

General Education Foundations of Society and Culture (SC) Course Information Sheet

Please submit this sheet for each proposed course along with 1) a syllabus describing the key components of the course that will be taught regardless of the instructor and 2) assignment guidelines.

Department, Course Number, and Title _____

The aim of the GE SC course offerings is:

The aim of courses in this area is to introduce students to the ways in which humans organize, structure, rationalize, and govern their diverse societies and cultures over time. These courses focus on a particular historical question, societal problem, or topic of political and economic concern in an effort to demonstrate to students how issues are objectified for study, how data is collected and analyzed, and how new understandings of social phenomena are achieved and evaluated.

General Education SC Student Learning Goals: Courses fulfilling SC will provide a minimum of five units and should align with *each* of the following four learning goals (see Appendix):

1. Students will learn about varying historical, social, cultural, political, and economic processes that shape and are shaped by human interaction.
2. Students will learn how to analyze sources and data.
3. Students will engage in critical interpretation and reasoning.
4. Students will communicate effectively.

General Education SC Student Learning Outcomes: Each course should have student learning outcomes listed in the syllabus. These learning outcomes may be tied to a specific discipline but should be associated with each of the *four* broad learning goals listed above (please see **Appendix I: Society & Culture Learning Outcomes** for a sample list of possible learning outcomes supporting each goal).

General Guidelines for GE SC Courses:

- **Introductory Courses:** An “introductory” class offered for GE by a department or an IDP should introduce students to the discipline’s methodologies or “ways of knowing.”
- **Upper Division Courses:** Most GE Courses are lower division courses in order to be accessible to any student, including first-year students. While GE courses may be upper division, they should have no prerequisites and students should be able to take them and understand the material with the background expected from all UCLA students.
- **Writing Assignments:** GE courses within the Society & Culture foundations should contain a significant writing component.
- **Unit guidelines:** GE courses within Society & Culture are all at least 5-units.

Please indicate the area/s which you believe this course should satisfy. Please note, while you can request review for multiple subcategories across Foundation Areas, GEs are not typically approved for more than 2 subcategories.

- Historical Analysis
- Social Analysis

Briefly describe the rationale for assignment to SC foundation area and subgroup(s) chosen.

Indicate when the department anticipates offering this course in 2020-22 and give anticipated enrollment:

2020-21	<input type="checkbox"/>	Fall: Enrollment _____	2021-22	<input type="checkbox"/>	Fall: Enrollment _____
	<input type="checkbox"/>	Winter: Enrollment _____		<input type="checkbox"/>	Winter: Enrollment _____
	<input type="checkbox"/>	Spring: Enrollment _____		<input type="checkbox"/>	Spring: Enrollment _____
	<input type="checkbox"/>	Summer: Enrollment _____		<input type="checkbox"/>	Summer: Enrollment _____

Please provide information on estimated weekly hours for the class.

A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

Activity	Number of hours per week
Lecture	
Discussion Section	
Labs	
Experiential (Community-engagement, internships, other)	
Field Trips	
A) TOTAL student contact per week	

B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

Activity	Number of hours per week
General Review and Preparation	
Reading	
Group Projects	
Preparation for Quizzes & Exams	
Information Literacy Exercises	
Written Assignments	
Research Activity	
B) TOTAL Out-of-class time per week	

GRAND TOTAL (A) + (B) must equal 15 hours/week: _____ (hours)

Please note that if you're teaching a summer course, the aggregated hours should equal 150. For instance, if you're teaching a 5 week course, your total out-of class and in-class time per week should equal 30 hours.

Please present a concise explanation for the following:

How does your course address each of the four learning goals?

Please provide a sample assignment, term paper/exam, essay prompt, or other form of assessment that speak to these learning goals.

What class activities (e.g. homework, papers, blog posts, projects, etc.) will involve writing? How will the writing be evaluated?

If the course is an upper division course (100-199), please discuss how the course will be accessible to all UCLA students, including first-years?

APPENDIX I

Student Learning Goals with Nested Learning Outcomes for
all General Education (GE) Foundations in Society and Culture (SC) Courses

Course Goals (1-4) and samples of possible Student Learning Outcomes (a, b, c, etc.) for all “GE SC” courses:

- 1. Students will learn about varying historical, social, cultural, political, and economic processes that shape and are shaped by human interaction.**
 - a. Students will be able to identify how culture develops and changes over time and explore the multi-dimensionality of culture.
 - b. Students will understand how diverse societies are structured and organized and recognize internal and external differences both within and across societies.
 - c. Students will analyze historical development and change with an emphasis on understanding the causes and consequences of these changes.
 - d. Students will consider how different disciplines examine society and culture, including their principal theoretical and methodological approaches.

