

HIST 110
Fall 2014
T/R 8:55-10:05am
Comenius Hall 309

Dr. Sandra Aguilar
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Office hours: T/R 10:30 to 11:30AM
and by appointment

COLONIAL LATIN AMERICA



Course Description

This course opens with an overview of pre-Hispanic America: the great Aztec, Maya and Inca empires. We then focus on the Spanish and Portuguese colonization. The American continent was populated centuries before our era, however we still talk about Columbus “discovering” our land. In this class we will analyze how the discovery happened, how it was understood at that time, and how the idea of America was created and with which consequences. We also explore how Colonial religion and institutions shaped life, culture, and society. We look at the impact of slavery and how ideas of race emerged in the region. Our voyage comes to an end with the quest for independence and the birth of new nations. Along with enriching our comprehension of the colonial period in Latin America, students will engage in active learning and work on their analytical and writing skills.

Objectives

- Engage in active learning: a process in which students familiarize themselves with new information, analyze it, create their own interpretation, and express it in clear and well-structured arguments.
- Become critical, creative, and independent thinkers.
- Familiarize with various primary sources.
- Question your previous knowledge about Latin America and expand your understanding of this complex and rich region.
- Learn to value diversity and the need of understanding different cultures in a globalized era.

Required books for purchase

de la Cruz, Sor Juana Inés, *The Answer/La Respuesta*, New York: The Feminist Press at the City University of New York, 2009.

Martin, Cheryl E. and Mark Wasserman, *Latin America and its People*, vol. 1, New Jersey: Pearson, 2012.

Films

Cabeza de Vaca, directed by Nicolás Echevarría, Mexico, Spain, USA, UK, 1991.

I, the Worst of All, directed by María Luisa Bemberg, Argentina, 1990.

The Mission, directed by Roland Joffé, UK, 1986.

How College History Courses Differ From High School History Courses¹

Expectations of students in college-level history courses are considerably higher than they are in most high school courses. Here are some of the differences you may notice:

- 100-level classes are not easier or less demanding. On the contrary, as this might be the first time you take a history class at college level you would need to work very hard to both process a vast amount of information and develop the analytical, writing, and presentation skills expected from you in college and beyond.
- You will be expected to read much more, an average of 80 pages per week, and virtually all of this reading will take place outside the classroom. It will be impossible to do well in this course without doing the reading ahead of time.
- You can expect to work, on average, 6-7 hours per week outside of class preparing for this course. Some weeks will require less; others (especially before a paper is due or an exam is scheduled) will require more.
- You may need to work on your note-taking skills both outside and inside the classroom. You will have to take notes based on the assigned reading and take notes during the class. I will prepare power point presentations to address some of the most relevant information, theories, and arguments about our topic for the day. I will post these presentations on the Blackboard site of this course, however bear in mind that our exams will go beyond those power point presentations and that you are responsible for taking notes based on your readings outside the classroom. I suggest that you do write down the most important information, arguments, and concepts. If you are having trouble with note-taking, I recommend that you visit the Academic & Disability Support Office and talk with the people there about note-taking strategies. You should bring your notes to class, but do not need to submit them to me.

¹ This text is adapted from Dr. Sandy Bardsley's syllabi. I would like to thank her for sharing it with me.

- The aim of my class is not to repeat what you read in preparation for the class, but to help you reinforce it, synthesize it, and understand the most important patterns in it. In other words, do not tune out because a particular topic is also covered in the textbook.
- Compared with high school, you will probably turn in fewer assignments and have fewer tests. Each of these assignments will count for a higher percentage of your grade. Because there are fewer assignments, you will need to retain information longer and make broader comparisons and contrasts across time periods.
- You will receive more detailed feedback on each assignment than most of you will be accustomed to receiving in high school courses. I strongly recommend that you read carefully the comments on each paper and exam and use these to guide you in subsequent assignments. Do not take any criticism on your work as something personal. My aim is to challenge you and help you improve your analytical skills, you can always do better.
- Proper citation of sources is very important in college-level papers. We will discuss how to go about citing both primary and secondary sources. If you happen to miss the class when we discuss citation, please be sure to find that information on the Blackboard site of this course and to check with other students about what you missed.
- Good writing matters a great deal in this course and in other history courses. This process involves revision and editing, and papers which have not undergone revision and editing (in other words, warmed-over first drafts) will not receive high grades. It is up to you to schedule your time in such a way as to allow for thorough revision and proof-reading. I highly recommend taking drafts of your papers to the Writing Center and asking the tutors there to help you look over them. (Do note that you need to make appointments with the Writing Center in advance, please look at the link under the Information folder on Blackboard.)
- Good Grades, on the whole, will be lower than you are accustomed to receiving in high school courses. Grades of A or A- are rare and are reserved for work of true excellence. Please do not be hurt or offended when a paper or exam which might have received an A in high school receives only a B- here: the standards at Moravian College are considerably higher than at most high schools. I include this information not to scare you but to alert you to the fact that there are some important differences between high school and college-level history courses.

