

Fall 2015, Tuesday 1:30 to 4PM

OWU Department of History

Jeremy Baskes, jabaskes@owu.edu

To set up a meeting with me go to: <https://baskes.youcanbook.me/>

COURSE DESCRIPTION: This seminar explores the Spanish conquest of Native American societies. Readings focus on the military, ideological, religious economic and biological consequences of the Spanish conquest.

BOOKS REQUIRED FOR THIS COURSE: The student is required to obtain and read the following books. Additional readings are on-line.

- Symcox, Geoffrey and Blair Sullivan, eds., *Christopher Columbus and the Enterprise of the Indies: A Brief History with Documents*, Boston: Bedford-St. Martin's, 2005.
- Hassig, Ross, *Mexico and the Spanish Conquest*, second edition, Normal: University of Oklahoma Press, 2006.
- Schwartz, Stuart B., ed., *Victors and Vanquished: Spanish and Nahuatl Views of the Conquest of Mexico*, Boston: Bedford-St. Martin's, 2000.
- Mumford, Jeremy, *Vertical Empire*, Duke University Press, 2012
- Clendinnen, Inga, *Ambivalent Conquest*, Cambridge: Cambridge University Press, 1989 & 2003.
- Other required readings are accessed by clicking the "LINK" in the on-line syllabus.

COURSE REQUIREMENTS:

Weekly Study Guides: ([See attached guidelines](#)) Students will be required to prepare and submit weekly guides to each week's readings. Guides should include 4-6 broadly conceived questions that can be used to help spark class discussion. In addition, students should select 4-5 discussion issues that they consider interesting and worthy of discussion. Please provide a brief explanation as to what it is that you find interesting and identify relevant passages where these issues are discussed (include page numbers) in the readings. All submissions should be made via CANVAS by 1PM of the day of class (About CANVAS).

Reading Essays: ([See attached guidelines](#)) Over the course of the semester, each student will write 3 essays of roughly 5 pages each, discussing in detail some issue addressed in that week's reading. You do not need to do a study guide in the week that you write your essay. All submissions should be made via CANVAS by 1PM of the day of class (About CANVAS).

Final Essay: Students will write an analytical essay about some aspect of The Conquest of Spanish America that they find interesting and that is dealt with in the readings. Please identify an issue that emerges in the readings with regularity. Students will select their own topics but must obtain approval from the professor. A topic proposal (see immediately below) is due in week 10. Final papers should be roughly 10-12 pages (2000-2500 words) and use a variety of different sources from the semester. This assignment does not require the use outside sources. Consult syllabus for deadlines. Please submit via CANVAS (About CANVAS).

Paper Topic Proposal: Students are expected to submit a 500 word proposal for their final essays in week 10 (proposals are welcome earlier). The proposal should indicate the topic of the paper, preliminary thoughts, and an explanation for why you think that this topic is worth examining.

• LATE PAPERS: Papers submitted late will be penalized one full grade per day. (From A to B for example). Anything handed in after class will be treated as late.

• **PLAGIARISM:** Plagiarism is a serious offense. Students caught plagiarizing will be failed for the course and reported to the Dean of Academic Affairs.

Class Participation: Attendance is mandatory but not sufficient. Effective oral participation in class is also expected of all students. Effective participation means that students come to class well prepared and contribute extensively to every class discussion. The most significant percentage of the final grade is based on this oral participation. Students will be penalized for any absences or coming to class unprepared. Students with more than two absences will have their final grades reduced by one full grade (A to B, for example) per missed class.

Research Presentation: Students will present their research projects in the final weeks of the semester. Details will be provided in class.

GRADES: Final grades will be determined as follows:

■	Class preparation & participation (3% per class discussion)	36%
■	Weekly short reaction papers (2% each)	18%
■	Longer reaction papers (6% each)	18%
■	Final paper presentation	5%
■	Research Paper & presentation	23%

WEEKLY READING ASSIGNMENTS:

WEEK 1 (Aug 25): Introduction

WEEK 2 (Sept 1): No Class (sorry!!)

WEEK 3 (Sept 8): America Before European Expansion

***LINK: [Lockhart and Schwartz, *Early Latin America*, ch. 2.](#)

***LINK: [Frances F. Berdan, "Aztec Merchants and Markets: Local-Level Economic Activity in a Non-Industrial Empire," *Mexicon*, Vol. 2, No. 3 \(14 July 1980\), pp. 37-41.](#)

***LINK: [Michael E. Smith, "The Role of Social Stratification in the Aztec Empire: A View from the Provinces," *American Anthropologist*, New Series, Vol. 88, No. 1 \(Mar., 1986\), 70-91.](#)

***LINK, [Barry L. Isaac, "The Aztec "Flowery War": A Geopolitical Explanation," *Journal of Anthropological Research*, Vol. 39, No. 4 \(Winter, 1983\), pp. 415-432.](#)

WEEK 4 (Sept 15): The Spain from which Columbus Sailed

***LINK: [J.H Elliott, *Imperial Spain, 1469-1716*, chapter 2.](#)

Symcox & Sullivan, *Christopher Columbus*, pp. 1-40

WEEK 5 (Sept 22): Christopher Columbus and the Era of Exploration

Symcox & Sullivan, *Christopher Columbus*, Documents: 3-5, 7-10, 12-13, 17, 23, 24, 26, 28, 29, & 32.

