



NATIONAL
ENDOWMENT
FOR THE
HUMANITIES

ADELPHI
UNIVERSITY

2022 NEH Summer Institute Opportunity

Worlds in Collision:

Nahua and Spanish Pictorial Histories and Annals in 16th-Century Mexico

A National Endowment for the Humanities Summer Institute
for 26 College Faculty participants

to be held at Adelphi University June 9 to June 30, 2022

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The Institute at a Glance

Depending on Public Health Guidelines related to COVID-19, plans for residential offerings are subject to change.

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Project Co-Directors:

Dr. Laraine Fletcher

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detail from copy of the Lienzo de Tlaxcala, 16th c.

Applications are invited from college faculty, full-time or contingent, to participate in a three-week Summer Institute exploring the newly accessible archives of 16th century Spanish and Nahua textual and pictorial documents that give expression to the new existential realities created by the Spanish incursions into the Valley of Mexico in 1519-1521: the overthrow of the Aztec capital of Tenochtitlan, and the founding of Spanish colonial Mexico City. The intriguing primary documents we will analyze — along with crucial secondary studies by our visiting scholars and others — take multiple forms: written alphabetic texts in Spanish or Nahuatl; ideographic calendars and books of divination; and pictorial histories in the form of scrolls, codices, *lienzos* (linens) and maps. The written source materials will be accessible to participants in English translation, with excerpts and secondary studies posted as library e-Reserves on an Institute Blackboard site, and the crucial pictorial manuscripts and maps will be

accessible online, as well as in printed facsimiles.

Every teacher/scholar dreams of the opportunity to immerse herself in the full array of source material of a given field of study, to be able to access directly the troves of primary source materials, whether manuscripts, photographs, artifacts, or rare print items. This project will provide Institute Summer Scholars an unprecedented opportunity to explore a unique archive in a collegial and supportive environment.

Funded by the National Endowment for the Humanities (NEH) and sponsored by Adelphi University, this three-week Institute will enable our Summer Scholar participants to explore the burgeoning new perspectives and theoretical approaches to 16th century Mexican textual, pictorial, and ethnohistorical studies with scholars who are in the vanguard of the development of new critical approaches. Institute seminars and discussions, among participants themselves, and with our renowned visiting scholars, will provide a compelling format for our Summer Scholars to engage directly with these new textual resources and critical paradigms

Visiting Scholar Faculty

Rolena Adorno (Sterling Professor of Spanish, Yale University)
Frances F. Berdan (Professor emerita, Anthropology, California State University, San Bernardino);
Amber Brian (Director of the Latin American Studies Program, University of Iowa);
Lori Boornazian Diel (Professor of Art History, Texas Christian University);
Jeanne L. Gillespie (Co-Director of the Center for American Indian Research and Study, University of Southern Mississippi);
Dana Leibsohn (Alice Pratt Brown Professor of Art, Smith College);
Barbara Mundy (Professor of Art History, Tulane University);
Matthew Restall (Edwin Erle Sparks Professor of Colonial Latin American History & Anthropology, Penn State University);
Kevin Terraciano (Professor of History and Director of the Latin American Institute & Co-Chair of the Latin American Studies Graduate Program, UCLA);
Stephanie Wood (Director and Senior Research Associate of Wired Humanities Projects, College of Education, and Senior Research Associate, Department of History, University of Oregon).

Institute Stipend and Lodging

The taxable NEH stipend for a three-week Summer Institute is \$2,850, intended to help defray costs of travel, lodging, meals, and books in connection with the Institute.

For our project, we have pre-arranged lodging for 22 nights at dorms on the campus of Adelphi University, in Garden City, Long Island, NY. For those opting to accept our collegial arrangements at Adelphi, participants will have lodging on a double basis in air-conditioned rooms with private bath (linens included), and laundry room on each floor, at a rate of \$65 per night for 22 nights, from June 9 through June 30, departure on July 1. If, as a successful applicant, you opt to go with this lodging arrangement on a double-room basis we would then withhold \$1,430 from your stipend of \$2,850 and your cash balance stipend would be \$1,420.

Participants may, of course, opt to make their own housing arrangements off campus. Once successful applicants are notified of their acceptance on March 25, they must notify the project directors by April 8 whether they accept or decline the offer, and whether they opt for the campus lodging plan, or wish to make alternative housing arrangements.

For additional information you may also contact one of the Project Co-Directors:

Dr. Laraine Fletcher, Adelphi University, Anthropology, emerita. fletcher@adelphi.edu
or

Dr. George Scheper, Senior Lecturer, Advanced Academic Programs, The Johns
Hopkins University, gscheper@jhu.edu

Application deadline: March 1, 2022; notification date: March 25, 2022

“Any views, findings, conclusions, or recommendations expressed in this program do not necessarily represent those of the National Endowment for the Humanities.”



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Project Co-Directors:

Laraine A. Fletcher, Ph.D., Professor emerita, Anthropology, Adelphi University

George L. Scheper, Ph.D. Senior Lecturer, Advanced Academic Programs,
Johns Hopkins University;

Professor emeritus, Humanities, Community College of Baltimore County

Dear Colleague:

Thank you for your interest in our National Endowment for the Humanities (NEH) Summer Institute “Worlds in Collision: Nahua and Spanish 16th Century Mexico.” Our three-week project will be in residence on the campus of Adelphi University on Long Island, NY from June 9 through June 30, 2022. The NEH stipend for selected participant Summer Scholars is \$2,850. We welcome applications from full or contingent faculty of two-year community colleges as well as four-year colleges and universities; specifically, five places are being reserved for non-tenure-track faculty in humanities disciplines. The application deadline is March 1, 2022, and you will find all necessary information on our website at <http://WorldsInCollision2022>. There, along the left-hand margin of our home-page, you will see buttons that will take you to all necessary contact information, as well as information about the structure and content of the program, visiting scholar faculty, eligibility, and how to apply.

In this informal letter from the project directors, we would like to introduce ourselves and to offer you a more personalized account of the “Worlds in Collision” program, and we extend to you our warm invitation to consider applying. The two of us who are directing the project — Laraine Fletcher and George Scheper — have worked together co-directing many NEH Institutes sponsored by CCHA. This will be the 15th Institute co-directed by Laraine Fletcher and George Scheper.

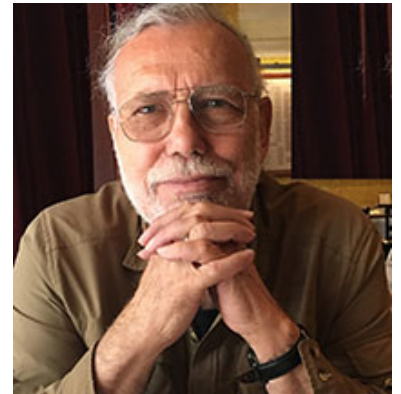
Laraine Fletcher (*Professor emerita*, Anthropology, Adelphi University).

I've been involved in archaeological fieldwork in Mexico and Central America and a major focus on my publications has settlement pattern analysis at two important Classic Maya cities, Coba and Calakmul, both located on the Yucatan Peninsula. In addition I conducted archaeological research in northern Nicaragua from 1988-1992. I regularly taught courses on Mesoamerican and Native American topics at Adelphi University and retired as *professor emerita* in 2012. I have continued my involvement in anthropology co-directing NEH Summer Institutes with George Scheper, almost every year from 2000 through 2019.



George Scheper (Senior Lecturer, Advanced Academic Programs, Johns Hopkins University; and Professor emeritus, Humanities, Community College of Baltimore County)

Having started out as an English Lit person, I've absolutely loved a second career in interdisciplinary humanities, with a dual focus on pre-Columbian culture and the cultural history of cities. After retiring as professor emeritus in Humanities at the Community College of Baltimore County, I've been involved both full-time and part-time with Johns Hopkins Advanced Academic Programs for the Master of Liberal Arts Program and the Adult Ed Odyssey program, and also regular teaching for the NYU School of Professional Studies. And for the past twenty years I've been co-director of NEH Summer Institutes with Laraine Fletcher, on Pre-Columbian and Native American topics.



This Institute offers a splendid opportunity for teacher/scholars in the humanities, especially those from institutions without major research facilities, to become immersed in the exciting new scholarship focused on what has been called "The New Conquest History," based in particular on newly edited and translated 16th century Mexican documents of indigenous origin. Our seminar textual materials will be available in English translation, and pictorial manuscripts and maps will be available online as well as in the form of printed facsimiles. Secondary readings chosen by our visiting scholars for their seminars will be made available as library e-Reserves on an Institute Blackboard site. In addition to our formal seminar schedule, there will be both structured and unstructured time to share with the other Summer Scholars new ideas about research, teaching, and curricular development.

At the core of the "Worlds in Collision" program is a series of daily morning and afternoon seminars that will give participants the opportunity to engage in conversations with scholars whose groundbreaking publications have contributed to fundamental reconceptualizations of the New Conquest History. Seminars will be led by: **Rolena Adorno** (Sterling Professor of Spanish, Yale University); **Frances F. Berdan** (Professor emerita, Anthropology, California State University, San Bernardino); **Amber Brian** (Director of the Latin American Studies Program, University of Iowa); **Lori Boornazian Diel** (Professor of Art History, Texas Christian University); **Jeanne L. Gillespie** (Co-Director of the Center for American Indian Research and Study, University of Southern Mississippi); **Dana Leibsohn** (Alice Pratt Brown Professor of Art, Smith College); **Barbara Mundy** (Martha and Donald Robertson Chair in Latin American Art, Tulane University); **Matthew Restall** (Edwin Erle Sparks Professor of Colonial Latin American History and Anthropology, Penn State University); **Kevin Terraciano** (Professor of

History and Director of the Latin American Institute and Co-Chair of the Latin American Studies Graduate Program, UCLA); and **Stephanie Wood** (Director and Senior Research Associate of Wired Humanities Projects, College of Education, and Senior Research Associate, Department of History, University of Oregon).

Our Institute provides the opportunity for our Summer Scholars to become intimately acquainted with the new corpus of resources made available largely through the work of our Visiting Scholar Faculty, in a collaborative collegial environment marked by sharing of ideas at periodic seminars and roundtables with our Visiting Faculty specialists and in sharing responses and ideas for research and teaching with each other.

A Note on Lodging and Institute Stipend

The taxable NEH stipend for a three-week Summer Institute is \$2,850, intended to help defray costs of travel, lodging, meals, and books in connection with the Institute.

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Participants may, of course, opt to make their own housing arrangements off campus. Once successful applicants are notified of their acceptance on **March 25**, they must notify the project directors by **April 8** whether they accept or decline the offer, and whether they opt for the campus lodging plan, or wish to make alternative housing arrangements.

A Note on Required Reading and Commitment to the Project

“Worlds in Collision” is directed at expanding participants’ intellectual horizons in New World and Mesoamerican cultural studies, and facilitating familiarity with the archival resources of the New Conquest History, and at opening up new curricular and research agendas. Attached to our Daily Schedule we have a core reading list of required books, two of which we will supply, another three to be acquired by participants (see Daily Schedule). Other readings, including articles and e-Books, as listed in the Daily Schedule, will be posted on an e-Reserve system on a Blackboard site for which accepted participants will be given an individual password. We’d like to stress how greatly it will contribute to the success of the project, and to help ensure a high level of informed discussion, if accepted participants undertake as much of the required reading as can realistically be done in advance.

We wish you all the best and look forward to hearing from you. If you have additional questions about the structure or content of our Institute, please contact either of us at our addresses below, and for further information, please consult our project website at: <http://WorldsInCollision2022.com>.

We thank you for your interest, and we look forward to receiving your application and to assembling a vibrant group of committed teacher/scholars for an intense and exciting

learning experience.

Sincerely,

George L. Scheper, Ph.D.
Senior Lecturer
Advanced Academic Programs
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Email: gscheper@jhu.edu

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Project Directors:

Laraine Fletcher, Ph.D., Professor emerita, Anthropology, Adelphi University
George L. Scheper, Ph.D., Senior Lecturer, Advanced Academic Programs, Johns Hopkins University

Please note: all Visiting Scholar seminars are held mornings from 9–11 a.m., and afternoons from 2–4 p.m. Readings are from core Institute texts (see list of Core Required Texts below) and from readings placed on a Blackboard site accessible to participants only; the Blackboard readings will be found either on a Library e-Reserve list or in a content folder set up for each seminar date.

Key used in Daily Schedule: **T = required text**; **BBe-R = Blackboard e-Reserve**; **BBCF = Blackboard Content folder for date**.

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Project Manager:

Mary Cortina
Director, Office of Research and Sponsored Programs
cortina@adelphi.edu

Core Required Texts:

I. The following three titles are to be acquired by participants on their own:

Berdan, Frances. *Aztec Archaeology and Ethnohistory* (Cambridge World Archaeology, Cambridge University Press, 2014). [Paperback c. \$26; Kindle \$16]

Fray Bartolomé de las Casas. *A Short Account of the Destruction of the Indies*, tans. N. Griffen, introd. A. Pagden. Harmondsworth: Penguin Books, 1992. [Paperback c. \$13; Kindle \$7]

Miguel Leon-Portilla, ed. *The Broken Spears: The Aztec Account of the Conquest of Mexico*. Foreword by J. Jorge Klor de Alva. Boston: Beacon Press, 2006. [Paperback c. \$20; Kindle \$17]

II. The following two titles will be supplied and mailed to each participant:

Adorno, Rolena, *The Polemics of Possession in Spanish American Narrative*. Yale

University Press, 2014.