I would be happy to talk with you individually if I can help you in adjusting: please email me to set up a time.

Class Requirements and Classroom Policies

10% Participation, classroom work, and ungraded writing

Attendance is not enough; you need to be proactive expressing your ideas and doubts and interacting with other classmates. Participation is essential to generate a rich and stimulating discussion and to keep students involved and motivated. In order to facilitate participation you have to make all the readings and be ready to define the main arguments and ideas addressed in each document, give your opinion about the content and style of each text, and establish connections with what we have read so far and your previous knowledge and experience. Comments such as: "my classmate already said everything", "I don't have anything else to add", "the main points were already covered", "s/he already summarized everything" or similar statements are not considered a form of participation.

You are not expected to understand everything, quite the contrary. You need to bring your doubts to the class. Asking questions is an essential element of the learning process and a way to show your engagement, so do not feel ashamed about having doubts. One of the main goals of college education is to develop a critical mind and be able to see the world from various perspectives, so please do ask questions.

You must do the readings selected for each class prior to our meeting and take notes in order to be ready to ask questions, discuss, and reflect about the assigned material. Always bring your textbooks and/or a hard copy of the primary source document that are being discussed on that session. If you decide not to print the documents or you are working with an electronic version, you should bring you laptop/Ipad. You cannot work with your phone. Remember that you still need to produce notes, either typed or handwritten, so you can locate passages within the text and identify the main ideas easily.

10% Presentations and co-presentations

You will present the assigned reading(s) of one class.

5% out of 10%

You may be asked to present more than once through the semester. Presentations will consist of a **seven- to ten-minute** analysis, including:

- a) A brief summary of the main argument(s) of the reading and how the author supports it, making specific references to pages and section.
- b) A concise analysis of one element of the reading that you found compelling and warrants further discussion, including an explanation of why the class should consider such specific topic.
- c) One question for the class to consider as a group. You do not necessarily need to know the answer to the question, it is meant to clarify the arguments and/or expand the discussion of the reading.
- d) The day of your presentation you need to start by writing down your question in the board before the beginning of class.

Presentation Rubric

Grade	Points	Description
Excellent	10	Student concisely presents the reading, providing a critical analysis of the main argument. S/he selects one topic to elaborate on, offering a succinct explanation of why such idea should be further considered. Comments make clear reference to pages and sections. The question for the class is clearly grounded in the text; careful thinking is required to give a possible answer. Overall, the presentation offers analytical arguments to rethink the text. It stays within 7 - 10 minutes time range.
Good	6	Student offers a clear description of the text, efficiently rephrasing what the author says. S/he selects one topic to elaborate on. Comments make some reference to pages and sections. The question for the class is grounded in the text and it requires some thinking to be answered. The presentation is a good summary of the reading, it offers some analytical elements to rethink parts of the text. It stays within 7 - 10 minutes time range.
Poor	3	Student offers a vague statement about the text. S/he includes no specific references to the reading, i.e., pages and sections. The answer to the question can be directly found in the reading. The presentation is a poor summary of the text, offering limited elements for class discussion. It runs over the time range or lasts less than six minutes.
Fail	0	Student does not attend the session when s/he was asked to present, or, shows up unprepared for the presentation. <u>Missed presentations cannot be made-up.</u>

Co-Presentation

5% out of 10%

Students will be randomly selected to collaborate with a presenter in various occasions. You will be asked to co-present more than once through the semester. Your participation consists of elaborating on one specific topic developed in the reading. The co-presentation should reflect a thoughtful analysis of the chapter in question. Therefore, I expect you to be very precise in your comment. **In other words, a co-presentation is a shorter presentation in which you only elaborate about one topic, idea or aspect. You do not need to present the main argument nor provide questions.** If you do not understand the text, you need to bring concrete issues or explicit concepts that you want the professor/class to elaborate on, including references to pages and sections.

