

## HIST 3369 Colonial Mexico

University of Houston

Spring 2024 Online

### CONTACT

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### DESCRIPTION

This upper-division course follows the evolution of Mexican society from the eve of the Spanish War on the Aztecs until the Independence Revolution of 1810. Central themes include labor, law, gender, family, and religion. Students will use primary and secondary sources from the course to write a final paper. We will study the centrality of New Spain (colonial Mexico) for global economies and imperial finance. This course stresses the roles of diaspora, forced labor, and the law in the lives of Afrodescendants and Indigenous peoples. WID. 3 credit hours.

### WRITING IN THE DISCIPLINES

The academic catalog describes WID classes as “writing intensive courses that require substantial writing (at least 3,000 words, including at least one piece of work done outside of class and returned to the student prior to the end of the term with the instructor’s written evaluation of grammar, style, and content).”

### GOALS

In this class, students will:

1. Practice solving complex problems in history
2. Verbally explain historical sources and arguments
3. Think and write critically about digital projects
4. Synthesize and critically examine texts to develop well-reasoned written arguments

### OUTCOMES

1. Given weekly readings, students will demonstrate knowledge of relevant arguments.
2. Using recordings, students will verbally express how using Indigenous sources changed their perspectives on colonial Mexico.
3. Given a digital humanities project, students will be able to offer a critical evaluation of the project as a resource to researchers and the public.
4. When given an essay prompt, students will be able to place terms and historical processes in context and highlight historical causation and outcomes in reference to specific events as well as groups.

### STRUCTURE

1. Class will consist of video lectures, primary document analysis, and documentary films.
2. **Lecture** topics are presented each week. Watch the lectures in the corresponding week.
3. Students should complete the **assigned reading** beneath each class where applicable.

Links to the readings are embedded in the syllabus and in the Canvas course.

4. **Recorded responses and workshops** will guide student engagement with readings for each module.
5. **Assignments** appear throughout the course and will be graded using rubrics.

## ASSIGNMENTS

**Discussion and Workshops:** There are a total of 10 questions and workshops, each worth one point of the final grade. For weeks that have a question assigned to them, students are expected to record a **1-minute answer from their notes**. They will be graded on a 4-point scale (4=excellent; 3=good; 2=developing; 1=beginning). Upload a recorded file or make the recording in Canvas. An excellent answer draws on notes and shows some improvisation.

**Workshops** are part of the weekly coursework. Look each week for these short assignments. They will be graded on a 4-point scale (4=excellent; 3=good; 2=developing; 1=beginning). Turn in your answers by end of day each Friday. Upload the worksheet or paste text into the text box.

Assignment 1: A **podcast** (3-5 minutes) due Week 5 on 2/16 by midnight on Canvas. Describe some of the Indigenous historical sources available for studying colonial Mexico, using at least 2 direct examples. Use primary sources on the syllabus, sources described in lectures, or sources excerpted and translated in Townsend. Do not search for these sources elsewhere. Tell your listener what you learned from one or more of these sources about a theme from the course (labor, religion, family, economies, political conflict, memory). Use your own words, except when quoting directly from sources.

Assignment 2: Midterm essay draft due in Week 7 on 3/8 by midnight on Canvas. Using course texts, both primary and secondary, students will write a 3-4 page essay (about **750 words**) on the topic of labor in colonial Mexico. A full essay prompt and rubric will be available online. You are required to work on a full draft of your paper at the Writing Center **on or before turning in this draft on 3/8**. Schedule your appointment at <https://www.uh.edu/writing-center/student-services/online-writing-consultations/> or <http://writingcenter.uh.edu/>

Assignment 3: **Midterm essay** final draft due 3/22 by midnight. Using course texts, both primary and secondary, students will write a 3-4 page essay (about **750 words**) on the topic of labor in colonial Mexico. Make corrections to your initial draft and turn it in again as a final version.

Assignment 4: Digital project **review** due 4/12 by midnight. Students will choose a digital humanities project from a list provided. The review will cover the purpose of the exhibit or project, its funding and scope, utility to the public and researchers, and what you learned from the content. The length of the review is around **500 words**.

Assignment 5: **Final essay** of 8-10 pages (at least **1,500 words**) due 5/1 by midnight. The final will consist of 2 possible prompt choices. Students should cite a minimum of four primary and four secondary sources from the course materials to support their arguments. **Use the course materials listed on this syllabus only**. This work should reflect your own ideas, arguments, and understanding of the material. Plagiarism or computer-generated papers are not acceptable. Use the conventions in the [Chicago Manual available online](#).

