

History 100-1 Making History: The Spanish Conquest of America

Description:

This course provides an introduction to issues of historical causation, argumentation, and evidence, through the lens of the first major episode of European colonization. In tandem with discussions of historical methods we will examine accounts of Spanish experiences in the Caribbean, in Mexico, and in the Andes. Using primary and secondary sources, students will learn the skills necessary to analyze historical scholarship and be introduced to the various means by which historians conduct research and write about the past.

Learning Goals For The Course

In terms of **Basic Skills of Historical Analysis**, students in this class will learn how to:

- read and critically analyze primary sources
- read and critically analyze secondary sources
- research, synthesize, and critically evaluate a body of secondary historical literature

In terms of **Basic Understanding of the Study of History**, students will learn:

- history is both a craft and a discipline
- a diversity of methods, approaches, and narratives about the Spanish Conquest

In terms of **Writing and Discussion Skills**, by the end of the semester students should be able to:

- Structure a short argumentative paper
- Support an argumentative claim with historical evidence
- Feel comfortable contributing to a class discussion on a historical topic

Section 1. The Caribbean (week 1 & 2)

Friday, 31 August What's So Hard About History?

Columbus' Letter. I will email this to you.

Monday, 3 September Columbus in Context: Why Explore

1. Santa Fe Capitulations, 1492.
2. Granada Capitulations, 1492.
3. Columbus' Letter.
4. Warrant for a Second Voyage, 1493. All Combined in one PDF on Blackboard.

Wednesday, 5 September How did the Encounter Proceed at the Interstate Level?

1. The Response in Europe, 1493-94.
2. Inter Caetera, 1493.
3. The Treaty of Tordesillas, 1494. All Combined in one PDF on Blackboard.

Friday, 7 September How Did the Encounter Proceed at the State Level?

1. Instruction to Columbus, 1497.
2. Instructions for the Government of the Indies, 1501.
3. Decree on Indian Labor, 1503. All Combined in one PDF on Blackboard.

Monday, 10 September What did different Spaniards think of it?

1. Antonio Montesinos, "Advent Sermon," 1511.
2. Royal Response to the Sermon of Antonio Montesinos, 1512.

3. Palacios Rubios, "The Requirement," or Requerimiento, 1512. All Combined in one PDF on Blackboard.

Wednesday, 12 September How did the Government Respond

1. Laws of Burgos, 1512-13. On Blackboard.

Friday, 14 September How Did This Work Out?

1. General Repartimiento of 1514.
2. Alonso de Zuazo. "State of the Indies." On Blackboard.

Section 2. Introduction to the Making History (weeks 2-5)

Week 3

Monday, 17 September What Makes History a Discipline?

Arnold, Chapter 1.

Wednesday, 19 September How has History Changed?

Arnold, Chapter 2 & 3.

Friday, 21 September Which Sources? Which Approaches?

Arnold, Chapter 4 & 5.

See Midwife's Tale, begin paper.

Week 4

Monday, 24 September How Do We Read sources?

Arnold, Chapter 6 & 7.

Wednesday, 26 September How Do Historians Pull It All Together?

Discuss Movie. Paper Due.

Friday, 28 September How Do Historians Turn Sources Into A Narrative?

Thomas, 47-107.

Week 5

Monday, 1 October How Do Historians Turn Sources Into A Narrative?

Thomas, 108-152, 163-180.

Wednesday, 3 October How Do Historians Turn Sources Into A Narrative?

Thomas, 183-186, 192-250.

Friday, 5 October How Do Historians Turn Sources Into A Narrative?

Thomas, 251-259, 287-323.

Section 3. Mexico (weeks 6-8)

Week 6

Monday, 8 October How Did the Conquest of Mexico Begin?

Victors and Vanquished, pp. 29-78. The Veracruz Petition. Scan the PDF from 63-101, but read pp. 102-106.

Wednesday, 10 October Who Were the Players in Mexico?

Victors and Vanquished, pp. 79-126.

Friday, 12 October How Did Cortes Proceed?

Victors and Vanquished, pp. 127- 181.

Week 7

Monday, 15 October How Did the Conquest Come About?

Victors and Vanquished, pp. 182- 243.

Wednesday, 17 October What Do Historians Debate About This?

