

ANTHROPOLOGY (ANT) 3162 (Section 9583)

AZTEC CIVILIZATION

COURSE INFORMATION:

Class Meets: Tues. Per. 4 (10:40-11:30) and Thurs. Per. 4-5 (10:40-12:35) LIT 109

Gen. Ed. Credit Categories: **H & I**

Spring 2008

3 Credits

Not a Gordon Rule Course

NOT OPEN TO STUDENTS WHO COMPLETED ANT 3163 (Maya & Aztec Civilization)

PREREQUISITES: Prior coursework in anthropology or history is highly recommended.

ADDITIONAL INFORMATION ON E-LEARNING: <http://lss.at.ufl.edu>

INSTRUCTOR INFORMATION:

Prof. Susan D. Gillespie

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Email: sgillesp@ufl.edu

www.clas.ufl.edu/users/sgillesp

Phone: 392-2253 x222 (office, voicemail)

Office Hours: Tu, Th 9:00-10:00, W 1:00-2:00

Teaching Assistant: Rebecca Gorman rgorman1@ufl.edu Office Hours: TBA

COURSE DESCRIPTION: This course examines in detail the best known precolumbian civilization of Mesoamerica: the Aztecs. A major goal is to demystify the Aztecs—to look beyond the exaggerations and place their “exotic” customs and beliefs in their proper cultural and historical contexts. We want to appreciate their unique place in history while underscoring their essential humanity with relevant comparisons to our own and other societies.

The first two-thirds of the semester is an in-depth study of Aztec culture and society at about AD 1500. This intensive investigation requires you to learn Aztec words and concepts, because an important objective is to understand a non-Western culture from their point of view, not just ours! For information, we utilize ethnohistory, showing how scholars interpret information from 16th century documents written by both Aztecs and Spaniards, and also archaeology, explaining how scarce surviving material remains are interpreted. Aspects of Aztec culture are examined beginning with daily life and the life cycle, and then moving beyond the individual to the larger world: the household, neighborhood, capital city, and the Basin of Mexico. Social, political, and economic structures are investigated at all these levels, the highest being the conquest empire that covered much of central Mexico. Aesthetic, intellectual, and religious concerns receive extensive coverage. The last third of the course is devoted to the lesser-known neighboring groups with whom the Aztecs traded, allied, and warred, and the Spanish Conquest, treated from the viewpoints of Europeans and Aztecs.

COURSE OBJECTIVES AND STUDENT GOALS: In-depth understanding of the Aztecs as a major world civilization through the representations they and their conquerors created; appreciation of the problems of studying a past civilization through scarce and biased documentary and archaeological records; learning how to compare and contrast Western and non-Western cultures in a non-judgmental way; reflections and insights into one's own way of life and world view through such a comparison. Current controversies are examined to engage students in the intellectual process. The development of cross-cultural comparative knowledge, evaluative and analytical capabilities in examining evidence for the holistic study of culture, communicative skills in writing papers, and self-reflections guided by group discussion are also important objectives of this course.

General Education Goals: To learn how to value and respect other ways of life, and in the process, have a more profound understanding of your own. Aztec representations of themselves— their

histories, rituals, cosmologies, poetry, philosophy, artworks, architecture, city plans—are placed in context against 16th century Spanish and modern American representations of them. Students should begin to understand the critical roles played by creative expressions and the meaningfulness of the representations peoples like the Aztecs made of themselves, as well as the biased or unintentional misrepresentations that others make of them, influenced by their own point of view.

COURSE DESIGN: This elective course has been designed for Anthropology majors and minors and for students in Latin American Studies, History, Classics, Art History, and Religion. It has not been designed for students taking it simply to fulfill General Education requirements, although they are welcome. This course is not recommended for students seeking electives to raise their GPA or for entering true freshmen.

COURSE LEVEL: This is an upper division undergraduate course. *What does this mean?* Success is based on **mastery** of the information. Students should be experienced at listening to lectures and taking notes. They should know the difference between abstract or generalizing concepts (important) and facts that illustrate those concepts (less important). They should be prepared to review their notes each week. There are *no* review sessions prior to exams, and exams are not gone over in class afterwards. Exams require the ability to evaluate, synthesize, and analyze information, and not merely memorize “facts.”

