

HIS 346-01: TOPICS IN HISTORICAL MEMORY
COLUMBUS, CONQUISTADORS, AND CONTESTED MEMORY

Fall Semester 2021
MWF 1:00-1:50 pm
Bryan 216

Instructor: Jodi Bilinkoff
Office: MHRA 2127
Office Hours: MW 3:30-4:45 pm and by appointment

Contact Information:
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Please email me directly; do not use Canvas for this purpose.

Required Reading for Course:

Christopher Columbus, *The Four Voyages*. New York: Penguin, 1969.
ISBN: 0140442170 [on syllabus as Voyages]

Available at Jackson Library, on two-hour reserve.

Matthew Restall, *Seven Myths of the Spanish Conquest*. New York: Oxford University Press, 2021. [updated edition] ISBN: 9780197537299 [on syllabus as Restall]

The original, 2003 edition is accessible as an eBook using the Jackson Library online catalog. The two editions are the same except that the author added an Afterword and an updated bibliography in 2021.

Both books are available for purchase or rental at the UNCG Bookstore. Using the internet to purchase or rent books often results in considerable savings.

Supplementary materials are available as pdfs on Canvas.

COURSE SYLLABUS

W 8/18 Introduction to Course
History, Historiography, Collective Memory

F 8/20 Did Columbus Discover America?

Columbus in his Own Words and Those of Contemporaries

M 8/23 Who was Christopher Columbus?
Voyages, 27-29, 32-36

LAST DAY TO ADD CLASSES

W 8/25 Introductions, to the Course and to One Another
Identities and Categories of Analysis

F 8/27 October 12, 1492
Voyages, 37-38, 42-53

M 8/30 Motivations
Restall, 64-66, 89; “King Ferdinand and Queen Isabella,
Agreements with Columbus, April 17 and April 30, 1492”
on Canvas as pdf

W 9/1 Motivations
Voyages, 220-226, 293-303; “Christopher Columbus’ Book of
Prophecies” (excerpt) on Canvas as pdf

F 9/3 Indians
Voyages, 55-59, 63-67, 115-123; Restall, 25-26, 101-107, 132

M 9/6 **LABOR DAY, NO CLASS**

W 9/8 Indians and Gold
Voyages, 82-84, 92-93, 158-161; Restall, 22-24

F 9/10 “The Life of the Admiral by His Son”
Voyages, 185-191, 194-197

M 9/13 Columbus in Chains
Voyages, 254-264

Columbus: Modern Questions and Interpretations

- W 9/15 Genocide
Manuel Morales, “Christopher Columbus: A product of his time or guilty of genocide?” *El País International*, November 19, 2018.
On Canvas as pdf
- F 9/17 Extinction
“Lizzie Wade, “Genes of ‘extinct’ Caribbean islanders found in living people,” *Science Magazine*, February 19, 2018.
On Canvas as pdf
- [Optional: Noble David Cook, “Disease and the Depopulation of Hispaniola, 1492-1518,” *Colonial Latin American Review* 2:1-2(1993):213-45. On Canvas as pdf]
- M 9/20 Navigation
Restall, 3-11; Al Ronzoni, Jr. “Maybe It Should Really Be Called Pinzón Day,” *Medium*, October 12, 2020. On Canvas as pdf
- W 9/22 Religion or Science?
Restall, 108-111; Pauline Moffitt Watts, “Science, Religion, and Columbus’s Enterprise of the Indies,” *OAH Magazine of History*, 5 (Spring, 1991):14-17. On Canvas as pdf
Essay 1 Assigned
- F 9/24 **Projects and Basic Data Reports Assigned**
- .
- The Conquest of Mexico, in History and Memory**
- M 9/27 Spaniards and Nahua before 1492
Restall, xiii-xix; Stuart Schwartz and Tatiana Seijas, *Victors and Vanquished*, 1-12 On Canvas as pdf
- W 9/29 Who was Hernán Cortés?
Restall, 1-26
Essay 1 Due
- F 10/1 How did they do it? Interpreters
Restall, 77-82, 86-99, 137-139
- M 10/4 Language, Power, Gender
Restall 82-86; “In defense of La Malinche: specialists urge taking a new look at Cortés’ consort,” *Mexico News Daily*, July 16, 2021. On Canvas as pdf

W	10/6	Guns Restall, 30-33, 43, 139-140, 142-145
F	10/8	Projects: Students Report their Chosen Topics Internet Searching for Basic Data
		LAST DAY TO DROP CLASSES
M	10/11	FALL BREAK, NO CLASS
[T	10/12	Happy Columbus and/or Indigenous Peoples' Day!]
W	10/13	Workshop with Ms Maggie Murphy Using Newspapers for Historical Research Meet at CITI, Jackson Library
F	10/15	Germes Restall, 128-129, 140-141; Bruce Stutz, "Megadeath in Mexico," <i>Discover Magazine</i> , February 20, 2006. On Canvas as pdf
M	10/18	Workshop with Ms Erin Lawrimore Commemoration and Controversy Venue TBA
W	10/20	Workshop with Ms Maggie Murphy Researching your Topics Meet at CITI, Jackson Library
F	10/22	Class Cancelled. Continue to work on your projects!
M	10/25	Oral Progress Reports Basic Data Reports Due
W	10/27	Native Allies Restall, 44-63
F	10/29	Religion: Spaniards Restall, 131-134; John Edwards, "A Conquistador Society? The Spain Columbus Left," <i>History Today</i> 42-5(May 1992):10-16. On Canvas as pdf
M	11/1	Religion: Native Mexicans Restall, 74-76, 100-101, 108-130 Essay 2 Assigned