Lockhart, James, ed. and trans. *We People Here: Nahuatl Accounts of the Conquest of Mexico*. Wipf and Stock Publishers. 1993.

III. The following three titles are provided on the Blackboard e-Reserve either as pdf selections or as e-Books

Hernán Cortés, *Letters from Mexico (1519-1526)*, trans. Anthony Pagden, Yale University Press, New Haven, 1986.

Bernal Diaz del Castillo, *The Conquest of New Spain*, trans. J.M. Cohen (Harmondsworth: Penguin Books, 1985).

Alva Ixtlilxochitl. *The Native Conquistador: Alva Ixtlilxochitl's Account of the Conquest of New Spain*, ed. and trans. by Amber Brian, B. Benton, and P. García Loaeza. Penn State University Press, 2015.

Detailed Daily Schedule with Readings and Online Resources

Key used in Daily Schedule: **T = required text; BBe-R = Blackboard e-Reserve; BBCF = Blackboard Content folder for date.**

Thursday, June 9

Participants arrive; check-in at residential halls, Adelphi University; orientation.

WEEK ONE

Friday, June 10

Visiting Scholar: **Matthew Restall** (Sparks Professor, Colonial Latin American History, Penn State University): the New Conquest History

Morning seminar: New Directions in the Study of the 16th Century Conquest Narrative

Reading:

Matthew Restall, "The New Conquest History," *History Compass* 10/2 (2012): 151-160.

BBCF

Matthew Restall, *When Montezuma Met Cortés/ The True Story of the Meeting that Changed History* (Harper/Collins, 2018): Prologue, Chaps. 3 and 4. **BBe-R**

Afternoon seminar: the Cortés /Moctezuma Encounter

Reading:

Matthew Restall, *When Montezuma Met Cortés/ The True Story of the Meeting that Changed History* (Harper/Collins, 2018): Prologue, Chaps. 7, 8, and Epilogue. **BBe-R**

Also:

Consult the Kislak paintings on the Conquest of Mexico at the Library of Congress, at: <https://www.loc.gov/exhibits/exploring-the-early-americas/conquest-of-mexico-paintings.html>.

Saturday, June 11

Visiting Scholar: **Frances F. Berdan** (Professor emerita, Anthropology, California State University): Discovering and Interpreting the Aztec World

Morning seminar: the Aztecs as Mesoamericans

Reading:

Frances F. Berdan, *Aztec Archaeology and Ethnohistory* (Cambridge Univ. Press, 2014):

Chaps. 1-2. T

Optional reading, or for Future Reference:

Clendinnen, Inga. *Aztecs: An Interpretation* (Cambridge University Press, 1991): Chap. 2, "Local Perspectives," pp. 45-83. **BBe-R**

Afternoon seminar: Aztec Society and Culture

Reading:

Frances F. Berdan, *Aztec Archaeology and Ethnohistory* (Cambridge Univ. Press, 2014): Chaps. 3-6. T

Sunday, June 12 — Day free for individual reading and activities

Monday, June 13

Visiting Scholar: **Frances F. Berdan**: Discovering and Interpreting the Aztec World

Morning seminar: Aztec Art and Architecture

Reading:

Frances F. Berdan, *Aztec Archaeology and Ethnohistory* (Cambridge Univ. Press, 2014): Chap. 7. T

Matos Moctezuma, Eduardo, *The Great Temple of Tenochtitlan: Center and Periphery in the Aztec World*, ed. Johanna Broda, David Carrasco, and Eduardo Matos Moctezuma (University of California Press, 1987): Chap. 1, "The Templo Mayor of Tenochtitlan: History and Interpretation," pp. 15-60. **BBe-R**

Afternoon seminar: the Aztec Worldview

Reading:

Frances F. Berdan, *Aztec Archaeology and Ethnohistory* (Cambridge Univ. Press, 2014): Chap. 8. T

Optional reading or for future reference:

León-Portilla, Miguel. *Fifteen Poets of the Aztec World* (University of Oklahoma Press, 1992): Part Two. Poets of Mexico-Tenochtitlan, pp. 147-185. **BBe-R**

Clendinnen, Inga. *Aztecs: An Interpretation* (Cambridge University Press, 1991): Chaps. 5 and 6, pp. 141-173. **BBe-R**

Tuesday, June 14

Visiting Scholar: **Frances F. Berdan**: the *Codex Mendoza*

Morning seminar: Aztec History and the Tribute System of the Empire according to the *Codex Mendoza*

Reading:

From: *The Codex Mendoza*, ed. Frances F. Berdan and Patricia Rieff Anawalt (Univ. of California Press, 1993), Vol. 1: Elizabeth Boone, "The Aztec Pictorial History of the Codex Mendoza" (pp. 33-54); and Frances F. Berdan, "The Imperial Tribute Roll of the Codex Mendoza" (pp. 55- 79). **BBe-R**

The Essential Codex Mendoza, ed. Frances F. Berdan and Patricia Rieff Anawalt (Univ. of California, 1997): pp. 3-25 and 79-141. **BBe-R**

Also:

Consult *The Codex Mendoza* online: Part I, the History (Folios 2r - 16v); Part II, the Tribute (Folios 17v - 55r):

<https://digital.bodleian.ox.ac.uk/inquire/Discover/Search/-/?p=c+10,t+earlymesoamerican,r+s+0,r+s+100,f+a+,s+o+ox%3A+sort%5Easc,s+id+2fea788e-2aa2-4f08-b6d9-648c00486220,vi+>

Afternoon seminar: Daily Life: the Ethnographic section of the *Codex Mendoza*

Reading:

The Essential Codex Mendoza, ed. Frances F. Berdan and Patricia Rieff Anawalt (Univ.

of California, 1997): pp.145- 193 and 194- 237. **BBe-R**

Also:

Consult *The Codex Mendoza* online: Part III, Daily Life (Folios 56v - 71r): Same URL as above.

Optional reading or for future reference:

Carrasco, David, *City of Sacrifice: The Aztec Empire and the Role of Violence in Civilization* (Beacon Press, 1999): "Introduction: Performing the City of Sacrifice," pgs. 1-15; and Chap. 1, "City as Symbol in Aztec Thought: Some Clues from the Codex Mendoza," pg. 15-48. **BBCF**

Wednesday, June 15

Visiting Scholar: **Rolena Adorno** (Sterling Professor of Spanish, Yale University)

Morning seminar: Cortés, Empire, and the Rule of Law

Reading:

Hernan Cortés, *Letters from Mexico {1519-1526}*, trans. Anthony Pagden (Yale University Press, 1986): 8-74, 83-139. **BBe-R**

Rolena Adorno. *The Polemics of Possession in Spanish American Narrative* (Yale University Press, 2007; 2014): Chaps. 4 and 5. **T**

Optional reading or for future reference:

J. H. Elliott, "The Mental World of Hernan Cortés," in *Spain and its World, 1500-1700*, ed. by J. H. Elliott (New Haven: Yale University Press, 1989): 27-41. **BBe-R**

Afternoon seminar: Fray Bartolomé de las Casas' Account of the Conquest of the Indies

Reading:

Fray Bartolomé de las Casas, *A Short Account of the Destruction of the Indies*, trans. N. Griffin, intro. by A. Pagden (Penguin Books, 1992): 3-9, 42-80. **T**

Rolena Adorno, *The Polemics of Possession in Spanish American Narrative* (Yale University Press, 2007; 2014): Chaps. 3 and 12. **T**

Thursday, June 16

Visiting Scholar: **Rolena Adorno**

Morning seminar: The Conquest and the Post-conquest Worlds of Bernal Díaz del Castillo

Reading:

Bernal Diaz del Castillo, *The Conquest of New Spain*, trans. J.M. Cohen (Harmondsworth: Penguin Books, 1985): 7-12, 14, 85-87, 166-88, 216-77, 293-307. **BBe-R**

BBe-R

____ Handout selections, in English translation, from the *Historia verdadera de la conquista de la Nueva Espana*, that pertain to Cortés's experiences as the Marques del Valle de Oaxaca and Bernal Díaz's account of his experiences as *encomendero* and advocate (*procurador*) on behalf of himself and his peers before the Council of the Indies in Castile. **[Handout]**

Rolena Adorno, *The Polemics of Possession in Spanish American Narrative* (Yale University Press, 2007; 2014): Chaps. 6 and 7. **T**

Afternoon seminar: "Mexica and Tlaxcalan views of Spanish conquest and Christian Evangelization"

Reading:

Miguel Leon-Portilla, ed. *The Broken Spears: The Aztec Account of the Conquest of Mexico*. Foreword by J. Jorge Klor de Alva (Boston: Beacon Press, 1992). **T**

Sahagun, "The Aztec-Spanish Dialogues (1524)," Trans. J. Jorge Klor de Alva.

Alcheringa 4.2 (1980): 52-193. **BBe-R**

Friday, June 17

Visiting Scholar: **Lori Boornazian Diel** (Professor of Art History, Texas Christian University)

Morning seminar: An Overview of Aztec/Nahua Pictorial Histories: Form and Function
Reading:

Boone, Elizabeth H. *Stories in Red and Black: Pictorial Histories of the Aztecs and Mixteca* (Austin: University of Texas Press, 2000): Chap. 3. **BBe-R**

Diel, Lori B. "The Poetics and Politics of Aztec History." In *Thinking, Recording, and Writing History in the Ancient World*, edited by Kurt A. Raaflaub, (Chichester, West Sussex: Wiley Blackwell, 2014): 372-390. **BBe-R** link to eBook Umberger, Emily. "The Structure of Aztec History," *Archaeoastronomy* 4.4 (1981): 10-18. **BBe-R**

Consult: "16th and 17th Century Mexican Pictorial Histories: A Hyperlinked Finding List." **BBCF**

Optional Reading or for Future reference:

Boone, Elizabeth H. "Aztec Pictorial Histories: Records without Words." In *Writing Without Words: Alternative Literacies in Mesoamerica and the Andes*, edited by Elizabeth H. Boone and Walter Mignolo, (Durham: Duke University Press, 1994): 50-76. **BBCF**

Afternoon seminar: The Corpus of Aztec Pictorial Histories.

Reading:

Boone, Elizabeth H. *Stories in Red and Black: Pictorial Histories of the Aztecs and Mixteca* (Austin: University of Texas Press, 2000): Chap. 8, "Aztec altepetl Annals." **BBe-R**

Diel, Lori B. *Codex Mexicanus: A Guide to Life in Late Sixteenth-Century New Spain* (Austin: University of Texas Press, 2018): Chaps. 1 and 5. **BBCF**

Optional Reading or for Future Reference:

Consult: *Codex Mexicanus* online at:

<https://gallica.bnf.fr/ark:/12148/btv1b55005834g.r=mexicain?rk=214593;2>

Consult: *Tira de Tepechpan* online at:

[https://gallica.bnf.fr/ark:/12148/btv1b55005968w.r=mexicain 20?rk=85837;2](https://gallica.bnf.fr/ark:/12148/btv1b55005968w.r=mexicain%20?rk=85837;2)

Douglas, Eduardo de Jesus. "Figures of Speech: Pictorial History in the Quinatzin Map of about 1542." *Art Bulletin* 85.2 (2003): 281-309. **BBe-R**

Navarette, Federico. "The Path from Aztlan to Mexico: On Visual Narration in the Mesoamerican Codices." *Res* 37 (2000): 31-48. **BBe-R**

Quiñones Keber, Eloise. *The Codex Telleriano-Remensis: Ritual, Divination, and History in a Pictorial Aztec History* (Univ. of Texas Press, 1995).

Saturday, June 18

Visiting Scholar: **Lori Boornazian Diel**

Morning seminar: Gender and Aztec Pictorial Histories

Reading:

Gillespie, Susan. *The Aztec Kings: The Construction of Rulership in Mexica History* (Tucson: University of Arizona Press, 1989): Chap. 4. **BBe-R**

Diel, Lori B. "Till Death Do Us Part: Unconventional Marriages as Aztec Political Strategy," *Ancient Mesoamerica* 18.2 (2007): 259-272. **BBCF**

Optional Reading or for Future Reference:

Carrasco, Pedro. "Royal Marriages in Ancient Mexico." In *Explorations in Ethnohistory: Indians of Central Mexico in the Sixteenth Century*, edited by H.R. Harvey and Hanns J. Prem, (Univ. of New Mexico Press, 1984): 41-81. **BBe-R**

Evans, Susan Toby. "Sexual Politics in the Aztec Palace: Public, Private, Profane." *Res* 33 (1998): 167-183. **BBe-R**

In Lee, Jongsoo and Galen Brokaw, eds. *Texcoco: Pre-Hispanic and Colonial Perspectives*, (University Press of Colorado, 2014): Camilla Townsend, "Polygyny and

the Divided Altepetl: The Tetzcoacan Key to Preconquest Nahua Politics.” (pp. 93-116). **BBe-R** link to eBook

Afternoon seminar: Representations of the Conquest in Aztec Pictorial Histories

Reading:

Magaloni, Diana. “Visualizing the Nahua/Christian Dialogue: Images of the Conquest in Sahagún’s Florentine Codex and Their Sources.” In *Sahagún at 500: Essays on the Quincentenary of the Birth of Fr. Bernardino de Sahagún*, edited by John Frederick Schwaller. (Berkeley: Academy of American Franciscan History, 2003): 193-221. **BBe-R**
Kartunnen, Frances. “Rethinking Malinche.” In *Indian Women of Early Mexico*, edited by Susan Schroeder, Stephanie Wood, and Robert Haskett (Norman: University of Oklahoma Press, 1997): 291-312. **BBe-R**

And, looking ahead to week three, consult:

Wood, Stephanie. *Transcending Conquest: Nahua Views of Spanish Colonial Mexico*. Norman: University of Oklahoma Press, 2003.

