

The University of Utah

SYLLABUS

Honors College 2810 – 005 Class # 12768 Indigenous Intellectual Traditions “Indigenous Ways of Knowing”

Dr. Abelardo de la Cruz
abelardo.delacruz@utah.edu
The University of Utah
Advice by appointment

Spring 2023
Tuesday & Thursday
Time: 3:40-5:00 pm
Classroom KV 1125

About the Instructor

I am *macehualli*, a Nahuatl native speaker from Mexico, and an *ixtlamatqueltl*, a Nahua scholar. I obtained my PhD in anthropology at the University at Albany, State University of New York in 2022. I am currently a postdoctoral fellow in the Center for Latin American Studies at the University of Utah.

Course description

Readings are primarily in English, with options to read in Spanish. The course is taught by a *macehualli* and a native speaker of Spanish and seeks to explore the various indigenous knowledge production throughout Mexico. The course will begin with historical studies of Nahuatl populations, examining history about the conquest of México to better understand the impact of the arrival of Europeans and colonization. The course will then explore the diversity of Nahua culture in colonial Mexico and their production of indigenous knowledge. Topics include the Mesoamerican writing system, codices, language, religion, gender, literature production involving theater, poetry, and art production related to painting and music of Nahua people of today. Students will learn about the cultural wealth preserved by the Nahuas indigenous culture and its contributions to the global world.

Course objectives

To learn about the historical and cultural aspects of Nahua people after the conquest of Mexico.
To strengthen your ability to engage with and appreciate ideas that may initially seem unfamiliar.
To develop beginner level language comprehension of the Nahuatl writing system.
To analyze the production of knowledge of the Nahua intellectuals from the past and today.
To develop cultural competence and sensibility on the Mexican Indigenous communities.
To improve your skill as close readers, critical discussants, and writers.
To begin to prepare you for the type of work that will be required in upper-level courses and, specially in writing the Honor thesis.

Readings

All readings will be available on Canvas where students will be able to download them according to every class schedule.

Assignments

At every class we will discuss a reading previously assigned. Students need to read or to watch the material before each class. One student will comment and lead discussion, where he or she will prepare a brief outline and some issues or 5 questions for discussion. Handouts are welcome in class.

Reading summaries

At the end of each class, every student will give me a reading summary of the reading material, highlighting one relevant point or making a short summary. Aim for about a paragraph on each article (double-spaced).

Attendance

In every class I will pass around the attendance sheet. Attendance is required at all classes. Even though the class is a distance learning one, please arrive on time. Serious illness, family emergencies, academic conferences, and religious observances are valid reasons for missing class. Please let me know if you have to miss for a legitimate reason.

Students with disabilities

Please, contact me over email abelardo.delacruz@utah.edu so I may provide any necessary accommodations in my class.

Essays

In the course we are going to do three short essays, consisting of 5 pages. The first two essays will be delivered during the course, and the third will be a final essay. In each essay I will evaluate the reflection that each student has regarding the readings and discussions in class. The student also can focus on a particular topic learned on this course. The essays will be turned on Canvas or it can be delivered on paper or by email.

Final presentation

At the end of the course, students will make a final presentation of 10 minutes in front of the group where will talk about the more relevant points about the final essay. It is welcome to use PowerPoint or handouts for the presentation.

Requirements (these are described in detail below)

Arrive on time	10 %
Participation in class	20 %
Essays	50 %
Final presentation	20 %
Total:	100 %

In this class I will evaluate the participation in class including arriving on time. With essays I will evaluate your discussion and reflections about reading materials.

All homework will be turned in via Canvas. This allows for feedback in real time. The assignments should be turned in a day prior to the next class meeting by 11:59pm unless otherwise instructed. So, if an assignment is assigned on a Tuesday, please upload a file by

Wednesday night at 11:59pm. And if there is an assignment that is assigned Thursday, you have until Monday by 11:59pm to turn it in. You are responsible for getting an assignment from a classmate or me if you happen to miss a day. Late assignments are accepted but will not receive full credit and you only have two days after the assignment is due to turn in the assignment for feedback. If you require accommodations, please let me know. If this is not clear, please also let me know.

