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 Sarreall Phone: 602-543-6328
   Mail Code: 2151 E-Mail: julia.sarreall@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 965-0739.

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)

<table>
<thead>
<tr>
<th>Core Areas</th>
<th>Awareness Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy and Critical Inquiry—L □</td>
<td>Global Awareness—G □</td>
</tr>
<tr>
<td>Mathematical Studies—MA □ CS □</td>
<td>Historical Awareness—H □</td>
</tr>
<tr>
<td>Humanities, Fine Arts and Design—HU □</td>
<td>Cultural Diversity in the United States—C □</td>
</tr>
<tr>
<td>Social and Behavioral Sciences—SB □</td>
<td></td>
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<tr>
<td>Natural Sciences—SG □ SG □</td>
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</tr>
</tbody>
</table>

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

   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 unsection course?: □ No □ Yes; Is it governed by a common syllabus?

Chair/Director (Print or Type) _____________________________  Chair/Director (Signature) _____________________________

Date: _____________________________

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

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU-[G] CRITERIA

#### GLOBAL AWARENESS [G]

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

1. Studies **must** be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.

2. Course must be **one or more** of following types (check all which may apply):

   a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.

   b. Contemporary non-English language courses that have a significant cultural component.

   c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.

   d. In-depth studies of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war. Most, i.e., more than half, of the material must be devoted to non-U.S.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checklist)</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>1</td>
<td>The course studies the initial interactions between Indians, Europeans, and Africans in colonial Latin America. Students learn about the complex relations between these three groups' frontiers &amp; borders in Latin America. The course provides a historical context for understanding racial relations and the power structure in Latin America today. At the end of the course, students will make final presentations about how the material that we have covered helps explain Latin America today.</td>
<td>Course Description (highlighted in yellow) Filed Trip to the Heard Museum (highlighted in yellow) Reading assignments found under Weekly Schedule and Reading Assignments. These include both primary sources (documents written by both Indians and Europeans) and secondary sources Final Presentations (highlighted in yellow)</td>
</tr>
<tr>
<td>2a</td>
<td>By looking at interactions - violent and non-violent - between Indians, Europeans, and Africans, the course explores how a hybrid or syncretic culture developed in Latin America. Students learn that neither did the conquistadors fully impose</td>
<td>Course Description (highlighted in yellow) Field Trip to the Heard Museum (highlighted in yellow) Reading assignments found under Weekly Schedule and</td>
</tr>
<tr>
<td>2c</td>
<td>The course does not deal with the United States.</td>
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</table>

| 2d | The course covers Spain, Portugal, Africa, and the Americas. It deals with migration and the transfer of culture, religion, and values between the three regions. |
|    |                                           |

| Reading Assignments. |
| These include both primary sources (documents written by both Indians and Europeans) and secondary sources |
| Course Description (highlighted in yellow) |
| Reading List |
| Course Description (highlighted in yellow) |
| Reading List |
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:
• Annotated Bibliography
• Detailed Outline
• Appointment with the Writing Center
• Final Paper

**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.

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**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](http://www.chicagomanualofstyle.org/tools_citationguide.html)


**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.

**Week 1: Iberian Background**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
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**Week 2: Africa & Exploration**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/4</td>
<td>Meet in Fletcher Library 101 to talk about primary and secondary sources with Research Librarian Melissa Guy</td>
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</tbody>
</table>

**Week 3: Aztecs**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/7</td>
<td><em>Labor Day - No Class</em></td>
</tr>
<tr>
<td>Date</td>
<td>Reading/Activity</td>
</tr>
<tr>
<td>------</td>
<td>-----------------</td>
</tr>
<tr>
<td>9/18</td>
<td>Tour of Heard Museum.</td>
</tr>
<tr>
<td>10/5</td>
<td>Week 7: The Church &amp; Conquest</td>
</tr>
</tbody>
</table>
Week 8:  
Technology & Disease  

Week 9:  
Biology & Disease  
10/19 Talk about Primary Source Papers.
10/23 Movie: Aguirre, the Wrath of God (On Reserve)

Week 10: Indian Allies & African Conquistadors  
10/26 Matthew Restall, "Invisible Warriors," in Seven Myths of the Spanish Conquest, pp. 44-63 (Ebrary).

Week 11: Individuals  
11/2 Alida C. Metcalf, "Go-Betweens," in Go-Betweens and the Colonization of Brazil, 1500-1600, pp. 1-15 (Ebrary).
Matthew Restall, "The Lost Words of Malinche," in Seven Myths of the Spanish Conquest, p. 77-99 (Ebrary).

Week 12: Indian & African Slavery  
11/11 Veteran's Day - No Class

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

**Week 14:**

**Missions**

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<tbody>
<tr>
<td>11/27</td>
<td><em>Thanksgiving - No class</em></td>
</tr>
</tbody>
</table>

**Week 15:**

**Missions, Continued & Resiliency**

<table>
<thead>
<tr>
<th>11/30</th>
<th>Barbara Ganson, &quot;Daily Life&quot; in <em>The Guaraní Under Spanish Rule in the Río de la Plata</em>, pp. 52-86 (Ebrary).</th>
</tr>
</thead>
<tbody>
<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**

| 12/7 | Final Paper Presentations. |
The Aztec Account of the Conquest of Mexico: The Broken Spears

Miguel León-Portilla

Edited and with an Introduction by

Expanded and Updated Edition

Translation from the Nahuatl into Spanish by

Jorge R. River de Alva

With a Foreword by

ILLUSTRATIONS, adapted from original codex paintings, by

TRANSLATED FROM THE NAHUATL INTO SPANISH BY

ANDREW MIRZA•CAMEEY•

TRANSLATION BY

ANDREW RENDEY