

**Classroom:** Liberal Arts 208  
**Class time:** Tues & Thurs 1:30 pm -2:50 pm  
**CRN:** 18882  
**Instructor:** Dr. Eric Rodrigo Meringer  
**Office:** LART 329  
**Office Hours:** MW 10:30 AM – 11:30 AM, T TH 12:00 noon – 1:00 PM and by appointment  
**Email:** [ermeringer@utep.edu](mailto:ermeringer@utep.edu)

**UTEP Dates & Deadlines:**

Aug 27 First day of class  
Sept 3 Labor Day – **no class**  
Nov 2 Course withdrawal deadline (grade of W)  
Nov 22, 23 Thanksgiving Holiday - **no classes**  
Dec 7 Dead day – **no class**  
Dec 13 **Final Exam** – Thursday, 1:00 pm – 3:45 pm

**Course Description and Objectives:**

Acculturation is the process of cultural modification in which one group adapts to or borrows traits from another culture. The adoption of Christianity in Latin America by African and Amerindian peoples in the colonial period is an example of such a process. This course traces the evolution of Christianity in Latin America from the spiritual conquest of native populations by Spanish missionaries in the sixteenth century to more recent waves of Protestant conversion in the twentieth century. The process of acculturation is presented here as a two-way street in which Christianity, as the dominant spiritual force, is nonetheless infiltrated by indigenous and African religious influences.

Learning goals addressed in this course include, but are not limited to the following: historical mindedness; construction of historiography; interdisciplinary awareness; comparative perspectives. *Historical mindedness* in terms of awareness of both individuals and social groups as creators of history will be addressed in class discussions on the spiritual conquest and the role of religion in forming national identities and national histories. *Construction of historiography* will be addressed in topics including the historical debate relating to the origins of Mexico's national devotion to the Virgin of Guadalupe. This course promotes *interdisciplinary awareness* in that it draws on anthropology and religious studies to consider parallels in pre-Columbian indigenous and Catholic cosmologies as well as continuity of indigenous tradition in Catholic ritual. Finally, students gain *comparative perspectives* through their consideration of Liberation Theology as a counter-hegemonic force in the 1970s and 1980s as through their study of indigenous cultural revitalization movements and their impact on regional politics in more recent years.

**Course Requirements:**

Your final grade will be determined according to the following model:

2 team writing exercises (100 pts each)	200 points
10 reading quizzes (20 points each)	200 points
1 team presentation	200 points
mid-term exam	100 points
final exam	200 points
<u>Attendance and participation</u>	<u>100 points</u>
<b>Total Points Possible</b>	<b>1000 points</b>

**Grading Scale:**

900-1000	A
800-899	B
700-799	C
600-699	D
Below 600	F

**Exams** (30% of final grade): There will be two exams, one mid-term and one final. The mid-term is worth 100 points and the final is worth 200 points. Exams will be short answer with one essay. Test questions will draw on required readings, information presented in the lectures and the various reading quizzes. **Make-up exams** in cases of unavoidable scheduling conflicts must be arranged prior to exam date. Exceptions for unanticipated medical or family emergencies will require written documentation from the student.

**Team writing Assignments** (20% of grade): There are two team writing assignments. The first will ask for a thesis statement with bullet points (essay outline) and the second assignment will be an actual 3- 5 page essay. Each assignment is worth 100 points. Essays must be turned in at the beginning of the class period. Late assignments will be penalized 10 percent for each day they are late.

**Reading quizzes** (20% of grade): There will be 10 quizzes based on the various readings. These are worth 20 points each will account for 200 points toward your final grade. These will be primarily online quizzes. Quizzes must be completed before the class period. Late quizzes receive half credit – so make sure you do them before class.

**Attendance and Participation** (10% of grade): This portion of your grade is based upon your attendance and participation in classroom activities. Experience shows that poor attendance almost always results in poor grades. Regular attendance is required and excellent attendance is rewarded.

**Presentations (20% of grade):** All students are required to take part in one 15 minute team presentation over the course of the semester. Teams are to be comprised of four persons. Suggested presentation topics are provided by your instructor. (See list below). If you see a topic of particular interest to you make sure to sign up for that topic early. If you have an idea of a different topic seek approval from the instructor first. Presentation must include references to either the suggested readings or article from scholarly journal. Presentations should also include one question for the audience.

Suggestions for presentation topics:

- Religious aspects of ritual sacrifice in Mesoamerica
- Acculturating history in the Florentine Codex (or other indigenous sources – Gacilaso, Guaman Poma)
- Corpus Christi or other examples of Catholic acculturation in religious festivals
- Parallels in indigenous and Christian belief systems
- Imposing sexual norms
- Afro-Caribbean Santeria
- Women and conventual lives (Spanish or indigenous)
- Sor Juana Ines' challenge to patriarchal church
- Religious rebellion (two presentations on Pueblo Revolt, Caste War of the Yucatan, Taki Onkoy, etc...)
- Be a Patriot, Kill a Priest – El Salvador's war on religious activism
- Leaders of Liberation Theology
- Rise of Protestantism in Latin America

