

HIS 363K/LAS 366/RS 368 Religion, Conquest, and Conversion in Colonial Mexico and Peru (Global Cultures Flag Course*)

T 3.30-6.30 p.m., GAR 0.132, Spring Semester, 2014

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Office Hours: M: 11 a.m.-noon; T 10-11 a.m., and by appointment in GAR 3.302

[*Note: I reserve the right to change this schedule]**

Please check out the History department's terrific website *Not Even Past* which offers short articles and reviews on topics of interest to history students and anyone interested in history in general. See www.notevenpast.org

Course Description: This seminar focuses on the histories of the Catholic Church and religious devotion in the consolidation of Spanish colonial rule in Mexico and Peru between 1521 and 1821. We will analyse the Church as an institution imbricated in colonial rule, and its physical construction and presence in colonial Mexico and Peru. Topics to be addressed include the relationship between the Catholic Church and the Spanish monarchy, and how it changed over 300 years of Spanish imperial rule, the evangelization campaigns of the indigenous and African populations, extirpation of idolatry campaigns, the economic role of the Church, religious orders, and the development of local devotions and shrines.

Learning Outcomes:

- development of reading, writing, analytical, and presentation skills (written and oral) based on a variety of reading and writing assignments
- understanding how to critically read, analyze, evaluate, and interpret secondary and primary historical sources (textual and visual)
- gain a sophisticated understanding of the types of primary sources and methodological approaches historians use to reconstruct the history of the Catholic church and religious devotion in colonial Spanish America
- gain an informed understanding of the impact of the Catholic Church on the shaping of Spanish conquest and colonialism as well as of the influences of indigenous and African cultures on the development of Catholicism and local devotions within Mexico and the Andean region.

Required Texts:

- Inga Clendinnen *Ambivalent Conquests*
- Daniel Castro *Another Face of Empire*
- Kathryn Burns *Colonial Habits*

•Class Reader (available from Paradigm at Austin Textbooks, 2116 Guadalupe St., Austin, TX 78705 (tel: 512-472-7986; e-mail: info@paradigmbooks.com)

(students should purchase all of the above – if you have problems getting hold of any of the readings please let me know as soon as possible)

If you wish to read additional books or articles on topics we discuss in this class please do not hesitate to discuss bibliographies with me.

Course Requirements and Grading Policies:

Students' work will be assessed using the +/- scale:

Grading Scale:

A+	98-100	B+	87-89	C+	77-79	D+	67-69
A	94-97	B	84-86	C	74-76	D	64-66
A-	90-93	B-	80-83	C-	70-73	D-	60-63
F	59>						

*Failure to turn in an assignment will result in 0 grade points

Students **may rewrite one assignment** of their choosing with the exception of the final essay. I will use whichever grade is the highest for the rewrite in calculating the student's final grade.

I do not give incompletes. Late submission of any of the assignments without prior discussion with me will result in an automatic "F" for the assignment. If problems arise that make it difficult for you to keep up with the course work, please come and talk to me about them as soon as possible so that we can work on a solution. All assignment instructions will be distributed in class and posted on CANVAS. The final grade for this course will be based on the following assignments (there is no final exam for this course):

1. Five response papers	20% (4 x 5%)
2. Two critical book reviews	20% (2 x 10%)
3. abstract and bibliography for critical review essay	5%

4. peer critique of first drafts of critical review essay	5%
5. first draft of critical review essay	10%
6. final critical review essay	20%
7. attendance & seminar participation	15%
(attendance: 5%; weekly seminar participation: 5%; class presentation: 5%)	

Attendance and active participation in class discussions: students are expected to attend **ALL** seminars and if for any reason you are unable to do so please inform me. **Any student who misses more than two seminars (excused and unexcused absences combined) will receive an automatic “F” for the course.** If you know that you will be unable to attend class for legitimate reasons (illness, family/work emergency, interviews, etc.) please e-mail me or let me know as soon as you can that you will not be able to attend. Please also note that late arrival to class (defined as 10 minutes late and above) will count as an absence; persistent lateness, defined as late arrival to class for more than 3 classes will result in 1 full grade penalty. Students who have legitimate reasons to arrive a few minutes late need to let me know that this will be the case. Please do not tell me that the bus was late. Take an earlier bus. An attendance roster will be circulated for each seminar for students to sign. It is each student’s responsibility to make sure that s/he signs the roster at every seminar meeting.

Active participation means exactly that—A-C-T-I-V-E. Even if you have perfect attendance but do not contribute to class discussion, expect to receive a lower grade. Although each student will act as a seminar leader at least once during the semester, it is expected that each student will actively participate in all seminars. Evidence of active participation includes:

- a. posing thoughtful questions during discussions
- b. making observations and/or arguments that demonstrate familiarity and engagement with the readings/instructor’s comments/other students’ comments during discussions
- c. offering constructive debate with instructor/students/authors supported by evidence based on readings/discussions
- d. observing contradictions in authors’ arguments and/or historical evidence with which the student engages
- e. letting/encouraging all students to speak (not just the eager minority), being respectful of each other’s opinions, and maintaining a positive, civil space for discussion in which all students feel comfortable expressing their opinions

Please note that I do not accept submissions of assignments by e-mail except under exceptional circumstances and when specifically specified in this syllabus. I will, however, answer any questions you have or clarifications you need by e-mail and will respond as promptly as I can to your queries. Please make sure that all cell phones,

papers, pads, pods and other electronic miscellany are turned off before class. We all forget to do this I know, but let's do our best. **Digital pens with audio recording capacity are also not allowed.** If you plan on using a digital pen without recording capacity please talk to me at the beginning of the semester. Laptops are not permitted in class except for designated presentations and for special needs requirements (documentation required for the latter).

