ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 05/06/2010

1. ACADEMIC UNIT: HArCS, New College

2. COURSE PROPOSED: HST 494 Conquest & Encounters in Colonial Latin America 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Julia Sarreal Phone: 602-543-6328
   Mail Code: 2151 E-Mail: julia.sarreal@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 665-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry-L ☒
   Mathematical Studies-MA ☐ CS ☐
   Humanities, Fine Arts and Design-HU ☐
   Social and Behavioral Sciences-SB ☐
   Natural Sciences-SQ ☐ SG ☐

   Awareness Areas
   Global Awareness-G ☐
   Historical Awareness-H ☒
   Cultural Diversity in the United States-C ☑

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

   CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses:

   Is this an online section course?: ☒ No ☐ Yes; Is it governed by a common syllabus?

   Chair/Director (Print or Type)  
   Monic J. Casper  
   Date: 9-2-10

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [L] CRITERIA**

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
</table>

1. **CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. *Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.*

2. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

3. **Also:**

   Please *circle, underline, or otherwise mark* the information presented in the most recent course syllabus (or other material you have submitted) that verifies *this description* of the grading process--and label this information "C-1".

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2. **CRITERION 2:** The composition tasks involve the gathering, interpretation, and evaluation of evidence.

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. **Also:**

   Please *circle, underline, or otherwise mark* the information presented in the most recent course syllabus (or other material you have submitted) that verifies *this description* of the grading process--and label this information "C-2".

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3. **CRITERION 3:** The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

2. **Also:**

   Please *circle, underline, or otherwise mark* the information presented in the most recent course syllabus (or other material you have submitted) that verifies *this description* of the grading process--and label this information "C-3".
| YES | NO | CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. Intervention at earlier stages in the writing process is especially welcomed |

1. Please describe the sequence of course assignments—and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. Also:

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-4".
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1</td>
<td>60% of the final grade is based on 3 writing assignments; 20% of the final grade is based on in-class presentations.</td>
<td>Writing Assignments, Field Trip Presentation, and Final Presentations are highlighted in yellow</td>
</tr>
<tr>
<td>C-2</td>
<td>Students have to find primary source documents for their two main writing assignments. The students must also find an appropriate reading assignment for their final presentation. Students will have to research these documents themselves. These materials cannot be readings assigned for the course. In formulating the argument for their papers, students will have to interpret and evaluate the evidence in these sources. In the final presentation, the students will also have to interpret and evaluate the reading. Students will have to attend a field trip to the Heard Museum. They will &quot;gather&quot; information during the field trip and write about what they learned.</td>
<td>Writing Assignments, Field Trip Presentation, and Final Presentations are highlighted in yellow</td>
</tr>
<tr>
<td>C-3</td>
<td>Students will write one 2-3 page report, one 3-5 page paper and one 5-6 page paper. The main writing assignments also require various preliminary steps to improve writing skills - an annotated bibliography, detailed outline, and rough draft. Each student will present readings to the rest of the class.</td>
<td>Writing Assignments, Field Trip Presentations, Final Presentations, and Class Contribution are highlighted in yellow</td>
</tr>
</tbody>
</table>
| C-4 | In small groups, students will make final presentations about what they have learned in the class. 

Class participation is a vital component of the class and will account for 20% of the final grade. 

Writing assignments have several steps – annotated bibliography, detailed outline, rough drafts, and final drafts – so that students can get feedback along the way. The students will get feedback on their rough drafts from the Writing Center. All assignments should be graded within a week. |

p.2 Writing Assignments (highlighted in yellow) |
HST 494
Conquest & Encounters in Colonial Latin America
New College of Interdisciplinary Arts & Sciences
Arizona State University

Professor Julia Sarreal
julia.sarreal@asu.edu
(602) 543-6328
FAB N 263

Spring 2010
Days of the week
Location
Office Hours

Course Description and Goals

How did Hernan Cortés and Francisco Pizarro defeat the Aztec and Inca Empires? Despite numeric inferiority, limited provisions, and little knowledge about the Americas, Cortés and Pizarro defeated advanced civilizations that had experienced warriors and millions of inhabitants. Possible explanations include the conquistadors' valor, advanced weaponry, superior military strategy, Indian allies, and biological attacks. After conquering the Aztec and Inca Empires, how did the Spanish and Portuguese incorporate frontier regions and peoples? What was the role played by the millions of African slaves forcibly brought to the Americas? How did the Indians help shape European rule and post-conquest way of life? What long-term impact can we see today in regards to racial relations and the power structure in Latin America? HST 494 seeks to answer these questions and more from the European, Indian, and African point of view.

