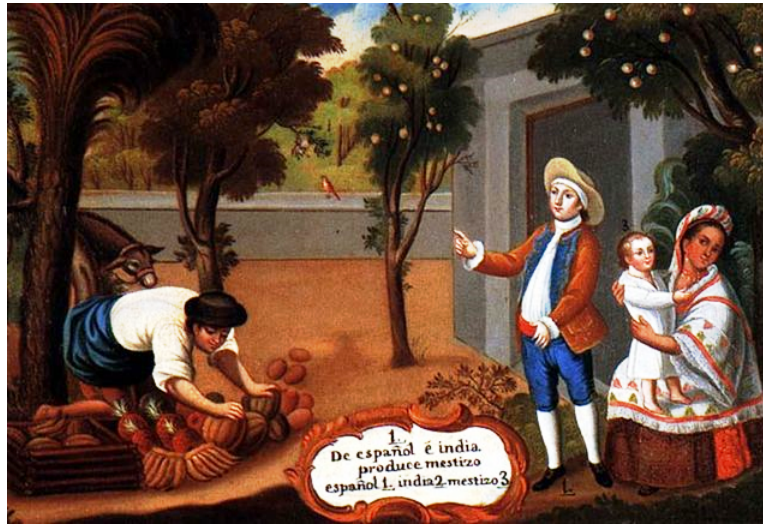


HIST 110
Fall 2015
T/R 8:55-10:05am
Comenius Hall 305

Dr. Sandra Aguilar
aguilars@moravian.edu
Office hours: M-W 10:10-11:30am
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 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. We study the experience of indigenous people and how their life changed. 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.

Readings, assignments and technology

- The required **books** are available for purchase at the bookstore. Other **readings** will be on the Blackboard site of this course. You need to complete all due readings prior to class. You should print them and bring them to class along with detailed notes. Alternatively, bring your Ipad, tablet or laptop to access the reading along with detailed notes so you can locate passages within the text and identify the main ideas easily.
- All **assignments** should be submitted via Blackboard before 8:55am on the due date. If for any reason you were unable to upload it, please send it via email prior to class or bring a hard copy on the due date.
- **Films**: All films will be on reserve at the Reeves Library's main desk. In addition *I, The Worst of All* and *The Mission* are available to stream from Blackboard. *Cabeza de Vaca* so far is only available in VHS format at the library. This copy could not be taken out of the library. I encourage you to organize in groups of two and watch it. Please plan ahead of time so the whole group can watch the movie before the deadline. For each film you have to write a two-page reflection addressing how our readings and class discussion connect with the film, your queries about unclear aspects and your opinion. Submit your reflection prior to class and come prepared to discuss it.
- You should bring your **laptop or Ipad** to all classes and have access to your homework in order for you to comment on it in class. You cannot work with your phone.
- **Students will work in teams of two.** I assigned teams with the objective of having students with different majors and at different stages (a freshman with a sophomore, for instance) working together. I hope this will generate a richer and complex discussion and will allow more advanced students share their experience with incoming students. I understand that teamwork might be a challenge, but once you graduate from college working in teams will be the norm rather than the exception and most likely you will not be able to choose your colleagues.

- Use **Google calendars** to keep track of assignments and deadlines and **Google drive** to save and share your work.
- If there is a problem with Blackboard do let me know ahead of time. If you do not find the reading, the film or the folder to submit an assignment, do send me an email before 5pm.

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 exam 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.
- 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

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

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.)
- 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

12% 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.
- If you aim to get an A or A- you need to do all the readings. This is a very intense course, so please organize your study time so you can finish readings before the due date.

5% Class Presentations

Each student will present the assigned reading(s) of one class. 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 main argument and 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 or <u>aims to summarize the whole document</u> , therefore not complying with the format asked. 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>

It is essential to address only what I stated. Do not try to present a summary of the whole reading and practice ahead of time so you keep track of timing. I will ask you to stop after 10 minutes.

5% Farm Day Presentation

In order to build connections with the on campus community and in collaboration with the Moravian College Farm Day you will produce a short research (1-2 pages) based on the history of a food item and present it at the HUB. These presentations will be done in teams, two teams presenting each session. Each team will be able to select a day and item. Presentations should address:

- Where does this foodstuff come from?
- How was it consumed in the past?
- Which has been its role in history?
- Introduction of this item to the Americas or, in the case of corn and potatoes, introduction to Europe and the rest of the world.
- Current agricultural practices and sustainability challenges
- Fun facts
- A simple recipe

To do this research you can use books, articles, encyclopaedias, and/or the Internet. You need to include footnotes and a bibliography in your paper (stating your sources), but you do not need to include that information in your presentation.