Carrasco, "The Return of Quetzalcoatl," on e-reserve.

Friday, 19 October What Do Historians Debate About This?

Gillespie, "The Creation of Topiltzin Quetzalcoatl," on e-reserve.

Document Paper Due.

Fall Break, 20 October to 28 October

Section 4. Peru (weeks 8-10)

Week 8

Monday, 29 October What Do Historians Debate About This?

Brooks, Motecuzoma, Cortes, and Bernal Diaz.

Wednesday, 31 October What Have You Learned So Far?

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Friday, 2 November What Happened in Peru?

MacQuarrie, 15-117.

Week 9

Monday, 5 November What Happened in Peru?

MacQuarrie, 118-164

Wednesday, 7 November What Happened in Peru?

MacQuarrie, 165-229.

Friday, 9 November What Happened in Peru?

MacQuarrie, 259-378.

Section 5. So What is the Bigger Picture? (weeks 10-12)

Week 10

Monday, 12 November How do scholars understand this?

Guilmartin, "The Cutting Edge," on e- reserve.

Book Report Due.

Wednesday, 14 November What is a different view

Lamana, "Illusions of Mastery," on e- reserve.

Friday, 16 November How Should We Understand the Conquest?

Restall, up through p. 63.

Week 11

Monday, 19 November **How Should We Understand the Conquest?**
Restall, 64-99.

Wednesday, 21 November **How Should We Understand the Conquest?**
Restall, 100-157.

Friday, 23 November **Thanksgiving Break**
No Class Today

Week 12

Monday, 26 November **What were the Limits of the Conquest?**
Tentative: Chipman, "Survival and Accomodation of Isabel Moctezuma."

Wednesday, 28 November **What were the Limits of the Conquest?**
Tentative: Clendinnen, "Disciplining the Indians."
Draft Annotated Bibliography Due.

Friday, 30 November **What were the Limits of the Conquest?**
Tentative: Dillehay & Zavala, "Compromised Landscapes."

Section 6. Class Presentations (weeks 13-14)

Week 13

Monday, 3 December **What Have You Learned About Your Topics?**
Presentations. Class participation grade requires written comments.

Wednesday, 5 December **What Have You Learned About Your Topics?**
Presentations. Class participation grade requires written comments.

Friday, 7 December **What Have You Learned About Your Topics?**
Presentations. Class participation grade requires written comments.

Week 14

Monday, 10 December **What Have You Learned About Your Topics?**
Presentations. Class participation grade requires written comments.

Wednesday, 12 December **What Have You Learned About Your Topics?**
Presentations. Class participation grade requires written comments.

Friday, 14 December **What Have You Learned About Your Topics?**
Presentations. Class participation grade requires written comments.

Wednesday, 19 December **FINAL EXAM is at 9 a.m.**
Final Draft of your Revised Annotated Bibliography Due

Required Books

Arnold, History (Oxford, 2000)

MacQuarrie, The Last Days of the Inca (Simon & Schuster, 2008) Restall, Seven Myths of the Spanish Conquest (Oxford, 2003) Schwartz, Victors & Vanquished (Bedford, 2000)

Thomas, Rivers of Gold (Random House, 2005)

I may also assign another book later in the semester. I am still deciding which one to assign, based on what I hear about availability. And enrollments will determine how much time we have at the end of the semester for additional readings. I will let you know as soon as I decide.

Assignments:

Film Paper (due 26 September), Document Analysis Paper (due 19 October), A Book Review (12 November), an Annotated Bibliography (a draft due 28 November and a final version due on 19 December). There will also be a Midterm (31 October) and a Final Exam (19 December), and a few unannounced quizzes.

There will be Penalties for Handing Work in Late.

Grading:

I will determine grades on the basis of the papers, the midterm, the final, the quizzes, and class participation.

The approximate breakdown is as follows: movie paper (6%), document paper (6%), book review (8%), annotated bibliography(18%), the quizzes (4%), the midterm(13%), the final(20%), and class participation (25%).

Note: I really do grade on class participation. If you do not participate regularly, you will get a lower grade. To avoid letting absences affect your grade, you may turn in a 500 word essay on the day's assignment before the class meets.

Last Modified: August 27, 2018