 - 2. Students will learn how to analyze sources and data.**
 - a. Students will learn to identify and use different types of primary and secondary sources.
 - b. Students will engage actively in the social-scientific processes of inquiry, analysis, and problem-solving, as well as quantitative and qualitative research and data collection.
 - c. Students will evaluate sources and data for their positionality, significance, reliability, and validity.

 - 3. Students will engage in critical interpretation and reasoning.**
 - a. Students will evaluate and develop arguments informed by evidence.
 - b. Students will gain critical reading skills, including media literacy.
 - c. Students will reflect on how history and the social sciences have been used, and can be used, to inform positive or negative social change.

 - 4. Students will communicate effectively.**
 - a. Students will develop the ability to summarize, synthesize, and analyze scholarly literature.
 - b. Students will practice writing clearly in appropriate/relevant disciplinary styles and marshal evidence in support of an argument.
 - c. Students will learn how to communicate with non-expert audiences.
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History, Memory and Indigenous Territories in Colonial and Postcolonial Mexico

Course number and department: **98T, History**
Instructor: **Juan Pablo Morales Garza**
juanpablomg@g.ucla.edu

Time/day/location: TBD
Office hours: TBD

Course description

In recent years a surge in Indigenous movements across the Americas has brought attention to the rights of Indigenous peoples over their ancestral lands and territories. Mexican Indigenous communities have successfully resisted open-mining and other forms of economic extraction by claiming rights of self-determination and legitimate authority over their territories, a right rooted in and legitimized by the concept of *pueblos originarios* or “native peoples,” whose existence predates the nation-state. Indigenous resistance movements have long and complex genealogies, but historical context is often missing from discussions of these movements in the public sphere and the media. This seminar seeks to study Mexican indigenous societies by examining the territorial structure of communities and cultural representations of territory and history through a wide range of sources and interdisciplinary scholarship. Questions guiding the seminar include: How and why did indigenous communities maintain control of their lands, despite centuries of colonialism? How did Indigenous communities record their memories of the past, their history? How did Indigenous communities think of their lands, their communities? How is history and land connected? How can we study history through native land records?

This course requires no previous knowledge of Mexican or Latin American history. Although organized thematically, the course will build upon each week's readings. The course is aimed at to students of History, Geography, Anthropology, Chicana & Chicano Studies, Sociology and Spanish, but all students interested in the topic--regardless of their majors--are welcome.

Lerning objectives

1. Understand the main processes and key events of the history of Mexican native communities as shaped by a long colonial process of domination, but also as the outcome of successful strategies of negotiation through the prism of their territorial organization.

2. Students will acquire and develop skills to analyze and interpret a wide variety of primary sources and will learn how to think of them as repositories of "evidence" or "data". In that light, students will learn how to analyze any kind of *document* from a historical perspective.
3. Develop critical thinking skills through the analysis of different rhetorical strategies and discursive styles in both academic prose and primary documents.
4. Develop writing and self-editing skills to effectively communicate complex ideas in different formats such as: research papers and proposals, summaries and abstracts, and short critical responses to academic writing.

Course requirements and grading breakdown

All students are required to submit by the end of the quarter a 12-15 pages final research paper. This essay will be the result of multiple, cumulative tasks so that students will have a balanced and manageable amount of work throughout the quarter.

a) Reading responses: **10%**

Students must submit short (one paragraph) weekly responses to one of the assigned readings. In one paragraph, summarize the author's main idea, identify the sources/data or empirical evidence used to substantiate the main argument and assess it through the light of the evidence.

Each response represents 1 point and will be graded with the following criteria:

- No submission 0 points
- Partial information 0.5 point
- Full information 1 point

b) Four writing assignments **40% (10% each)**

-Data collection: By the third week of class, students must select one of the Primary Documents (PD) and write a description, a preliminary analysis of the chosen PD, and a research question.

-Research proposal: By week four a draft of one or two paragraphs summarizing their research proposal and tentative thesis must be submitted.

-An annotated bibliography of two texts is due by week six of class. In addition to a reading from the syllabus, students must select another text not included in the syllabus to help them frame their argument. For this assignment, in week four the class will visit YRL with the help of a librarian.

-First draft of final paper due by week 9. **Peer review** due by week 10, the same guidelines for the weekly responses apply for the peer review plus an assessment of syntax, grammar, and style.

c) Final paper **40%**

The final paper will be due on the last day of finals week.

d) Participation **10%**

Participation is intimately linked with the work done outside the classroom. Students are required to read the assigned readings before class and prepare a short response each week. Therefore, they will have thoughts and insights to share in class. Participation will be graded with one point each class and assessed with the following criteria:

- Absent or late more than 10 minutes without notice in advance, no engagement - 0 points
- Present but with minimal participation 0.5 point
- Present and engaged, interventions contribute to collective argument building -1 point

Additional Resources

History writing center

Although writing is an important component of the class, you may also take advantage of other campus wide resources to improve your writing skills. The history writing center (HWR) is a helpful resource to structure your paper and to get feedback before you submit a first draft or the final paper. You can make an appointment at this web site: (<http://goo.gl/CzpcFD>). The HWC is located in Bunche 2165.

