

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Idols, Saints and Demons: Converting the Americas
2	Module Code:	HIST36014
3	Credit Points:	20
4	Duration:	Year Long
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2014

8 Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Pre	HIST20112	History: Theory, Method and Interpretation

9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
		FT	HIST001	BA (H) History
		PT	HIST002	BA (H) History
		FT	HUMA004	BA (H) Communication & Society and History
		FT	HUMA012	BA (H) English and History
		FT	HUMA020	BA (H) European Studies and History
		FT	HUMA025	BA (H) Film & TV and History
		FT	HUMA029	BA (H) Global Studies and History
		FT	HUMA035	BA (H) History and International Relations
		FT	HUMA036	BA (H) History and Linguistics
		FT	HUMA037	BA (H) History and Media
		FT	HUMA038	BA (H) History and Philosophy
		FT	HUMA039	BA (H) History and Politics
		SW	MODL008	BA (H) French and History
		SW	MODL021	BA (H) German and History

SW	MODL034	BA (H) Italian and History
SW	MODL052	BA (H) Spanish and History
FT	EURX003	European Exchange (Full Year)
FT	INTX003	International Exchange (Full Year)

10 Overview and aims

This module will make use of a range of primary and secondary material in order to examine the nature of the 'discovery' of the 'New World', and the conquest and subsequent conversion of Mexico. We shall begin by discussing Spain's imperial expansion, and the circumstances surrounding Columbus's voyage of discovery, tracing the initial conquest of the Caribbean and destruction of the Indies. We shall explore the devastation of the Caribbean islands and their people, and analyse the reaction of people back in Spain, examining the consequences for the rest of the Americas: the phenomena that has been described by Lewis Hanke as 'the birth of consciousness struggle for justice in the conquest of America'.

The conquest of Mexico by Hernán Cortés will also be explored in depth in order to attempt to answer the great question of how such a great empire was toppled. We shall examine the many theories that have been presented on this contentious subject, including the role of Cortés versus that of the Aztec Emperor, Moctezuma, and whether the Aztecs believed that the Spaniards were gods, analysing the available primary material in order to draw our own conclusions.

We shall also explore conversion, or Spiritual conquest of Mexico: the methods used by missionaries and the obstacles they encountered in attempting to spread the 'true Faith'. The role of the inquisition, *autos de fe*, and the cult of saints in this process will all be examined. Tensions between secular and religious authorities during the colonisation process will also be discussed, and overall we shall debate the purpose of the conquest itself: for God or gold.

11 Module content

Pre-hispanic Mexican civilizations (religion, politics, culture)

Spain's Imperial Expansion

The 'discovery' of the 'New World'

Clash of cultures/ the 'other'

Conquest and colonisation

Consequences of conquest

The Spiritual Conquest of the New World

Conversion methods
The Inquisition
Autos de fe
Native uprisings
New World saint cults

12 Indicative reading
<p>Christensen, Mark <i>Nahua and Maya Catholicisms</i> (2013)</p> <p>Elliott, John H., <i>Empires of the Atlantic World: Britain and Spain in America, 1492-1830</i> (2006).</p> <p>Granziera, Patrizia, 'From Coatlicue to Guadalupe: The Image of the Great Mother in Mexico' (2004)</p> <p>Jackson, Robert H. <i>Conflict and Conversion in Sixteenth Century Central Mexico</i> (2013).</p> <p>Lara, Jaime <i>Christian Texts for Aztecs: Art and Liturgy in Colonial Mexico</i> (2008).</p> <p>María Elena Martínez, <i>Genealogical Fictions: Limpieza de Sangre, Religion, and Gender in Colonial Mexico</i> (2008).</p> <p>Nesvig, Martin Austin, <i>Local Religion in Colonial Mexico</i> (2006).</p> <p>Townsend, Camilla, 'Burying the White gods: new perspectives on the conquest of Mexico' (2003).</p>

13 Learning outcomes
Learning outcomes describe what you should know and be able to do by the end of the module
Knowledge and understanding. After studying this module you should be able to:
<p>A1. Demonstrate a detailed comprehension of the past and its interpretation, and of how societies and cultures perceive their own past and are influenced by it.</p> <p>A2. Articulate a critical understanding of the complexity of reconstructing and interpreting the past, and of the problematic and varied nature of historical evidence.</p> <p>A3. Demonstrate a detailed understanding of the historiographical development of core debates in history, together with a reflexive and critical awareness of the forces of historical change and the ways in which they are explained in historiographical debates.</p> <p>A4. Develop, sustain, and apply historical arguments, formulating appropriate questions and utilizing evidence in the presentation and communication of these arguments.</p> <p>A5. Read, analyse, and reflect critically and contextually upon historical texts and other source materials.</p>

A6. Draw reasoned, informed and independently generated conclusions about the past from incomplete, ambiguous and often contradictory evidence.
Skills, qualities and attributes. After studying this module you should be able to:
<p>B1. Assimilate material from a range of sources and use it to construct and sustain logical arguments orally, visually, in written exercises of varying length and under timed conditions in examination.</p> <p>B2. Demonstrate advanced problem solving skills through the use of contemporary historical evidence and advanced secondary literature.</p> <p>B3. Demonstrate your independence of thought, critical analysis, rational inquiry, ability to apply ideas to new situations, self-directed learning and the ability to form and justify autonomous judgements through the setting of research tasks and the solving of historical problems.</p> <p>B4. Successfully undertake demanding independent and self-directed study, and be flexible and adaptable.</p> <p>B5. Demonstrate skills in time management, including the ability to work productively alone and in groups.</p> <p>B6. Conduct a sustained, reasoned and coherent argument, demonstrating independence of thought, appropriate synthesis of information, evaluation of evidence, data and text, evaluate weaknesses in the arguments of others, and articulate and communicate personal views concerning historical issues.</p>

14	Teaching and learning <i>Range of modes of direct contact</i> This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars
	Workshops Total contact hours: 52
	<i>Range of other learning methods</i> This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research
	Directed reading and research tasks for formative assessment Small group work Independent Study Total non-contact hours: 148

15	Assessment methods
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This indicates the type and weighting of assessment elements in the module			
<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description</u>
1	50%	Coursework	Essay: 2,500 Words
2	50%	Exam	
Diagnostic/formative assessment This indicates if there are any assessments that do not contribute directly to the final module mark			
Further information on assessment This section provides further information on the module's assessment where appropriate			

Document management										
16	Module Title:	Idols, Saints and Demons: Converting the Americas								
17	Module Code:	HIST36014								
18	Subject (JACS) Code									
19	Cost Centre	139								
20	School:	AAH								
21	Academic Team	HLI								
22	Campus	2 (Clifton)								
23	Other institutions providing teaching	<i>Please complete in box 23 a-d - if applicable</i>								
		<table border="1"> <thead> <tr> <th>Institution</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23b Other public organisation in the UK- Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23c Other private organisation in the UK - Percentage not taught by NTU</td> <td></td> </tr> </tbody> </table>	Institution	%	23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		23b Other public organisation in the UK- Percentage not taught by NTU		23c Other private organisation in the UK - Percentage not taught by NTU	
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23d Any other Non-UK organisation -
Percentage not taught by NTU

24 Date this version was formally
approved by SASQC/DAG: