

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> HIST 161		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Aztecs, Mayas, and Spaniards <b>Course Short Title:</b> <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> History															
<b>Calendar Description:</b> Examines Maya and Aztec societies and cultures, the Aztec Triple Alliance Empire, Spain under Muslim and Christian rule, European imperial expansion, and the Spanish invasion of Mexico. In analyzing the Indigenous and European past, and the "conquest" as history and myth, this course emphasizes the compelling accounts found in Aztec, Maya, and Spanish sources. Note: This course is offered as HIST 161 and LAS 161. Students may take only one of these for credit.																	
<b>Prerequisites (or NONE):</b>		None.															
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: <b>LAS 161</b> Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Special Topics</b> <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Lecture/seminar hours</td> <td style="text-align: center; padding: 2px;">30</td> </tr> <tr> <td style="padding: 2px;">Tutorials/workshops</td> <td style="text-align: center; padding: 2px;">15</td> </tr> <tr> <td style="padding: 2px;">Supervised laboratory hours</td> <td style="text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Experiential (field experience, practicum, internship, etc.)</td> <td style="text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Supervised online activities</td> <td style="text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Other contact hours:</td> <td style="text-align: center; padding: 2px;"></td> </tr> <tr> <td style="text-align: right; padding: 2px;"><b>Total hours</b></td> <td style="text-align: center; padding: 2px;"><b>45</b></td> </tr> </table>		Lecture/seminar hours	30	Tutorials/workshops	15	Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		<b>Total hours</b>	<b>45</b>	<b>Independent Study</b> If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit	
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<b>Total hours</b>	<b>45</b>																
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> Transfer credit already exists: <i>(See <a href="#">bctransferguide.ca</a>.)</i> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
		<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
		<b>Maximum enrolment (for information only):</b> 36 <b>Expected Frequency of Course Offerings:</b> Every year <i>(Every semester, Fall only, annually, etc.)</i>															
<b>Department / Program Head or Director:</b> Adrianna Bakos		<b>Date approved:</b> March 2021															
<b>Faculty Council approval</b>		<b>Date approved:</b> April 9, 2021															
<b>Dean/Associate VP:</b> Jacqueline Nolte		<b>Date approved:</b> April 9, 2021															
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> n/a															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> June 18, 2021															

**Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- Define key developments in Aztec, Maya, and Spanish history.
- Identify major elements of sixteenth-century Aztec, Maya, and Spanish cultural practices and world views.
- Characterize sixteenth-century Aztec and Maya sociopolitical and economic organization.
- Describe the historical trajectory of Spanish imperial expansion.
- Assess the events, conflicts, and alliances in the Spanish invasion of Mexico.
- Assess conquest histories and myths through the analysis of Indigenous and European primary sources.
- Evaluate the legacies of early European colonialism in central Mexico and the Maya region.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Teaching methods will include lectures, augmented with online and audio/visual materials (film and still images), weekly discussion periods, and in-class workshop exercises.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials** (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Diaz del Castillo, Bernal	The Conquest of New Spain. Translated by J.M. Cohen	<input type="checkbox"/>	Harmondsworth: Penguin Books	1963
2. Leon-Portilla, Miguel, ed.	The Broken Spears: The Aztec Account of the Conquest of Mexico. Updated and Expanded ed.	<input checked="" type="checkbox"/>	Boston: Beacon Press	
3. Rampolla, Mary Lynn	A Pocket Guide to Writing History. .	<input checked="" type="checkbox"/>	Boston and New York: Bedford/St. Martin's	
4. Restall, Matthew	Seven Myths of the Spanish Conquest	<input type="checkbox"/>	New York: Oxford University Press	2003
5. Various	PDFs of primary source readings	<input type="checkbox"/>		

**Typical Evaluation Methods and Weighting**

Final exam:	30%	Assignments: Writing and historical skills exercises	35%	Portfolio:	%
Midterm exam:	25%	Project:	%	Participation:	10%
Quizzes/tests:	%	Lab work:	%	Total:	100%

**Details (if necessary):****Typical Course Content and Topics**

Week 1	Introduction to the course / The emergence of complex societies in Mesoamerica
Week 2	Maya origins and history / Maya political organization / Culture, calendrics, and cosmology
Week 3	Reading Maya glyphs
Week 4	Maya subsistence / The classic Maya "collapse", the postclassic, and relations with central Mexico / Teotihuacan, the Toltecs, and the founding of Aztec Tenochtitlán
Week 5	Aztec economic organization, politics, and imperial strategies / Aztec ritual, sacrifice, and warfare
Week 6	Aztec daily life / Gender, social distinctions, and hierarchy / Literature and the arts
Week 7	Mid-term exam
Week 8	Spain under Christian and Muslim rule / Columbus' voyage and first "contacts" / Myth, history, and historiography / The "myth of exceptional men" (Columbus)
Week 9	The global context to European expansion / Colonization in the Caribbean / The invasion of Yucatan and Mexico / The "myth of exceptional men" (Cortés) and the "myth of the king's army"
Week 10	Spanish and Aztec versions of the invasion of Mexico / Alliances and the "myth of the white conquistador"
Week 11	The massacre at Cholula / The meeting of Cortés and Moctezuma in Tenochtitlán / Gender, La Malinche, and the "myth of (mis)communication" / The "myth of completion"
Week 12	The defeat of the Spanish on the "Noche Triste" / Alliances, reinforcements, and regrouping in Tlaxcala / The siege and battle for Tenochtitlán / The "myth of native desolation" and of the "white gods"
Week 13	After the fall of Tenochtitlán / Analyzing and explaining the invasion / The "myth of superiority" / Colonial legacies