**Course Description:** This one-day course will provide students a brief, intensive introduction to Mesoamerican codices. We will begin with the historical context for the production of codices in Mesoamerica in the period before and after the arrival of Spaniards. We will explore the nature and characteristics of Mesoamerican codices, including genres, structure, and forms of representation. We will complete exercises that concern glyphs and Nahuatl vocabulary and Spanish loanwords found in codices from the Nahua-speaking regions of central Mexico. We will also visit Special Collections at the Marriott Library to examine facsimiles of Mesoamerican codices. Students will read a selection of articles and book chapters before the class meets on Saturday, March 28 from 9:00am until 3:00pm (with an hour lunch break). The day will be divided into five one-hour blocks. Each hour will combine lecture and discussions, with some individual and small group activities.

You will be quizzed on the readings during our class meetings. Please plan accordingly.

Afterward, students will write a 1,500 to 2,500-word essay on a topic related to the readings, discussions, exercises, and visit to Special Collections at the Marriott Library. In each case, students will be expected to read perceptively and to assess the relative strength of arguments, based on what they have learned in class.

**You cannot pass this class unless you do the readings, attend the entire session on Saturday, March 28, and turn in the essay outlined below. Please plan accordingly.**

**Learning Outcomes:** After completing this course, students should:
- Understand the context for the production of codices in Mesoamerica in the period before and after the arrival of Spaniards;
- Understand literacy in pre- and post-contact Mesoamerica;
- Understand the basic genres, structure, and forms of representation of Mesoamerican codices.

**Readings:** All readings are available as PDFs on Canvas under the Files tab.


ALL READINGS TO BE COMPLETED BEFORE SATURDAY, MARCH 28.

**Essay Assignment:**
1,500-2,000 words
Due Date: Monday, April 27, 2020. Upload to Canvas.

Drawing on the readings, lectures, discussions, and class visit to Special Collections at the Marriott Library, write an essay (1,500-2,000 words) on a Mesoamerican codex (facsimile) held in Special Collections at the Marriott Library. Select a codex, read one article or book chapter on the codex, and visit Special Collections to study it. (The research librarians at the Marriott Library can help you identify the article or book chapter. I am also happy to meet with you to discuss potential readings.) The essay should concern the physical characteristics, genre, content, forms of representation, and context for the production of the codex you select. Who produced the codex, when was it produced, and for what purpose?

**Grading:** Course grades will be determined by the following:
- Attendance, participation, and quiz/quizzes: 100 points
- Essay assignment: 100 points

Grading scale:

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**Online References:**

“Vivá México!” Digital Exhibit, Marriott Library

“Nahuatl Spoken Here,” Digital Exhibit, Marriott Library

Mapas Project, Wired Humanities Project, University of Oregon
[https://mapas.uoregon.edu](https://mapas.uoregon.edu)

Foundation for the Advancement of Mesoamerican Studies (FAMSI)
[http://www.famsi.org/index.html](http://www.famsi.org/index.html)

*Note: This syllabus is not a binding contract; it may be modified by the instructor when the student is given reasonable notification of the modification.*
University Policies

The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

University Safety Statement. The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) 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, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-2677. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).

Academic Misconduct
Please review the University of Utah's Student Code (available online at: www.saff.utah.edu/code.html), which indicates student rights and responsibilities. Plagiarism, cheating or any other form of academic misconduct will not be tolerated in this course. If I identify an incident of academic misconduct, I reserve the right to fail the student in the course. In addition, I will report the incident to be entered in the University's database that tracks student misconduct.

For the American Historical Association's statement on plagiarism, please see:
www.historians.org/pubs/free/ProfessionalStandards.cfm#Plagiarism

Diversity/Inclusivity Statement
Every member of this class must show respect for others. The Department of History recognizes barriers that have systematically marginalized and excluded individuals and communities based on race, ethnicity, gender identity and expression, sexual orientation, socioeconomic background, age, disability, national origin, immigrant or refugee states, and religion. We are committed to fostering equity, diversity, and inclusion, because it is just, essential to a rich academic, intellectual, and cultural environment, and integral to excellence.
**LGBT Resource Center**
If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone. Additionally, please know that the University of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building. Hours: Monday-Friday 8am-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: [http://lgbt.utah.edu/](http://lgbt.utah.edu/). Please also let me know if there is any additional support you need in this class.

**Wellness statement**
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources, contact the Center for Student Wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776.

**Veteran’s Center**
If you are a student veteran, the University of Utah has a Veteran’s Support Center located in Room 161 in the Olpin Union Building. Hours Monday-Friday 8am-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources. [http://veteranscenter.utah.edu/](http://veteranscenter.utah.edu/). Please also let me know if you need any additional support in this class for any reason.

**Learners of English as an Additional/Second Language**
If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center ([http://writingcenter.utah.edu/](http://writingcenter.utah.edu/)); the Writing Program ([http://writing-program.utah.edu/](http://writing-program.utah.edu/)); the English Language Institute ([http://continue.utah.edu/eli/](http://continue.utah.edu/eli/)). Please let me know if there is any additional support you would like to discuss for this class.