E-LEARNING COMPONENT: Go to <http://lss.at.ufl.edu>. Log in with your Gator-link ID. If you haven't used E-Learning before, run the tutorial (see link on main page). All **lecture outlines** are posted as Word documents here. Every student is expected to download the lecture outline, print it out (you can add additional spacing if you wish), and bring it to class. The outlines do not provide the entire lecture, but they show the organization of major and subsidiary points and have all the important Aztec words. Check the website regularly for announcements, handouts, and learning aids.

FORMAT: The course format is lecture, illustrated with slides. Every student is expected to bring the lecture outline (from E-Learning) to each class; nothing is written on the board. The readings packet is also used in some lectures. This is not a movie theater! Talking amongst yourselves is disruptive. Students who bother others will be asked to leave. For Thursday's double period, the professor will call for a 10-minute break between lectures.

PERSONAL DEVICES: *Turn off cell phones.* All cell phones, PDAs, iPods, and similar portable devices must be stowed away. Notebook computers are allowed *only* for taking notes; any other use is strictly prohibited. (Don't even try it, since the TA and your neighbors can see your screen.) Newspapers and other reading materials not relevant to the class should be put away out of sight.

ASSIGNED SEATING: At the 4th class meeting a seating chart will be distributed. On that day you may choose where to sit (within limits), and this will become your assigned seat—you should always sit there. *Students will be seated in groups* for discussion purposes. Put your seat number on all assignments to facilitate returning them to you.

ATTENDANCE POLICY: All students are expected to be in their seats and ready to listen at 10:40. Discussion assignments are given and projects collected in the first 5 minutes of class. Students who are tardy and miss the assignment must notify the TA so that they won't be marked as absent (but will be marked as tardy.) Much of the course material is presented only in the lectures. Class meetings provide the only opportunity to “download” the lecture; thus, attendance is not optional and is regularly checked. *If you don't come to class regularly, you will fail this course.* If you miss any class, it is your responsibility to obtain the notes from a classmate.

CLASS PARTICIPATION: Although this is a large lecture course, some class periods have short written assignments to be completed by small group discussion. These are graded for effort and attendance, and comprise 5% of the final grade (15 points out of 300 possible). In addition, students are encouraged to ask the professor questions at any time during the lectures to clarify what was said and to raise related issues. Students who submit *thoughtful* written questions (on paper or by email) may earn up to 10 points of Extra Credit during the semester. You may earn a maximum of 1 point per week.

REQUIRED READINGS: There are TWO required textbooks available for purchase:

1. Smith, Michael E. *The Aztecs* 2002 (revised) edition only
2. Readings Packet for ANT 3162 at Orange & Blue Textbooks, 309 NW 13th St.

Assigned readings should be done each week. It is useful to bring the packet to class because it has maps and other illustrations and assignments. Smith (2002) is the best available textbook, but his order of presentation does not match the lectures, so carefully watch the assigned page numbers. The professor does not use the textbook as the source for her lectures. The lectures provide a great deal of information not found in the textbook and sometimes disagree with the textbook. The textbook is a supplement to the lectures, giving additional information beyond what we have time for in class.

EXAMS: Your grade in this class is based primarily on your **mastery** of the course material as demonstrated on the exams, which cover lectures, readings, and visual information from slides and maps. Exams are machine-graded and are not returned; a key is posted. All students seeking to improve their subsequent exam grade should meet with the TA or Professor to go over the exam taken.

Midterm I	75 points	25% of the final grade	(Feb. 7)
Midterm II	75points	25%	(Mar. 20)
Final exam	90 points	30%	(May 1)

Missed Exams may be made up only if you have a valid excuse for an *involuntary* absence during the scheduled exam period AND if you (or someone on your behalf) has informed the Professor or the TA before the exam begins that you have a valid excuse. Missed exams should be made up within one week of the original exam period at the instructor's convenience.