Optional Reading or for Future Reference:

Fernández-Armesto, Felipe. “Aztec Auguries and Memories of the Conquest of Mexico.” *Renaissance Studies* 6 (1992): 287-305.

Sunday, June 19 Day free for individual reading and activities

WEEK TWO

Monday, June 20 Morning Roundtable with Project directors

Tuesday, June 21

Visiting Scholar: **Kevin Terraciano** (Professor of History, Director of the Latin American Institute, Co-Chair Latin American Studies Graduate Program, UCLA)
Morning seminar: Indigenous Accounts mediated by Friars: Bernardino de Sahagún

Reading:

We People Here: Nahuatl Accounts of the Conquest of Mexico, ed. and transl. by James Lockhart (Eugene, Oregon: Wipf and Stock, 2004): Texts and Translations 1 and 2, pp. 48-273. **T**

And/or:

Mesoamerican Voices: Native Language Writings from Colonial Mexico, Yucatan, and Guatemala, ed. by Matthew Restall, Lisa Sousa, and Kevin Terraciano (Cambridge University Press, 2005): Chap. 3, sections 1 and 2. **BBe-R**

Afternoon seminar:

Reading:

Kevin Terraciano, “Reading Between the Lines of Book 12.” In *The Florentine Codex: An Encyclopedia of the Nahua World in Sixteenth-Century Mexico*, ed. Jeannette Peterson and Kevin Terraciano (University of Texas Press, 2019). **BBe-R**

Optional Reading or for Future Reference:

S. L. Cline, “Revisionist Conquest History: Sahagún’s Revised Book XII.” In *The Work of Bernardin de Sahagun/ Pioneer Ethnographer of Sixteenth-Century Aztec Mexico*, ed. J. Jorge Klor de Alva, H. B. Nicholson, and Eloise Quiñones-Keber (Institute for Mesoamerican Studies, SUNY-Albany; distributed by University of Texas Press, 1988): 93-106. **BBe-R**

Wednesday, June 22

Visiting Scholar: **Kevin Terraciano**

Morning seminar: Indigenous Accounts mediated by Friars: Diego Durán

Reading:

Fray Diego Durán, *The History of the Indies of New Spain*, Translated, Annotated, and with an Introduction by Doris Heyden [1964] (University of Oklahoma Press, 1994): Chaps. LXIX-LXXXVIII, plus Appendix, "Durán's Historia and the Crónica X," (pp. 495-577). **BBe-R**

Optional reading or for Future Reference:

Tzvetan Todorov, "Durán, or the Hybridization of Cultures," in *The Conquest of America/ the Question of the Other*, Tr. Richard Howard (Harper Torchbooks, 1984): 202-218.

BBe-R

Afternoon seminar:

Reading:

Consult: Sahagún, Primeros Memoriales: http://bdmx.mx/documento/galeria/bernardino-sahagun-codices-matritenses/fo_06

Consult: Sahagún, *The Florentine Codex*:
<https://tecpaocelotl.livejournal.com/25254.html>
or: <https://www.wdl.org/en/item/10096/>

Thursday, June 23

Visiting Scholar: **Jeanne Gillespie** (Professor of Spanish and Native American Studies University of Southern Mississippi)

Morning seminar:

The Republic of Tlaxcala and its Colonial Legacy

Reading:

Fargar, Lane, Richard Blanton, Vernice Y. Heredia Espinosa. "Egalitarian Ideology and Political Power in Prehispanic Central Mexico: the Case of Tlaxcallan." *Latin American Antiquity*, Vol. 21.3 (September 2010): 227-251. **BBCF**

Gillespie, Jeanne. "Blood, Water, Power and Bugs a la Tlaxcalteca." In *The Body, Subject and Subjected*, ed. Debra Andrist (Sussex, UK: Sussex Press, 2016). **BBCF**

_____. "The Codex of Tlaxcala: Indigenous Petitions and the Discourse of Heterarchy." *HIPERTEXTO* 13 (January, 2011): 59-74. **BBCF**

Jeanne Gillespie, *Saints and Warriors/ Tlaxcallan Perspectives on the Conquest of Tenochtitlan* (University Press of the South, 2004): Chap. 3. **BBe-R**

Jeanne Gillespie, *Saints and Warriors/ Tlaxcallan Perspectives on the Conquest of Tenochtitlan* (University Press of the South, 2004): Chap. 4. **BBe-R**

Optional reading or for Future Reference:

Wake, Eleanor. "Codex Tlaxcala: New Insights and New Questions." *Estudios de Cultural Nahuatl* 33 (2002) 91-140. **BBCF**

The Poetics and Politics of Xochiyaoyotl (Flowery War)

Reading:

Jeanne Gillespie, "Blood, Water, Popes, and Blowguns: Language and Poetics in Contact in Colonial Mexico," Paper prepared for the Latin American Studies Association Congress 2018, Barcelona, Spain, May 2018. **BBCF**

Jeanne Gillespie, *Saints and Warriors/ Tlaxcallan Perspectives on the Conquest of Tenochtitlan* (University Press of the South, 2004): Chap. 5. **BBe-R**

Jeanne Gillespie, *Saints and Warriors/ Tlaxcallan Perspectives on the Conquest of Tenochtitlan* (University Press of the South, 2004): Chap. 6. **BBCF**

Jeanne Gillespie, "Establishing World Order in Mesoamerica: the Codex Mendoza and the Lienzo de Tlaxcala," *Indiana Journal of Hispanic Literatures* 13.1 (Fall 1998): 9399. **BBe-R**

Optional reading or for Future Reference:

Guilhem Olivier, "Why Give Birth to Enemies? The Warrior Aspects of the Aztec Goddess Tlazolteotl-Ixcuina." *RES: Anthropology and Aesthetics*, No. 65/66 (2014/2015): 55–71. <https://www.jstor.org/stable/24871243>

Afternoon seminar: The Meanings of "Conquest" according to Chimalpahin and Tezozomoc

Reading:

In: *Chimalpahin Cuauhtlehuanitzin, Chimalpahin's Conquest: A Nahuatl Historian's Rewriting of Francisco López de Gómara's La conquista de Mexico*, edited by Susan Schroeder, Anne J. Cruz, Critián Roa-de-le-Carrera, and David E. Tavárez (Stanford University Press, 2010): David E. Tavárez, "Reclaiming the Conquest: An Assessment of Chimalpahin's Modifications to la conquista de Mexico." In 17-34. **BBe-R** link to eBook

Susan Schroeder, "Introduction: the Genre of Conquest Studies," in *Indian Conquistadores: Indigenous Allies in the Conquest of Mesoamerica*, ed. Laura E. Matthew and Michel R. Oudijk (Univ. of Oklahoma Press, 2007: pp. 5-27. **BBe-R**
Consult: *We People Here: Nahuatl Accounts of the Conquest of Mexico*. James Lockhart, editor and translator (Wipf and Stock Publishers, 1993; 2004), esp. Book XII of the *Florentine Codex* (pp. 48- 255). **T**

Chimalpahin and Tezozomoc in Context:

Reading:

Anderson, Arthur J. O. and Susan Schroeder, ed. and transl. *Codex Chimalpahin*, by Domingo de San Antón Muñón Chimalpahin Quauhtlehuanitzin, 2 Vols. (University of Oklahoma Press, 1997): Vol. 1, pp. 26- 65. **BBe-R**

Anderson, Arthur J. O. and Susan Schroeder, ed. and transl. *Codex Chimalpahin*, by Domingo de San Antón Muñón Chimalpahin Quauhtlehuanitzin, 2 Vols. (University of Oklahoma Press, 1997): Vol. 2, pp. 19- 32. **BBe-R**

Also:

Consult: Peter Villella, *Indigenous Elites and Creole Identity in Colonial Mexico, 1500-1800* (Cambridge University Press, 2016): 1-148. **BBe-R**

For Future Reference:

Boone, Elizabeth Hill, Louise M. Burkhart, David Tavárez, *Painted Words/ Nahuatl Catholicism, Politics, and Memory in the Atzaqualco Pictorial Catechism*. Dumbarton Oaks Pre-Columbian Art and Archaeology Studies Series 39. Washington: Dumbarton Oaks Research Library and Collection, 2017.

Friday, June 24

Visiting Scholar: **Amber Brian** (Director, Latin American Studies Program, University of Iowa)

Morning seminar: Tezcoco Historian Fernando de Alva Cortés Ixtlilxóchitl

Reading:

Alva Ixtlilxochitl, Fernando de. *The Native Conquistador: Alva Ixtlilxochitl's Account of the Conquest of New Spain*. Translated and edited by Amber Brian, Bradley Benton and Pablo García Loaeza (Penn State University Press, 2015). **BBe-R** e-Book

Adorno, Rolena. "The Indigenous Ethnographer: the 'Indio ladino' as Historian and Cultural Mediator." In *Implicit Understandings: Observing, Reporting, and Reflection on the Encounters between Europeans and Other Peoples in the Early Modern Era*, edited by Stewart Schwartz (Cambridge University Press, 1994): 378-402. **BBe-R**

Afternoon seminar: Native Knowledge and Mestizo Historiography

Reading:

Brian, Amber. 2016. "Configuring Native Knowledge: Seventeenth-Century Mestizo Historiography." In *Alva Ixtlilxochitl's Native Archive and the Circulation of Knowledge*

in Colonial Mexico, ed. Amber Brian (Nashville: Vanderbilt, 2016): 77-107. **BBe-R**
 In Brokaw, Galen and Jongsoo Lee, eds. *Fernando de Alva Ixtlilxochitl and His Legacy*, (Tucson: University of Arizona Press, 2016): Susan Kellogg, "Alva Ixtlilxochitl's Marina and Other Women of Conquest," pp. 209- 234. **BBe-R** link to e-Book
 Villella, Peter. "The Last Acolhua: Alva Ixtlilxochitl and Elite Native Historiography in Early New Spain," *Colonial Latin American Review* 23.1 (2014): 18-36. **BBe-R**

Saturday, June 25

Visiting Scholar: **Barbara Mundy** (Professor of Art History, Fordham University- Ros Hill campus)

Morning seminar: From Tenochtitlan to Mexico City

Reading:

Barbara Mundy, *The Death of Aztec Tenochtitlan, the Life of Mexico City*. Joe R. and Teresa Lozano Long Series in Latin American and Latino Art and Culture. (University of Texas Press, 2015): Chaps. 1 and 5. **BBe-R** link to eBook

Afternoon seminar:

Reading:

From: *We People Here: Nahuatl Accounts of the Conquest of Mexico*. James Lockhart, editor and translator (Wipf and Stock Publishers, 1993; 2004): "Extract from the Annals of Tlatelolco," pp. 257- 275. T

Barbara Mundy, "Mapping the Aztec Capital: the 1524 Nuremberg Map of Tenochtitlan, Its Sources and Meanings," *Imago Mundi*, 50 (1998): 1-22. **BBe-R**

Sunday, June 26 — Day free for individual reading and activities

WEEK THREE

Monday, June 27

Visiting Scholar: **Dana Leibsohn** (Alice Pratt Brown Chair of Art, Smith College)

Morning seminar: Testimony from Cuauhtinchan: Mapa 2 de Cuauhtinchan

Reading:

Boone, Elizabeth Hill. "The House of the Eagle." In *Cave, City, and Eagle's Nest: An Interpretive Journey through the Mapa de Cuauhtinchan No. 2*, Eds. David Carrasco and Scott Sessions (University of New Mexico Press, 2007): 27-47. **BBCF**

Leibsohn, Dana. "Seeing In Situ: The Mapa de Cuauhtinchan No. 2." In *Cave, City, and Eagle's Nest: An Interpretive Journey through the Mapa de Cuauhtinchan No. 2*, Eds. David Carrasco and Scott Sessions (Albuquerque: University of New Mexico Press, 2007): 389-425. **BBCF**

Afternoon seminar: How the Nahuas of Colonial Mexico kept their history alive.

Reading:

Townsend, Camilla. "Old Stories in New Letters (1520's- 1550's)." In *Annals of Native America: How the Nahuas of Colonial Mexico Kept their History Alive*. (Oxford, Oxford University Press, 2017): 16-52. **BBe-R** link to e-Book

Tuesday, June 28

Visiting Scholar: **Dana Leibsohn**

Morning Seminar: Testimony from Cuauhtinchan: the Historia Tolteca-Chichimeca

Reading:

Leibsohn, Dana, *Script and Glyph: Pre-Hispanic History, Colonial Bookmaking and the Historia Tolteca-Chichimeca* (Washington, DC, Dumbarton Oaks Research Library, 2009): Chap. 1, "Subjects of History," pp. 12-37. **BBe-R**

Afternoon seminar: the Paintings of the Historia Tolteca-Chichimeca

Reading:

Leibsohn, Dana, *Script and Glyph: Pre-Hispanic History, Colonial Bookmaking and the Historia Tolteca-Chichimeca* (Washington, DC, Dumbarton Oaks Research Library, 2009): "Appendix 1: Major Paintings of the Historia Tolteca-Chichimeca," pp. 105-167.