At the end of the semester, students will be able to discuss the strengths and weaknesses of the various explanations for European conquest of the Americas. Ample use of colonial era documents prepared by both Indians and Europeans will provide students with insight into the Indian and African perspective. Furthermore, students will develop their ability to interpret and analyze documents and scholarly texts, think critically, construct a written argument, and engage with their peers.

Instructional Philosophy

This course is based primarily on discussions with some background lectures. As such, students are expected to actively participate, raise and answer questions, and make thoughtful comments about the material in all class meetings.

Assessment

Class Contribution (20% of Total Grade)

Active class participation is a requirement for this course. Students are expected to read the readings for the day they are assigned, take notes on the readings, and do any advanced preparation requested by the professor. Before the class meeting, students will often be asked to submit questions about the reading or select a sentence or two that is especially meaningful to them. Students should bring their notes and a copy of the reading to each class meeting. All students should actively discuss the readings and the participation grade will be
based on contribution to in-class discussions. Participation will be graded five times throughout the semester. Points will be deducted for absences and students who arrive late will receive only partial or low credit.

Presentations & Discussion Moderation (10% of Total Grade):
Students will sign up on Blackboard to present two reading assignments and an author before class discussion. The presentation about the reading should last between 5 to 10 minutes and should summarize the author’s argument(s), objectives, main points, and how he/she supports such claims. The presentation about the author(s) of an assigned text should last between 5 to 10 minutes and should provide background information about the author(s) and potential biases.

Field Trip Report (5% of Total Grade) due before class on X DATE
A Field Trip to the Heard Museum (September 18) is a required excursion for the class. We will meet in the afternoon for a one hour guided tour. Museum entrance and the tour costs $5 to $7 per student. The money will be collected one week before the tour. Students need to arrange their own transportation to and from the museum. If a student cannot attend the field trip, he or she must make alternate arrangements with the professor. The following week, each student will submit a 2-3 page paper discussing something that he or she learned about Indigenous peoples and why it is noteworthy.

Writing Assignments:
Writing is an important part of this class and the student’s grade. Each of the two major writing assignments includes several steps created to improve the student’s analysis and writing. Each of the steps will be graded:

- Annotated Bibliography – Each student must turn in an annotated bibliography that summarizes the paper topic, includes a thesis statement, and describes the 3 to 5 sources used for the paper.
- Detailed Outline – Each student must turn in a detailed outline that includes the thesis statement and topic sentences for each paragraph.
- Rough Draft – Each student must submit a rough draft to the Writing Center at least 24 hours before submitting the final paper. The student must address all of the Writing Center’s concerns or explain why he or she does not think they are valid. The rough draft must be a full-length serious version of the paper (an outline or partial paper is not acceptable). Each student is responsible for scheduling a Writing Center appointment one week before the paper is due. The Writing Center is located at UCB 105 and is open 9:00 to 6:00 Monday through Thursday and 10:00 to 2:00 on Friday. The phone number is 602-543-6169.
- Final Paper – Each paper will be graded within a week after submission.

Primary Source Analysis (25% of Total Grade)
Each student will choose one primary source document and write a 3-4 page paper about the author’s opinion, interpretation, and understanding of a particular topic or issue.

Important Dates:
Primary Source Comparison (30% of Total Grade)
Each student will choose two primary source documents and write a 5-7 page paper comparing and contrasting the authors’ opinions, interpretations, and understanding of a particular topic or issue.

Important Dates:
- Annotated Bibliography
- Detailed Outline
- Appointment with the Writing Center
- Final Paper

Final Presentations (10% of Total Grade):
Students will form small groups. At the end of the semester, each group will make a class presentation and lead the day’s discussion. The presentation should show how what we have learned in the course is applicable to understanding Latin America today. Each group needs to find a relevant reading to assign for the day of the presentation.

Other Issues

Movies: Two movies (Aguirre, the Wrath of God, XX DATE and The Mission XX DATE) and are required viewing for the class. Both movies are on reserve at Fletcher Library. If they prefer, students can also rent the movies. It is the students’ responsibility to view each movie before the scheduled class.

Writing Center: The Writing Center is located at UCB 105 and is open 9:00 to 6:00 Monday through Thursday and 10:00 to 2:00 Friday. Setting an appointment beforehand is recommended. 602-543-6169.