***LINK: [El Requerimiento \(The Requirement\)](#)

***LINK: [Excerpts from Juan Ginés de Sepúlveda & Bartolome de Las Casas \(16th C. debate over Spanish Policy\)](#)

Inga Clendinnen, *Ambivalent Conquests*, ch. 1

WEEK 6 (Sept 29): The “Conquest” of Mexico: A Modern Perspective

Ross Hassig, *Mexico and the Spanish Conquest*, pp. 45-194.

WEEK 7 (Oct 6): The “Conquest” of Mexico: Participants’ Perspectives

Stuart Schwartz, *Victors and Vanquished*, pp. 15-28; 29-33; 79-99; 115-28; 133-55; 156-67; 182-84; 189-99; 211-13 & 233-40.

***LINK: [J. H. Elliott, “The Mental World of Hernán Cortés,” *Transactions of the Royal Historical Society*, Vol. 17 \(1967\), pp. 41-58.](#)

***LINK: [Camilla Townsend, “Burying the White Gods: New Perspectives on the Conquest of Mexico,” *AHR*, 108:3, June 2003, 659-87.](#)

WEEK 8 (Oct 13): Biological Conquest of America

***LINK: [Alfred W. Crosby, “Infectious Disease and the Demography of the Atlantic Peoples.” *Journal of World History*, Vol. 2, No. 2 \(Fall, 1991\), pp. 119-133.](#)

***LINK: [Melville, Elinor, “Environmental and Social Change in the Valle del Mezquital, Mexico, 1521-1600, *Comparative Studies in Societies and History*, Vol. 32, No. 1, Jan., 1990, 24-53.](#)

***LINK: [Charles C. Mann, ”1491,” *The Atlantic Monthly*; March 2002; Volume 289, No. 3; 41-53.](#)

WEEK 9 (Oct 20): The Conquest of Peru

***LINK: [Kenneth J. Andrien, *Andean Worlds*, ch. 2.](#)

***LINK: [Irene Silverblatt, “Andean Women in the Inca Empire,” *Feminist Studies*, Vol. 4, No. 3 \(Oct., 1978\), 36-61.](#)

***LINK: [Steve J. Stern, “The Rise and Fall of Indian-White Alliances: A Regional View of “Conquest” History,” *The Hispanic American Historical Review*, Vol. 61, No. 3 \(Aug., 1981\), pp. 461-491.](#)

WEEK 10 (Oct 27): Limits of Conquest – Religion in the Yucatan I

Inga Clendinnen, *Ambivalent Conquests*, pp. 20-128.

WEEK 11 (Nov 3): (Mis)interpretations of the Conquest – Religion in the Yucatan II

Inga Clendinnen, *Ambivalent Conquests*, pp. 128-92.

- Paper proposals due in class if not already submitted.

WEEK 12 (Nov 10): The Andeans Under Spanish Rule I

Jeremy Ravi Mumford, *Vertical Empire*, pp. 1-98.

WEEK 13 (Nov 17): The Andeans Under Spanish Rule II

Jeremy Ravi Mumford, *Vertical Empire*, pp. 99-185.

***LINK: [Spalding, Karen, "Social Climbers: Changing Patterns of Mobility among the Indians of Colonial Peru," *Hispanic American Historical Review*, Vol. 50, No. 4 \(Nov., 1970\), 645-664.](#)

WEEK 14 (Nov 24): Student Presentations I

WEEK 15 (Dec 1): Student Presentations II

- Final paper due Dec 15 on CANVAS.

READING ESSAYS

Students will submit three reading essays over the course of the semester, one on each of the countries examined. In these 5 page essays, students will analyze (not summarize) some issue or theme that strikes them as important and interesting. All essays should be submitted via CANVAS.

Some questions to ask yourself as you read the assignments and prepare your essay:

1. What are some of the main issues examined in the week's readings?
2. What are the authors' main arguments or objectives in relation to these issues?
3. What preconceptions (assumptions e.g.) do the authors have?
4. How might the arguments have been influenced by the authors' biases (cultural, economic, ethnic, etc.)
5. What facts or evidence does the author bring to bear in support of his/her arguments? Does the factual evidence seem valid? Well chosen? Complete?
6. What are the strengths or weaknesses of the authors' discussions?
7. Given the evidence presented, what alternative interpretations or arguments might be possible?