BBe-R

Also:

Consult the *Historia Tolteca-Chichimeca* online at:

<https://gallica.bnf.fr/ark:/12148/btv1b84559448/f1.image>.

Wednesday, June 29

Visiting Scholar **Stephanie Wood** (Director, Wired Humanities Projects; Senior Editor, Oxford University Press for "Digital resources" section of the Oxford Research Encyclopedia on Latin American History)

Morning seminar: Nahua views of Spanish colonial Mexico

Reading:

Stephanie Wood, *Transcending Conquest/ Nahua Views of Spanish Colonial Mexico* (University of Oklahoma Press, 2003): Chap. 1. **BBe-R**

Stephanie Wood, *Transcending Conquest/ Nahua Views of Spanish Colonial Mexico* (University of Oklahoma Press, 2003): Chap. 2. **BBe-R**

Afternoon seminar: An anguished report, and a proud alliance

Reading:

Stephanie Wood, *Transcending Conquest/ Nahua Views of Spanish Colonial Mexico* (University of Oklahoma Press, 2003): Chaps. 3 and 4. **BBe-R**

Thursday, June 30

Visiting Scholar **Stephanie Wood**

Morning seminar: Nahua and Nahuatl studies online

Reading:

Consult Stephanie Wood's digital collections in secure open-source databases:

"The Mapas Project": <https://enl.uoregon.edu/>

"Early Nahuatl Library": <https://mapas.uoregon.edu/>

Afternoon seminar: Concluding Roundtable with Project Directors

Friday, July 1 — Day of departure; individual arrangements.

"Any views, findings, conclusions, or recommendations expressed in this program do not necessarily represent those of the National Endowment for the Humanities."



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(*Professor emerita*, Anthropology, California State University, San Bernardino);

Amber Brian

(Director of the Latin American Studies Program, University of Iowa);

Lori Boornazian Diel

(Professor of Art History, Texas Christian University);

Jeanne L. Gillespie

(Co-Director of the Center for American Indian Research and Study, University of Southern Mississippi);

Dana Leibsohn

(Alice Pratt Brown Professor of Art, Smith College);

Barbara Mundy

(Martha and Donald Robertson Chair in Latin American Art, Tulane University);

Matthew Restall

(Edwin Erle Sparks Professor of Colonial Latin American History & Anthropology, Penn State University);

Kevin Terraciano

(Professor of History and Director of the Latin American Institute & Co-Chair of the Latin American Studies Graduate Program, UCLA);

Stephanie Wood

(Director and Senior Research Associate of Wired Humanities Projects, College of Education, and Senior Research Associate, Department of History, University of Oregon).

“Any views, findings, conclusions, or recommendations expressed in this program do not necessarily represent those of the National Endowment for the Humanities.”

Spanish and Portuguese



Dr. Amber Brian

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Amber Brian is Associate Professor in the Department of Spanish & Portuguese. She also directs the Latin American Studies Program. Her research and teaching focus on colonial Spanish America. Her publications address the movement of cultural knowledge and historical memory among native individuals and communities as well as between those communities and the dominant political sphere in colonial Mexico. She has published widely on don Fernando de Alva Ixtlilxochitl (ca. 1578-1650), a mestizo historian connected with the Indian city of Tetzaco who is a seminal figure in the development of Mexican history. Her first book, *Alva Ixtlilxochitl's Native Archive and the Circulation of Knowledge in Colonial Mexico* (Vanderbilt, 2016), was awarded honorable mention for MLA's Katherine Singer Kovacs Prize. *The Native Conquistador: Alva Ixtlilxochitl's Account of the Conquest of Mexico* (Penn State Press, 2015) was co-edited and translated with Bradley Benton and Pablo García Loaeza. She completed a second collaborative translation project with Benton, García Loaeza, and Peter B. Villella, for which they received a Scholarly Editions and Translations Grant from the National Endowment for the Humanities (2014-17). In this project they translated and annotated Alva Ixtlilxochitl's magnum opus, *Historia de la nación chichimeca*, a highly influential Spanish-language chronicle of pre-Hispanic central Mexico based on indigenous written and oral sources. The result, *History of the Chichimeca Nation: Don Fernando de Alva Ixtlilxochitl's Seventeenth-Century Chronicle of Ancient Mexico*, is forthcoming from the University of Oklahoma Press. Her second monograph looks at questions of imperial authority, native sovereignty, and trans-oceanic communication in sixteenth-century epistolary correspondence between king and vassals.

Alva Ixtlilxochitl's
Native Archive
and the Circulation
of Knowledge
in Colonial Mexico **AMBER BRIAN**



THE NATIVE CONQUISTADOR

Alva Ixtlilxochitl's Account of the Conquest of Tenochtitlan
Edited and translated by Amber Brian, Bradley Benson, and Pablo García Loaeza



Latin American originals (Lao)

History of the CHICHIMECA NATION

Don Fernando de Alva Ixtlilxochitl's
Seventeenth-Century Chronicle
of Ancient Mexico



EDITED AND TRANSLATED BY
Amber Brian
Bradley Benson
Peter B. Vilella
Pablo García Loaeza



Tulane University

Dr. Barbara E. Mundy



Martha and Donald Robertson Chair in Latin American Art

313 Woldenberg Art Center
New Orleans, Louisiana 70118
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Education PhD, Yale

Specialization

Pre-Columbian America, Sixteenth-century Mexico, Latin America, Cartography

Barbara E. Mundy's scholarship dwells in zones of contact between Native peoples and settler colonists as they forged new visual cultures in the Americas. She has been particularly interested in the social construction of space and its imaginary, which was the subject of her first book, *The Mapping of New Spain*. Her most recent book, *The Death of Aztec Tenochtitlan, the Life of Mexico City*, draws on Indigenous texts and representations to counter a colonialist historiography and to argue for the city's nature as an Indigenous city through the sixteenth century.

In the coming academic year (2021-22), Mundy will hold the Kislak Chair at the Library of Congress where she will be working on a book project, "The Embodiment of the Word: European Book Culture and New World Manuscripts." Rather than considering Indigenous manuscripts as phenomena separate from European books, the new work situates native bookmakers in the midst of the new technological revolution brought about by the printing press. While Martin Luther's innovations (and conflagrations) take up most of the oxygen in the history of print in the early sixteenth century, attracting less attention,

but equally radical, was the Spanish crown's use of the new technology to control, via standardization, governance, language, and history. The testing ground of this imperial project was the "Indies," as their American territories were called, and it is within this context that her protagonists--Indigenous writers, painters and bookmakers-- operated.

With Dana Leibsohn, Mundy is the co-creator of *Vistas: Visual Culture in Spanish America, 1520-1820*. Digital projects are a fundamental part of her teaching practice. Mundy serves as a Senior Fellow of Pre-Columbian Studies at Dumbarton Oaks, on the editorial boards of *Latin American and Latinx Visual Culture* and *Estudios de cultura náhuatl*. She is the incoming president of the American Society for Ethnohistory. Prior to coming to Tulane, she was a Professor of Art History at Fordham University in New York.

Selected publications

The Death of Aztec Tenochtitlan, the Life of Mexico City. Austin: University of Texas Press, 2015. Received the 2017 Latin American Studies Association (LASA) Bryce Wood Award; the 2016 Book Prize in Colonial Latin American Studies from LASA; the 2016 Elinor Melville Prize for Latin American Environmental History from the Conference on Latin American History of the American Historical Association; the 2015 Margaret Arvey Foundation Award from the Association of Latin American Art. Spanish edition: *La muerte de Tenochtitlan, la vida de México*. Mexico City: Grano de Sal, 2018.

"Dating the Mapa Uppsala of Mexico-Tenochtitlan," with Jennifer Saracino. *Imago Mundi* 73, part 1 (2021), pp. 2-15.

"No longer home: the smellscape of Mexico City, 1500-1600." *Ethnohistory* 68, no. 1 (January 2021), pp. 77-101.

"Kubler's 'On the Colonial Extinction of the Motifs of Pre-Columbian Art' reconsidered." *Latin American and Latinx Visual Culture* 2: 4 (2020), pp. 55-60..

"The emergence of alphabetic writing: tlahuiciloh and escribano in sixteenth-century Mexico." *The Americas: A Quarterly Review of Latin American History* 77, 3 (July 2020), pp. 361-407.

"Ecology and Leadership: Pantitlan and other Erratic Phenomena." In *The Florentine Codex: An Encyclopedia of the Nahua World in Sixteenth-Century Mexico*, Jeanette F. Peterson and Kevin Terraciano, eds. 125-138. Austin: University of Texas Press, 2019.

"Out of the Shadow of Vasari: Towards a New Model of the 'Artist' in Colonial Latin America." With Aaron Hyman. *Colonial Latin American Review* 24, no. 3 (Winter 2016), pp. 283-317.

Vistas: Visual Culture in Spanish America, Cultura visual en Hispanoamérica, 1520-1820. With Dana Leibsohn. Austin: University of Texas Press, 2010. DVD. Online relaunch, 2015: <http://www.fordham.edu/vistas>.

Painting a Map of Sixteenth-Century Mexico City: Land, Writing and Native Rule. Mary E. Miller and Barbara E. Mundy, eds. New Haven: Beinecke Library, distributed by Yale University Press, 2012.

The Mapping of New Spain: Indigenous Cartography and the Maps of the Relaciones Geográficas. Chicago and London: University of Chicago Press, 1996. Received the 1996 Nebenzahl Prize in the History of Cartography. Paperback edition, 2000.



SMITH COLLEGE



Dr. Dana Leibsohn

Alice Pratt Brown Professor of Art

Dana Leibsohn's current research taps the insights of anthropology and art history, focusing on both indigenous visual culture in colonial Latin America and trans-Pacific trade in the early modern period. She has published on indigenous maps and manuscripts, hybridity in colonial visual culture, the trade between China and Mexico, and the early modern history of Manila.

Leibsohn teaches courses on Latin American visual culture and histories of colonialism and early modern exchange. She also has a strong interest in digital technologies and team-teaches the interdisciplinary classes Digital Effects and Making Knowledge. In many of her courses students produce scholarship accessible to the public, including projects on contemporary artists, objects in local museums and historic maps.

Her online collaborative publications include [*Vistas: Visual Culture in Spanish America, 1520-1820*](#) and [*History from Things: Indigenous Objects and Colonial Latin America*](#). Leibsohn is also a member of Smith's Latin American and Latino/a Studies Program and serves as the editor of special issues for the interdisciplinary journal *Colonial Latin American Review*.



ASSOCIATION OF PRINT SCHOLARS

Aaron M. Hyman and Dana Leibsohn Awarded The 2018 APS Publication Grant

Aaron M. Hyman and Dana Leibsohn have been awarded the Association of Print Scholars 2018 Publication Grant to support the forthcoming publication related to their project "Washing the Archive: Indigenous Knowledge, European Prints, and Colonial Histories of Latin America."

The co-authored project focuses on the circulation of prints in colonial Latin America, highlighting unpublished documents and the methodological provocations indigenous practices can offer traditional early modern print histories. The funding supplied by the grant will provide both authors the opportunity to travel to the Library of Congress and to the University of Virginia to complete their study of indigenous uses of European prints in Spanish America, especially practices of re-use, circulation, and loss under colonial conditions. The \$2,000 award is funded by the Association of Print Scholars and through the generosity of C.G. Boerner and Harris Schrank. We thank both print dealers for their support of APS and its mission.

Dana Leibsohn is the Alice Pratt Brown Professor of Art at Smith College. Her research focuses on indigenous visual culture and architecture in the Americas and trans-Pacific trade in the early modern period. She has published on indigenous maps and manuscripts, hybridity in colonial visual culture, the trade between China and Mexico, and the early modern history of Manila. With funding from the Terra Foundation for American Art, she is co-directing a project, "Pacific America: Art, Travel, and Collecting, 1750-1850," with Giorgio Riello (U. Warwick). Her research has been supported by grants from the ACLS, the Andrew Mellon Foundation, the Getty Research Foundation, and the National Endowment for the Humanities. Her work has been published in *Colonial Latin American Review*, *Ethnohistory*, *Journal of Material Religions*, and *RES*.



CALIFORNIA STATE UNIVERSITY SAN BERNARDINO



Dr. Frances Berdan

Frances F. Berdan is an American archaeologist specializing in the Aztecs and *professor emerita* of anthropology at California State University, San Bernardino.

Berdan has authored many influential books about the Aztec civilization. In 1983, she received an “Outstanding Professor” award from California State University. In 1986, she was a fellow at Dumbarton Oaks with Michael E. Smith and other prominent Mesoamerican scholars. The result of that stay was the book *Aztec Imperial Strategies* (1986).

Books

Aztec Imperial Strategies



1996

Aztecs of Central Mexico

The Aztecs



1989

Ethnic Identity in Nahua
Mesoamerica

Aztec Archaeology and Ethnohistory



2014



1982



2008

Works

Berdan, Frances (1982). *The Aztecs of Central Mexico: An Imperial Society. Case Studies in Cultural Anthropology*. New York: Holt, Rinehart & Winston. ISBN 0-03-055736-4. OCLC 7795704 (<https://www.worldcat.org/oclc/7795704>).

