

Course Syllabus

HIST 6340, SEC. 001
COLONIAL MEXICO
FALL 2008, MON, 12:30-3:15, JO 4.312

PROFESSOR CONTACT INFORMATION

Dr. Monica Rankin
JO 5.204
(972) 883-2005
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www.utdallas.edu/~mraink
Office Hours: Wed. 11:00-12:00 or by appt.

COURSE DESCRIPTION

The course will examine the colonial era of Mexican history starting with the pre-Colombian background (pre-sixteenth century) and going through the wars for independence in the early nineteenth century. The emphasis will be on the cultural miscegenation that took place among European, indigenous, and African ethnic groups during Mexico's three hundred year history of colonial rule under the Spanish. Students will read a selection of scholarly studies and primary documents that illustrate themes such as the years of encounter and conquest, the role of the Catholic Church, the changing nature of the colonial administrative and economic networks, gender and family relations during the colonial period, daily life and popular culture, the colonial frontier, and the onset of the wars for independence.

STUDENT LEARNING OBJECTIVES/OUTCOMES

- Students will demonstrate a thorough knowledge of the course of the colonial period in Mexican history from roughly the late pre-Colombian era to the early nineteenth century.
 - Students will demonstrate an ability to identify and engage with the most recent scholarship on colonial Mexico as well as the writings of classic scholars of colonial Mexico
 - Students will demonstrate an ability to evaluate the complexities of issues including (but not limited to) race, class, gender, religion, power, and economic development as part of a lasting colonial legacy in Mexico.
 - Students will demonstrate an ability to construct an original research project or historiographical analysis of a topic relating to the history of colonial Mexico.
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REQUIRED TEXTBOOKS AND MATERIALS

Weekly Monographs:

J.H. Elliott, *Imperial Spain, 1469-1716* (Penguin Books, 2002) ISBN: 978-0141007038

David Carrasco, *City of Sacrifice: The Aztec Empire and the Role of Violence in Civilization* (Beacon Press, 2000) ISBN: 978-0807046434

Dennis Tedlock, *Popol Vuh: The Definitive Edition of the Mayan Book of the Dawn of Life* (Touchstone, 1996) ISBN: 978-0684818450

Inga Clendinnen, *Ambivalent Conquests: Maya and Spaniard in Yucatan, 1517-1570* (Cambridge University Press, 2003) ISBN: 978-0521527316

Stafford Poole, *Our Lady of Guadalupe: The Origins and Sources of a Mexican National Symbol, 1531-1797* (University of Arizona Press, 1996) ISBN: 978-0816516230

Susan Deeds, *Defiance and Deference in Mexico's Colonial North: Indians under Spanish Rule in Nueva Vizcaya* (University of Texas Press, 2003) ISBN: 978-0292705517

Laura Lewis, *Hall of Mirrors: Power, Witchcraft, and Caste in Colonial Mexico* (Duke University Press, 2003) ISBN: 978-0822331476

Cheryl Martin, *Governance and Society in Colonial Mexico: Chihuahua in the Eighteenth Century* (Stanford University Press, 2001) ISBN: 978-0804741682

Patricia Seed, *To Love, Honor, and Obey in Colonial Mexico: Conflicts over Marriage Choice 1574-1821* (Stanford University Press, 1992) ISBN: 978-0804721592

Linda Curcio-Nagy, *The Great Festivals of Colonial Mexico City: Performing Power and Identity* (University of New Mexico Press, 2004) ISBN: 978-0826331670

D.A. Brading, *Church and State in Bourbon Mexico* (Cambridge University Press, 2002) ISBN: 978-0521523011

Ben Vinson, *Bearing Arms for His Majesty: The Free-Colored Militia in Colonial Mexico* (Stanford University Press, 2001) ISBN: 978-0804750240

William Taylor, *Drinking, Homicide, and Rebellion in Colonial Mexican Villages* (Stanford University Press, 1979) ISBN: 978-0804711128

