco *Daily Life of the Aztecs*
•Daniel Castro *Another Face of Empire*
•Ross Hassig *Mexico and the Spanish Conquest*
•Camilla Townsend *Malintzin's Choices*
•Class Reader (available from Paradigm at Austin Textbooks, 2116 Guadalupe St., Austin, TX 78705 (tel: 512-472-7986; e-mail: info@paradigmbooks.com)

(students should purchase all of the above – if you have problems getting hold of any of the readings please let me know as soon as possible)

If you wish to read additional books or articles on topics we discuss in this class please do not hesitate to discuss bibliographies with me.

Course Requirements and Grading Policies:

Students' work will be assessed using the +/- scale:

Grading Scale:

A+	98-100	B+	87-89	C+	77-79	D+	67-69
A	94-97	B	84-86	C	74-76	D	64-66
A-	90-93	B-	80-83	C-	70-73	D-	60-63
F	59>						

*Failure to turn in an assignment will result in 0 grade points

Students **may rewrite one assignment of their choosing** with the exception of the final essay. I will use whichever grade is the highest in calculating the student's final grade. I do not give incompletes. Late submission of any of the assignments without prior discussion with me will result in an automatic "F" for the assignment. If problems arise that make it difficult for you to keep up with the course work, please come and talk to me about them as soon as possible so that we can work on a solution. All assignment instructions will be distributed and discussed in class and posted on Blackboard. The final grade for this course will be based on the following assignments (there is no final exam for this course):

•1. 5%– two response papers
•2. 10%–A critical analysis of primary sources
•3. 10%–A critical comparative analysis of two historians' reconstructions of and interpretations of the lives of two indigenous interpreters
•4. 10%–A short analytical essay on writing and representation
•5.15%–A critical review of Daniel Castro's *Another Face of Empire*
•6. 15%–A critical review of Camilla Townsend's *Malintzin's Choices*
•7. 25%–A critical review essay of the film *The Other Conquest/La otra conquista* (dir. Salvador Carrasco, 1998): draft of essay: 10%
final version of essay: 15%

•8. 10%–**Attendance and active participation** in class discussions: students are expected to attend **ALL** seminars and if for any reason you are unable to do so please inform me. **Any student who misses more than three seminars (excused and unexcused absences combined) will receive an automatic "F" for the course.** If you know that you will be unable to attend class for legitimate reasons (illness, family/work emergency, interviews, etc.) please e-mail me or let me know as soon as you can that you will not be able to attend. Please also note that late arrival to class (defined as 10 minutes late and above) will count as an absence; persistent lateness, defined as late arrival to class for more than 3 classes will result in 1 full grade penalty. Students who have legitimate reasons to arrive a few minutes late need to let me know that this will be the case. Please do not tell me that the bus was late. Take an earlier bus. An attendance roster will be circulated for each seminar for students to sign. It is each student's responsibility to make sure that s/he signs the roster at every seminar meeting.

Active participation means exactly that–A-C-T-I-V-E. Even if you have perfect attendance but do not contribute to class discussion, expect to receive a lower grade. Although each student will act as a seminar leader at least once during the semester, it is expected that each student will actively participate in all seminars. Evidence of active participation includes:

a. posing thoughtful questions during discussions
b. making observations and/or arguments that demonstrate familiarity and engagement with the readings/instructor's comments/other students' comments during discussions
c. offering constructive debate with instructor/students/authors supported by evidence based on readings/discussions
d. observing contradictions in authors' arguments and/or historical evidence with which the student engages
e. letting/encouraging all students to speak (not just the eager minority), being respectful of each other's opinions, and maintaining a positive, civil space for discussion in which all students feel comfortable expressing their opinions

PLEASE NOTE that **I do not accept** submissions of assignments by e-mail except under exceptional circumstances and as specified in this syllabus. I will, however, answer any questions you have or clarifications you need by e-mail and will respond as promptly as I can to your queries. Please make sure that all cell phones, pagers, I-pods and other electronic miscellany are turned off before class. We all forget to do this I know, but let's do our best. **Digital pens with audio recording capacity are also not allowed.** If you plan on using a digital pen without recording capacity please talk to me at the beginning of the semester. Laptops are not permitted in class except for designated presentations and for special needs requirements (documentation for the latter required).

I encourage all of you to see me at least once during my office hours (preferably more than once!) and to discuss issues and topics that are of particular interest to you and additional bibliographies that you may wish to consult. I also strongly encourage you to use the **Undergraduate Writing Center**, (FAC 211, 471-6222: http://uwc.utexas.edu/ The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

Course Outline:
[***Note: I reserve the right to change this schedule]

Jan 14 ***Introduction***

Jan 21 **MLK Holiday**

I – The Shaping Forces of Conquest

Jan 28 ***Imperial Endings: The Aztecs and Their Empire***

Read: David Carrasco, *Daily Life of the Aztecs*, especially cpts. 1, 3, 5 and 7; Altman, *Early History*, cpt. 1

[response paper due in class Jan 28]