Berdan, Frances F.; Smith, Michael E. (1996a). "1. Introduction". In Frances Berdan; Richard Blanton; Elizabeth Hill Boone; Mary G. Hodge; Michael E. Smith; Emily Umberger (eds.). *Aztec Imperial Strategies*. Washington, DC: Dumbarton Oaks Research Library and Collection. ISBN 0-88402-211-0. OCLC 27035231 (<https://www.worldcat.org/oclc/27035231>).

Berdan, Frances F.; Smith, Michael E. (1996b). "9. Imperial Strategies and Core-Periphery Relations". In Frances Berdan; Richard Blanton; Elizabeth Hill Boone; Mary G. Hodge; Michael E. Smith; Emily Umberger (eds.). *Aztec Imperial Strategies*. Washington, DC: Dumbarton Oaks Research Library and Collection. ISBN 0-88402-211-0. OCLC 27035231 (<https://www.worldcat.org/oclc/27035231>).

Berdan, Frances F.; Anawalt, Patricia Rieff (1997). *The Essential Codex Mendoza*. University of California Press. ISBN 978-0-520-20454-6.

Berdan, Frances (2014). *Aztec Archaeology and Ethnohistory*. Cambridge University Press.



THE UNIVERSITY OF
SOUTHERN MISSISSIPPI



Dr. Jeanne L. Gillespie

Jeanne Gillespie is Professor of Spanish and American Indian Studies and serves as Co-Director of the Center for American Indian Research and Studies at the University of Southern Mississippi.

Jeanne L. Gillespie is currently investigating the documentation of plant materials and healing practices in indigenous Mexican narratives, especially poetic and dramatic texts. She also studies the oral narrative of the Isleños. These are descendants of Spanish-speaking settlers that arrived along the Gulf Coast in the late 18th century. They have maintained a connection with their Canary Island roots for more than 300 years.

Gillespie is the author of *Saints and Warriors: Tlaxcalan Perspectives on the Conquest of Tenochtitlan* (2004) and is co-editor of *Women's Voices and the Politics of the Spanish Empire* (2009). She has served as guest editor of the *Southern Quarterly* for the issue "And We Are Still Here" (Summer 2014) on American Indian communities throughout the Gulf South from the contact to contemporary times, and "The Unexpected South" (Fall 2015) on the diversity of Southern arts and cultures. Her most recent publications include: "In the shadow of Coatlicue's smile or reconstructing female indigenous subjectivity in the Spanish colonial record." *Women's Negotiations and Textual Agency in Latin America, 1500-1799*. Monica Diaz and Rocio Quispe-Agnioli, eds. New York: Routledge. 2017; and "Where have all the (Chocolate and Popcorn) Flowers Gone? Recovering Healing Botanicals in Nahuatl Poetry," *The Body, Subject & Subjected*. Debra Andrist, ed., Sussex, UK: Sussex Press, 2016.

Gillespie exhibits a passion for finding fascinating stories and rendering them into accessible narratives for reflection and further investigation. About Dr. Jeanne Gillespie holds a Bachelor of Arts in Spanish from Purdue, a Master of Arts in Latin American Studies with concentrations in Anthropology and Art History from the University of Texas at Austin and a doctorate in Spanish with a concentration in Colonial Latin American Literature from the Arizona State University. Gillespie has published in peer-reviewed venues on Spanish colonial literary and cultural studies as well as in several areas related to innovative pedagogies and interdisciplinary inquiry. Her current research passion is the documentation of plant materials and healing practices in indigenous Mexican documents, especially poetic and dramatic texts that were collected during the Spanish colonial

administration. In conjunction with that research avenue, she is preparing an article on women's voices in the Iberian colonial record that examines Native American women whose words and accounts have been recorded in Spanish documents. Gillespie is also working on an article examining the letters to and from the Duchess of Aveiro, Maria Guadalupe de Lencastre, a driving force in the Jesuit missionary endeavors in Latin America and Asia. She is preparing a book manuscript *Performing Spanish Louisiana: Isleño Décimas and the Narratives of St. Bernard Parish*, an analysis of Isleño texts, images, and folklore from this Spanish-speaking community in south Louisiana. Gillespie exhibits a passion for finding fascinating stories and rendering them into accessible narratives for reflection and further investigation. She also actively participates in the dissemination of innovations in teaching and learning, including collaborative and integrative learning, online learning, digital initiatives, study abroad and other experiential learning pedagogies. She has taught courses at all levels of Spanish language and cultures. In addition, she teaches in the Women's and Gender Studies program and in Interdisciplinary Studies. Gillespie is married to musician, John Palensky and is the mother of three vivacious children. Her home is filled with good food, great music and much love.



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[Replied to the topic Petition in the forum Prospective](#)

[Forum: TC Indigenous Studies](#)



Dr. Kevin Terraciano

Professor & Dr. E. Bradford Burns Chair in Latin American Studies

Kevin Terraciano is Professor of History, Director of the Latin American Institute, and co-chair of the Latin American Studies Graduate Program at UCLA.

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Terraciano's first book, *The Mixtecs of Colonial Oaxaca* (Stanford University Press, 2001), received the Wheeler-Voegelin Award from the American Society for Ethnohistory for the best book published in the field of ethnohistory in 2001, the Cline Prize from the Conference on Latin American History for the best book on the Indians of Latin America published in 2001 and 2002, and the Bolton-Johnson Prize (honorable mention) from the Conference on Latin American History (American Historical Association) for the best book on the history of Latin America published in 2001.

Three of Terraciano's research articles have won awards in recent years. He received the Heizer Prize from the American Society for Ethnohistory for an article titled "Crime and Culture in Colonial Mexico: the Case of the Mixtec Murder Note" (*Ethnohistory* 45:4, 1998). Another article, titled "The Colonial Mixtec Community," published in the *Hispanic American Historical Review* (80:1, 2000), won the Robertson prize from the Conference on Latin American History. In 2004, Terraciano and Lisa Sousa received the Heizer Prize from the American Society for Ethnohistory for an article titled "The 'Original Conquest' of Oaxaca: Late Colonial Nahuatl and Mixtec Accounts of the Spanish Conquest" (*Ethnohistory*, 50:2, Spring 2003).

Selected Publications:

"Parallel Nahuatl and Pictorial Texts in the Mixtec Codex Sierra Texupan." *Ethnohistory*, 62: 3 (Fall, 2015).

"Narrativas de Tlatelolco sobre la Conquista de México." *Estudios de Cultura Nahuatl*, v. 47 (enero-junio), 2014.

Los mixtecos de la Oaxaca colonial: La historia ñudzahui del siglo xvi al xviii. Translation

of The Mixtecs of Colonial Oaxaca by Pablo Escalante Gonzalbo. México: Fondo de Cultura Económica, 2013.

“Memorias contrapuestas de la conquista de México.” In *Miradas comparadas en los virreinos de América*, ed. by Iлона Katzew. Mexico: Instituto Nacional de Antropología e Historia; CONACULTA; Los Angeles County Museum of Art, 2012. — see version of this chapter in English, published in *Contested Visions in the Spanish Colonial World* (Yale University Press, 2011).

“Voices from the Other Side: Native Views from New Spain, Peru, and North America.” In *The Atlantic World c. 1450–c. 1850*, ed. by Philip Morgan and Nicholas Canny. London and New York: Oxford University Press, 2011.

“History: Ethnohistory: Mesoamerica.” Co-edited with Lisa Sousa. *Handbook of Latin American Studies*, vol. 66. Austin: University of Texas Press, 2011.

“A Historiography of New Spain.” Co-authored with Lisa Sousa. In *The Historiography of Latin America*, ed. by Jose Moya. New York: Oxford University Press, 2010.

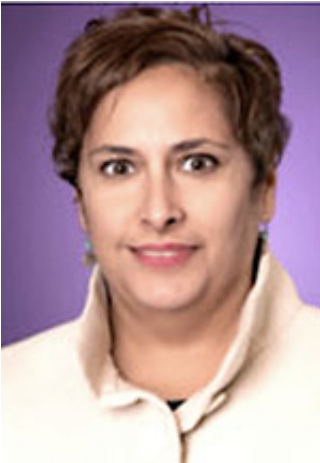
“Three Texts in One: Book XII of the Florentine Codex.” *Ethnohistory*, vol. 57 (1) 2010.

“La genealogía de la memoria social indígena: Las construcciones estratégicas del pasado en los títulos primordiales del valle de Oaxaca.” Co-authored with Lisa Sousa, in Andrew Roth Seneff (ed.), *Caras y máscaras del México étnico: La participación indígena en las formaciones del Estado mexicano*, vol. I. Zamora, México: El Colegio de Michoacán, 2010.

“Three Views of the Conquest of Mexico from the Other Mexico.” In *The Conquest of Mexico All Over Again*, ed. by Susan Schroeder. London: Sussex Academic Press, 2010.

Dr. Lori Boornazian Diel

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Education

Ph.D., Tulane University
BA, Emory University

Courses Taught

Introduction to Art History
American Indian Art: South America, Mesoamerica, and North America
Art of Mexico from 1500 to the Present
Inka and Their Predecessors: Ancient South American Art
The Aztec, the Maya, and the Olmec: Indian Arts of Ancient Mesoamerica
Maya Art and Architecture
Art Historical Methods
Art of the Aztecs
Gender in Mesoamerican Art
Methods and Issues in Art History

Area of Focus

Art of the Ancient Americas (Mesoamerica and South America), Art of Mexico, Art of Latin America

Selected Publications

The Codex Mexicanus: A Guide to Life in Sixteenth-Century New Spain. Austin: University of Texas Press, 2018

“The Codex Mexicanus: Time, Religion, History, and Health in Sixteenth-Century New Spain.” *The Americas* vol. 73, no. 4 (2016): 427-458.

“The Codex Mexicanus Genealogy: Binding the Mexica Past and the Colonial Present.” *Colonial Latin American Review* vol. 24, no. 2 (2015): 120-146.

“The Mapa Quinatzin and Texcoco’s Ideal Subordinate Lords.” In *Reconciling Portraits of Aztec-Texcoco*, edited by Galen Brokaw and Jongsoo Lee, 117-145. Boulder: University Press of Colorado, 2014.

“Manuscrito del aperreamiento (Manuscript of the Dogging): A ‘Dogging’ and its Implications for Early Colonial Cholula.” *Ethnohistory*, vol. 58, no. 4 (2011):585-611.

“The Spectacle of Death in Early Colonial New Spain in the Manuscrito del aperreamiento.” In *Death and Afterlife in the Early Modern Hispanic World*, edited by John Beusterien and Constance Cortez. Hispanic Issues On Line 7 (2010):144-163.

The Tira de Tepechpan: Negotiating Place under Aztec and Spanish Rule. Austin: University of Texas Press, 2008.

“Till Death Do Us Part: Unconventional Marriages as Aztec Political Strategy.” *Ancient Mesoamerica* vol. 18, no. 2 (2007):259-272.



PennState

College of the Liberal Arts

Dr. Matthew Restall

Edwin Erle Sparks Professor of Colonial Latin American History

Matthew Restall is an Edwin Erle Sparks professor of Colonial Latin American history, anthropology, and women's studies. He is also the co-director of LiLACS. He is a Colonial Latin American historian with areas of specialization in Yucatan and Mexico, Guatemala and Belize, Maya history, the Spanish Conquest, and Africans in Spanish America. He has received NEH and Guggenheim Fellowships to study Mexico's indigenous and African past.



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Education:

PhD, University of California, 1992
MA, University of California, 1989
BA, Oxford University, 1986

I am a Colonial Latin American Historian with areas of specialization in Yucatan and

Mexico, Guatemala and Belize, Maya history, the Spanish Conquest, and Africans in Spanish America. I have received NEH and Guggenheim Fellowships to study Mexico's indigenous and African past. My sixty odd articles & essays and twenty books published since 1995 include *The Maya World* (1997), *Maya Conquistador* (1998), and *Seven Myths of the Spanish Conquest* (2003, and since published in four additional languages). More recent books include two edited volumes, *Beyond Black and Red* and *Black Mexico* (2005 and 2009), and two coauthored volumes — *Mesoamerican Voices* (2005) and *Invading Guatemala* (2007), the latter published in Penn State Press' *Latin American Originals* series. I edit that series, and co-edit Cambridge University Press's Cambridge Latin American Studies book series. Having edited *Ethnohistory* journal for ten years, I am now co-editor of the *Hispanic American Historical Review*. My monograph, *The Black Middle: Africans, Mayas, and Spaniards in Colonial Yucatan* (2009), won the Conference on Latin American History prize for best book on Mexican history, and is to be published in Spanish in 2018. I co-authored four books published in 2011 and 2012: *2012 and the End of the World: The Western Roots of the Maya Apocalypse* (with Amara Solari); *The Riddle of Latin America and Latin America in Colonial Times* (both with Kris Lane); and *The Conquistadors* (with Felipe Fernández-Armesto). My newest book, *When Montezuma Met Cortés: The True Story of the Meeting that Changed History*, on the Spanish-Aztec War, was published in January of 2018 by Ecco/HarperCollins. I am currently writing a book on early Belize.

former editor of *Ethnohistory* journal; current editor of *Hispanic American Historical Review* series editor for *Latin American Originals* and for *Cambridge Latin American Studies*

Recent Publications:

When Montezuma Met Cortés: The True Story of the Meeting that Changed History. New York: Ecco, 2018.