You need to be ready to co-present at the beginning of each class. Co-presentations will last no more than **5 minutes** and will be done **before presentations.**

Co-presentation rubric

Grade	Points	Description
Excellent	10	Student moves beyond what the reading explicitly says, critically analyzing one specific aspect of the reading. S/he explains why the concrete topic is relevant for class discussion. Comment provides clear and concise references to the text, i.e., pages where the argument starts and ends. Comment provides a novel form to look at the information, generating further discussion about it.
Good	6	Student offers an excellent summary of one specific aspect of the reading. S/he offers an ambiguous explanation of why such concrete topic was selected. Comment provides references to the text, i.e., pages where the argument starts and ends. Comment mainly stays at a descriptive level, offering some analytical insights into the reading.
Poor	3	Student offers a basic summary of one specific aspect of the reading. S/he gives an unintelligible explanation of why such concrete topic was selected. Comment includes basic or no specific references to the reading. Student poorly restates what the reading says.
Fail	0	Student is unprepared and / or unable to offer a clear comment about the reading. Co-presentations cannot be make-up.

More than one student could be asked to co-present at any given class, so please be prepared every session. Do not assume that as you already co-presented a reading you will not be asked to participate or co-present the rest of the semester.

30% Exams

15% Midterm Exam

15% Final Exam

Both exams will be composed of four parts: multiple choice, short answer questions, essay type questions, and a map quiz or an analysis of a primary source document. We will have a mock exam before the midterm. The final exam is not cumulative, it will only cover the second half of the semester.

20% Analysis of Primary Source Documents

Four workshops

The classroom will be divided into teams of two to three students who will work together throughout the semester. Before the class each student will do the reading assigned and answer the questions previously circulated as "Individual Work in Preparation for History Workshops." This work, as its title imply, should be done on your own and you must submit it the night before our workshop (by midnight). Send your work as an attached document, not in the body of your email. Points will be deducted in case of late submission.

During the class you will work on the analysis of the source, crafting a thesis and writing a two-page paper supporting your argument. One student will be in charge of writing the paper, rotating this role so every person in the team perform this task at twice. You can bring your laptop and type your paper if you decide to do so, but you need to send it to me as soon as the class is over. You are not expected to keep working on it as this is an in-class assignment. In your paper you can only make reference to your textbooks and the primary source itself. No other secondary sources should be used.

If you fail to attend a class in which we have scheduled a workshop you will lose the points of the teamwork, no makeup assignments will be given. However, you must still submit your individual work in order to get those points.

Grading

Individual work

Paper: one per team

Percentage

2% out of 5%

3% out of 5%

Workshop Dates and Readings

9/9 Columbus, *First and Second Voyage* 🗑️

9/18 *The Broken Spears*, chapter 1, pp 3-12. 🗑️

10/7 Sor Juna Inés de la Cruz, *The Answer*, 39-105.

11/25 Fray Bartolomé de las Casas, pp. 152-154 🗑️

30% Individual paper based on *The Answer* by Sor Juana Inés de la Cruz

10% Summary, questions and thesis: provide a summary of the main argument, at least three questions that you can answer with this document, and two key concepts that will help you in your analysis.

A thesis is an interpretation based on an informed analysis of the primary source and that you can support with the actual document. A thesis offers new insights into the document, and elaborates on its content to make a point. It helps us understand better the author and historical period in which this document was created. Your thesis should not be a summary nor the main idea of Sor Juana. Your thesis should be introduced by stating "I argue" or "This paper shows"

10% First draft: at least three pages including a clear introduction, your revised thesis, and half of your analysis. Bibliography does not count towards the overall number of pages.

10% Final paper: five pages including introduction, conclusion and bibliography. Bibliography does not count towards the overall number of pages. You need to include an explanation of changes. One page in which you describe how you addressed the content comments, from both your peer reviewer and the professor.