Christon Archer, *The Birth of Modern Mexico, 1780-1824* (Rowman & Littlefield, 2007) ISBN: 978-0742556027

Recommended:

Colin MacLachlan and Jaime Rodriguez O. *The Forging of the Cosmic Race: A Reinterpretation of Colonial Mexico* (University of California Press, 1990) ISBN: 978-0520042803

William H. Prescott and James Lockhart, *History of the Conquest of Mexico* (Modern Library, 2001) ISBN: 978-0375758034

Magali Carrera, *Imagining Identity in New Spain: Race, Lineage, and the Colonial Body in Portraiture and Casta Paintings* (University of Texas Press, 2003) ISBN: 978-0292712454

Conquest Primary Readings:

Bernal Diaz del Castillo, *The Discovery and Conquest of Mexico* (Da Capo Press, 2004) ISBN: 978-0306813191

Bartolome de las Casas, *Short Account of the Destruction of the Indies* (Penguin, 1999) ISBN: 978-0140445626

Miguel Leon-Portillo, *The Broken Spears: The Aztec Account of the Conquest of Mexico* (Beacon Press, 2007) ISBN: 978-0807055007

Hernan Cortes, *Letters from Mexico* (Yale University Press, 2001) ISBN: 978-0300090949

Catalina de Erauso, *Lieutenant Nun* (Beacon Press, 1997) ISBN: 978-0807070734

Bernal Diaz del Castillo, *The Conquest of New Spain* (Penguin, 1963) ISBN: 978-0140441239

Stuart Schwartz, *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico* (Bedford/St. Martin's, 2000) ISBN: 978-0312393557

Alvar Nuñez Cabeza de Vaca, *The Narrative of Cabeza de Vaca* (University of Nebraska Press, 2003) ISBN: 978-0803264168

Articles and Chapters:

1. Elena Lourie, "A Society Organized for War: Medieval Spain," *Past and Present*, No. 35 (December 1966) pp. 54-76.
2. Ramon A. Gutierrez, "Honor Ideology, Marriage Negotiation, and Class-Gender Domination in New Mexico, 1690-1846," *Latin American Perspectives*, Vol. 12, No. 1 (Winter 1985) pp. 81-104.
3. Stanley Brandes, "Iconography in Mexico's Day of the Dead: Origin and Meaning," *Ethnohistory*, Vol. 45, No. 2 (Spring 1998) pp. 181-218.

GRADING POLICY

The grading in this course is based on weekly discussions, weekly notes, a presentation, and a final project. The breakdown of the grading is as follows:

Weekly Notes	25%
Participation	25%
Final Project	50%

COURSE & INSTRUCTOR POLICIES

No late assignments will be accepted and there is no make-up policy for in-class work.

All assignments for this class are mandatory. Materials used in this course have been carefully selected for their scholarly value, but some audiences may take offense at topics of a sensitive nature. There will be NO substitutions of readings, films, documents, presentations, and/or other course requirements to suit personal preferences. There are NO EXCEPTIONS to this rule.

ASSIGNMENTS

Weekly Notes: You will prepare a reading response for all readings assigned. The papers should include a statement of the author's main argument, followed by supporting evidence the author provides. You should examine the author's use of sources, methodology, and theory. Your notes should conclude with a critical analysis of the readings. In your analysis, you should provide your critique of the readings. This is also where you should include any information you have about the author that may influence your interpretation of the readings. It is also appropriate to compare your critique to published reviews of the readings (where available). Peer-reviewed journals publish reviews of many historical monographs, and these should be available for most books assigned in this course. Response papers should be typed and prepared prior to class meetings. You must upload each week's paper to WebCT by 7:00 pm every Sunday to give your classmates an opportunity to read your reaction to the readings. Based on those reading responses, everyone should prepare a list of 3-5 discussion ideas and/or question to present to the class. Since this is a graduate-level reading seminar, I expect your reading responses to be thorough and to reflect graduate-level analysis. I suggest using the following note-taking format (for non-primary source books and articles).