All presentations will take place at the HUB between 12 and 1pm. The first farm day will be on a Monday, the following ones will be on Wednesdays. I suggest you to display your research in a trifold or a poster, but if you want to find a more creative way, go ahead and let me know ahead of time.

- September 14th - Apples and Peaches
- October 7th - Corn and Wheat
- November 4th - Lamb and Cow's Milk and dairy
- December 9th - Mushrooms and Potatoes

5% Extracurricular activity

As part of the Hispanic Heritage Month there will be various events relevant to our class. As part of this class you should attend to Sarah White's talk and write a two-page reflection due the following week.

"Moving Beyond Borders" by Sarah White '11 on Thursday, **October 8th at 7pm** in the UBC Room - Sarah will join us for an intimate dinner in which she will analyze and combat stereotypes on immigration based on her research and time spent on the border between the United States and Mexico. Registration is required; a registration link will be sent by email on September 21st.

I do understand that this event will take place outside of our class hours, however most of you should be able to attend. If for any reason you cannot make it, you should attend either Sonia Nazario's presentation on Monday, September 28th at 7pm in Prosser Auditorium or the discussion panel "Voices of Diversity: Moravian College Faculty and Staff Speak" on Tuesday, September 22 from 11:45 to 12:45 at Prosser Auditorium. Submit your two-page reflection the following class adding "In lieu of Moving Beyond Borders" in the title, so I can grade it properly.

15% Midterm Exam

It 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.

28% 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 least once. 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

3% out of 7%
4% out of 7%

Workshop Dates and Readings

9/17 Columbus, *First and Second Voyage* 🗄

9/29 *The Broken Spears*, chapter 1, pp 3-12. 🗄

10/20 Sor Juna Inés de la Cruz, *The Answer*, 39-105.

12/1 Fray Bartolomé de las Casas, pp. 152-154 🗄

30% 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 "We 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>

Schedules

- In order to help you organize, improve your time-management skills and generate a positive group dynamic I will ask you to **submit a schedule** with a clear description of the tasks and deadlines each team member will follow. You need to submit your schedules on set dates, if you fail to submit your schedule I will not grade your next assignment.
- Each team has **freedom to organize** so you could define tasks for each member and work online or side by side. I suggest you divide the readings and produce detailed notes for your team member to read. Once you start writing your paper, you should decide if you want to write together or divide your paper in sections for each member to write. Of course, at some point you need to revise what your team member wrote to see if both of you agree and to generate a coherent piece of writing with a uniform style.
- You will create a **Google folder** under the Google folder of our class. You will upload all your work on that folder. This will allow you to facilitate coordination, keep your work safe, and keep track of the work each student is doing.
- You are also responsible for **keeping track of all your exchanges** (emails or texts), so if any problem arises we can address it. Please let me know as soon as possible if you are having trouble with your team member, if he or she is not responding to your emails or not doing his or her share. In extreme cases, I will compare the submitted schedule against the work on Google docs folder, emails and texts you have exchanged to determine who followed the agreed deadlines and who did not. This will affect the grade of the student who is not doing his or her part.

Extra Credits

There will be various extra credit opportunities this semester, however most of them take place in September and October, please do not wait until the end to find out how you can boost your grade, no other extra credits will be added. If you decide to attend any of these events you should submit a two-page reflection within a week via Blackboard. There is no limit in the number of extra credits. Please keep in mind that for some of these events you need to register ahead of time.

- **Mexican Independence Day Festival in Philadelphia** on Sunday, September 13th at 11am: Take a road trip to the Mexican Independence Day Festival in Philadelphia to celebrate Mexican independence with music, food, dancing, and more. Discover traditional arts and crafts, dance with Mexican rock bands and enjoy face painting and giveaways during the popular event at Penn's Landing. Advanced sign-up at HUB desk is required.
- The Latino Student Union presents "**Code Switching: English + Spanish = Spanglish**" on Thursday, September 17th at 4pm in the Laros Room. What is it like to live in two cultural worlds and when would one know it is time to switch? Join us for a provoking discussion about the cultural and linguistic phenomenon known as "code-switching."

- **Hispanic Heritage Month Community Dinner** on Sunday, September 20th at 5pm: Celebrate the month with food, music, and fellowship in the Saal Bahnson Center. Registration for the dinner is required; a registration link will be sent by email on September 7th.
- **"Voices of Diversity: Moravian College Faculty and Staff Speak."** Tuesday, September 22 from 11:45 to 12:45.
A discussion in which faculty and staff share experiences regarding what it has been like living within the dominant "white" American culture.
- **Sonia Nazario**, HHM Keynote Speaker on Monday, September 28th at 7pm in Prosser Auditorium: Sonia Nazario, author of "Enrique's Journey," will be our keynote speaker. Ms. Nazario's national bestselling book recounts the unforgettable quest of a Honduran boy looking for his mother, eleven years after she is forced to leave her starving family to find work in the United States.
- The Spanish Club presents **"Hungry for Heritage"** on Monday, October 5th at 3pm at Dean Hunt's house (1132 Main Street - directly across from the Hall of Science). Sign-up in advance at any Spanish Club meeting on Mondays at 3pm in the HUB. Bring a dish to "Hungry for Heritage" and share and discuss the cultural heritage of the cuisine.
- **History Club Talks** usually take place every other week. Day and place TBA.