PROJECTS: Three short writing projects (15 points each) make up 15% of the final grade. The assignments are in the packet. This is an opportunity to use primary 16th century documentary sources and it constitutes a “research-based” form of learning whereby you discover information yourself instead of copying or memorizing someone else’s work. In each case, you will take on an elite occupational role in Aztec society, requiring you to interpret documents and communicate aspects of the indigenous culture. Every student is expected to do independent work on the projects. No credit will be given if there is evidence of collaboration or plagiarism. No external research is required beyond the assigned sources—if used, it will result in a lowering of the grade—and web-based sources of information are not acceptable. See further guidelines on each assignment.

Format Requirements: All projects must be typed, double-spaced. Put your name and seat number in the upper right corner. Pages must be numbered and stapled together for full credit. Papers with many typographical, spelling, or grammatical errors will be returned ungraded for rewriting. Late projects are severely penalized. Projects are a course requirement. *What does this mean?* **If even a single project is not turned in, you automatically fail the course.** Do them! They are fun to do!

Additional Books Needed for Projects On Reserve in the Library:

- For Project 1: Sahagún, Bernardino de: *The Florentine Codex*, Book 4 (The Soothsayers)
For Project 3: *The Codex Mendoza*

GRADES: All grades in this course are earned, not negotiated. Grading is based on **mastery** of the course material as determined from the performance on the exams and participation (85%), plus the essays (15%). Letter grades are assigned at the end of the semester, based on a total of 300 points. The grading scale for the final grade is as follows: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D. **Grade adjustments must be made before the final exam; the gradebook is “closed” at that time.**

STRATEGIES FOR SUCCESS:

Learn the Aztec (Nahuatl) words. Practice pronouncing them. Students who become familiar with the words tend to comprehend and remember the material better than those who do not.

The lecture outlines help you differentiate major points of each lecture and to see how subsidiary information (1a, 1b, etc.) supports the major points (A, B, etc.). Make sure you can explain the 3-4 major ideas with supporting information for any single (50 minute) lecture as you study for the exams.

Study the maps. Knowing where places are located in space helps you to understand the course material. Map questions appear on the exams.

Make time to do the reading assignments and *review your notes every week*. Cramming right before the exam is a strategy for failure.

Ask for help if you need assistance in taking notes, comprehending the readings, or studying for the exams. If you cannot come during office hours, make an appointment for a more convenient time.

ACCEPTANCE OF COURSE REQUIREMENTS: By remaining registered in this class, you agree to accept the course requirements and expectations as stated in this syllabus. These are in addition to other general University requirements and codes of conduct as stated in official documents.

ALL STUDENTS MUST FILL OUT AND TURN IN THE LAST PAGE OF THIS SYLLABUS BY THE THIRD WEEK OF CLASS. THIS IS A COURSE REQUIREMENT.

COPYRIGHT INFORMATION: Lectures may not be tape-recorded without the prior express written permission of Susan D. Gillespie. The contents of the syllabus, lectures, lecture outlines, and handouts for this course are copyrighted, intended for the private use of students registered in ANT 3162. *What does this mean?* These materials cannot legally be reproduced, in part or in whole, by any commercial enterprise (like a note-taking service) or for any profit-making business. Doing so is a punishable breach of copyright protections, and students who do so will be subject to sanctions (see the UF code of ethics).

UNIVERSITY POLICY: The following information is included in conformance with University Policy:

1) Students seeking modification of due dates for assignments and exams for religious reasons (e.g., holiday observance) should contact the Professor and request this modification. 2) Students seeking any classroom accommodation to facilitate their education must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the Professor when requesting accommodation. 3) The University reminds every student of the implied pledge of Academic Honesty: on any work submitted for credit the student has neither received nor given unauthorized aid. This refers to cheating and plagiarism. Consult the Student Guide at www.dso.ufl.edu/stg/ for more information.