Bear in mind that the analysis of a primary source goes beyond summarizing the information. It implies making connections between what we have discussed in class and what you have read in our textbooks and the content of the primary source. You need to analyze the primary source by posing the following questions:

1. What can this document tell us about the moment in which it was created or about his/her author?
2. In which ways is this primary source helping me understand better the past?
3. How can I use the concepts I have learned in class to make sense of this source?

All primary sources have biases; however, the analysis of those personal perspectives is also valuable in writing history.

Throughout the class you will learn the skills to analyze primary sources, but if you need any help you need to set an appointment with our class tutor and/or with me at least three days before the deadline.

Referencing to the material you use in preparing for your paper is essential, so please include footnotes in your work using the Chicago Style.

<http://moravian.libguides.com/content.php?pid=59393&sid=436067>

You must submit all your work before the class on the due date (no later than 8:50AM).

The accumulated points will be converted to letter grades using the following scale:
100-93% = A, 92-90% = A-, 89-87% = B+, 86-83% = B, 82-80% = B-, 79-77% = C+, 76-73% = C, 72-70% = C-, 69-67% = D+, 66-63% = D, 62-60% = D- Anything less than 60% is an F.

Five points will be deducted from each paper's grade if it is submitted after the deadline and this deduction will be repeated for each consecutive late day after the assigned due date.

Grades and class performance will not be discussed via email, however, I would be happy to address this. Please send me an email to set an appointment.

Extra-Credits

- Throughout the semester you will be offered the opportunity to earn extra credits towards your final grade by attending the History Club meetings taking place on Thursdays at 11:45am in the History Commons. Usually the History Club gets together every other week and organize short talks in which students and professors share their current research projects. You need to submit a one-page reflection addressing the main idea or thesis of the presenter, how is he/she approaching the topic, and your personal opinion about it. In addition you should pose at least one question to our speaker.

- The following events will also count as extra credits. You need to attend and write a one-page reflection addressing the main idea of the presenter, how is he/she approaching the topic, and your personal opinion about it.
 1. Moving Beyond Borders Dinner with Sarah White ‘11
Tuesday, September 23rd | 7:00 PM | HUB; UBC Room
 2. Dr. Erica Yozell, "Cartographies of Power: Indigenous Communities in Contemporary Argentina and Chile"
Thursday, October 2nd | 11:45AM to 1PM | HUB; UBC Room
 3. Keynote Speaker: Journalist Maria Hinojosa
“Preparing Our Society for 2043/ Preparando nuestra sociedad para el 2043”
Wednesday, October 8th | 7:00 PM | Foy Hall
- There is no limit in the number of extra-credit reflections that you can submit, but you have to do so no later than a week after the event takes place.
- María Hinojosa's talk (Oct. 8th at 7PM) will count as two extra credits.

About style and sources:

- Please use Times New Roman font size 12, one-inch margins, and double-space in between lines in all your assignments. The student’s name, course number, and submission date should be typed in the upper left corner of the first page with single space in between lines. After this header, one blank line should appear before the assignment title, which should be followed by one blank line before beginning the assignment.
- Contractions (don't, can't, he's) should not be used in academic writing. I will deduct two points per each contraction you use.
- You should not use any secondary sources apart from your textbooks in writing your assignments. Do not use Wikipedia, as it is not a reliable source of information. Most assignments are based on the analysis of primary source documents that you will find in the Blackboard site of this course.
- Citations must be provided in all papers including footnotes following the Chicago Style. See <http://moravian.libguides.com/content.php?pid=59393&sid=436067> or <http://dlib.hamilton.edu/sp/subjects/guide.php?subject=CitingSources#misc>
- Submit all your work via email. I may ask you to bring a hard copy with in some occasions. I will notify you ahead of time. You must send all your work before the class on the due date (8:50AM). Late submission will be penalized by deducting five points per day.
- Back up all your work (use google drive and/or a external drive) in order to avoid losing your files.