The Conquistadors: A Very Short Introduction (with Felipe Fernández-Armesto). Oxford: Oxford University Press, 2012.

Latin America in Colonial Times (with Kris Lane). Cambridge: Cambridge University Press, 2011.

2012 and the End of the World: The Western Roots of the Maya Apocalypse (with Amara Solari). Lanham, MD: Rowman & Littlefield, 2011.

Department of Spanish and Portuguese



Dr. Rolena Adorno

Sterling Professor of Spanish
Ph.D. Cornell University (1974)
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Areas of interest: Colonial Spanish American literature and history; the nineteenth-century origins of Hispanism in the United States; manuscript culture and textual transmission in colonial Spanish America.

In 2015, Rolena Adorno received the Modern Language Association's Award for Lifetime Scholarly Achievement. In its citation, the MLA described Adorno as "a premier scholar of colonial Spanish American literary and cultural history, a field that she helped bring out of the shadows starting forty years ago."

Adorno's prize-winning books include *The Polemics of Possession in Spanish American Narrative* (2007, 2014), which was awarded the MLA's [Katherine Singer Kovacs Prize](#). Revealing the interdisciplinary breadth of her work, her co-authored three-volume study, *Álvar Núñez Cabeza de Vaca: His Account, His Life, and the Expedition of Pánfilo de Narváez* (1999), received prizes from the American Historical Association, the Western Historical Association, and the New England Council of Latin American Studies.

Designed for specialist and non-specialist audiences alike, her reading of three hundred years of Latin American colonial writing is synthesized in *Colonial Latin American Literature: A Very Short Introduction* (2011).

Her other works in colonial Spanish American literary and cultural history include *Guaman Poma: Writing and Resistance in Colonial Peru* (1986, 2000); *La obra de don Felipe Guaman Poma de Ayala* (1989, 1992); *Guaman Poma and his Illustrated Chronicle from Colonial Peru* (2001); *New Studies of the Autograph Manuscript of Felipe Guaman Poma de Ayala's Nueva corónica y buen gobierno* (2003) and various studies of the manuscripts of Fray Martín de Murúa.

Adorno is the editor of *From Oral to Written Expression: Native Andean Chronicles of the Early Colonial Period* (1985); *Transatlantic Encounters: Europeans and Andeans in the Sixteenth Century* (with Kenneth J. Andrien, 1991); *The Narrative of Cabeza de Vaca* (with Patrick C. Pautz, 2003); and the print and digital editions of *Guaman Poma's Nueva corónica y buen gobierno* (with John V. Murra and Jorge L. Urioste, and Ivan Boserup, respectively).

She has introduced the most recent English- and Spanish-language editions of Irving A.

Leonard's classic *Books of the Brave* (University of California Press, 1992), *Los libros del conquistador* (Fondo de Cultura Económica, 2006).

In 2003 Rolena Adorno received the Graduate Mentor Award of the Graduate School of Yale University; in 2001, she was honored with a Distinguished Alumni Achievement Award from the University of Iowa, her alma mater.

She has held fellowships from the National Endowment of the Humanities and the John Simon Guggenheim Memorial Foundation. She is an Honorary Associate of the Hispanic Society of America and she holds an Honorary Professorship at La Pontificia Universidad Católica del Perú. In November, 2009, she was appointed by President Barack Obama to the National Council on the Humanities, the advisory board of the National Endowment for the Humanities, on which she continues to serve.

Adorno is a member of the American Academy of Arts and Sciences.



Dr. Stephanie Wood

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ACADEMIC APPOINTMENTS:

Research Associate/Principal Investigator: Center for Equity Promotion, College of Education, University of Oregon, 2015–present; and previously, Center at Oregon for Research in Education, 11/1/2012–2015.

Senior Editor: Latin American History, Oxford Research Encyclopedia, with a focus on digital resources, Oxford University Press, 9/2013–present.

Director: Wired Humanities Projects, University of Oregon, 7/1/2009–present. (Formerly: Associate Director, 2004-09; Coordinator, 2002-04; and Faculty Affiliate, 1999-2002.)

Adjunct Faculty: Latin American History, Department of History, University of Oregon. Also offering occasional courses in Latin American Studies, Women's Studies, and Spanish. Since 1992.

Assistant Professor: Latin American History and U.S. History, Department of History, University of Maine, 1984-89. (I was on leave, 1988-89; then resigned tenure-track position to join spouse in Oregon).

Teaching Associate: Latin American History and U.S. History, Department of History, UCLA, 1980-83.

DEGREES:

Ph.D. UCLA; Latin American History, 1984. Dissertation: "Corporate Adjustments in

Colonial Mexican Indian Towns: Toluca Region, 1550-1810,” on the adjustments of indigenous communities to Spanish colonization, with particular attention to community land holding. Supervisor: James Lockhart.

M.A. UCLA; Latin American History, 1979. Supervisor: James Lockhart.

B.A. University of California, Santa Cruz; History and Latin American Studies (double major), 1977. Senior Thesis. Supervisor: David Sweet.

PUBLICATIONS / BOOKS:

El manuscrito Techialoyan de San Miguel Mimiapan (Estado de México), Florencio Barrera and Stephanie Wood, editors. Toluca: Fondo Editorial del Estado de México. Submitted in 2018, currently under peer review.

Honoring Tribal Legacies: An Epic Journey of Healing. Two print volumes and one digital corpus of curricula, co-edited with CHiXapkaid (D. Michael Pavel) and Ella Inglebret. Omaha and Eugene: National Park Service and the University of Oregon, 2014. Video introduction by Emily West Hartlerode, Oregon Folklife Network, 2014.
<https://blogs.uoregon.edu/honoringtriballegeries/>

Mesoamerican Memory: Enduring Systems of Remembrance, volume co-edited with Amos Megged. Norman: University of Oklahoma Press, 2012.

Sources and Methods for the Study of Postconquest Mesoamerican Ethnohistory (e-book), coedited with James Lockhart and Lisa Sousa, Eugene, Ore.: Wired Humanities Projects, University of Oregon, 2007. Expanded in 2010.
<http://whp.uoregon.edu/Lockhart/index.html>

Transcending Conquest: Nahua Views of Spanish Colonial Mexico, Norman: University of Oklahoma Press, 2003.

De tlacuilos y escribanos: estudios sobre documentos indígenas coloniales del centro de México, co-edited with Xavier Noguez Ramírez. Toluca and Zamora, Mexico: El Colegio Mexiquense and El Colegio de Michoacán, 1998.

Indian Women of Early Mexico, co-edited with Susan Schroeder and Robert Haskett. Norman: University of Oklahoma Press, 1997.



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detail from copy of the Lienzo de Tlaxcala, 16th c.

by
Laraine A. Fletcher
(*Professor emerita*, Anthropology, Adelphi University)
and
George L. Scheper
(Senior Lecturer, Johns Hopkins University, Advanced Academic Programs)

A New Conquest History

Some 25 years ago, the Columbian Quincentennial invited fresh thinking about the European colonizing of the Western Hemisphere and the experiences and histories of the indigenous Native peoples. We now have occasion to contemplate another New World Quincentennial: the overthrow of Aztec Tenochtitlan and the founding of Mexico City (1519- 21), with the fateful meet-up of Hernan Cortés and the Emperor Montezuma [or Moctezuma] serving as an iconic tipping point of what has become a familiar master

narrative of the Americas. Ever since the publication of Prescott's enormously popular *History of the Conquest of Mexico* (1843), the oft-told epic tale has been that of how a small intrepid band of Spanish adventurers, led by an Odysseus-like Cortés, ever wily and resourceful, were able to overthrow the mighty but 'barbaric' Aztec Empire, led by a morbidly indecisive and superstition-bound Montezuma. A negative complement to this clichéd tale of heroic conquistadors was the antithetical Black Legend (*Leyenda Negra*) focusing on the extreme cruelty of the Spanish, as portrayed in gruesomely graphic accounts, such as those penned by the moralizing Spanish friar Bartolomé de Las Casas, and then publicized far and wide by Spain's colonizing rivals, the English, the Dutch, and the French — to advance their own colonial self-interests.

Of course, mainstream scholarship has long-since dispensed with the simplicities of such master narratives, whether of the Heroic or the Black Legend variety. But it was not until the 1990's, as Matthew Restall has shown in a review of the field, that a "New Conquest History" began to take shape, a history based on a richer understanding of the 16th century Mexican context and, especially, on a new attention to the many indigenous sources already extant, plus a flood of newly edited and translated indigenous documents that continues to this day. Ethnohistorians such as Charles Gibson laid the groundwork for a clearer understanding that Central Mexico in the 16th century was not a singular ethnic or socio-political reality. For although it was the center of a tribute empire administered by the famous Aztec Triple Alliance, the Valley of Mexico was also home to a multitude of indigenous polities other than the "Aztecs" (or Mexica) — including many with their own languages and their own proud histories, polities who were never subdued by the Aztecs. Now it is widely understood, as part of this New Conquest History, that what the Spanish found themselves entangled in upon entering the Valley of Mexico, was in effect an indigenous civil war, and that it was the overwhelming force of the indigenous enemies of the Aztec Empire, led by the Tlaxcalteca and other Nahua groups, as much as the "guns, germs and steel" of the Europeans, that spelled the defeat of Tenochtitlan.

Pictorial Histories

This newer understanding has been immensely aided by the ongoing project of the editing and translating of Nahua-derived pictorial and pictorial/textual sources, including those mediated by 16th century evangelizing friars such as Bernadino de Sahagún and Diego Durán, as part of their project of trying to comprehend Nahua culture better in order to more successfully evangelize it. The friars introduced alphabetic literacy for their own purposes, but in consequence we are in possession of an unprecedentedly vast indigenous archive coming from the second, third, and later generations of literate Nahua and mestizo scribes and scholars, increasingly without any mediation by Spanish friars or officials — a huge corpus of written, pictorial, and combined written/pictorial Nahua-generated documents (both in Nahuatl and in Spanish), constituting the largest library of Native American-produced literature anywhere in the Americas. Following the pioneering work of scholars of Nahuatl texts, such as Charles Dibble, Frances Karttunen, and James Lockhart, a new generation of scholars fluent in Nahuatl, and versed as well in ethnohistory and iconography, has inaugurated an ongoing scholarly project to make accessible this corpus of Nahua-generated maps, pictorials, text/pictorials, and alphabetic texts.

But accessibility is really not enough; it does take time and careful study to properly digest and assimilate such new material; it ought not to be matter of simply adding un-contextualized items to a syllabus — which is what too often can happen with the sheer digital proliferation of primary source material. It often requires a longer gestation period before the substantial outcomes of new knowledge can make their way responsibly into research and teaching. For example, it can be extremely misleading to think of these Nahua-derived texts simply as giving us a "Native perspective," to counter-balance what we already had in the noted Spanish accounts by Hernan Cortés and Bernal Díaz. This

very implication is telegraphed in the subtitle of a work that has become something of a classroom staple in recent decades: Leon-Portilla's *Visión de los vencidos* (1959), translated into English as *The Broken Spears/ The Aztec Account of the Conquest of Mexico* (1962; 1992). "The Aztec Account" — just as the phrase "a Native perspective" — implies a singularity of perspective that is thoroughly inconsistent with the archive.

No Singular Point of View

As Dana Leibsohn and Stephanie Wood have shown in recent work, the Nahua-originated documents *do not and cannot provide a singular point of view*, but rather represent multiple perspectives deriving from one or another of the many Nahua polities from whence they derive. Tlaxcala was an outright enemy/rival of the Aztecs and saw itself as a leader in the conquest of Tenochtitlan; Tetzaco was part of the Aztec Triple Alliance, but in the end, sided with Cortés; Tlatelolco, twin city of Tenochtitlan but also its rival, fought to the bitter end and saw *itself* as the ultimate defender of their island city-state, viewing the Tenochtitlan Aztecs as failures and cowards. No singular "Native perspective" could possibly come from such a complex brew, especially when we consider that all these Nahua-produced texts and pictorials are from the colonial period, and that their authors' concerns were not simply historic, but rather with important issues such as historic land claims and privileges still of vital contemporary interest to themselves and to their communities, or *altepetls*.¹

These colonial era Nahua scribes could be construed as living in *nepantla*, the Nahuatl term for living in two worlds, sometimes even with a "double consciousness," and their attitudes can be vastly different from what a modern reader might expect. For representatives of communities who saw themselves as joint conquistadors with Cortés, it is not surprising that their accounts do not highlight the traumas of "Spanish Conquest" — because it is *their* conquest, and they are now concerned to maintain the privileges they consider their due. As Stephanie Wood titles it in her game-changing study, what we are often seeing in these texts is a matter of *Transcending Conquest* (2003). Thus, there is a growing sense that the most fruitful approach to these Nahua documents is to view them not simply as accounts of events, but as *discourses*, reflecting not only their ostensible subject matter, but their own circumstances of cultural production as well. Whether the documents present accounts of the pre-Hispanic past, or of the Spanish contact era, they are still colonial documents, with their various visions and understandings of that past processed through the prisms of their own colonial present.

¹The proper plural of *altepetl*, a major Nahua town or city-state, would be *altepemeh*, but here we treat *altepetl* as an English word and thus use the standard English plural.