## AI POLICY

This course delivers content about colonial Mexico and trains students to write more effectively. If you think about it, a computer cannot do this for you; your voice is your own and worth developing through hard work. You may use AI sparingly, if it helps you communicate some of your ideas. Keep in mind that AI-generated writing is (as of Spring 2024) often illogical, repetitive, or inappropriate in tone. If you generate entire paragraphs or assignments using artificial intelligence of any kind, you will not receive a passing grade. The requirements of the assignments are to express original ideas. A computer-generated response will waste time and disappoint everyone involved (though perhaps not the computer, which is, as far as we know, not fully sentient). **Generating whole assignments from AI counts as cheating in this course.**

## GRADING

Recorded Responses and Workshops 10%

Podcast 15%

Midterm Essay Draft 10%

Midterm Final Draft 20%

Exhibit Review 20%

Final Paper 25%

## GRADE SCALE

A 94-100

A- 90-93.9

B+ 88-89.9

B 84-87.9

B- 80-83.9

C+ 78-79.9

C 74-77.9

C- 70-73.9

D+ 68-69.9

D 64-67.9

D- 60-63.9

F 0-59.9

## IMPORTANT DATES

1/31: Last day to drop this course without a grade

2/16: Assignment due

3/8: Midterm essay full draft due

3/11-3/16: Spring Break

3/22: Midterm essay final draft due

4/12: Assignment due

4/17: Last day to drop this class or withdraw with a "W"

5/1: Final essay due online by end of day

## UNIVERSITY POLICIES

### Mental Health and Wellness Resources

The University of Houston has a number of resources to support students' mental health and overall wellness, including [CoogsCARE](#) and the [UH Go App](#). UH [Counseling and Psychological Services \(CAPS\)](#) offers 24/7 mental health support for all students, addressing various concerns like stress, college adjustment and sadness. CAPS provides individual and couples counseling, group therapy, workshops and connections to other support services on and off-campus. For assistance visit [uh.edu/caps](http://uh.edu/caps), call 713-743-5454, or visit a [Let's Talk](#) location in-person or virtually. [Let's Talk](#) are daily, informal confidential consultations with CAPS therapists where no appointment or paperwork is needed.

The [Student Health Center](#) offers a Psychiatry Clinic for enrolled UH students. Call 713-743-5149 during clinic hours, Monday through Friday 8 a.m. - 4:30 p.m. to schedule an appointment.

The [A.D. Bruce Religion Center](#) offers spiritual support and a variety of programs centered on well-being.

### Need Support Now?

**If you or someone you know is struggling or in crisis, help is available. Call CAPS crisis support 24/7 at 713-743-5454, or the National Suicide and Crisis Lifeline: call or text [988](tel:988), or chat [988lifeline.org](https://988lifeline.org).**

### Academic Honesty Policy

High ethical standards are critical to the integrity of any institution, and bear directly on the ultimate value of conferred degrees. All UH community members are expected to contribute to an atmosphere of the highest possible ethical standards. Maintaining such an atmosphere requires that any instances of academic dishonesty be recognized and addressed. The UH Academic Honesty Policy is designed to handle those instances with fairness to all parties involved: the students, the instructors, and the University itself. All students and faculty of the University of Houston are responsible for being familiar with this policy.

### Title IX/Sexual Misconduct

Per the UHS Sexual Misconduct Policy, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information about resources on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

### Reasonable Academic Adjustments/Auxiliary Aids

The University of Houston is committed to providing an academic environment and educational programs that are accessible for its students. Any student with a disability who is experiencing barriers to learning, assessment or participation is encouraged to contact the Justin Dart, Jr. Student Accessibility Center (Dart Center) to learn more about academic accommodations and support that may be available to them. Students seeking academic accommodations will need to

register with the Dart Center as soon as possible to ensure timely implementation of approved accommodations. Please contact the Dart Center by visiting the website: <https://uh.edu/accessibility/> calling (713) 743-5400, or emailing [jdcenter@Central.UH.EDU](mailto:jdcenter@Central.UH.EDU).

### Excused Absence Policy

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston [Undergraduate Excused Absence Policy](#) and [Graduate Excused Absence Policy](#) for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Under these policies, students with excused absences will be provided with an opportunity to make up any quiz, exam or other work that contributes to the course grade or a satisfactory alternative. Please read the full policy for details regarding reasons for excused absences, the approval process, and extended absences. Additional policies address absences related to [military service](#), [religious holy days](#), [pregnancy and related conditions](#), and [disability](#).

### Recording of Class

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the [Justin Dart, Jr. Student Accessibility Center](#). If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with anyone without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

### Resources for Online Learning

The University of Houston is committed to student success, and provides information to optimize the online learning experience through our [Power-On](#) website. Please visit this website for a comprehensive set of resources, tools, and tips including: obtaining access to the internet, AccessUH, and Canvas; using your smartphone as a webcam; and downloading Microsoft Office 365 at no cost. For questions or assistance contact [UHOnline@uh.edu](mailto:UHOnline@uh.edu).