About the Writing Center

- At the Writing Center, trained Moravian students work with you to figure out assignments and improve your writing. They can help at any stage of the writing process, whether you have not started the assignment and need help picking a topic, or you are near the end and want to check that everything is in order. Any type of writing can be taken there. The tutors will first work with you to make sure that all the bigger issues are covered, such as proper citation, fulfilling the assignment, and structure of the paper. Then, they can also help you with spelling, grammar, and mechanics. You can sign up for a half-hour or an hour-long appointment. After your appointment, the tutor you work with will send me a progress report, letting me know that you were there. The Writing Center is on the second floor of Zinzendorf Hall. This building is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392. Their hours vary each semester, but they are generally open Monday-Thursday afternoons and evenings, and Sunday evening. Watch your email for an announcement about when the Center opens, generally the third week of the term, which will also include the hours.

About attendance and classroom etiquette:

- The attendance policy for this course is strict. Only TWO unexcused absences are allowed in the semester. To justify an absence you must provide a doctor's note or a written explanation from an athletics coach. An email explaining why you were not there does not suffice. If a student plans to arrive more than five minutes late to class, he or she might consider making other arrangements or inform me in advance and arrive in a non-disruptive manner.
- I will deduct two points per each additional unjustified absence (after your two allowed unjustified absences). If you miss more than five classes your chances of passing the class will decrease as you might lag behind deadlines and will miss explanations and announcements. You are responsible for finding out important information provided in class if you were unable to attend.
- As a courtesy to the class, please be on time. Lateness will affect your participation grade.
- If you need to go to the restroom, please do so before or after the class. Restrain from leaving the classroom unless it is extremely necessary.
- You should not carry on conversations in class, even if they happen to be related to the topic. Even if such conversations are relatively quiet and do not seem to disturb anyone nearby, they can be distracting and rude to the professor. So if you have something to say or ask, please share it with the rest of the class.
- Please turn off your cell phones during class. No texting will be tolerated.
- Contact me at least three days before the due date if you have queries about a specific assignment.
- Deadlines are not negotiable.

Students with disabilities

- Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, which is committed to assisting students in the achievement of academic success. Individual appointments and group workshops are available for students who would like to improve their academic performance. Information and programs on time management, study strategies and other academic and learning skills are available. Students can work with the staff to find a tutor or other resources to enhance academic success. In addition, the Academic Support Center coordinates services and support for students with documented learning disabilities and/or ADHD. Students requesting accommodations should contact the Elaine Mara at 610.861.1510.
- Accommodations cannot be provided until authorization is received from the Academic Support Center.

Readings and films

- All readings should be completed before coming to class. It is essential that you bring your book, readings and notes to every class as we will routinely refer to both.
- Films will be available in the Blackboard site of this course, but you should be on campus to access them so plan accordingly. You are responsible for watching assigned films outside class hours and be prepared to discuss them in class. I will post questions for you to answer beforehand.
- The required books are available for purchase at the bookstore. **There is a copy of our textbook on reserve at the library.** It is a previous edition, but you can use it if for any reason you have not bought the book yet.

Blackboard site and email communication

- Everyone is responsible for visiting the Blackboard site of this course where you will find:
 - The course syllabus
 - All the readings marked with a “📖”
 - Questions about the films
 - Power point presentations
 - Referencing and writing advice
 - Important announcements and information
- I will send you relevant information and contact you when necessary only through your Moravian email account, so please have a look at it on a daily basis. I also expect you to contact me through your college email rather than your personal email. Please become familiar with Moravian email as this will be the main way to get in touch with your professors.
- Email Etiquette: Whenever you are addressing an email to someone other than a good friend, you need to follow basic email etiquette. Your emails should have a proper greeting (Hello Professor X or Dr. Y, etc.); "Hi there" or just "Hi" is not acceptable. Your message should follow the rules of standard written English (capitalization, spelling, and grammar), and a closing (“Thank you for your help,” or “Thank you for

your time”). It is always polite to thank the person for reading the email and trying to assist you. Also, be sure to sign the email with your own first and last name. The subject line of your email should be clear and formal. Messages that do not follow this format will not be addressed.

- I will reply to your email within 24 hours from Monday to Friday. If your query is not urgent, please ask it the following class. Feel free to drop in during my office hours or set an appointment if those times do not work for you.

Academic honesty

Moravian College expects its students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. This policy of academic integrity is the foundation on which learning at Moravian is built.

The College’s expectations and the consequences of failure to meet these expectations are outlined below. If at any point in your academic work at Moravian you are uncertain about your responsibility as a scholar or about the propriety of a particular action, consult your instructor.