SUGGESTED NOTE-TAKING FORMAT:

- **Title/Author:** Is there any significance in the title chosen for the work? Who is the author? What do you know about him/her? Field? Discipline? Institutional affiliation? Peers/colleagues? For books, was it first a dissertation? What else has the author written?
- **Publisher:** Who is the publisher? What do you know about the press? Is it academic or otherwise? What is the publisher known for? What other types of works has the publisher produced? Is the book part of a series? What is the nature of the series? Who is the series editor? What do you know about him/her?
- **Thesis:** What is the author's main argument (as opposed to the subject of the book)?
- **Evidence:** How does the author support his/her main argument?
- **Research/sources:** Look at the notes and bibliography. What primary and secondary sources did the author consult? Which libraries, collections, archives, etc. were involved?
- **Methodology:** How did the author approach his/her sources? What questions were asked? Are any theoretical frameworks involved? Are there any inherent challenges to the sources and/or approach? How has the author attempted to contend with those challenges?

- **Body of Scholarship:** Who else has written on the topic? Who else has used similar sources and/or theoretical models? Where does the work fit within the existing body of literature? It is responding to a previous study? Was it a seminal work? What have other scholars said about it?
- **Critique/analysis:** What is your overall critique of the work? Is the thesis solid? Has the author defended it well? What is your opinion of the use of sources and methodology? How can you use the information presented? How can you use the methodological model?

Class Participation: This is a graduate readings/research seminar and all students are expected to participate in class discussions. The majority of our class meetings will be devoted to discussing that week's readings. Please come to class prepared to contribute to a graduate-level discussion. You should have clear opinions about the week's readings, authors, topics, etc. You should review postings on WebCT and prepare yourself accordingly. You may also have questions to pose to the rest of the class. Class participation is a large portion of your final grade. Please note: it is not possible to "make up" class participation. Missing class will reflect poorly on the class participation portion of your grade.

Final Project: For the final project in this course, you will select either a research oriented topic or a historiographical topic dealing with colonial Mexico and write a seminar paper due at the end of the semester. We will periodically discuss potential topics in class and you should contact me early in the semester to discuss your topic and have it approved. The course schedule includes various progress report stages where everyone will report on the status of their projects.

LIBRARY RESOURCES:

Linda Snow, Liaison to the School of Arts and Humanities
snow@utdallas.edu
 (972) 883-2626

Library Webpage: www.utdallas.edu/library

TexShare Card: Library card available through the McDermott Library that gives all UTD students borrower privileges at most university and public libraries throughout the state of Texas.

World Cat: Database of general collections at lending libraries throughout the United States. This should be the first database you search for sources (primary and secondary) on Latin American history. World Cat specifies which books are owned by the McDermott Library and includes an inter-library loan link for books the library does not own.

JSTOR: an electronic archive of core scholarly journals from the humanities, social sciences, and sciences. The journals have been digitized, starting with their very first issues, often dating back to the 1800s. It does not contain current issues. Everything in JSTOR is full-text. Full-length journals articles and book reviews can be downloaded on or off campus through the library's webpage.

Project Muse: a collection of the full text of over 300 high quality humanities, arts, and social sciences journals from 60 scholarly publishers. Coverage for most journals began around 1995. Full-length journals articles and book reviews can be downloaded on or off campus through the library's webpage.