Students with disabilities

Any student requesting academic accommodations based on disability is required to register with UCLA Center for Accessible Education (CAE) each quarter. Make sure to register before the commencement of the quarter as it may take several days to review the request. For more information visit their website: www.cae.ucla.edu.

Sexual assault and harassment

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on University policy and resources on confidential help. The Title IX Coordinator is Kathleen Salvaty (ksalvaty@conet.ucla.edu).

Weekly readings and primary documents

I. Introduction

Week 1. Introduction to Ethnohistory and the practice of history

Elizabeth Hill-Boone, "writing and recording knowledge" pp. 3-26, in Elizabeth Hill-Boone and Walter Mignolo (eds.). *Writing Without Words. Alternative Literacies in Mesoamerica and the Andes*. Durham: Duke University Press, 1994.

Barbara Mundy. *The dead of Aztec Tenochtitlan, the Life of Mexico City*. Austin: The University of Texas Press. 2015, "Introduction" pp. 1-24

Primary Document (PD): Map of Mexico Tenochtitlan from Codex Mendoza, in Barbara Mundy, *The dead of Aztec Tenochtitlan, the Life of Mexico City*

II. Aspects of Social organization and Territorial Hierarchies

Week 2. The Internal Structure of Communities: Household, Family Plots and Common Lands

Caterina Pizzigoni, *Life Within. Local indigenous society in Mexico's Toluca Valley, 1650-1800*. Stanford: Stanford University Press, pp. 167-196.

Robert McCaa. "The Nahua Calli of Ancient Mexico: Household, Family and Gender." *Continuity and Change* 18, no. 1 (2003): 23-48

Benjamin Johnson, *Pueblos within Pueblos. Tlaxilacalli communities in Acolhuacan, Mexico, ca 1272-1692*, ch. 3 pp. (97-122)

PD: "Códice Asunción" (Digital copies of selected folios will be distributed a week in advance) and *Beineke Map*, in Mary Miller and Barbara Mundy (eds.). *Painting a Map of Sixteenth-Century Mexico City. Land, Writing and Native Rule* (New Haven and London: Yale University Press). 2012 (<https://collections.library.yale.edu/catalog/10461307>)

Week 3. Complex Territorial Structures

James Lockhart, *Nahuas After the conquest. A social and Cultural History of the Indians of Central Mexico, Sixteenth through Eighteenth Centuries*. Stanford: Stanford University Press, pp. 14-58

Kevin Terraciano, "The colonial Mixtec community" *Hispanic American Historical Review* 80, no. 1 (February 2000), 1-42.

PD: "Mapa Quinatzin, Folio q2". (A digital copy will be made available to students)

III. Colonialism and the Transformation of Indigenous Territory

Week 4. Colonial Policy and Indigenous Negotiation

Susan Kellogg, "Back to the future: Law, Politics, and Culture in Colonial Mexican Ethnohistorical Studies," (Introduction), in Ethelia Ruiz Medrano and Susan Kellogg (eds.), *Negotiation within Domination. New Spain's Indian Pueblos Confront the Spanish State*. Boulder: University Press of Colorado. 2010, pp. 1-18

R. Jovita Baber. "Empire Indians and the Negotiation for the Status of City in Tlaxcala, 1521-1550," in Ethelia Ruiz Medrano and Susan Kellogg (eds.), *Negotiation within Domination. New Spain's Indian Pueblos Confront the Spanish State*. Boulder: University Press of Colorado. 2010, pp. 19-44.

Rebecca Horn, *Postconquest Coyoacan. Nahua-Spanish relations in Central Mexico, 1519-1650*. Stanford: Stanford University Press. 1997, pp. 144-200

PD: "debates in the Nahua Cabildo of Tlaxcala on the Cultivation of Cochineal, 1533", "Debate over the removal of the Governor of the Nahua Cabildo of Tlaxcala, 1556", in Mathew Restall, Lisa Sousa and Kevin Terraciano. *Mesoamerican Voices. Native-language Writings from Colonial Mexico, Oaxaca, Yucatan and Guatemala*. (Cambridge: Cambridge University Press). 2005

IV. Indigenous Representations of Territory

Week 5. Indigenous Cartographic Traditions

Alex Hidalgo *Trail of Footprints: A History of Indigenous Maps from Viceregal Mexico*. Austin: University of Texas Press. 2019, pp. 33-62.

Barbara Mundy. *Mapping New Spain. Indigenous Cartography and the Relaciones Geograficas*. Chicago and London: The University of Chicago Press. 1996, pp. 61-134.