- Moravian College does not tolerate plagiarism, cheating, or helping others to cheat.
- Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional.
- Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of your department or instructor.
- When you use the specific thoughts, ideas, writing, or expressions of another person, you must accompany each instance of use with some form of attribution to the source.
- It is the instructor’s responsibility to make clear to all students in his or her class the preferred or required citation style for student work. Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism.
- If you have questions about how to reference others’ works you should look at the referencing advice and explore the suggested websites in the Blackboard site of this course. Also look at <http://moravian.libguides.com/content.php?pid=59393&sid=436064>
- You may not collaborate during an in-class examination, test, or quiz. You may not work with others on out-of-class assignments, exams, or projects unless expressly allowed or instructed to do so by the course instructor. If you have any reservations about your role in working on any out-of-class assignments, you must consult with your course instructor.
- You may not use writing or research that is obtained from a “paper service” or that is purchased from any person or entity, unless you fully disclose such activity to the instructor and are given express permission.
- You may not use writing or research obtained from any other student previously or currently enrolled at Moravian or elsewhere or from the files of any student

organization, such as fraternity or sorority files, unless you are expressly permitted to do so by the instructor.

- You must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given. In the case of work in electronic form, you may be asked to maintain all intermediate drafts and notes electronically or in hard copy until final grades are given. All these materials must be available for inspection by the instructor at any time.
- At Moravian, if a professor suspects plagiarism, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to see any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Chair, using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, assign either a grade of zero to the academic work in question or a failing grade in the course in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs.
- A student may appeal either a charge of academic dishonesty or a penalty as follows:
 1. First, to the course instructor.
 2. Next, to the Chair.
 3. Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

Please do not hesitate to speak directly with me if you have any questions about any of the assignments and/or requirements for the class.

SCHEDULE

8/26 Course overview

- Syllabus and grading
- Introductions
- Primary sources

8/28 The First Americans

- **Write a reaction to the course syllabus** including two similarities and two differences between this class and other classes you have taken in high school or at Moravian College. Add at least two comments that can be in the form of doubts, suggestions, or any typos/mistakes that you found.
- Martin and Wasserman, chapter 1, pp. 1-30.

- 9/2 Americans and Iberians on the Eve of Contact**
Define teams for workshops. If you are unsure about with whom to work, I can assign you somebody. You will stay in the same team throughout the semester unless your team members withdraw from the class, if so I will assign you another group to work with.
- Martin and Wasserman, chapter 2, pp. 31-63.
- 9/4 The Invention of America**
- Edmundo O’Gorman, *History and Critique of the Idea of the Discovery of America*, pp 9- 47. 🗑️
- 9/9 Workshop 1**
- Columbus, *First and Second Voyage* 🗑️
- 9/11 The European Conquest of America**
Presentations and co-presentations start
- Martin and Wasserman, chapter 3, pp. 64-95.
 - Discussion of *Cabeza de Vaca*. Reflection due.
- 9/16 Myths of the Spanish Conquest**
- Restall, chapters 5 and 7, pp. 77-99, 131-145. 🗑️
- 9/18 Workshop 2**
- *The Broken Spears*, chapter 1, pp 3-12. 🗑️
- 9/23 The Columbian Exchange**
- Pilcher, *Food in World History*, pp. 19-25. 🗑️
- 9/25 The Iberians' New World**
Mock Exam
- Martin and Wasserman, chapter 4, pp. 96-125.
- 9/30 Mid-term exam**
- 10/2 Sor Juana's Life and Work**
- Arenal and Power, Introduction, pp 1-37.
 - Discussion of *I the Worst of All*. Reflection due.
- 10/7 Workshop 3**
 Sor Juna Inés de la Cruz, *The Answer*, 39-105.
- 10/9 The Amerindians's Changing World**
- Martin and Wasserman, chapter 5, pp. 126-154.
- 10/14 Fall recess: no classes held**