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.

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. Numerate your pages.
- 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 textbook or the Introduction to *The Answer* 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 (at the bottom of each page) 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 by creating a Google folder under the Google folder for this class.

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. Close your Facebook and/or any other social media website as well as any non-relevant site. You should be able to concentrate while in class. No texting or chatting will be tolerated. If I find you texting or browsing the Internet I will send you an email reminding you of this policy. If you disregard it, I will deduct two points of your final grade after each recurrence.
- I do understand that emergencies happen, so if for any reason you need to have your cell phone on please turn it to vibrate mode. If you need to make a call or reply to a message, please do it outside of the classroom.
- Contact me at least three days before the due date if you have queries about a specific assignment. If your query is not urgent, please ask it the following class. Chances are that other students also have the same doubt.
- 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, located on the first floor of Monocacy Hall (extension 1401). 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 and/or on reserve at the main desk of Reeves Library. 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 or Dr. Aguilar 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. Please double-check that you have access to readings, films and submission folders ahead of time. Make sure that you understand assignments and have a clear sense of deadlines. If you send me an email after 5pm most likely I will not be able to respond until the following day. If your query is not urgent, please ask it the following class. Chances are that other students have also the same doubt. 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.

SCHEDULE

- 9/1 Course overview**
- Syllabus and grading
 - Introductions
 - Primary sources
- 9/3 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.
 - **Define Farm Day presentations**
 - Martin and Wasserman, chapter 1, pp. 1-30.
- 9/8 Americans and Iberians on the Eve of Contact**
- Martin and Wasserman, chapter 2, pp. 31-63.
- 9/10 History and Critique of the Idea of the Discovery of America**
- Edmundo O’Gorman, *History and Critique of the Idea of the Discovery of America* (Bloomington: Indiana University Press, 1961), pp. 9- 47. 🗑️
- 9/15 The Process of the Invention of America**
- O’Gorman, *History and Critique of the Idea of the Discovery of America*, pp. 73-124. 🗑️
- 9/17 Workshop 1**
- Columbus, *First and Second Voyage* 🗑️
- 9/22 The European Conquest of America**
- **Discussion of *Cabeza de Vaca*. Reflection due**
 - Martin and Wasserman, chapter 3, pp. 64-95.
- 9/24 Myths of the Spanish Conquest**
- Matthew Restall, *Seven Myths of the Spanish Conquest* (Oxford: Oxford University Press, 2003) pp. 77-99, 131-145. 🗑️
- 9/29 Workshop 2**
- *The Broken Spears*, chapter 1, pp 3-12. 🗑️
- 10/1 The Iberians' New World
Mock Exam**
- Martin and Wasserman, chapter 4, pp. 96-125.
- 10/6 Mid-term exam**

- 10/8 The Columbian Exchange**
- Pilcher, *Food in World History* (New York: Routledge, 2006) pp. 19-25. 🗑️
- 10/13 Fall recess:** no classes held
- 10/15 Sor Juana's Life and Work**
- **Discussion of *I the Worst of All*. Reflection due**
 - Arenal and Power, Introduction, pp 1-37.
- 10/20 Workshop 3**
- **Schedule for summary, questions and thesis due.**
 - Sor Juna Inés de la Cruz, *The Answer*, 39-105.
- 10/22 The Amerindians's Changing World**
- Martin and Wasserman, chapter 5, pp. 126-154.
- 10/27 Sor Juana Inés de la Cruz: *The Answer***
- **Summary, questions and thesis and schedule for first draft due**
 - Workshop
- 10/29 A New People and Their World**
- Martin and Wasserman, chapter 6, pp. 155-185.
- 11/3 The People of Corn**
- Jeffrey M. Pilcher, *¡Que vivan los tamales! Food and the Making of National Identity* (Albuquerque: University of New Mexico, 1998), pp. 1-24 🗑️
- 11/5 The Conquest of Wheat**
- Jeffrey M. Pilcher, *¡Que vivan los tamales!*, pp. 25-43. 🗑️
- 11/10 Peer review workshop**
- **First draft due.** Bring your laptop or a hard copy to class.
- 11/12 Sor Juana's Poetry**
Dr. Claudia Mesa, guest speaker
- **Schedule for final paper due**
- 11/17 Maize which is their wheat**
- Rebecca Earle, *The Body of the Conquistador: Food, Race and the Colonial Experience in Spanish America, 1492-1700* (Cambridge: Cambridge University Press, 2012), pp. 118-155. 🗑️
- 11/19 You will become like them if you eat their food**
- Rebecca Earle, *The Body of the Conquistador*, pp. 156-186. 🗑️

11/24 The Shifting Fortunes of Colonial Empires

- **Discussion of *The Mission*. Reflection due**
- Martin and Wasserman, chapter 7, pp. 186-215.

