HIST 5351, Readings Seminar in New Spain’s Social Development
Dr. Pat Carroll
Monday Night, 7-9:30 PM, BH 223
Fall, 2011

OFFICE HOURS:
My office is located in FC 280. You can reach me at 825-3073. Marti Beck is my secretary; her number is 825-5783. You can also reach me by E-Mail at pat.carroll@tamucc.edu. My office hours during the fall 2008 semester are: MW, 9 - 11 AM, and Mon., 5:30 - 6:30 PM. If these hours present a hardship for you please speak with me to schedule another time. I should point out, however, that under no circumstances will I see anyone on Mon., 5:30 - 7 PM, Wed. 5:30-6:30 PM, or on TTR 1-2 PM. These are the times immediately before I meet my classes, and I need this time for reflection and last minute class preparations.

COURSE DESCRIPTION:
This course examines socio-cultural conditions in colonial Mexico’s Native American populations. It pays special attention to the colony’s indigenous populations’ constructions of identity, and the effect of that construction on social stratification within the social spaces they dominated. It also looks at an equally important question, how Native Americans constructed others’ identities, and the effect of those constructions on their relations with others and others relations with them both within native-American and non-native-American social spaces.

Most peoples define themselves on the basis of one or more of several considerations or markers. The first is race or phenotype. We shall define race as common inherited physical characteristics, skin color represents the most obvious of these inherited traits. A second important determinant of identity is ethnicity, sometimes referred to as social race or culture. Sets of acquired traits, such as world view (Cosmology), belief systems, and language distinguish one ethnicity/culture from another. Economic class is a third consideration identity construction. Things material wealth and occupational prestige serve to distinguish groups and individuals from one another in the application of economic class as a means for identity construction. The last commonly applied marker in identity construction is gender, a distinction between males and females, a distinction which we now know is sometimes far more complex than traditionally imagined. The fact that gender transcends all three of the other markers of identity makes it that much more complex to deal with. Which of these markers colonial Native Americans used to construct identity over time in New Spain represents one of the two principal lines of inquiry in this course.

With the above four markers of identity in mind we shall pursue three overarching questions in this course. First, which of these markers played the primary role in colonial Native American identity construction? Second, once constructed, how did identity impact an individual’s access to privilege in New Spain’s Indian social settings? The third question attempts to place the answers to the first two questions in broader context. It asks how Indian constructed identity and social privilege fared in social settings dominated by Spaniards and Spaniards and by Castas1? This second question closely relates to the modern social science concept of social stratification.

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1 Castas were racially and ethnically hybrid peoples that began to emerge in growing numbers from the mid-16th century onward.
Course’s Learning Objectives:
This is a readings course in colonial Mexican history. Students must apply critical thinking skills to address the questions of identity construction and social stratification across time and space in Native American social settings within New Spain. If our analysis yields credible results, these findings may provide us insights into the processes of identity construction and its impact on social ranking anywhere at any time.

Through our readings and our class discussions of them we will try to not only discern the different insights about identity construction and social stratification but the likely role of a priori historiographical assumptions that might have influenced these scholars’ approaches to and conclusions about these two social processes. In the exercises related to the final paper, the construction of an outline for the paper, and in the defense of individual paper outlines in class discussion, we shall hopefully even gain insights into an understanding of the social processes of identity construction and social stratification in contemporary contexts, even here in the present-day Coastal Bend’s socio-culturally complex realities, realities which seem to represent the vanguard of socio-cultural development within our nation as a whole, and the world in this present age of globalization.

Required Readings: All but the first of these titles is based primarily on Indian language primary documentation. Think about that.


All of these titles are available for purchase in the University Book Store as well as the Islander Bookstore off campus in the small mall at the corner of Alameda and Ocean Dr.
Course Grade:

There are three basic components to your course grade.

1. Class discussion of the assigned reading materials. Class discussion comprises 40% of your course grade. Class attendance will comprise ¼ of this grade (or 10% of the overall course grade). Missing more than one class, for whatever reason, will detract from the attendance portion of your course grade. Participation in the ten class discussion meetings will contribute ¾ of this grade (or 30% of the overall course grade). I will evaluate each of you on scale of 1-3 (3 being the highest grade) on your discussion performance at each of these meetings. In arriving at your performance score I shall take three criteria into consideration: a demonstration that you have completed the assigned readings, your understanding of those readings, and your ability to follow and contribute to the class discussion of them.

2. The second component of your grade involves your construction of an outline and an annotated bibliography for it, as well as your defense of that outline during a fifteen minute class discussion of it. Your outline and its defense will account for 20% of your course grade.

3. Your final paper will contribute the remaining 40% of your course grade. It will require additional library research on the topic, approximately 10-15 additional sources beyond the required course readings. I expect it to be 20-30 pages in length. Each page must have one inch margins with double spaced text in 12 font. You must use the Turabian, or Chicago Style Manuel citation format for your paper. I prefer footnotes rather than endnotes, and I anticipate roughly two to three citations per page. Your own words provide a better indicator of your understanding and analysis of your topic. For that reason I will accept no more than an average of three lines of direct quotes per page. When in doubt, paraphrase rather than quote. In grading your paper I shall take into account such things as the amount of research you did for the exercise, the level analysis you displayed in your text, the clarity of your presentation, and the overall organization of your argument.

Plagiarism is a very serious academic offense. Confirmed Plagiarism will result in a “0” grade on the exercise. For a definition of this type of academic dishonesty consult the 2010-2011 Graduate University Catalog. Failure to turn the paper in on time without an instructor approved excuse will result in the deduction of a half letter grade on the exercise for each day’s tardiness.

Students with Disabilities

TAMUCC complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please discuss them with me as soon as possible. Please have your accommodation letter from the TAMUCC DS Office with you when you come to see me to discuss your disability related class accommodations. If you suspect, but have not confirmed you have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact Disability Services Office on campus located at Driftwood 101 (825-
3466). They can help you address the question of whether you have a disability that can be accommodated in the classroom or not.

**TENTATIVE CLASS SCHEDULE**

**Aug. 29.** The first class meeting will be devoted to a discussion of the course syllabus, framing the historical debate addressed in the class, and defining the course objectives aimed at resolving that debate.

**Sept. 5.** Labor Day, no class.

12. Pre-and post-conquest Tenochtitlan. Read and be prepared to discuss Clendinnen, *Aztecs*, pp. 1-152.


28. Students (determined by alphabetical order of last names) will present and Defend their final paper outlines (15 min./student).

Dec. 5. General historiographical discussion of colonial Mexican Indian Ethno-history reflected in the five assigned monographs.

. **Turn in your final papers in class, 7-7:30 PM, date TBA.** Each day of unexcused tardiness will result in the loss of ½ letter grade on this exercise.