OTHER RESOURCES:

Internet Modern History Sourcebook - Colonial Latin America
<http://www.fordham.edu/halsall/mod/modsbook08.html>

Latin American History Links (CSU Ohio):
<http://www.csuohio.edu/history/courses/Josehis165/LINKS.htm>

Sources and General Resources on Latin America
 Site maintained by Professor Steven Volk of Oberlin College.
<http://www.oberlin.edu/faculty/svolk/latinam.htm>

Online Primary Sources Page

Site maintained by Professor Richard Slatta of North Carolina State University.
<http://social.chass.ncsu.edu/slatta/hi216/doclist.html>

Nettie Lee Benson Latin American Collection at the University of Texas at Austin:

<http://www.lib.utexas.edu/benson/>

Latin American Network Information Center (LANIC)

<http://lanic.utexas.edu/>

H-LATAM: Web-based, scholarly discussion network of Latin American historians and other scholars. This is a good forum for keeping up on current literary debates and also to query experts in the field for advice on literature, methodology, archives, etc.

<http://www.h-net.org/>

Sampling of English Language Published Primary Sources (owned by McDermott Library):

Richard Boyer, et. al., eds. *Colonial Lives: Documents on Latin America History, 1550-1850*, New York: Oxford University Press, 2000. ISBN: 0-19-512512-6.

Kenneth Mills and William Taylor, *Colonial Latin America: A Documentary History* (call # F1412.C642 2002)

Irving Albert Leonard, *Colonial Travelers in Latin America*. (call # E143.L4 1972)

Richard Henry Bonnycastle, *Spanish America, or A descriptive, historical, and geographical account of the dominions of Spain in the western hemisphere* (call # eBook)

John Campbell, *An account of the Spanish settlements in America in four parts* (call # eBook)

Alexander von Humboldt, *Political essay on the kingdom of New Spain* (The John Black translation) (call # F1211.H925)

Joel Roberts Poinsett, *Notes on Mexico, made in the autumn of 1822* (Call # F1213.P76 1969)

Antonio Vazquez de Espinosa, *Description of the Indies* (Call # E143.V33 1968)

Frank MacShane, *Impressions of Latin America: five centuries of travel and adventure by English and North American writers* (Call # F1408.M25)

Thomas Gage, *Thomas Gage's travels in the New World* (Call # F1211.G24 1981)

Thomas Gage, *The traveler. Part I* (Call # eBook)

William Walton, *Present state of the Spanish colonies including a particular report of Hispaniola...* (Call # eBook)

ACADEMIC CALENDAR:

The following schedule outlines the topics and reading assignments for each class. This schedule is subject to change. Any changes made to the schedule and/or any other course requirements will be announced in class and will be posted on the course website: www.utdallas.edu/~mrankin.

WEEK 1 August 25	Course Introduction
WEEK 2 September 1	Labor Day – No Class
WEEK 3 September 8	Discussion of Readings Elliott Reserve Reading #1 Library Orientation
WEEK 4 September 15	Discussion of Readings Carrasco MacLachlan, Chapters 1-3
WEEK 5 September 18	Discussion of Readings Individual conquest readings (select one from the reading list) MachLachlan, Chapter 4
WEEK 6 September 29	Discussion of Readings: Tedlock Clendinnen
WEEK 7 October 6	Discussion of Readings: Poole MacLachlan, Chapter 5
WEEK 8 October 13	Discussion of Readings: Deeds Reserve Reading #2
WEEK 9 October 20	Discussion of Readings: Lewis MacLachlan, Chapter 6 Final Project Progress Reports, group 1
WEEK 10 October 27	Discussion of Readings: Martin

Week 11

November 3

Discussion of Readings:
Seed
MacLachlan, Chapter 8

Week 12

November 10

Discussion of Readings:
Curcio-Nagy
Reserve Reading #3

Week 13

November 17

Discussion of Readings:
Brading
MacLachlan, Chapter 9

Week 14

November 24

Discussion of Readings:
Vinson

Final Project Progress Report, group 1

Week 15

December 1

Discussion of Readings:
Taylor

Final Project Progress Report, group 2

Week 16

December 8

Discussion of Readings:
Archer
MacLachlan, Chapter 10

December 15

FINAL PROJECT DUE BY 5:00

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean. (http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm)

These descriptions and timelines are subject to change at the discretion of the Professor.