- 10/16 Sor Juana Inés de la Cruz: *The Answer***
- Summary, questions and thesis due
- 10/21 A New People and Their World**
- Martin and Wasserman, chapter 6, pp. 155-185.
- 10/23 The People of Corn**
- Jeffrey M. Pilcher, *¡Que vivan los tamales!*, introduction and chapter 1, pp. 1-24 🗑️
- 10/28 Maize which is their wheat**
- Rebecca Earle, chapter 4, 118-155. 🗑️
- 10/30 The Conquest of Wheat**
- Jeffrey M. Pilcher, *¡Que vivan los tamales!*, chapter 2, pp. 25-43. 🗑️
 - **First draft**, submit via email to me and your team member by midnight
- 11/4 Chocolate**
- Sophie D. Coe and Michael D. Coe, *The True History of Chocolate*, chapter 4 and 7, pp. 105-124, 179-202. 🗑️
 - Discussion of *The Mission*. Reflection due.
- 11/6 Peer review workshop**
- 11/11 Individual meetings**
- 11/13 Writing day**
- 11/18 You will become like them if you eat their food**
- Rebecca Earle, *If You Eat Their Food: Diets and Bodies in Early Colonial Spanish America*, 🗑️
- 11/20 The Shifting Fortunes of Colonial Empires**
- Martin and Wasserman, chapter 7, pp. 186-215.
- 11/25 Workshop 4**
- Fray Bartolomé de las Casas*, pp. 57-65. 🗑️
- 11/27 Thanksgiving break - no classes held**
- 12/2 The New Nations of Latin America**
- Martin and Wasserman, chapter 8, pp. 216-241.
- 12/4 Professor will be presenting at a conference: no classes held**
- **Final paper** due by midnight
- 12/13 Final exam 9:20am**

DEADLINES

Assignment	Dates
Write a reaction to the syllabus	August 28
Workshop 1	September 9
Reflection based on <i>Cabeza de Vaca</i>	September 11
Workshop 2	September 18
Mock Exam	September 25
Mid-term Exam	September 30
Reflection based on <i>I the Worst of All</i>	October 2
Workshop 3	October 7
Summary, questions and thesis	October 16
First draft	October 30
Reflection based on <i>The Mission</i>	November 4
Peer review workshop	November 6
Workshop 4	November 25
Final paper	December 4
Final Exam	December 13 at 9:20am

I reserve the right to modify this syllabus. In those instances, I will give timely notification in class.

PRESENTATION SCHEDULE

- 9/11 The European Conquest of America** **Kelsey Bull**
- Martin and Wasserman, chapter 3, pp. 64-95.
- 9/16 Myths of the Spanish Conquest** **Ana Bustamante**
- Restall, chapters 5 and 7, pp. 77-99, 131-145. 🗑️
- 9/23 The Columbian Exchange** **Trista Cunningham**
- Pilcher, *Food in World History*, pp. 19-25. 🗑️
- 9/25 The Iberians' New World** **Nina Foley**
- Martin and Wasserman, chapter 4, pp. 96-125.
- 10/2 Sor Juana's Life and Work** **Rachel Kresge**
- Arenal and Power, Introduction, pp 1-37.
- 10/9 The Amerindians's Changing World** **Lexis Laubach**
- Martin and Wasserman, chapter 5, pp. 126-154.
- 10/21 A New People and Their World** **Ryan Lesiak**
- Martin and Wasserman, chapter 6, pp. 155-185.
- 10/23 The People of Corn** **Saul Marcial**
- Jeffrey M. Pilcher, *¡Que vivan los tamales!*, introduction and chapter 1, pp. 1-24 🗑️
- 10/28 Maize which is their wheat** **Josh Mercado**
- Rebecca Earle, chapter 4, 118-155. 🗑️
- 10/30 The Conquest of Wheat** **Marco Santiago**
- Jeffrey M. Pilcher, *¡Que vivan los tamales!*, chapter 2, pp. 25-43. 🗑️
- 11/4 Chocolate** **John Wiedmayer**
- Sophie D. Coe and Michael D. Coe, *The True History of Chocolate*, chapter 4 and 7, pp. 105-124, 179-202. 🗑️
- 11/18 You will become like them if you eat their food**
- Rebecca Earle, *If You Eat Their Food: Diets and Bodies in Early Colonial Spanish America*, 🗑️
- 11/20 The Shifting Fortunes of Colonial Empires**
- Martin and Wasserman, chapter 7, pp. 186-215.
- 12/2 The New Nations of Latin America**
- Martin and Wasserman, chapter 8, pp. 216-241.