Students will spend time around 40 minutes to work for each assignment at home.

Grading

In this course I will report grades using letters. I share the link for the University of Utah students.

<https://advising.utah.edu/academic-standards/gpa-calculator-new.php>

Please note: This schedule is subject to change. Students are responsible for being aware of any change announced in class.

Content

Wk 1	01.10	T. Introduction with students. Questions and comments about the syllabus.
	01.12	TH. Smith, Michael E. (2011). Chapter 1 “The Aztecs of Mesoamerica” in <i>The Aztecs</i> . John Wiley & Sons, incorporated.
Wk 2	01.17	T. Terraciano, Kevin. (2019). “Reading Between the Lines of Book 12.” In <i>The Florentine Codex: An Encyclopedia of the Nahuatl World in Sixteenth Century Mexico</i> . Pp. 45-62
	01.19	TH. Chapter 3. “An Essential Hieroglyphic Grammar.” Pp. 84-123. In <i>Deciphering Aztec Hieroglyphs</i> . University of California Press.
Wk 3	01.24	T. Chapter 4. “Fonethic Writing: The Nahuatl Script in 16 th -Century Central Mexico.” Pp. 124-143. In <i>Deciphering Aztec Hieroglyphs</i> . University of California Press.
	01.26	TH. <i>Treatise on the Heathen Superstitions that today live among the Indians native to this New Spain, 1629. By Hernando Ruiz de Alarcón</i> . Translated Andrews, J. Richard & Hassig Ross. Norman: University of Oklahoma Press.

Reading Nahua stories in-class
Pp. 43-48. About the nahuales and how it can be
Pp. 48-52. About Peyote
Pp. 67-70. About other superstitions of the Indians

Suggested: Sousa, Lisa. (2017). "Gender and the Body" in *The Woman who Turned into a Jaguar and other Narratives of Native Women in Archives of Colonial Mexico*. Stanford University Press: Stanford California.

- Wk 4 01.31 T.
Discussion in-class about *Nahualli* and *Agüeros*.
- 02.02 TH.
Terraciano, Kevin. (2019). "Introduction. An Encyclopedia of Nahua Culture: Context and Content." In *The Florentine Codex: An Encyclopedia of the Nahua World in Sixteenth Century Mexico*. Pp. 1-18.
- Wk 5 02.07. T.
James Lockhart. (2001). Preface and Chapter 1: Nouns, Pronouns, and Subject Prefixes. Pp. VIII-1-8. In *Nahuatl as written: Lessons in Older Written Nahuatl, with copious examples and texts*. Stanford University Press.
- 02.09. TH. Fowler Museum at UCLA presenting The Florentine Codex.
https://www.youtube.com/watch?v=EAAa_9KKm14&t=327s
- Discussion in groups, in-class.
- Wk 6 02.14. T.
The Florentine Codex, Book XII *The Conquest of México*.
- Reading ancient Nahuatl texts with translations in English.

Essay # 1 due

02. 16. TH.
Schwaller, John Frederick. (2014). "The Brothers Fernando de Alva Ixtlilxochitl and Bartolomé de Alva. Two native intellectuals of Seventeenth-Century Mexico." In *Indigenous Intellectuals*. Duke University Press.
- Reading Ixtlilxochitl stories in-class.
- Wk 7 02. 21. T.
Reading more texts of the two brothers:

Discussion in-class about the two brothers *Ixtlilxochitl*.

