

History 474/674 – Spring 2016
“Latin American Ethnohistory”

Course Description and Learning Outcomes

This course examines the history and culture of indigenous communities in the Americas:

1. Students will gain an understanding of Latin America’s complex histories and cultures.
2. Students will engage the historian’s craft through projects and discussions about field work, archival research, primary source analysis, transcription, and paleography.
3. Students will evaluate conclusions and identify problems within historical narratives, articulating questions that generate an inclusion of underrepresented points of view.
4. Students will learn advanced research methods and analyze notarial documents in order to interpret and write history based on regular people’s experiences.
5. Students will use these qualitative research methods, including the ability to recognize assumptions, draw inferences, make deductions, and interpret information to analyze problems in context, and then draw conclusions.
6. Students will identify and respond to diverse perspectives while discovering the impact of colonial rule on food, language, gender roles, and culture.
7. Students will identify, analyze, and evaluate readings, and construct and defend reasonable arguments and explanations.
8. Students will develop professional communication skills by preparing and delivering oral presentations.
9. Students will collaborate in groups to share information, solve problems, and complete assignments.
10. By course’s end, students will transfer knowledge and skills gained from our specialized studies to new settings, distinguishing cultural traditions and identifying indigenous patterns within the African, European, and Asian legacies alive in our culture today.

Required Readings and Supplies must be brought to every class

1. Mills, Taylor, Graham, *Colonial Latin America* ISBN: 978-0842029971
2. Townsend, *Malintzin's Choices* ISBN: 978-0826334053
3. Grann, *The Lost City of Z: a tale of deadly obsession in the Amazon* ISBN: 978-1400078455
4. Walker, *The Tupac Amaru Rebellion* ISBN: 978-0674058255
5. Moleskine Sketch, Square Journal (7.5 x 7.5) ISBN: 978-8867323388
6. Additional readings, images, and clips available on class website through WebCampus

REQUIREMENTS, DUE DATES, AND GRADES

1. Sources Paper:	50 points
2. Research Paper:	50 points
3. Midterm Exam:	50 points
4. Two Presentations:	50 points
4. Final Exam:	50 points
5. Participation/Quizzes/ Skill Shares/ Journal:	150 points
Total Points	400 points

A	372-400
A-	360-371
B+	348-359
B	332-347
B-	320-331
C+	308-319
C	292-307
C-	280-291
D	240-279
F	Below 239

Participation Grade:

Participation counts for a significant part of your grade. To receive full points for each class period:

1. **Attendance.** Be there, on time. Roll is taken; no unexcused absences. Serious and life-threatening events: please contact me. Points may be made up by bringing food to share with the class.
2. **Participation.** Come to class ready to share your ideas: participate in discussions, exam prep/ essay planning, and in-class presentations.
3. **Homework journal.** Write homework assignments in journal, clearly labeled with lecture week and day (3.2 means week 3 lecture 2) This includes writing by hand a short response to readings/ images/ clips. Some homework assignments require you to sketch in your journal. Pages may be added but do not tear pages out: *whole journal will be turned in for credit at end of semester.*

Paper: What is the reasoning behind using ‘internal’ sources?

Students will write a 4 page expository paper describing the social/ Ethnohistorical methodology I use in my research, which will be covered in lecture. Rubric posted on class website.

Research Paper: Students will write a 10 page research paper using indigenous sources chosen from required readings. Students will develop an argument based on a cultural theme (religious beliefs, food, economy, law/ language, gender, etc.) and examine the colonial encounter between the Iberians and the Nahuas --aka "Aztecs"-- (or a Las Vegas community, we will explore this option in class) from any post-conquest period, including the present. Rubric link.

Final Exam: In-class exam taken from readings and lecture. A study guide will be provided.

Final Exam will be given **Tuesday May 10 from 1:00am to 3:00; bring a scantron sheet.** Final will be given in our usual classroom unless otherwise directed.

Course Schedule Spring 2016

- Readings outside required texts are found on class **website**, inside the folder for each week.
- **Homework assignments, both the questions and answers, must be written inside each students’ journal and labeled with week and lecture number.**
- BRING JOURNAL AND TEXTBOOK to class every lecture to receive your participation/ homework points

Week	Date	Topic	Reading	Assignments Due
1	Jan 19	Introduction -Main texts & Journal -Assignments & Quiz... -Create your study groups	Syllabus Source Presentation Rubric	
	Jan 21	How we write history Animal-name sketches (in class) and social detail How to give your source presentations (rubric)	Map: The Contemporary Countries of Lat Am (for quiz next Tuesday) Sources: Mills Chpt5 Coexistence in Iberia, various handouts	1. Bring journal to class for credit 2. Sign up for presentations (in class) 3. Homework: "Introduce yourself" paragraph for me, written on a loose paper to be handed in during class.
2	Jan 26	Maltintzin's Mexico, 1519 -Indigenous context & cultural similarities with Iberia -Sources paper— methodology and cycle of sources	Townsend: chpt 1-3 including introduction Sources: Mills Chpt 3, the lords of Tenochtitlan reply to Franciscans	1. JOURNAL Homework question, 1: How is Townsend constructing her narrative? 2. What are the "lords" telling the franciscans... what is going on? 2. In-class MAP QUIZ 3. Source presentation of Townsend reading
	Jan 28	Politics, Gender and Conquest	Townsend: chpt 4-6 Mills: chpts 10, 11, 12 Images of Malintzin handouts	1. JOURNAL Homework question: look at images on pp. 32, 35, 45 & 46 (handouts) and give evidence as to whether Townsend is painting a similar point of view of "La Malinche" as these images. Defend your answer by describing 3 pieces of evidence 2. Source presentation: Townsend
3	Feb 2	American Societies and the influence of Cortes	Townsend: chpt 7-appendix Mills: Chpt 3, the lords of Tenochtitlan reply to Franciscans	1. Journal: how does the author develop the main character? cite page #s. 2. Source presentation: Townsend
	Feb 4	Mesoamerican Cosmology	Source: Mills Chpt 4 Aztec Sun Stone Museum of Anthropology virtual tour Short Field Trip to Barrick Museum: Mayan v. Aztec	1. *Sources Paper due in class and online 2. No Source Presentation today
4	Feb 9	Who Were Enslaved?	Mills: chpt 6 a pope rewards it chpt 7 letter from Brazil	Journal: 1. What kind of sources are these? 2. How does their point of view affect what we can know about enslaved people? Cite page #s as evidence. 2. Source Presentation, co-presenters
	Feb 11	Christianization and Settlement Patterns	Mills: Chpt 8 "orders given to the 12 founding friars" Chpt 9 On Evangelization 1534	Journal: 1. What kind of sources are these? 2. How does their point of view affect what we can know about the effects of evangelization? Cite page #s as evidence. 2. Source Presentation, co-presenters

5	Feb 16	"In a Heathen Tone" p. 99	Mills: chpt 13 Bahía, Brazil 1552 chpt 14 Mexico City 1552	Journal: 1.What kind of sources are these? 2.How does their point of view affect a history we can write? Cite page #s as evidence. 2. Source Presentation
	Feb 18	Music & Identity symposium 10-2:00	Meet in Student Union (sign-in sheet will be in a designated location)	1. Journal about the conference: what did you experience? How did themes relate to our class?
6	Feb 23	Landscape: physical changes	Mills: chpt 15 cochineal chpt 16 Texupa, presente!	Journal: 1.What kind of sources are these? 2.What is their point of view? How did Iberians and local people differ in their understanding of land use? Cite page #s as evidence from each. 2. Source Presentation
	Feb 25	Iberians: tanners & moors	Mills: chpt 17 letter to wife chpt18 a morisco's letter	Journal: 1.What kind of sources are these? 2.What is their point of view? How did these Iberian's lives fit into the larger historical narrative? Cite page #s as evidence from each. 2. Source Presentation
7	Mar 1	Colonial Codices	Mills: Art! Chpt 20, 21, 22, 23 Instructions for Aztec symbols in class	Journal: 1.What kind of sources are these? 2.What is their point of view? How did these indigenous communities enter into the larger historical narrative? Cite page #s as evidence from each. 2. Source Presentation
	Mar 3	Mesoamerican Manuscripts	Meet in Special Collections	1. Journal in special collections 2. Sketch 20 Aztec symbols in a circle, with 4 "decade" symbols highlighted
8	Mar 8	Midterm Review and Research Paper Prep		Begin to develop your research paper
	Mar 10	Exam	Midterm Exam	*Midterm Exam in class today
9	Mar 15	American Literacies	"Breaking the Mayan Code" in class Research Paper instructions	Sketch 20 Mayan symbols
	Mar 17	Research Methods	Fieldtrip to Special Collections	
10	Mar 22		SPRING BREAK	
	Mar 24		SPRING BREAK	
11	Mar 29	Black as Normative	Mills: ch: 39 black brotherhood ch: 24 mulattos ch 25 dancing plates 11, 14, 15	Research Paper Due Journal: 1.What kind of sources are these? 2.What is their point of view? How did distinct African communities enter into the larger historical narrative? Cite page #s as evidence from each. 2. Source Presentation
	Mar	Saint-Making, Freedom-	Mills:	Journal: 1.What kind of sources are