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The taxable NEH stipend for a three-week Summer Institute is \$2,850, intended to help defray costs of travel, lodging, meals, and books in connection with the Institute.

For our project, we have pre-arranged lodging for 22 nights at dorms on the campus of Adelphi University, in Garden City, Long Island, NY.

Participants will have lodging on a double basis in air-conditioned rooms with private bath (linens included), and laundry room on each floor, at a rate of \$65 per night for 22 nights, from June 9 through June 30, departure on July 1.

If, as a successful applicant, you opt to go with this lodging arrangement on a double-room basis we would then withhold \$1,430 from your stipend of \$2,850 and your cash balance stipend would be \$1,420.

Participants may, of course, opt to make their own housing arrangements off campus. Once successful applicants are notified of their acceptance on March 25, they must notify the project directors by April 8 whether they accept or decline the offer, and whether they opt for the campus lodging plan, or wish to make alternative housing arrangements.

Adelphi has several dining facilities; the main dining hall offers eat-what-you-wish meals at standard fixed rates for breakfast, lunch, and dinner. The campus also has a number of snack bars and food trucks.

For additional information you may contact one of the Project Co-Directors:

Dr. Laraine Fletcher, Adelphi University, Anthropology, *emerita*, fletcher@adelphi.edu

Dr. George Scheper, Senior Lecturer, Advanced Academic Programs, The Johns Hopkins University, gscheper@jhu.edu

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ADELPHI
UNIVERSITY

2022 NEH Summer Institute Opportunity

Worlds in Collision:

Nahua and Spanish Pictorial Histories and Annals in 16th-Century Mexico

A National Endowment for the Humanities Summer Institute
for 26 College Faculty participants

to be held at Adelphi University June 9 to June 30, 2022

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HOW TO APPLY

Please Note: the required Application Cover Sheet occurs at the end of this document, and is separately downloadable.

NEH Institutes provide intensive collaborative study of texts, topics, and ideas central to undergraduate teaching in the humanities under the guidance of faculties distinguished in their fields of scholarship. Institutes aim to prepare participants to return to their classrooms with a deeper knowledge of current scholarship in key fields of the humanities. Prior to completing an application to a specific seminar or institute, please review the project website and consider carefully what is expected in terms of residence and attendance, reading and writing requirements, and general participation in the project.

NEH Summer Institutes are designed primarily for full-or part-time faculty who teach undergraduate students. The Worlds in Collision Institute will include 26 Summer Scholars. Project directors may admit a limited number of others whose works lies outside undergraduate teaching but who demonstrate that their participation will advance project goals and enhance their own professional work. An applicant need not have an advanced degree in order to qualify as a Summer Scholar. We try to hold at least five institute spaces reserved for non-tenured/non-tenure-track faculty members, and three institute spaces for advanced graduate students.

NEH GUIDELINES FOR PARTICIPANT ELIGIBILITY

Participants must be United States citizens, residents of U.S. jurisdictions, or foreign nationals who have been residing in the United States or its territories for at least the three years immediately preceding the application deadline. U.S. citizens teaching abroad at U.S. chartered institutions are also eligible to participate. Foreign nationals teaching abroad are not eligible to participate. **Please note:** An individual may apply to **up to two** projects (NEH Summer Seminars, or NEH Summer Institutes), but may participate in **only one**.

Individuals may not apply to participate in a Summer Seminar or Institute whose

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Directors
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Principles of Civility
Contact Us

Project Co-Directors:

Dr. Laraine Fletcher

Adelphi University, Anthropology, emerita,
fletcher@adelphi.edu

Dr. George Scheper

Senior Lecturer, Advanced Academic
Programs, The Johns Hopkins University,
gscheper@jhu.edu

Project Manager:

Mary Cortina

Director, Office of Research and Sponsored
Programs
cortina@adelphi.edu

director is a family member, or who is affiliated with the applicant's own institution, or who has served as an academic advisor to the applicant, or who has led a previous NEH summer program attended by the applicant. Individuals may not apply to participate in a Summer Seminar or Institute if they have been debarred or suspended by any federal department or agency.

SELECTION CRITERIA

A selection committee reads and evaluates all properly completed applications in order to select the most promising applicants and to identify a number of alternates. The most important consideration in the selection of participants is the likelihood that an applicant will benefit professionally as determined by committee members from the conjunction of several factors, each of which should be addressed in the application essay. These factors include the following (and also see "Tips for a Successful Application," below):

1. quality and commitment as a teacher, scholar, and interpreter of the humanities;
2. intellectual interests, in general and as they relate to the work of the institute;
3. special perspectives, skills, or experiences that would contribute to the institute;
4. commitment to participate fully in the formal and informal collegial life of the institute;
5. likelihood that the experience will enhance the applicant's teaching and scholarship.

Recent participants in other NEH programs are eligible to apply, but selection committees are charged to give first consideration to applicants who have not participated in an NEHsupported Seminar, Institute or Landmarks Workshop in the last three years (2019, 2020, 2021). When choices must be made among equally qualified candidates, several additional factors are considered. Preference is given to applicants who have not previously participated in an NEH Summer Seminar, Institute, or Landmarks Workshop, or who significantly contribute to the diversity of the seminar or institute.

STIPEND, TENURE, AND CONDITIONS OF AWARD

Individuals selected to participate in three-week projects will receive a stipend of \$2,850. Stipends are intended to help cover travel expenses to and from the project location, books and other research expenses, and ordinary living expenses. Stipends are taxable. Applicants to all projects should note that supplements will not be given in cases where the stipend is insufficient to cover all expenses.

Seminar and institute participants are required to attend all meetings and to engage fully as professionals in the work of the project. During the project's tenure, they may not undertake teaching assignments or any other professional obligations during the threeweek residential period of the Institute. Participants who, for any reason, do not complete the full tenure of the project must refund a pro-rata portion of the stipend.

At the end of the project's residential period, NEH Summer Scholars will be asked to submit evaluations in which they review their work during the summer and assess its value to their personal and professional development. These evaluations will become part of the project's grant file.

APPLICATION INSTRUCTIONS AND SUBMISSION PROCEDURE

Before you attempt to complete an application, please study the project website, which contains detailed information about the topic under study, project requirements and

expectations of the participants, the academic and institutional setting, and specific provisions for lodging and subsistence.

IMPORTANT: Do not send applications to NEH -- they will not be reviewed or returned.

All application materials must be sent to the project directors at the addresses listed below. Please submit your application for “Worlds in Collision” electronically – sent simultaneously to the following two email addresses of the two Project Directors:

Dr. Laraine Fletcher at fletcher@adelphi.edu.

Dr. George Scheper at gscheper@jhu.edu.

Applications must be dated no later than March 1, 2022.

Successful applicants will be notified of their selection on March 25, 2022, and they will have until April 8 to accept or decline the offer.

Once you have accepted an offer to attend any NEH Summer Program (NEH Summer Seminar or Institute), you may not accept an additional offer or withdraw in order to accept a different offer.

CHECKLIST OF APPLICATION MATERIALS

The application process is quite simple, but before you attempt to complete an application, please check out the ELIGIBILITY and SELECTION CRITERIA sections below, along with our project website, which contains detailed information about the topic under study, project requirements and expectations of the participants, the academic and institutional setting, and specific provisions for lodging and subsistence. Please note: An individual may apply to up to two projects (NEH Summer Seminars, or NEH Summer Institutes), but may participate in only one. All application materials must be sent to the project directors at the email or postal addresses listed below or on the project website. Application materials sent to the Endowment will not be reviewed.

CHECKLIST OF APPLICATION MATERIALS

A complete application consists of three copies of the following collated items:

1) The Application Cover Sheet (attached at the end of this document, downloadable)

This consists of basic informational items required for filing with the National Endowment for the Humanities.

2) Résumé and References

Please include a detailed résumé, curriculum vitae, or brief biography (not to exceed three pages), along with the name, title, phone number, and e-mail address of two professional references. You may, if you wish, include letters of reference, but this is not required.

3) The Application Essay

The application essay should be no more than four double-spaced pages. This essay

should include any relevant personal and academic information. It should address reasons for applying; the applicant's interest, both academic and personal, in the subject to be studied; qualifications and experiences that equip the applicant to do the work of the seminar or institute and to make a contribution to a learning community; a statement of what the applicant wants to accomplish by participating; and the relationship of the project to the applicant's professional responsibilities. Applicants to institutes may wish to elaborate on the relationship between institute activities and their responsibilities for teaching and curricular development.

EQUAL OPPORTUNITY STATEMENT

Endowment programs do not discriminate on the basis of race, color, national origin, sex, disability, or age. For further information, write to the Equal Opportunity Officer, National Endowment for the Humanities, 400 7th Street, SW, Washington, DC 20024. TDD: 202/606-8282 (a special telephone device for the Deaf).

Additional Tips from Project Co-Directors Laraine Fletcher and George Scheper toward a Successful Application for "Worlds in Collision"

The NEH "How to Apply" document above fully sets out the requirements for an application, and the selection criteria used, but we would like to add to this a very succinct summary that might be helpful especially to first-time applicants.

- Keep in mind that the Application Essay is of paramount significance in the selection process.
- In your essay, be extremely careful to focus on the content of the Institute to which you are applying: the Institute description and rationale; the Institute Visiting Faculty Scholars; the Institute required readings -- these should all form the basis of your description of your own interest in participating in the Institute, and relevant academic background that you bring to the project.
- In your essay, be sure to explain what actual, realistic opportunities you will have to incorporate the Institute proceedings into your own teaching and research in the near future; be specific as to your opportunities to undertake new curriculum and course designs at your institution.
- In your essay, be sure to explain the research project you hope to undertake at the Library of Congress, and the resources you expect to access.

Expectations of Participants in "Worlds in Collision" as NEH Summer Scholars

- Summer Scholars are expected to make a full commitment to the proceedings of the Institute during the time the Institute is in session.
- Summer Scholars are expected to be prepared for each meeting session of the Institute in terms of readings for the day as listed in the Institute Daily Schedule.
- Summer Scholars are expected to engage actively in substantive discussion of content at meetings of the Institute with the Project Directors and with Visiting Faculty Scholars.
- Summer Scholars in the "Worlds in Collision" Institute will each give a report at one of the final meetings of the Institute, presenting the results to date of the participant's individual research project undertaken during the Institute.

NOTE:
**THE FOLLOWING PAGE CONSISTS OF THE DOWNLOADABLE
APPLICATION COVER SHEET**

[Click to download printable copy.](#)



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NEH Higher Education Participant Application Cover Sheet

NOTE: Depending on Public Health Guidelines related to COVID-19, plans for a residential offering are subject to change.

1. Applicant Name *Please provide the applicant's full name.(first/ middle initial/ last, eg: John R. Smith)*

2. Home zip code

3. Preferred email

4. Institution name

5. Institution city

6. Institution state/jurisdiction/country

7. Institution type *(Please indicate all that apply. For example, may be both community college and tribal college, or may be both private and an HBCU.*

8. Primary academic fields

Please indicate all that apply to the applicant's teaching and research.

9. Employment Status - Please select all that apply.

- Full Time Faculty
- Part Time Faculty
- Adjunct Faculty
- Graduate Student
- Lecturer
- Independent Scholar
- Non-Tenure Track
- Tenure-Track
- Tenured
- Other

10. Number of years of teaching experience

11. Number of students taught per year

12. Number of previous NEH-funded summer programs attended

13. How you learned about this program. Please indicate all that apply.

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“Any views, findings, conclusions, or recommendations expressed in this program do not necessarily represent those of the National Endowment for the Humanities.”



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16th & 17th Century Mexican Pictorial Histories: A Hyperlinked Finding List

[Home](#)
[Welcome Letter
from Project
Directors](#)
[Institute Daily
Schedule](#)
[Institute Visiting
Scholars](#)
[Intellectual
Grounding](#)
[Lodging and
Institute Stipend](#)
[How to Apply](#)
[Online Mexican
Codices](#)
[Participant
Eligibility](#)
[Principles of
Civility](#)
[Contact Us](#)

Laraine A. Fletcher
(Professor emerita, Anthropology, Adelphi University)
and
George L. Scheper
(Senior Lecturer, Johns Hopkins University, Advanced Academic Programs)

* * * * *

Please Note: the following selective Finding List is in no way intended as a bibliographical document. It is intended solely as a jump-starter listing the URL's for major collections and for major and lesser known individual codices that have been made available for online consultation. The editors have tried to ensure the ongoing efficacy of the URL's as of the spring of 2019, but we realize that these are often in flux, and need perpetual updating, as the need may arise.

A Directory of Online Mexican Codices

George Scheper & Laraine Fletcher, eds.