I encourage all of you to see me at least once during my office hours (preferably more than once!) and to discuss issues and topics that are of particular interest to you and additional bibliographies that you may wish to consult. I also strongly encourage you to use the **Undergraduate Writing Center**, (FAC 211, 471-6222: <http://uwc.utexas.edu/>) The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

Course Outline:

Jan 14 *Introduction*

Jan 21 *Creating Effective Visual Presentations: A Basic Guide*

[Begin readings for Jan 28 seminar]

Jan 28 *Religion and Empire; Church and State: Orientations*

Read: Class reader: John Lynch, *New Worlds*, cpts. 1, 2 & 5; Altman, *Early History*, cpt. 6; *Local Religion in Colonial Mexico*, cpt. 1 Carlos M. N. Eire, "The Concept of Popular Religion"

[response paper due in class Jan 28]

Feb 4 *Evangelization and Conversion: Divergent Models for Indian and African Souls*

Read: Class reader: Jaime Lara, *Christian Texts for Aztecs*, cpt. 4; Carolyn Dean, *Inka Bodies and the Body of Christ*, cpt. 4; via electronic resource: Joan Bristol, cpt. 2, "The People Most unenlightened by Doctrine." The Church and the Creation of Christian Subjects in Spanish America," from *Christians, Blasphemers, and Witches: Afro-Mexican Ritual Practice in the Seventeenth Century*

[response paper due in class Feb 4]

Feb 11 Project preparation

Feb 18 *Inquisition, Idolatry and Its Discontents: Ambivalent Conquests*

Read: Inga Clendinnen, *Ambivalent Conquests*; in class reader Iris Gareis, “Repression and Cultural Change, and via electronic resource, David Tavárez, cpt. 3, “Local Cosmologies and Secular Extirpators in Nahua Communities, 1571-1662, in *The Invisible War. Indigenous Devotions, Discipline, and Dissent in Colonial Mexico*

[first critical review due in class Feb 18]

Feb 25 Project preparation

March 4 *Clerical Activists and Proto-Anthropologists*

Read: Daniel Castro, *Another Face of Empire*; in class reader, Anthony Pagden, cpts. 6 & 7 from *The Fall of Natural Man*

[second critical review due in class March 4]

March 10-16	SPRING BREAK
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March 18 *Male and Female Religious and the “Indian Question”*

Read: Burns, *Colonial Habits*, cpts. 4 and 5; in class reader Martin Nesvig, *Local Religion in Colonial Mexico*, cpt. 3 “The Indian Question”; Matthew D. O’Hara, *A Flock Divided*, cpt. 2; *Religion in New Spain*, James D. Riley, cpt. 15

[response paper due in class March 18]

March 25 *Religious Reform in the Age of Enlightenment*

Read: Burns, *Colonial Habits*, cpt. 6; in class reader: Lynch, *New Worlds*, cpt. 4 “Religion in the Age of Enlightenment”; Taylor, *Shrines and Miraculous Images*, cpt. 4 “Places of Our Lady of Guadalupe in 18th C. Mexico”

[response paper due in class March 25]

April 1 *The Crisis of the Colonial Church*

Read: Burns, *Colonial Habits*, cpt. 7; in class reader: Lynch, *New Worlds*, cpt. 4 “Independence: A Sinful Revolution”; Taylor, *Shrines and Miraculous Images*, cpt. 5

[response paper due in class April 1]

April 8 Project preparation for critical review essay

Friday April 11	Abstract and working bibliography due by noon to me via e-mail
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April 15 Project Preparation

April 18 first draft due ***Friday April 18*** to me by 5 p.m. via e-mail

April 22 Peer review and discussion of first drafts. Peer review comments to be submitted to me and to the seminar member you reviewed at the end of the seminar today

April 29 Students' critical essays provide the basis for discussion

[final critical review essay due in class April 29]

**This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.*

Policy on Scholastic Dishonesty/Plagiarism (Student Judicial Services): Students must familiarize themselves with the university's policies on scholastic dishonesty and plagiarism. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services website: <http://deanofstudents.utexas.edu/sjs>. Please discuss any concerns you have regarding these policies with me and please understand that "ignorance" is not a defense in plagiarism cases

University of Texas Honor Code: The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community

Use of E-mail for Official Correspondence to Students: E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT-Austin's policies and instructions for updating your e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>

Documented Disability Statement: Students with disabilities may request appropriate academic accommodations and a letter documenting such needs from the office of Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to me at the beginning of the semester so we can discuss the

accommodations you need. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>

Religious Holidays: UT-Austin policy requires that you must notify me of your pending absence at least fourteen days prior to the date of the observance of a religious holy day. If you must miss a class or the deadline for submission of an assignment in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Behavior Concerns Advice Line (BCAL): If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and the University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>

Emergency Evacuation Policy: Occupants of buildings on the UT-Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building
- If you require assistance to evacuate, inform me in writing during the first week of class
- In the event of an evacuation, follow my instructions or those of class instructors
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT-Austin Police Department, or the Fire Prevention Services office

Emergency Information: For more information on UT-Austin's emergency policies and procedures see <http://www.utexas.edu/emergency/>