**Bibliography (some resources for student presentations):**

- Abercrombie, Thomas A. *Pathways of Memory and Power: Ethnography and History Among an Andean People*. Madison, Wisconsin: University of Wisconsin Press, 1998.
- Berryman, Phillip. *Stubborn Hope: Religion, Politics and Revolution in Central America*. Maryknoll, NY: Orbis Books, 1994
- Clendinnen, Inga. *Aztecs: An Interpretation*. Cambridge: Cambridge University Press 2006.
- Cobo, Bernabe. *Inca Religion and Customs*. Austin, University of Austin Press, 1990.
- Cook, Noble David. *"Secret Judgements of God": Old World Disease in Colonial Spanish America*. Norman: University of Oklahoma Press, 1992.
- Dean, Carolyn. *Inka Bodies and the Body of Christ: Corpus Christi in Colonial Cuzco, Peru*. Durham: Duke University Press, 1999.
- Diaz, Monica. *Indigenous Writings from the Convent: Negotiating Ethnic Autonomy in Colonial Mexico*. Tucson: University of Arizona Press, 2010.

- Gutierrez, Ramon. "Did Franciscans Invite Martyrdom?" In *What Caused the Pueblo Revolt of 1680*, edited by David Weber, 39 – 53. Boston: Bedford/St. Martins, 1999.
- Harrison, Regina. "The Theology of Concupiscence: Spanish-Quechua Confessional Manuals in the Andes." In *Coded Encounters Writing, Gender, and Ethnicity in Colonial Latin America*, edited by Francisco Javier Cevallos-Candau, Jeffrey Cole, et al, 135-150. Amherst: University of Massachusetts Press, 1994.
- Lavrin, Asuncion. *Brides of Christ: Conventual Life in Colonial Mexico*. Stanford: Stanford University Press, 2008.
- Lockhart, James. *The Nahuas After the Conquest*. Stanford: Stanford University Press, 1992.
- Poole, Stafford. *Our Lady of Guadalupe: The Origins and Sources of a Mexican National Symbol, 1531 – 1797*. Tucson: University of Arizona Press, 1995.
- Ruiz de Alarcon, Hernando. *Treatise on the Heathen Superstitions that Today Live Among the Indians Native to this New Spain*. Norman: University of Oklahoma Press, 1984.
- Silverblatt, Irene. *Moon, Sun, and Witches: Gender Ideologies and Class in Inca and Colonial Peru*. Princeton: Princeton University Press, 1987.
- Silverblatt, Irene. *Modern Inquisitions: Peru and the Colonial Origins of the Civilized World*. Durham: Duke University Press, 2004.
- Salomon, Frank. "Testimonies: The Making and Reading of Native South American Historical Sources." In *Cambridge History of the Native Peoples of the Americas Vol. III South America Part 1*, edited by Frank Salomon and Stuart Schwartz, 20 – 95. Cambridge: Cambridge University Press, 1996.

### **Disability Support Services for Students**

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass).

### **Academic Integrity**


"Academic Integrity is a commitment to fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action." Specifically these values are defined as follows:

- Honesty: advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service.

- Trust: fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.
- Fairness: establishes clear standards, practices, and procedures and expects fairness in the interaction of students, faculty, and administrators.
- Respect: recognizes the participatory nature of the learning process and honors and respects a wide range of opinions and ideas.
- Responsibility: upholds personal responsibility and depends upon action in the face of wrongdoing.

For more on Academic integrity and scholastic dishonesty visit the Office of Student Conduct and Conflict Resolution website at <http://sa.utep.edu/osccr/academic-integrity/>


## HISTORY 3390: Class and Assignment Schedule

This is a general outline of weekly lecture topics and scheduled due dates for assignments and tests. Reading assignments are denoted by the book symbol  and are to be completed by the date provided. Minor changes and adjustments to this schedule may be made over the course of the semester.

### Section 1:

#### **Week 1 Aug 28 and 30 – Pre-Columbian America**

Topics: Pre-Columbian Indigenous Societies; Cultural Diversity; History of Transculturation

 Reading: Native Societies of the Americas before Contact –John Kicza from *Resilient Cultures* chpt 2 pp. 4-33 (available on Blackboard as “1-Kicza”)

▶ **Reading Quiz 1: Aug 30 (online quiz found under module 1. Complete by class time on Thursday)**

#### **Week 2 Sept 4 and 6 – Andean Societies and Early Examples of Acculturation**


Topics: Inca Society; Andean religious traditions

 Reading: Inca Ideology - Terence D’Altroy from *The Incas* chpt 7 (available on Blackboard as “2-D’Altroy”)

▶ **Reading Quiz 2: Sept 6**

#### **Week 3 Sept 11 and 13 - Arrival of the Mendicants: Bringing Christianity to the New World**

Topics: The Mendicant Orders and European Strategies and Expectations

 Reading: Franciscan Millennium - D.A. Brading from *The First America* (available on Blackboard “3 – Brading”)