W 11/3 From 1521 to 2021
Kathleen Ann Myers and Steve Raymer, "In the Shadow of Cortés: from Veracruz to Mexico City." On Canvas as pdf

Contested Memory and Difficult Questions

F 11/5 Decapitating Columbus: Native Americans vs Italian-Americans?
Edgar B. Herwick III, "How Christopher Columbus Came To Stand in Boston's North End," *GBH News*, June 19, 2020.
On Canvas as pdf

M 11/8 Columbus Day, Indigenous Peoples' Day, or Both?
Heather Murphy and Aimee Ortiz, "Columbus Day or Indigenous Peoples' Day? Depends Where You Are," *New York Times*, October 13, 2019. On Canvas as pdf
Essay 2 Due

W 11/10 Juan de Oñate: Father of New Mexico?
Katherine Saltzstein, "Statue of Conquistador Taken Down." *Native Sun News Today*, June 25, 2020. On Canvas as pdf

F 11/12 Statues of Cortés in Mexico: How Many and Where are They?
Destry Maria Sibley, "A Lesson from Mexico: How to Forgive Historical Wrongs to Do Right in the Present," *National Geographic*, January 29, 2018. On Canvas as pdf

M 11/15 Student Oral and Visual Presentations

W. 11/17 Student Oral and Visual Presentations

F 11/19 Student Oral and Visual Presentations

M 11/22 Student Oral and Visual Presentations
Assessments, Discussion of Written Reports

W 11/24 **THANKSGIVING, NO CLASS**

F 11/26

M 11/29 Revisiting Restall
Restall, Afterword, 159-174

W 12/1 Concluding Reflections

M 12/6

WRITTEN REPORTS DUE

SEND TO DR. BILINKOFF AS A WORD ATTACHMENT OR PDF BY DIRECT EMAIL (NOT CANVAS) NO LATER THAN 11:59 PM. YOU MAY SEND IN YOUR REPORT EARLIER IF YOU WISH.

GUIDELINES AND RESPONSIBILITIES

1. **Covid Protocols:** Vaccination is the single most effective tool there is for fighting the spread of the pandemic. **If you have not yet been vaccinated, UNCG strongly encourages you to do so.** You can get the vaccine for free at Student Health Services, right on campus, or at many locations in the community. As long as people remain unvaccinated, face coverings (masks) that cover both the mouth and nose are required in indoor spaces on campus. For more information and many helpful links see <http://update.uncg.edu>
2. **Attendance Policy:** Regular attendance and full participation by students is critical to the success of this course. Please make every effort to attend each class meeting. If you have a compelling reason for missing a class, for example, you are ill, please stay home and notify me by email. If you are not prepared to come consistently, arrive on time, and stay until the end of the class, please drop the course. If you miss more than 3 classes, you may be dropped at the discretion of the instructor. In case of an emergency, contact the Dean of Students Office and they will inform all your instructors: (336) 334-5514 deanofstudents@uncg.edu
3. **Attentiveness Policy:** Please come prepared to pay attention and take careful notes during class periods. After the drop/add period is over, I will prepare a seating chart and ask students to sit in their assigned seats each time; this is a mandatory policy for the purpose of contact tracing in case someone should test positive for Covid-19. I do not permit laptops in the classroom except for accessing sources or in cases of documented need. Cellphones must be silenced during class periods, placed on top of students' desks, and consulted only at the instructor's request. **Texting during class is extremely rude and demonstrates disrespect for one's classmates and instructors.**
4. Please read the material and complete assignments for a given class period before coming to class. Be prepared to raise questions and engage in discussion. It is essential to keep up with the syllabus. If you lose your copy, just ask me for another or download one from Canvas.

5. Grades will be based on a series of take-home writing assignments and an oral and visual report. I will explain these in detail after the drop/add period is over. Assignments must be word-processed, double-spaced, spell-checked, with 12-point fonts and standard 1" margins. I require hard copies of all written work produced during the semester; I will accept email attachments only with prior permission. Students will send their final written reports to me as Word attachments or pdfs. As always, I am looking for correctness and clarity of exposition in students' written work, as well as a demonstration of comprehension of course content. Put another way: writing counts! I will formulate grades according to this approximate distribution: Essays 1, 2, and Basic Data Report=15% each, Oral and Visual Presentation=25%, Written Report=30%
6. **Responsibility Clause:** If for **ANY** reason you are unable to hand in an assignment or make an oral presentation on time, it is **YOUR** responsibility to contact me beforehand so we can make alternative arrangements. If I am not contacted directly or by message before the due date, I will **NOT** accept late assignments. See the front page of the syllabus for ways of contacting me.
7. If you do not think you will be able to abide by these guidelines, please drop the course. The last day to drop courses without academic penalty this semester is Friday October 8. **BUT:** if these guidelines seem reasonable and you would like to learn about a fascinating period of history and improve your reading, writing, analytical, and research skills, please take this course!

LEARNING GOALS FOR HISTORY MAJORS: THINKING IN TIME

The History faculty hopes that by the time a student graduates he/she will be able to:

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods.
[Historical Comprehension]
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Analysis]
3. Conduct original research by investigating and interpreting primary and secondary sources. [Historical Analysis]
4. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing.
[Historical Interpretation]

HIS 346 focuses on LGs 2 and 3.