	31	Making	ch:26 making a shrine ch: 27 Guaman Poma plate 12 and ch 46 ex voto sermon p. 228-233 in class	these? 2.What is their point of view? How did religion support regular people? Cite page #s as evidence from each. 3. Source Presentation, ch 26 & 27
12	Apr 5	“Exploring” the Amazon	The Lost City of Z chpts 1- 10 Mills: confession p.237-239	1. Journal: how does the author develop the main character Fawcett? cite page #s. 2.In the confession, what do we learn about the “heathens?” Who are they? 3. Source presentation: Grann
	Apr 7	“Green Hell”	The Lost City of Z chpts 10-15 Mills: ch. 38 accused of idolatry	1. Journal: how does the author construct his narrative? cite page #s. 2. Source presentation: Grann
13	Apr 12	Scientific Obsession	The Lost City of Z chpts 15-20 Mills: ch 37 Rosary Chapel, Puebla (creating impressive structures has precolombian precedent)	1. Journal: describe the indigenous context of the author’s his narrative, especially the ongoing colonial context and the settlement patterns- cite page #s. 2. Source presentation: Grann
	Apr 14	The Last Eyewitness	The Lost City of Z chpts 21-25 Mills: ch 40 Rebellion	1. Journal: how does the author construct his narrative? cite page #s. 2. Source presentation: Grann
14	Apr 19	Conference	No Class	No Homework
	Apr 21	Field Research	Barrick Museum	Mesoamerican exhibit. Meet in classroom and walk over together.
15	Apr 26	Las Madres de la Plaza de Mayo	Food and Music “Disappeared” Guatemala’s Promise News	Journal: 1. Describe the places people have been abducted and murdered for their ideas or association, and 2. possible meanings for allowing grandmothers to silently protest. 3. Skill Share
	Apr 28	Cimarrones, and varying from the binary model	Food and Music Mills: ch 43 the founders of Amapa were runaway slaves	Journal: 1.What kind of source is this? 2.How are the runaway slaves characterized? Cite page #s as evidence. 3. Skill Share
16	May 3	New models of sustainability	Food and Music Mills: chpt 54 political drawing	Journal: 1.What kind of source is this? 2.What meanings do you find that relate to the themes of this class? Describe specific parts of the painting as evidence. 2. Skill Share
	May 5	Final Review		
final	May 12	Final Exam 10:10-12:10	Note: Exam on Tuesday at 10:10am	Bring Scantron Sheet Turn in Journal

Classroom Environment

Be Kind. *This is the basic rule of engagement in my class.* Open discussions require respect. We will use positive languages, verbal and non-verbal, to encourage each other to wrestle with challenging ideas of gender, ethnicity, social class and culture. We are a team; I want everyone to feel supported and do well.

Violence of any kind will not be tolerated, including verbal violence, racist speech, or other hate crimes. Think of this rule before using cynicism, sarcasm, offensive language. Please let me know of any problems, so I can address them immediately.

Hate Crimes are encouraged to be reported as soon as possible. See following link for policy and detailed information: http://www.unlv.edu/assets/provost/policies-forms/Hate_Crime_Policy709.pdf

Honesty, Trust, Fairness and Respect form the core of school policy. See: <http://studentconduct.unlv.edu/misconduct/policy.html>

Communication Devices:

Please turn your cell phones to silent mode, put them away, and keep laptops closed unless otherwise instructed. Exceptions will be made for childcare, eldercare, and other emergencies, so be respectful and please let the class know if you will have your device on, and leave the classroom to answer texts.

For exams, students will be expected to leave their phone away from their body for the duration, so that they may use the bathroom freely, without a chaperone to make sure students do not cheat. Usually, students choose to put devices into a bag and place bag against the wall. Otherwise, students may choose to leave their phone in plain view on the front media desk—but student is fully responsible for device.

UNIVERSITY POLICIES

Academic Misconduct— Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)— **Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make

an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy— Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The **Academic Success Center (ASC)** provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library statement:

Students may consult with a librarian on research needs. For this class, the Subject Librarian is

https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.