Research Librarian: Bee Gallegos at Fletcher Library can assist you in locating primary and secondary sources.

Citing Sources: Students should use footnotes following Chicago Manual of Style guidelines to cite sources.
See: http://www.chicagomanualofstyle.org/tools_citationguide.html
Example: Chris Holmlund, Impossible Bodies: Femininity and Masculinity at the Movies (New York: Routledge, 2002), 159.

Plagiarism: Any instance of cheating, plagiarizing, or otherwise presenting someone else’s work as your own will result in a failure of this course with a grade of XE and a report to the
Dean of Students. Suspected use of undocumented material or cheat-shop papers will be subjected to language analysis and external review to determine authorship. Blatant inconsistency between prior work and the work in question will result in failure of the assignment. Always cite any arguments, thoughts, or observations that are not your own. Please seek clarification if you are uncertain about what is and is not considered plagiarism.

**Late Assignments:** Writing assignments (papers) are due **before class**. Final paper assignments submitted after class has begun will be penalized 1/3 of a letter grade per day. For example, an A paper will be an A- paper if submitted 5 minutes to 23 hours late. The same paper will receive a B+ if submitted 24 hours late. **All other late assignments will not be accepted.**

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**Reading Materials**

The coursepack and Miguel Leon-Portillo, *Broken Spears: The Aztec Account of the Conquest of Mexico* (Boston: Beacon Press, 2007) can be purchased at the bookstore. Additionally, all readings and movies are on reserve at Fletcher Library.

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**Weekly Schedule and Reading Assignments**

*Please note, the dates are based on the 2009-2010 academic year. Dates will change. Writing Assignment deadlines need to be determined.*

<table>
<thead>
<tr>
<th>Week 1: Iberian Background</th>
<th>8/24</th>
<th>Introduction</th>
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|                            | 9/4  | Meet in Fletcher Library 101 to talk about primary and secondary sources with Research Librarian Melissa Guy |

<table>
<thead>
<tr>
<th>Week 3: Aztecs</th>
<th>9/7</th>
<th>Labor Day - No Class</th>
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<tbody>
<tr>
<td></td>
<td>9/18</td>
<td>▶ Tour of Heard Museum.</td>
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<tr>
<th>Week 7: The Church &amp; Conquest</th>
<th>10/5</th>
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| Week 9: Biology & Disease | 10/19 | Talk about Primary Source Papers.
|                           | 10/23 | Movie: *Aguirre, the Wrath of God* (On Reserve)


|                     |     | Matthew Restall, "The Lost Words of Malinche," in *Seven Myths of the Spanish Conquest*, p. 77-99 (Ebrary).

|                                 | 11/11 | Veteran's Day - No Class

| Week 13: Black | 11/16 | Prepare for Final Presentations
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/18</td>
<td>Juan Ginés de Sepúlveda, &quot;Just War in the Indies&quot; (ca. 1547), in Early Modern Spain: A Documentary History, pp. 58-63 (CP).</td>
</tr>
</tbody>
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**Week 14: Missions**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>11/25</td>
<td>Movie: The Mission (On Reserve)</td>
</tr>
<tr>
<td>11/27</td>
<td>Thanksgiving - No class</td>
</tr>
</tbody>
</table>

**Week 15: Missions, Continued & Resiliency**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/30</td>
<td>Barbara Ganson, &quot;Daily Life&quot; in The Guarani Under Spanish Rule in the Río de la Plata, pp. 52-86 (Ebrary).</td>
</tr>
<tr>
<td>12/2</td>
<td>Final Paper Presentations.</td>
</tr>
<tr>
<td>12/4</td>
<td>Final Paper Presentations.</td>
</tr>
</tbody>
</table>

**Week 16**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>12/7</td>
<td>Final Paper Presentations.</td>
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Route of the Conquistadors (map)  

The Valley of Mexico (map)  

Pre-Columbian Mexico-Tenochtitlan (map)  

Evil Omens  

The Spaniards and Motecuhzoma's Messengers  

The Massacre at Cholula  

The Spaniards Melting Gold Objects  

The Massacre in the Main Temple  

The Spaniards and Their Allies Flee down the Tlacopan (Tacuba) Causeway  

Spanish Brigantines Besiege the City  

Heads of Spaniards and Horses Sacrificed by the Aztecs  

Surrender of the Aztecs  

An Incident During the Conquest  

Incidents After the Surrender of the Aztecs  

Misfortunes of the Conquered