Feb 4 ***Imperial Beginnings: The Spanish and Their Empire***

Read: Altman, Early History, cpt. 2; in class reader: John Edwards, 3 chapters from *The Spain of the Catholic Monarchs 1474-1520*

[response paper due in class Feb 4]

Feb 11 ***Narratives and Counter-Narratives of Conquest***

Read: Altman, *Early History*, cpt. 3, pp. 53-64, cpt. 4; in class reader, Stuart Schwartz, primary source extracts from "The Siege and Fall of Tenochtitlan;" Michel R. Oudijk and Matthew Restall, "Mesoamerican Conquistadors in the Sixteenth Century"; Carrasco, *Daily Life of the Aztecs*, cpt. 8. [Optional: Ross Hassig, *Mexico and the Spanish Conquest*, "Introduction" and cpts. 3-9]

[analysis of primary sources due in class Feb 11]

Feb 18 ***Translating the Conquest: Indigenous Interpreters as Cultural Brokers and Go-Betweens***

Read: In class reader, Francis Karttunen, "Rethinking Malinche," and "For Bishops and Reigning Monarch…," and Matthew Restall, "Gaspar Antonio Chi. Bridging the Conquest of Yucatán" and "The Lost Words of La Malinche…"

[comparative analysis of indigenous interpreters due in class Feb 18]

II - Post-Conquest Reorientations and the Shaping of Spanish Colonialism

Feb 25 Assignment Preparation

March 4 ***The Catholic Church, Spanish Colonialism, and Spiritual Conquest***

Read: Daniel Castro, *Another Face of Empire Bartolomé de las Casas* (supplemented with Altman, cpt. 6, and in class reader Anthony Pagden, *The Fall of Natural Man*, cpts. 6 & 7; Martin Nesvig, "The Indian Question")

[critical review of Daniel Castro's study due in class March 4]

March 11-16 **SPRING BREAK**

March 18 Assignment Preparation

March 25 ***Visual Representations and Colonial Imaginaries of Place, Space, and Peoples***

Visit to the Benson Latin American Collection–Seminar will take place at the Benson Latin American Collection. Seminar room #1.115

Read: In class reader: Elizabeth Hill Boone, "Ruptures and Unions: Graphic Complexity and Hybridity in Sixteenth-Century Mexico"; Stephanie Wood, "Pictorial Images of Spaniards"; Dana Leibsohn, "Primers for memory: Cartographic Histories and Nahua Identity, and " Diana Magaloni Kerpel, in *Colors Between Worlds*, "Painters of the New World"

[response paper due in class March 25]

April 1 Assignment Preparation

April 8 ***Understanding Spanish Conquest and Colonial Society in Mexico through Malintzin's Life and Legacy***

Read: Camilla Townsend, *Malintizin's Choices* (supplemented by Altman, cpt. 7; in class reader, Donald E. Chipman, cpt 2, "The Survival and Accommodation of Isabel Moctezuma, 1519-1532" and cpt 3 "Isabel Moctezuma;" Susan Kellogg, " From Parallel and Equivalent to Separate but Unequal: Tenocha Mexica Women, 1500-1700")

[critical review of Camilla Townsend's study due in class April 8]

April 15 Viewing of *The Other Conquest*

April 22 Individual Tutorials – discussion of first draft of critical review of *The Other Conquest*

April 29 ***Rethinking the Conquest of Mexico***

Students' critical essays provide the basis for discussion

[final critical essay due in class April 29

Important Additional Information:

****This course carries the Global Cultures Flag***. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

****This course carries the Writing Flag.*** Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core

Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Policy on Scholastic Dishonesty/Plagiarism (Student Judicial Services): Students must familiarize themselves with the university's policies on scholastic dishonesty and plagiarism. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services website: http://deanofstudents.utexas.edu/sjs. Please discuss any concerns you have regarding these policies with me and please understand that "ignorance" is not a defense in plagiarism cases

University of Texas Honor Code: The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community

Use of E-mail for Official Correspondence to Students: E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently–at minimum twice a week–to stay current with university-related communications, some of which may be time-critical. You can find UT-Austin's policies and instructions for updating your e-mail address at http://www.utexas.edu/its/policies/emailnotify.php

Documented Disability Statement: Students with disabilities may request appropriate academic accommodations and a letter documenting such needs from the office of Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to me at the beginning of the semester so we can discuss the accommodations you need. For more information, visit http://www.utexas.edu/diversity/ddce/ssd/

Religious Holidays: UT-Austin policy requires that you must notify me of your pending absence at least fourteen days prior to the date of the observance of a religious holy day. If you must miss a class or the deadline for submission of an assignment in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Behavior Concerns Advice Line (BCAL): If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by

phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and the University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal

Emergency Evacuation Policy: Occupants of buildings on the UT-Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building
- If you require assistance to evacuate, inform me in writing during the first week of class
- In the event of an evacuation, follow my instructions or those of class instructors
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT-Austin Police Department, or the Fire Prevention Services office

Emergency Information: For more information on UT-Austin's emergency policies and procedures see http://www.utexas.edu/emergency/