PD: "Map of Santa Cruz", available in: <http://sysrep.aalto.fi/demo2015/mexico.html>

Week 6. Indigenous writing traditions: the *títulos* genre

Kelly McDonough, "Plotting Indigenous Stories, Land, and People: Primordial Titles and Narrative Mapping in Colonial Mexico", *Journal for Early Modern Cultural Studies* 17, no. 1 (Winter 2017), pp.

Lisa Sousa and Kevin Terraciano, "The 'Original Conquest' of Oaxaca: Nahua and Mixtec accounts of the Spanish Conquest" *Ethnohistory* 50, no. 2 (April 2003): 349-400.

PD: Titulo of Santo Tomás Ajusco, in Paula López Caballero. *Los títulos primordiales del centro de México*. Mexico: CONACULTA, 2003. *A translation into English will be made available to students*

Week 7. Indigenous Histories of Places of Origin

Dana Levín Rojo. *Return to Aztlan. Indians, Spaniards and the Invention of New Mexico*. Norman: The University Press of Oklahoma. 2014, pp. 108-172.

Dana Leibsohn. "Primers for Memory: Cartographic histories and Nahua Identity", in Elizabeth Hill-Boone and Walter Mignolo (eds.). *Writing Without Words. Alternative*

Literacies in Mesoamerica and the Andes. Durham: Duke University Press. 1994, pp. 161-187

*Elizabeth Hill-Boone, "Migration Histories as Ritual Performance", in David Carrasco *To change place: Aztec ceremonial landscapes*. Boulder: University Press of Colorado. 1991 (This reading might replace *Return to Aztlan*, cited above, but I have not taken a final decision).

Week 8. Memory and Authority

Edward Osowski. *Indigenous Miracles: Nahua Authority in Colonial Mexico*. Tucson: The University of Arizona Press. 2010, pp. 45-71.

Stephanie Wood, "Don Diego García de Mendoza Moctezuma, a Techialoyan Mastermind?" *Estudios de Cultura Nahuatl* 19, (1989): 245-268.

Stephanie Wood, "The social vs legal context in Nahua Títulos," in Elizabeth Hill-Boone and Tom Cummins (eds.). *Native Traditions in the Postconquest World*. Washington: Dumbarton Oaks Research Library and Collection. 1992.

PD: Título Primordial de Mixquic, in Paula López Caballero. *Los títulos primordiales del centro de México*. Mexico: CONACULTA, 2003. *A translation into English will be made available to students*

Week 9. Indigenous Territories in a Postcolonial Context

Ethelia Ruiz Medrano, *Mexico's Indigenous Communities. Their Lands and Histories, 1500-2010*. Boulder: The University of Colorado Press. 2010, pp. 151-200

Christopher Boyer. *Political landscapes. Forest, Conservation, and community in Mexico*. Durham: Duke University Press. 2015, pp. 25-60

Primary Document (PD): "Azcapotzalco Petition to National Government", and Map of Tochimizolco, (A digital version will be made available to students).

Week 10. Colonialism, Land and Indigenous Negotiation in Historical Perspective.

Matthew Restall. "The Trouble with 'America'" *Ethnohistory* 67, no. 1 (January 2020): 1-28

Ethelia Ruiz Medrano, *Mexico's Indigenous Communities. Their Lands and Histories, 1500-2010*. Boulder: The University of Colorado Press. 2010, pp. 211-273

*No primary document assigned for this session.



New Course Proposal

History 98TB

History, Memory and Indigenous Territories in Colonial and Postcolonial Mexico

Course Number History 98TB

Title History, Memory and Indigenous Territories in Colonial and Postcolonial Mexico

Short Title

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

Course Description Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. This course seeks to understand through the prism of Mexican native communities, and particularly the written record they produced from 16th century to our days, a long colonial history common to all native groups of the Americas. Letter grading.

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows

Syllabus File [Morales Garza_Syllabus CUTF_final.docx](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Instructor (Juan Pablo Morales Garza) UID: 804355149

Professor Kevin B. Terraciano is the faculty mentor for this course. UID: 600403453

Approved by the Collegium of University Teaching Fellows Faculty Advisory Committee on April 9, 2021

Grading Structure Reading responses: 10%
Four writing assignments 40%
Final paper 40%
Participation 10%

Effective Date Spring 2022

Discontinue Date Summer 1 2022

Instructor

Name	Title
Juan Pablo Morales Garza	Teaching Fellow

Quarters Taught Fall Winter Spring Summer

Department History

Contact

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Routing Help

ROUTING STATUS

Role: CUTF Coordinator - Fedyna, Alison (afedyna@teaching.ucla.edu) - 310/825-9149

Status: Pending Action

Role: Initiator/Submitter - Chen, Michelle L (mchen@teaching.ucla.edu) - 53042

Status: Submitted on 8/25/2021 4:37:42 PM

Comments: Initiated a New Course Proposal

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