### UH Email

Please check and use your CougarNet email for communications related to this course. Faculty use the CougarNet email to respond to course-related inquiries such as grade queries or progress reports for reasons of FERPA. To access your CougarNet email, [login](#) to your Microsoft 365 account with your CougarNet credentials. Visit [University Information Technology \(UIT\)](#) for instructions on how to connect your CougarNet e-mail on a mobile device.

### Syllabus Changes

Please note that the instructor may need to make modifications to the course syllabus. Notice of such changes will be announced as quickly as possible through Canvas announcement.

## WRITING CENTER

The University of Houston Writing Center provides individual consultations for students working on all types of writing. Whether it is your first semester or your last, meeting with a trained writing consultant can provide another perspective on your paper or project that aids you in navigating the writing process from brainstorming to perfecting a final draft and any stage in between. You can make an online appointment by visiting <http://writingcenter.uh.edu/>.

## REQUIRED TEXTS

- [R. Douglas Cope, \*The Limits of Racial Domination: Plebeian Society in Colonial Mexico City, 1660-1720\* \(Madison: University of Wisconsin Press, 1994\)](#)
- [Tatiana Seijas, \*Asian Slaves in Colonial Mexico: From Chinos to Indians\* \(Cambridge: Cambridge University Press, 2014\)](#)
- [Camilla Townsend, \*Fifth Sun: A New History of the Aztecs\* \(Oxford: Oxford University Press, 2019\)](#)

## ADDITIONAL READINGS

If you are unable to purchase required books, they are also on in the library. Additional readings can be found in Canvas modules. Selections from Joseph, G. M., and Timothy J Henderson, [\*The Mexico Reader: History, Culture, Politics\*](#) (Durham: Duke University Press, 2002) are included in the online reserves.

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## COURSE MODULES

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### Week 1 From Mesoamerica into New Spain

Lecture #1 Early City States

Lecture #2 Rise of the Aztecs

Optional: [How to read a monograph](#)

Read this week: [Camilla Townsend, \*Fifth Sun: A New History of the Aztecs\*, Intro and Chs.1-4](#)

**DUE 1/19 Recording:** In a 1-minute recording, explain one of the main arguments in *Fifth Sun* and how it confirmed or changed an opinion you brought to this class.

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### Week 2 Invasion

Lecture #3 Capture of Tenochtitlán

Refer to [Mexica](#) and [Spanish](#) accounts of the meeting of Moctezuma and Cortés

Lecture #4 Malintzin and Nahua Culture

Read before lecture: [Camilla Townsend, \*Fifth Sun: A New History of the Aztecs\*, Chs. 5-8, Epilogue, Appendix](#)

**DUE 1/26 Workshop:** The *Documentos Cortesianos* as a [source](#)

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### Week 3 Early New Spain

#### Lecture #5 *Encomienda*: Early-Colonial Labor and Taxation

Read, [“Why the Indians Are Dying” by Alonso Zorita](#) in Joseph, G. M., and Timothy J Henderson, [The Mexico Reader: History, Culture, Politics](#) (Durham: Duke University Press, 2002), 116-124.

Open, [Mapa de Teozacualco](#)

#### Lecture #6 Africans and Afromexicans

Read before lecture: [María Elena Martínez, “The Black Blood of New Spain: Limpieza de Sangre, Racial Violence, and Gendered Power in Early Colonial Mexico”](#) *The William and Mary Quarterly* 61, no. 3 (Jul., 2004), 479-520

#### DUE 2/2 Workshop: Early Afromexico

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### Week 4 Change and Continuity for Indigenous Communities

#### Lecture #7 *Indio* Status and Corporate Structures

Read, “The Indians of Tejupan want to raise silk on their own (Oaxaca, Mexico, 1543)” by Woodrow Wilson Borah in Richard E. Boyer and Geoffrey Spurling, *Colonial Lives: Documents on Latin American History, 1550-1850* (New York: Oxford University Press, 2000) 6-10.