Project Co-Directors:
Dr. Laraine Fletcher
Adelphi University,
Anthropology,
emerita,
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Dr. George Scheper
Senior Lecturer,
Advanced Academic
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For general searching, consult the following:

Biblioteca Digital Mexicana A.C.
<http://bdmx.mx/documentos/periodo/siglo-XVI>

Codices de Mexico — INAH
<https://www.codices.inah.gob.mx/pc/index.php>

FAMSI - Codices
<http://www.famsi.org/mayawriting/codices/>

Les Manuscrits Mexicains de la Bibliothèque Nationale de France [BNF]
<https://amoxcalli.hypotheses.org/634>

The Mapas Project (indigenous-authored pictorial manuscripts), Stephanie Wood, editor
<https://mapas.uoregon.edu/dre-items>

Early Nahuatl Library (indigenous-authored alphabetic manuscripts), Stephanie Wood, editor [includes digitized facsimile pages of Florentine Codex, Book 12, with Lockhart's transcriptions of the Nahuatl and Spanish,
[https://enl.uoregon.edu/content/welcome-early-nahuatl-libraryand translation of the Nahuatl%5D](https://enl.uoregon.edu/content/welcome-early-nahuatl-libraryand%20translation%20of%20the%20Nahuatl%5D)

Digital Resources for the Study of Prehispanic Central Mexico, Compiled by William Ringle, August, 2011. Last updated Sept. 5, 2019,

https://www.smokingmirror.org/Central_Mexican_resources/ant356_links.html

Individual Codices

Codices Mediated by Friars:

Sahagún, Florentine Codex — [MS Med. Palat. 220] Medicea Laurenziana Library, Florence
<http://tecpaocelotl.livejournal.com/25254.html>
<https://www.wdl.org/en/item/10096/>
<http://www.wdl.org/en/search/gallery/?collection=florentine-codex>

Sahagún, Primeros Memoriales — Real Biblioteca, Madrid
http://bdmx.mx/documento/galeria/bernardino-sahagun-codices-matritenses/fo_06

Diego Duran, Historia de las Indias — Spanish text, without Atlas of prints:
<https://ia800200.us.archive.org/8/items/historiadelasind01dur/historiadelasind01dur.pdf>

Diego Duran, Historia de las Indias — Atlas of Prints
 Digitization by Univ. Autónomo Nuevo Leone (with UANL logo on each page):
http://cdigital.dgb.uanl.mx/la/1080012496_C/1080012497_T3/1080012497.PDF

Histoyre du Mechique: Manuscrit Français inédit du XVIe Siecle
 BNF — MS Français 19031 — fols. 79- 88
 [Bound with Fragments d'André THEVET sur les Indes occidentales et sur le Mexique. Fragments de l'Histoire naturelle et générale des Indes : Livre XV, complet (fol. 1-12) ; Fin du livre XVIII (fol. 13-14) ; Fragments de divers livres (fol. 17-42) ; — Livre XVII, incomplet de la fin (fol. 43-52 et 15-16) ; Livres XII et XIII, avec lacune dans le livre XIII, etc...]
https://gallica.bnf.fr/ark:/12148/btv1b9062312t.r=français_19031?rk=42918;4
 See:
 “Histoyre du Mechique, Manuscrit Français inédit du XVIe Siecle”, edited with an Introduction by Édouard de Jonghe. Journal de la Société des Américanistes, Nouvelle Série, Vol. 2 (1905), pp. 1-41.
<https://www.jstor.org/stable/44390401>

History of the Mexicans as Told by Their Paintings / Historia de los Mexicanos por sus pinturas [possibly by Andrés de Olmos]
 Trans. and edited by Henry Phillips Jr. [as "Codex Ramirez"], *Proceedings of the American Philosophical Society*, Vol. 21, No. 116 (Jun., 1884), pp. 616-651.
<https://www-jstor-org.proxy1.library.jhu.edu/stable/pdf/982343.pdf>
 The same, as newly edited by Alec Christensen, on the FAMSI website:
<http://www.famsi.org/research/christensen/pinturas/index.html>

Nahua Pictorial Histories

Codex Botorini [Tira de la Peregrinacion] — Museo Nacional de Antropología
<http://www.ongi.com.mx/calmecac/Codices/Boturini/boturini.html>

Mapa de Sigüenza — INAH/ Biblioteca Nacional, Mexico
<http://bdmx.mx/documento/mapa-sigüenza>
<https://www.codices.inah.gob.mx/pc/index.php>

Codex Aubin [Codex of 1576] — British Museum, London:
 Codex Aubin / Códice Aubin 1576 / Códice de 1576 / Historia de la nación mexicana / Histoire mexicaine

Another Copy:
[Codex Aubin / Codex of 1576] listed as *Histoire de la Nation mexicaine* [MS Mexicain 35- 36] — BNF
https://gallica.bnf.fr/ark:/12148/btv1b8452802n.r=mexicain_35?rk=21459;2

A later copy:
Codex Aubin — Copy (made between 1775 and 1825) — Princeton Univ., Garrett Library:
<http://pudl.princeton.edu/viewer.php?obj=mg74qn39s - page/10/mode/2up>
<http://arks.princeton.edu/ark:/88435/mg74qn39s>

Histoire mexicaine depuis 1221 jusqu'en 1594 [MS Mexicain 40] — BNF
<https://gallica.bnf.fr/ark:/12148/btv1b8452822d/f2.image>

Codex Mexicanus — [MS Mexicain 23-24] — BNF

[Contient l'histoire des Mexicains depuis leur départ d'Aztlan jusqu'en 1590 (1ère et 2ème partie). Manuscrit original. Copies]

<https://gallica.bnf.fr/ark:/12148/btv1b55005834g.r=mexicain?rk=214593;2>

Also downloadable at:

<https://www.wdl.org/en/item/15284/>

Fragment de l'histoire des anciens Mexicains — [MS Mexicain 85] — BNF

<https://gallica.bnf.fr/ark:/12148/btv1b8458438r/f1.image.r=mexicain 20>

Legend of the Suns [*Leyenda de los Soles*] — see "Paul Kockelman, Legend of the Suns: Reproducing the Production of a Nahuatl Text" [Commentary, Text and Translation]

<http://www.envorganism.org/Article PDFs/Legend of the Suns.pdf>

Codex Cozcatzin [MS Mexicain 41-45] — BNF

<https://gallica.bnf.fr/ark:/12148/btv1b8452823t/f1.image.r=mexicains 22>

Codex Azcatitlan [Histoire mexicaine], MS Mexicain 59-64 — BNF

<https://gallica.bnf.fr/ark:/12148/btv1b84582686>

Codex Tovar - John Carter Brown Library [= Codex Ramirez in Museo Nacional de Antropología]

Tovar Historical section:

<https://www.wdl.org/en/search/?series=tovar-codex-historical-section-6717>

Tovar Calendar section:

<https://www.wdl.org/en/item/6732/>

Codex Ramirez — Museo Nacional de Antropología [= Codex Tovar in J. Carter Brown Library]

French translation published as

Manuscript Ramirez/ Histoire de L'Origine des Indiens qui Habitent La Nouvelle Espagne Selon Leurs Traditions, ed. D. Charnay. Paris, 1903.

Downloadable from BNF:

<https://gallica.bnf.fr/ark:/12148/bpt6k65356300.r=Quauhtinchan?rk=21459;2>

Also downloadable from Harvard Library:

<https://babel.hathitrust.org/cgi/pt?id=hvd.hnu7p;view=1up;seq=7>

Lienzo de Tlaxcala — Austin, Univ. of Texas fragment

<http://bdmx.mx/documento/lienzo-tlaxcala-fragmentos-texas>

http://lanic.utexas.edu/project/etext/llilas/outreach/fulbright12/edmonds/edmonds_lienzo.pdf

The Selden Roll — MS. Arch. Selden. A. 72 (3) Bodleian Library

[https://digital.bodleian.ox.ac.uk/inquire/Discover/Search/-/?](https://digital.bodleian.ox.ac.uk/inquire/Discover/Search/-/?p=c+6,t+MSMex.,rsrs+0,rsps+50,fa+,so+ox%3A sort%5Easc,scids+,pid+75a8f3db-69d3-4bef-bfc5-c61a55562114,vi+)

[p=c+6,t+MSMex.,rsrs+0,rsps+50,fa+,so+ox%3A sort%5Easc,scids+,pid+75a8f3db-69d3-4bef-bfc5-c61a55562114,vi+](https://digital.bodleian.ox.ac.uk/inquire/Discover/Search/-/?p=c+6,t+MSMex.,rsrs+0,rsps+50,fa+,so+ox%3A sort%5Easc,scids+,pid+75a8f3db-69d3-4bef-bfc5-c61a55562114,vi+)

Tira de Tepechpan [Mexicain 13-14] — BNF

<https://gallica.bnf.fr/ark:/12148/btv1b55005968w.r=mexicain 20?rk=85837;2>

Magliabechiano Group

Codex Magliabechiano CL. XIII.3 (B. R. 232) — Biblioteca Nazionale Centrale, Florence

https://commons.wikimedia.org/wiki/Codex_Magliabechiano

Facsimile scans from Graz:

http://www.famsi.org/research/graz/magliabechiano/thumbs_0.html

and

Codex Borbonicus — Bibliothèque Du Palais Bourbon

Facsimile scan from Graz:

http://www.famsi.org/research/graz/borbonicus/thumbs_0.html

https://commons.wikimedia.org/wiki/Codex_Borbonicus

Codex Telleriano-Ramensis — [MS Mexicain 385] — BNF

<https://gallica.bnf.fr/ark:/12148/btv1b8458267s.r=mexicain?rk=536483;2>

or

<https://gallica.bnf.fr/ark:/12148/btv1b8458267s>

Scan from facsimile: Codex Telleriano-Remensis (Loubat 1901), Universitätsbibliothek Rostock:

<http://www.famsi.org/research/loubat/Telleriano-Remensis/thumbs0.html>

Codex Vaticanus 3738 (Cod. Vat. A, Cod. Ríos) — Vatican Libr.

[An Italian reproduction of Codex Telleriano-Ramensis]
 Facsimile scan from Graz:
http://www.famsi.org/research/graz/vaticanus3738/thumbs_0.html

Aubin Tonalamatl [listed in BNF as **Calendrier religieux et divinatoire, servant à la fois de rituel et de diurnal pour la célébration**]
 MS Mexicain 18 - 19 — BNF
<https://gallica.bnf.fr/ark:/12148/btv1b530134076.r=mexicain?rk=193134;0>
 Note: MS was in BNF and privately removed to Mexico and entrusted to the National Institute of Anthropology and History (INAH).
 Also viewable at:
<https://dl.wdl.org/15283/service/15283.pdf>

Codex Ixtlilxochitl [a tonlamatl] — [MS Mexicain 65-71] — BNF
https://gallica.bnf.fr/ark:/12148/btv1b84701752.r=Codex_Ixtlilxochitl?rk=21459;2

Borgia Group

Codex Borgia (Cod. Borg. Messicano 1) — Vatican Libr.
 Scan from Vatican Library:
https://digi.vatlib.it/view/MSS_Borg.mess.1
 Facsimile scans from Graz:
http://www.famsi.org/research/graz/borgia/thumbs_0.html

Codex Fejérváry-Mayer — Museum of the City of Liverpool
 Facsimile scans from Graz:
http://www.famsi.org/research/graz/fejervary_mayer/thumbs_0.html

Codex Vaticanus 3773 (Codex Vaticanus B) — Vatican Libr.
 Facsimile scans from Graz:
http://www.famsi.org/research/graz/vaticanus3773/thumbs_0.html
 Another facsimile edition:
 Codex Vaticanus 3773 B (Loubat 1900) Universitätsbibliothek Rostock:
http://www.famsi.org/research/loubat/Vaticanus_3773/thumbs0.html

Codex Cospi (Calendario Messicano, Cod. 4093) — Bologna
 Facsimile scans from Graz:
http://www.famsi.org/research/graz/cospi/thumbs_1.html
 Another facsimile edition:
 Codex Cospi (Loubat 1898) Universitätsbibliothek Rostock:
<http://www.famsi.org/research/loubat/Cospi/thumbs0.html>

Codex Laud — [MS Laud Misc. 678] — Digital Bodleian - Bodleian Library, Oxford
 Scans from the Bodleian:
<https://digital.bodleian.ox.ac.uk/inquire/Discover/Search/-/?p=c+0,t+,rsrs+0,rsps+10,fa+,so+ox%3Asort%5Easc,scids+,pid+7f3d2646-088e-4686-87a6-2c2cf20f413e,vi+c226ffff-b11c-4aa5-91b1-3ed04ae8cd5c>
 Digitization by Univ. of Utah Library:
<https://collections.lib.utah.edu/search?q=%28codex+AND+laud%29>

Pictorial Histories, Tribute Books, Historical Maps

Codex Mendoza [MS. Arch. Selden. A. 1] — Digital Bodleian - Bodleian Library
<https://digital.bodleian.ox.ac.uk/inquire/Discover/Search/#/?p=c+2,t+Codex%20Mendoza%20MS.%20Arch.%20Selden.%20A.%201,rsrs+0,rsps+10,fa+,so+ox%3Asort%5Easc,scids+,pid+2fea788e-2aa2-4f08-b6d9-648c00486220,vi+>

Matricula de Tributos [Codex Moctezuma] — INAH
<https://www.codices.inah.gob.mx/pc/index.php>

Historia Tolteca-Chichimeca — [MS Mexicain 46-58] — BNF
<https://gallica.bnf.fr/ark:/12148/btv1b84559448/f1.image>

Mapa de Cuauhtinchan 2 [MC2] — privately owned
 Image downloadable at:
https://www.google.com/search?q=mapa+de+cuauhtinchan+2+pdf&client=firefox-b-1&source=lnms&tbm=isch&sa=X&ved=0ahUKEwi7pOu44_zeAhXGqlkKHZlcCbY4ChD8BQgOKAE&biw=1124&bih=723-imgrc=0QZNJj92jIMsBM:

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