- 02.23. TH.
Townsend, Camilla. (2019). "Stranger to us People here 1519." *The Fifth sun: A new story of the Aztecs*. Pp. 85-106. Oxford University Press.
- Wk 8 02.28. T.
Townsend, Camilla. (2015). "Pelican's Kingdom" *Malintzin's choices: and Indian woman in the conquest of Mexico*. Pp. 11-29. Albuquerque: University of New Mexico Press.
- 03.02. TH.
Discussion in class on *Malintzin* history.
- *** **Spring Break March 5-12**
- Wk 9 03.14 T.
Nahuatl Passion Plays. Reading Nahuatl theater.
- English introduction: Amacuitlapilco Passion.
<https://passionplaysofeighteenthcenturymexico.omeka.net/items/show/76>
- Amacuitlapilco Passion de Jonacatepec, Morelos, México.
<https://passionplaysofeighteenthcenturymexico.omeka.net/items/show/74>
- 03.16. TH.
Contemporary Nahuatl plays:
Montemayor & Frischmann. (2007). "The Learned Ones: A play in two acts." Pp. 248- 263. In *Words of the true Peoples. Anthology of Contemporary Mexican Indigenous-language writers*.
- Wk 10 03.21. T.
Behar, Ruth. (1993). *Translated woman. Crossing the Border with Esperanza's Story*. Beacon Press: Boston.
- Pp. 27-52. The mother in the daughter.
Pp. 203-222. ¡Viva General Francisco Villa!

Essay # 2 due

- 03.23. TH.
Reading doña Luz Jiménez
- Life and Death in Milpa Alta: A Nahuatl chronicle of Diaz and Zapata.*

Translated and edited by Fernando Horcasitas from the Nahuatl recollections of doña Luz Jiménez. Norman: University of Oklahoma Press. Pp. 3-30; 159-179.

Wk 11 03.28.

T.
Reading Doña Luz Jiménez

Los cuentos en Nahuatl de doña Luz Jiménez. Recopilación de Fernando Horcasitas y Sarah O. De Ford. Universidad Nacional Autónoma de México.

Reading Nahua tales:

Pp. 138-139. Cuento del buho y la muchacha.

Pp. 90-91. Favor de pasar despacito.

PP. 147. Un español y un ahuate.

Suggested McDonough, Kelly S. (2014). "Knowing, Speaking, Teaching, and Writing. Doña Luz Jiménez." In *The Learned ones: Nahua intellectuals in Postconquest Mexico*. The University of Arizona Press.

03.30.

TH.
Cruz de la Cruz, Abelardo de la. (2022). "What Motivates Nahuas to Practice their Religion of El Costumbre?" *Indigenous Religious Traditions in Five Minutes*. Equinox eBooks Publishing, United Kingdom.

Cruz de la Cruz, Sabina. (2019). "Tepahtihquetl pan ce Pilaltepetzin / A Village Healer." *Ethnohistory* 66:04.

Wk 12 04.04.

T.
Cruz de la Cruz, Abelardo de la. (2022). "A Modern-day Nahua Artist from Chicontepec." *Berkeley Review of Latin American Studies*. UC Berkeley for Latin America.
<https://clas.berkeley.edu/brlas2022/modern-day-nahua-artist-chicontepec>

04.06.

TH.
Knowing the TV presenter Mardonio Carballo.

Coon, Adam. (2019). "From facebook to *Ixamoxtli*. Nahua Activism Through Social Networking." Pp. 227-252. In *Indigenous Interfaces. Spaces, technology, and social networks in Mexico and Central America*. The University of Arizona Press.

Wk 13 04.11.

T.
Reading Nahuatl poetry, first part.

Gustavo Zapoteco Sideño. (2019). (Guerrero, México)
Nahuatl Poetry: *Tlitzonpitentzin = Embers = Zar*. Center for Research and

Practice in Cultural Continuity. University of Warsaw.

Natalio Hernández. (Veracruz, México)

04.13. TH.
Reading Nahuatl poetry, second part.

Judith Santopietro. (Veracruz, México)
Martín Tonalmeyotl. (Guerrero, México)

Wk 14 04.18. T.
Listening Nahuatl music.

Songwriter: Crispín Martínez Rosas. (Veracruz, México)

04.20. TH.
Final presentations

Wk 15 04.25. T.
Final presentations

Essay # 3 due Tuesday, May 2 at 11:59 pm.

Have a great summer in Mexico City and Oaxaca.