WEEKLY STUDY GUIDES

Each week, except when you do a Reading Essay, you will be required to prepare and submit a study guide. These consist of two parts, a list of questions and a list of discussion issues. You should have around 4 of each. All guides should be submitted via CANVAS.

Questions: prepare broad based questions that would be effective in sparking class discussion. These questions should not have simple factual answers; instead they should be analytical or speculative. Below are several examples:

1. Why does the author call Columbus' voyage the "start of the modern world?" (Montejo, 82)
2. How did Spanish conquest of Central America affect indigenous social structures?
3. In what ways were the strategies of Cortes in Mexico and Pizarro in Peru similar?

Discussion Issues: select a number of passages in the readings that sparked your interest about some issue. Provide a brief explanation about what you find interesting and be sure to cite the location of the passage(s). Below are some examples.

1. **Gender:** Seed's discussion of the impact of conquest on gender dynamics in the Andes was interesting (Seed, 111-14). She argues that Spanish conceptions of gender conflicted with Andean ones, leading to the devaluation of women's roles. (Seed, 113). She points specifically to the reduced political power exercised by women after the Spanish conquest. This seems logical but I wonder if all indigenous people simply lost political power equally. Did women suffer more?
2. **Weaponry:** Guilmartin argues that Spanish weaponry was all-important in leading to Spanish victory in the wars against the Inca (Guilmartin, 23) I find his arguments interesting though I am not sure I am convinced. The author examines very carefully the impact of each Spanish technology but fails to fully assess the importance of other, non-weapon factors. Several weeks ago we read in Crosby about the importance of diseases in Spanish victories. Guilmartin barely mentions them.

FINAL ESSAY

The final essay of 10 to 12 pages (2000-2500 words) should discuss and analyze some issue or theme that arose in multiple readings over the course of the semester. While you are not expected or encouraged to use sources other than those read in class, it is expected that you will discuss the broader impacts of your issue and this will require you to utilize a variety of the assigned readings.

As with any formal essay, you must cite your work. This means that every fact or direct quotation must be followed by a reference to where you acquired it. Because you will be using only a limited number of works already defined, I recommend that you use parenthetical citations. These should include the author and page number, (Stern, 231), for example.

You will be required to submit a brief topic proposal in week 10. The proposal is due late in the semester to ensure that you have been exposed to a wide variety of potential issues. You are advised to think about potential topics throughout the first ten weeks, identifying relevant passages to be used in the writing of the essay.

CANVAS GUIDELINES (<https://CANVAS.instructure.com/>)

Professor Jeremy Baskes

Ohio Wesleyan University

In this course, students will submit all essays electronically through [CANVAS](#), an on-line course management system. Papers will be graded and returned via CANVAS as well. Instructions for uploading and downloading papers follows below.

Assignments

All assignments are described in the syllabus. Complete your assignment in a word document and then upload the file to CANVAS. Please do NOT convert them to PDF.

How to Submit an Assignment on CANVAS. (Be sure that you upload the correct and final draft.)

1. Register for an account at CANVAS if you have not yet already done so. You should have received an invitation from me to join.
2. Sign into CANVAS at <https://CANVAS.instructure.com/>
3. Select the correct class.
4. In Course Navigation on left, click the **Assignments** link.
5. Click the assignment that you are submitting.
6. Click the **Submit Assignment** link to open the submission window.
7. Click the **Choose File** button to select a file to upload from your computer. A pop-up window will appear.
8. Click the file that you want to upload and select the **Choose** (or **Open**) button to upload the file.
9. Click the **Submit Assignment** button to submit your assignment.
10. After you have submitted your assignment, you should be able to view a confirmation.

How to View the Graded Essay

I will return papers through [CANVAS](#) as well. When I have finished grading the essays, I will notify you and you will be able to download the graded file to read my comments and see your grade, which usually appears at the end of the document. I do not use the grade book feature in CANVAS.

I use MS Word's "Track Changes" option to comment and make corrections on your essay. You will only be able to see these comments on a computer. Tablets and phones do not show "track change" comments.

If you do not see my comments in the right column of the paper, then you must turn "Track Changes" on.

- In Word 2007 through Word 2013, select the **Review** tab and then select **All Markup** under **Tracking**.
- In Word 2002 and 2003, select **Review** and choose **Final with Markup** or **Original with Markup** under **Tracking**.
- In Word 2000 and earlier, **Tools > Track Changes > Highlight Changes**. Tick **Highlight Changes on Screen**.