#### Lecture #8 Mesoamerican and Colonial Indigenous Writing

Watch, NOVA PBS [Cracking the Maya Code](#) (2009)

#### DUE 2/9 Workshop: Codices

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### Week 5 Baroque Religion and Ritual

#### Lecture #9 Catholicism and Conversion

#### Lecture #10 Witchcraft and Ritual Magic

Open Digital Florentine Codex to [“ticitl”](#) (healer or midwife)

Read before lecture: Joan Cameron Bristol, “From Curing to Witchcraft: Afro-Mexicans and the Mediation of Authority,” *Journal of Colonialism and Colonial History* 7 (2006)

#### DUE 2/16 PODCAST ASSIGNMENT

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### Week 6 Slavery and Urban Life

#### Lecture #11 Slave Trading in the Ibero-Atlantic

Workshop using the Slave Voyages [Trans-Atlantic Slave Trade Database](#)

## Lecture #12 Marriage, Family and Community Formation

Read before lecture: Pablo Sierra Silva, "From Chains to Chiles: An Elite Afro-Indigenous Couple in Colonial Mexico, 1641-1688." *Ethnohistory* 62 (2015): 361–84.

**DUE 2/23 Workshop:** [Slave Voyages Project](#)

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## Week 7 Pacific New Spain

### Lecture #13 Japanese Embassies, Asian commerce, and Mexico's Pacific World

Read, selection from *Don Domingo de San Antón Muñón Chimalpahin Quauhtlehuanitzin* edited and translated by James Lockhart, Susan Schroeder, and Doris Namala (Stanford: Stanford University Press, 2006) pp. 273-277

### Lecture #14 *Chinos* and Manila Galleons

Read before lecture: [Seijas, \*Asian Slaves in Colonial Mexico\*](#)

**DUE 3/1 Recording:** In a 1-minute recording, identify the main argument behind Seijas's book. Name one thing you learned from this book that you explained to someone outside this class.

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## Week 8 Cacique and Macehual

### Lecture #15 Daily Life and Entertainment

Read "Dialogue on the Apparition of the Virgin Saint Mary of Guadalupe" translated by Louise M. Burkhart, Barry D. Sell, and Stafford Poole, *Aztecs on Stage: Religious Theater in Colonial Mexico* (Norman: University of Oklahoma Press, 2011), 145-177

### Lecture #16 Genealogy and Elite Families

Open, [Tlachco Codex](#)

**DUE 3/8 MIDTERM ESSAY DRAFT**

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## Week 9 SPRING BREAK 3/11-3/15

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## Week 10 Societies of Caste and Class

### Lecture #17 *Limpieza de sangre* and the *sociedad de castas*

### Lecture #18 Classes or Castes?

Read before lecture: [Cope, \*The Limits of Racial Domination\*](#)

**DUE 3/22 MIDTERM ESSAY**

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## Week 11 Property

### Lecture #19 Wills

Read, *Dead Giveaways: Indigenous Testaments of Colonial Mesoamerica and the Andes* eds. Susan Kellogg and Matthew Restall (University of Utah Press, 1998), 37-58.

Open, "[The Persistence of Nahua Culture](#)" from the online exhibit "Aztecs and the Making of Colonial Mexico" from the Newberry Library

### Lecture #20 Gender and Slavery

Read before lecture: Danielle Terrazas Williams, "'My Conscience is Free and Clear': African-Descended Women, Status, and Slave Owning in Mid-Colonial Mexico," *The Americas* 75, no. 3 (2018): 525-554.

**DUE 3/29 Workshop:** Zapotec [Ticha Project module](#)

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## Week 12 Gendered Honor

### Lecture #21 Honor

Refer to, "[Scandal at the Church](#): José de Alfaro Accuses Doña Theresa Bravo and Others of Insulting and Beating His Castiza Wife, Josefa Cadena (Mexico, 1782)"

### Lecture #22 Gendering the Everyday

Read before lecture: Lipsett-Rivera, *Gender and the Negotiation of Daily Life* Ch. 1 pp 1-29

**DUE 4/5 Workshop:** Visual Primary Sources

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## Week 13 Bourbon Reforms

### Lecture #23 Mining and Tribute

### Lecture #24 Overview of the Reforms

Read before lecture: Dana Velasco Murillo, "Laboring Above Ground: Indigenous Women in New Spain's Silver Mining District, Zacatecas, Mexico, 1620–1770" *The Hispanic American Historical Review* 93, no. 1 (2013), 3–32.

**DUE 4/12 Review Assignment**

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## Week 14 Northern Expansion

### Lecture #25 Expeditions into the Far North

### Lecture #26 Borderlands

Watch "[New World Rising](#)" from *Native America* (PBS, 2018)

**DUE 4/19 Recording:** In a 1-minute recording, explain one aspect of women's labor and wealth that two sources from the course have addressed. How did they treat the subject differently?

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Week 15 Wars for Independence

Lecture #27 Independence

Lecture #28 Heroes and Villains of the Independence Revolution

Refer to "[Sentiments of the Nation](#)" by José María Morelos

**4/26 Final Essay topics available on Canvas**

**5/1 Final Essay due by midnight**