The Aztec and the Spanish empires have attracted the attention of scholars and the public for a long time with stories of gold, human sacrifice, warfare, and the meeting of two different civilizations. In this class we will study both empires, taking advantage of the varied lines of evidence available for their study, especially historical and archaeological evidence, as well as monuments and works of art. The focus of the class will be on how imperial expansion affected the daily life of people in the Aztec empire and after the Spanish conquest. In addition to studying the daily life of different people in these empires, we will examine some of the themes that have fascinated both scholars and the general public, including human sacrifice, conquest warfare, and religion. The goal of the class is to examine social and cultural heterogeneity in both of these empires, to familiarize students with the diverse lines of evidence we have to study these empires, and to understand processes of historical change among the Aztecs and the Spanish empire.

The class will be roughly divided equally between the Aztec empire and the Spanish empire. Prior experience in archaeology is not required to join the class.

Class requirements include active participation in seminars and discussions, as well as completion of written assignments and a presentation for the class.

Students with disabilities: Any student with disabilities should talk to me as soon as possible so that we may make arrangements that will make for a better learning experience and that will allow the student to show his or her abilities fully.

Assignments:

Attendance and participation are required, as is, of course, completion of readings before class. In each class we will discuss the readings and do other activities related to the weekly theme. All students are expected to read before class, and bring a set of questions that they wish to discuss in class. We will go over the questions at the beginning of class and figure out discussion then.

The term paper will ask students to expand and build upon one of the chapters in *The Aztec World*, edited by Elizabeth Brumfiel and Gary Feinman (2008). I will explain the assignment in detail early in the semester.

Grades will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>20%</td>
</tr>
<tr>
<td>In-class presentation</td>
<td>15%</td>
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<tr>
<td>Term paper</td>
<td>35%</td>
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</tbody>
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Class Schedule:
Journal articles may be found at the library or on line. Books will be placed on reserve at the PCL.

CLASS SCHEDULE

Week 1 (August 28): Welcome to the Aztec World

No readings for this week.

Week 2 (Sept 4): Predecessors: Teotihuacan and Tula


Week 3 (Sept. 11): History

Read: Boone, Elizabeth Hill 2000 *Stories in Red and Black*. University of Texas Press. Chapters 1, 2, 3, and 8.

Week 4 (Sept. 18): Ethnicity


Week 5 (Sept. 25): Daily life of the Aztecs


Smith, Michael 2008 *Aztec City-State Capitals*. University Press of Florida. Chaps. 6 and 7.

Excerpts from The Florentine Codex, TBA.
Week 6 (Oct.2): Aztec economies, trade, tribute, etc.


Week 7 (Oct. 9): Religion and sacrifice.


Week 8 (Oct.16): Tenochtitlan and the Templo Mayor


Week 9 (Oct. 23): The Conquest: War and Technology, and Indian conquistadors


Week 10 (Oct. 30): Daily life: issues of change and continuity


Week 11 (Nov. 6): Castas and class in colonial Mexico


Week 12 (Nov. 13): Religious conversion


Week 13 (Nov. 20): Student presentations

Week 14 (Nov. 27): The Turkey, an Aztec bird

Week 15 (Dec. 4): Aztecs today


