HIST 5351, Readings Seminar in New Spain’s Social Development
Dr. Pat Carroll
Monday Night, 7-9:30 PM, BH 202
Spring 2014

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 Spring 2014 semester are: MW, 1-2, and 5:30-6:30 PM, and F 9:30-10:30 AM. If these hours present a hardship for you please speak with me and I shall provide you a meeting mutually agreeable to both of us. I should point out, however, that under no circumstances will I see anyone on MW 10:30-1:30-2 PM; or on Wed. evening from 6:30 - 7 PM. These are the half hours before I meet one of 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 and others 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 faired in social settings dominated by Spaniards and by castas\(^1\)? This second question closely relates to the modern social science concept of social stratification.

\(^1\) 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 of these titles, listed in alphabetical order, are primarily based on Indian language documentation from the period. Think about that. They present with Native American, rather than Spanish, voiced perceptions of life during Mexico’s colonial period.


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 ¼ 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 (also called the 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 online. 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.
Grade Appeal Processes
A student who questions a grade received in a course taught in the College of Liberal Art should first speak with the faculty member who assigned the grade to determine whether the two may arrive at a mutual understanding. If a student’s concerns are not satisfied after this discussion, he/she may elect to initiate procedures to appeal the grade.

In order to appeal a grade, the appeal request must focus on specific departures from guidelines listed on the syllabus. Dissatisfaction with a grade is not grounds for a successful appeal.

The procedures that follow apply to all of the College of Liberal Art’s programs.
1) A student must submit a written appeal to change a grade using the “Student Grade Appeal Form,” stating briefly and clearly the action requested and the reason(s) for the requested change. The student must present the written appeal to the faculty member who assigned the grade in question within fifteen (15) business days after the start of the following long semester.
2) After reviewing the student’s written appeal, the faculty member will make a decision. If the appeal is approved, the faculty member will submit a grade change form to initiate the “change of grade” process. The faculty member will document their decision on the “Faculty Grade Appeal Response Form.”
3) If the appeal is denied, the student may appeal in writing using the “Student Grade Appeal Form” to the Department Chair. Department Chairs will only review an appeal that is made in writing. Students must state clearly the specific request being made and include a brief statement of the reasons for the proposed change.
4) After reviewing the student’s written statement and after consulting with the faculty member, the Departmental Chair will make a decision regarding the grade appeal using the “Department Chair Grade Appeal Response Form.”

In reviewing a student’s appeal, the Departmental Chair will consider whether the professor adhered to guidelines for equitable treatment and to evaluation procedures identified on the course syllabus. Appeals must focus on specific departures from guidelines listed on the syllabus.
5) Students will use the “Student Grade Appeal Response Form” to indicate if they accept or do not accept the decision of the Department Chair. If the student accepts the decision of the chair, the forms are filed and the appeal is concluded.
6) If a student does not accept the Departmental Chair’s decision, he or she may appeal in writing using the “Student Grade Appeal Form” to the Associate Dean of the college, who will convene the College Grade Appeal Committee to arrive at a final decision. This decision will be recorded on the “Associate Dean Grade Appeal Response Form” and this decision cannot be appealed.

It is our goal to maintain fair standards with regard to grading. However, if you feel that you have received a grade that does not reflect the quality of your work, or if you do not understand why you received a particular grade you are encouraged to appeal the grade to the instructor. If you reason the instructor’s explanation for your grade is unjust or arbitrary you can appeal the grade to the Chair of the Department of Humanities. If after this second step in the appeal process you still think the grade is unjust you can take your appeal to the Dean of the College of Liberal Arts. Your final course of appeal, only after exhausting these first three appeal steps, is to an Academic Vice President/Provost appointed University Appeal Committee.
TENTATIVE CLASS SCHEDULE

Jan.  22.  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.

29.  Nahua views of the Spanish Conquest.  Read and be prepared to discuss Wood, pp. ix-xii, 3-76.

Feb.  5.  Conquest and Life Under Spanish Rule.  Read and be prepared to discuss Wood, pp. 77-149.


12.  Spring Break – No Class.


9.  The Maya of Yucatán.  Read Restall, The Maya World, pp. 1-147. **Note: April 11th is the last day to drop a class with an automatic “W” grade.**


23.  The Maya of Yucatán, Read Restall, pp. 276-319. During the last half hour of this class we shall discuss student class presentations.

Apr.  30.  Students (determined by alphabetical order of last names) will present and Defend their final paper outlines (10 minute minimum -15 minute maximum per student).
May  TBA.  **Turn in your final papers in class, 7-7:30 PM.**  Each day of unexcused tardiness will result in the loss of ½ letter grade on this exercise.