- ▶ **Reading Quiz 3: Sept 11**
- ▶ **Presentations 1 and 2 (Sept 13) – Suggested presentation topics:**
  - Aztec sacrifice
  - Acculturation of history in Florentine Codex or other “indigenous sources”.
  - The Las Casas – Sepulveda Debate on Indigenous Humanity

#### **Week 4 Sept 18 and 20 - Spiritual Conquest**

Topics: Accommodation and Contestation

📖 Reading: Images and Prophets - D.A. Brading from *The Indian Community of Colonial Mexico* (available on Blackboard “4 – Brading”)

- ▶ **Reading Quiz 4: Sept 18**
- ▶ **Presentations 3 and 4 (Sept 20) – Suggested presentation topics:**
  - The Spanish Reconquista
  - Parallels in Christian and Indigenous belief systems

#### **Week 5 Sept 25 and 27- Extirpation of Idolatry**

Topics: Practice and effectiveness of extirpation

📖 Reading: Extirpation - Kenneth Mills from *Idolatry and Its Enemies* (available as “5-K. Mills”)

- ▶ **Reading Quiz 5: Sept 25**
- ▶ **Presentations 5 and 6 (Sept 27) – Suggested presentation topics:**
  - Imposing sexual norms (indigenous and Spanish views on sexuality)
  - Diego de Landa’s Mayan Inquisition

#### **Week 6 Oct 2 and 4 – Resistance and Rebellion**

Topics: Indigenous Rebellions

📖 Reading: Ramon Gutierrez from *Franciscans and the Pueblo Revolt*, (excerpt from When Jesus Came, the Corn Mothers Away, Sexuality and Power in New Mexico 1500-1846)

- ▶ **Reading Quiz 6: Oct 2**
- ▶ **Presentations 7 and 8 (Oct 4) – Suggested presentation topics:**
  - Caste War of Yucatan
  - Pueblo Revolt
  - Taki Onkoy Rebellion of the Andes

#### **Week 7 Oct 9 and 11 – Religious Continuity in Public Spaces**

Topics: Cofradias (religious confraternities); acculturated practices in present day  
Film – The Devil’s Miner

- ▶ **Team writing exercise 1: due Oct 11**

**Week 8 Oct 16 and 18 – Review and Mid-Term Exam**

Topics: Section review

▶ **Mid-Term: Oct 18**

**Section 2**

**Week 9 Oct 24 and 26 – Legitimizing Creole Christianity**

Topics: Criollismo and Our Lady of Guadalupe

📖 Reading: Conclusions – Stafford Poole from *Our Lady of Guadalupe* (available as “6-Stafford”)

▶ **Reading Quiz 7: Oct 26**

**Week 10 Oct 30 and Nov 1 - Liberal Challenge to Catholic Church**

Topics: Anti-clericalism; Mexico’s Liberal Reform

📖 Reading: The Juarez Law and the Lerdo Law pp. 97 -100 (Problems in Modern Latin American History; Mexico section from *Church and State in a Liberal World* chapter in *New Worlds* by John Lynch.

▶ **Presentation 9 (Nov 1) – Suggested presentation topic:**

- Benito Juarez and La Reforma
- Liberal Reform in other Latin American countries

**Week 11 Nov 6 and 8 – Religion in Revolutionary Mexico**

Topics: Anti-clericalism in the Revolution; *Cristero Rebellion*;

📖 Reading: *Church in Red Mexico* – Butler from *Journal of Ecclesiastical History* Vol. 55 (See Blackboard “7 Butler”)

▶ **Reading Quiz 8: Nov 6**

▶ **Presentation 10 (Nov 8) – Suggested presentation topics:**

- Cristero Rebellion
- The Anti-clericalism of the Mexican Muralists

**Week 12 Nov 13 and 15 – Christianity and the Cold War**

Topics: Spiritual Socialism in Allende’s Chile; Dirty Wars

📖 Reading: *Mental State of Torturers* – Mark Osiel (See Blackboard)

▶ **Reading Quiz 9: Nov 14**

▶ **Presentation Day # 11: Nov 16 – Suggested presentation topics:**

- Be a Patriot, Kill a Priest – El Salvador’s war on religious activism
- Leaders of Liberation Theology

**Week 13 Nov 20 – Christianity and the Cold War (continued)**

Topics: Argentina's Dirty War

**Film – La Historia Oficial**

- ▶ **No class:** Thanksgiving Break Nov 22

**Week 14 Nov 27 and 29 – Liberation Theology**

Topics: Liberation Theology

📖 Reading: Church Base Communities – Dominique Barbé from chapt 12 of *Liberation Theology: An Introductory Reader*

- ▶ **Reading Quiz 10: Nov 27**
- ▶ **Team writing exercise 2 (essay):**

**Week 15 Dec 4 and 6 - Emergent Protestantism; Identity Politics in Indigenous Cultural Revitalization; Review for Final Exam**

Topics: Protestant Evangelism; Social activism in the indigenous community

📖 Reading: Making Disciples, Evangelical Growth - Phillip Berryman from Chapt 5 of *Stubborn Hope*

**Week 16– Finals Week**

- ▶ **Final Exam** – Thursday, 1:00 pm – 3:45 pm