ANT 3162 WEEKLY READING ASSIGNMENTS - SPRING 2008

Date	Topic	Smith Book	Packet
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PART I: INTRODUCTION

1	1/8	Introduction; You Speak Nahuatl	Pronunciation Guide
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2	1/10	Why Study the Aztecs?	p 1-7	Paszatory reading
3		Anthropology, Culture, Civilization		
4	1/15	Epistemology and Sources of Information	p 12-27	Anonymous Conqueror
5	1/17	Geography	p 7-11	various maps
6		Culture History <i>SEATS ASSIGNED</i>	p 27-34, 37-42	

PART II: THE INDIVIDUAL AND SOCIETY

7	1/22	The Individual in the Cosmos: Souls and Afterlife	p 246-256, 206-211	López Austin reading
8	1/24	Destiny: Tonalpohualli and Tonalamatl <i>PROJECT 1 ASSIGNED</i>	p 125-131	day signs, trecenas Durán reading
9		Life Cycle		Codex Mendoza
10	1/29	House and Big House: Calli and Calpulli		
11	1/31	Social Estates: Pilli and Macehualli	p 131-146,	
12		Huey Altepétl Tenochtitlan	Chap. 8	Basin of Mexico map
13	2/5	Templo Mayor PROJECT 1 DUE	p 220-229	Matos Moc. reading

14-15 2/7 **EXAM I**

PART III. WORLD VIEW, RELIGION, AND ETHNOAESTHETICS

16	2/12	Maize Agriculture: "Our Sustenance"	Chap. 3	
17	2/14	Cosmology: Cemanauatl	p 192-196	Sun Stone picture
18		World Creation - the Five Suns		Sahagún reading
19	2/19	Legendary History of the Mexica	p 34-37, 42-3	Gillespie reading Ethnic groups map
20	2/21	Religion: Teotl and Teopixqui	p 196-206, 212-215	god pictures
21		Ceremonies of the xihuitl	p 229-237	ceremonies map, list
22	2/26	New Fire and Xiuhmolpilli		
23	2/28	Sacrificial Rites	p 216-220	Dibble reading
24		Writing: Tlilli, Tlapalli <i>PROJECT 2 ASSIGNED</i>	p 238-246	2 symbols handouts Boturini excerpt
25	3/4	Aztec Discoveries		

26-27 3/6 No official class meeting; help with Project 2

SPRING BREAK

PART IV. COMMERCE, EMPIRE, AND WAR

28	3/18	Crafts & Market: Toltecatl, Tianquiztli	Chap. 4	
29	3/20	Pochteca: Traders and Travelers	p 106-124	Map of toponyms
		PROJECT 2 DUE		
30		Divine Kings: Huey Tlatoani	p 43-55	Kings' name glyphs Gillespie kings reading
31	3/25	Empire and Tribute	Chap 7	Mendoza province map Project 3
		<i>PROJECT 3 ASSIGNED</i>		

32-33 3/27 **EXAM II**

PART V. THE AZTECS AND THEIR NEIGHBORS

34	4/1	Triple Alliance, Warfare (Yaoyotl)		Gillespie-Triple Alliance reading
35	4/3	Mixtecs		Mesoamerica map Mixtecs map Spores reading
36		Tarascons		2 Tarascan maps RM pictures Pollard reading
37	4/8	Tlaxcaltecs, Cholultecs, and Totonacs		Totonac map 2 Tlaxcala maps

PART VI. CONQUEST

38-39	4/10	Conquest- The Spanish Experience	p 268-279	map of conquest Aguilar's chronicle
40	4/15	Conquest- The Aztec Viewpoint: Moteuczoma and the Omens?		León-Portilla reading Gillespie - Blaming Lienzo de Tlaxcala
		PROJECT 3 DUE		
41	4/17	Conquest - A Matter of Time		Gillespie- Time
42		Colonialism and Legacy of the Aztecs	p 279-293	
43	4/22	The Aztecs in Popular Imagery		

FINAL EXAM MAY 1, 8-10 pm (EXAM 1F), IN THE CLASSROOM

Please complete and return to this page to the TA or Professor by the third week of class. It must be turned in before the first exam. *This is a course requirement for ANT 3162.* This information is kept confidential. It is used to correct the class roster and to help the professor and TA assist students and accommodate their interests, wherever possible.

Name: _____

Preferred nickname?: _____

Local Phone #: _____

LEGIBLY PRINT your primary Email address: _____

Year in school: _____

Academic Major: _____

List titles of prior anthropology courses you may have taken:

Please state your interest, whatever it might be, in taking this class:

Please **sign** here to indicate that you have read this syllabus and accept the stated course requirements:

_____ (signature)