

THE NATIONAL UNIVERSITY OF IRELAND, GALWAY  
OLLSCOIL na hÉIREANN, GAILLIMH

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INTRODUCTION TO HISTORY  
PAPER 1 H1 100

Owen Dudley Edwards  
Nicholas Canny  
Mary Harris  
William O'Reilly

TIME ALLOWED: THREE HOURS  
ANSWER: FOUR QUESTIONS: ONE QUESTION FROM  
EACH OF SECTIONS A, B, C, and D  
ANSWER EACH SECTION IN A DIFFERENT ANSWER BOOK

**Section A**

1 There are some large towns and well laid out. The houses in those parts where there is stone are of masonry and mortar and the rooms are small and low in the Moorish fashion. In those parts where there is no stone they make their houses of adobes, which are whitewashed and the roofs covered with straw. There are houses belonging to certain men of rank which are very cool and have many rooms, for we have seen as many as five courtyards in a single house, and the rooms around them very well laid out, each man having a private room. Inside there are also wells and water tanks and rooms for slaves and servants of which they have many. Each of these chieftains has in front of the entrance to his house a very large courtyard and some two or three or four of them raised very high with steps up to them and all very well built. Likewise they have their shrines and temples with raised walks which run all around the outside and are very wide: there they keep the idols which they worship, some of stone, some of clay and some of wood, which they honor and serve with such customs and so many ceremonies that many sheets of paper would not suffice to give Your Royal Highnesses a true and detailed account of them all. And the temples where they are kept are the largest and the best and the finest built of all the buildings found in the towns; and they are much adorned with rich hanging cloths and featherwork and other fineries.

*please turn over...*

What does this extract from the first letter of Hernán Cortés from Mexico to the Emperor Charles V and his mother, 10 July 1519, tell us of the ability of the author, and of Europeans in general, to assimilate new knowledge concerning the peoples they encountered in the New World?

2 It has generally happened, that the persons who have resided among the Turks, and who, from their skill in the Eastern dialects, have been either confined to a low sphere of life, or engaged in views of interest and but little addicted to polite letters or philosophies; while they, who from their exalted stations and refined taste for literature, have had both the opportunity and inclination of penetrating into the secrets of Turkish policy, were totally ignorant of the language used at Constantinople, and consequently were destitute of the sole means by which they might learn, with any degree of certainty, the sentiments and prejudices of so singular a people. As to the generality of interpreters, we cannot expect from men of their condition any depth of reasoning, or acuteness of observation; if mere words are all they profess, mere words must be all they can pretend to know.

Sir William Jones, *A Prefatory Discussion to an Essay on the History of the Turks*, 1772.

To what extent did seventeenth and eighteenth century European knowledge of the Muslim World, as represented by Sir William Jones above, rely on antiquated, inaccurate accounts?

3 To this same end, it is prohibited that the Indians wear heathen clothes, especially those who belong to the nobility, since it only serves to symbolize those worn by their Inca ancestors, reminding them of memories which serve no other end than to increase their hatred toward the dominant nation; not to mention that their appearance is ridiculous and very little in accordance with the purity of our relics, since they place in different parts images of the sun, which was their primary deity; and this prohibition is to be extended to all the provinces of this southern America, in order to completely eliminate such clothing, especially those items which represent the bestialities of their heathen kings through emblems . . . as well as many other things of this kind and symbolism. All of this shall be proclaimed in writing in each province, that they dispose of or surrender to the magistrates whatever clothing of this kind exists in the province, as well as all the paintings or likenesses of their Incas which are extremely abundant in the houses of the Indians who consider themselves to be nobles and who use them to prove their claim or boast of their lineage.

These latter shall be erased without fail since they do not merit the dignity of being painted in such places, and with the same end in mind there shall be erased, so that no sign remains, any portraits that might be found on walls or other solid objects; in churches, monasteries, hospitals, holy places or private homes, such duties fall under the jurisdiction of the reverend archbishops or bishops of both viceroyalties in those areas pertaining to the churches; and in their place it would be best to replace such adornments with images of the king and our other Catholic sovereigns should that be necessary.

[José Antonio de Areche, "All must die!" in Orin Starn, Carlos Ivan Degregori and Robin Kirk (eds) *The Peru Reader: History, Culture, Politics* (London, 1995) pp. 158-9.]

What can we learn about the relationship between Incas and Spaniards in the late eighteenth century from this extract from José Antonio de Areche's statement condemning Túpac Amaru to death for leading a rebellion in 1781?

### **SECTION B – Explorations in Early America**

- 1 What in your opinion, were the principal shocks to European understanding of the origins of the world and of the origins of the human race that derived from exploration and discovery during the years 1450-1550?
- 2 Consider the negative and positive aspects of the *encomienda* system as it operated in the Spanish Indies to the close of the sixteenth century.
- 3 What had convinced Christopher Columbus that he could reach the continent of Asia by sailing westwards? Support your opinion by reference to his diary.

### **SECTION C – European and Muslim Worlds**

- 1 Consider the importance of the Muslim world as a foil to the emergence of a 'syncretic Europe'.
- 2 What do we mean by the 'Muslim discovery of Europe'?
- 3 How was the Muslim view of the world and its peoples constructed differently to that of Europeans, 1500-1800 ?

### **SECTION D – Colonial Spanish America**

- 1 What factors account for the development of Creole identity in eighteenth-century and early nineteenth-century Spanish America?
- 2 Discuss the ways in which Catholicism, originally associated with colonisers and colonisation, had, by 1800, become accepted as a badge of identity by those born in colonial Spanish America.
- 3 What can we learn from Simón Bolívar's 'Jamaica Letter' about Spanish American grievances against Spain ?