11/26 Thanksgiving break - no classes held

12/1 Workshop 4

Fray Bartolomé de las Casas, pp. 57-65. 🗨️

12/3 The New Nations of Latin America

- Martin and Wasserman, chapter 8, pp. 216-241.

12/8 *Even the Rain* (*También la lluvia*) by Iciar Bollain, Spain, France, Mexico, 2010.
Film screened in class.

12/10 Final Remarks

Even the Rain continues and final comments.

- **Final paper** due by midnight

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.

DEADLINES

Assignment	Date
Write a reaction to the syllabus, define Farm Day presentations	September 3
Workshop 1	September 17
Reflection based on <i>Cabeza de Vaca</i>	September 22
Workshop 2	September 29
Mock Exam	October 1
Mid-term Exam	October 6
Reflection based on <i>I the Worst of All</i>	October 15
Workshop 3 and schedule for summary, questions and thesis and schedule for first draft	October 20
Summary, questions and thesis	October 27
First draft and workshop	November 10
Submit schedule for final paper	November 12
Reflection based on <i>The Mission</i>	November 24
Workshop 4	December 1
Final paper	December 10

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

Team members

Ideally we should have teams of two. If our numbers change a student could be added or removed from your team, but this would likely happen early in the semester. Please exchange cell phone numbers and emails so you are ready to work.

Benjamin S. Dietsch and Larissa N. Strycharz
Mary Kate Duncan and Rasbell Espiritu
Matthew T. Ehritz and Jenna N. Neswick
Robert A. Hillman and Kathlyn A. Painter
Daniel T. Kilgallen and Eileen M. Rolwood
Dariana McAloon and Joseph D. Rose
Elisabeth A. Pontius and Giovanni M. Suvire
Leah R. Matuszewicz and Matt Little

Presentation Schedule

- 9/10 History and Critique of the Idea of the Discovery of America Matthew Ehrhitz**
• Edmundo O’Gorman, *History and Critique of the Idea of the Discovery of America* (Bloomington: Indiana University Press, 1961), pp. 9- 47. 🗄
- 9/15 The Process of the Invention of America Leah Matusewicz and Daniel Kilgallen**
• O’Gorman, *History and Critique of the Idea of the Discovery of America*, pp. 73-124. 🗄
- 9/22 The European Conquest of America Larissa Strycharz**
Martin and Wasserman, chapter 3, pp. 64-95.
- 9/24 Myths of the Spanish Conquest Mary Kate Duncan**
• Matthew Restall, *Seven Myths of the Spanish Conquest* (Oxford: Oxford University Press, 2003) pp. 77-99, 131-145. 🗄
- 10/1 The Iberians' New World Giovanni Suvire**
• Martin and Wasserman, chapter 4, pp. 96-125.
- 10/8 The Columbian Exchange Joseph D. Rose**
• Pilcher, *Food in World History* (New York: Routledge, 2006) pp. 19-25. 🗄
- 10/15 Sor Juana's Life and Work Benjamin Dietsch**
• Arenal and Power, Introduction, pp 1-37.
- 10/22 The Amerindians's Changing World Rasbell Espiritu**
• Martin and Wasserman, chapter 5, pp. 126-154.
- 10/29 A New People and Their World Jenna Neswick**
• Martin and Wasserman, chapter 6, pp. 155-185.
- 11/3 The People of Corn Robert Hillman**
• Jeffrey M. Pilcher, *¡Que vivan los tamales! Food and the Making of National Identity* (Albuquerque: University of New Mexico, 1998), pp. 1-24 🗄
- 11/5 The Conquest of Wheat Kathlyn Painter**
• Jeffrey M. Pilcher, *¡Que vivan los tamales!*, pp. 25-43. 🗄
- 11/17 Maize which is their wheat Eileen Rolwood**
• Rebecca Earle, *The Body of the Conquistador: Food, Race and the Colonial Experience in Spanish America, 1492-1700* (Cambridge: Cambridge University Press, 2012), pp. 118-155. 🗄

11/19 You will become like them if you eat their food

- Rebecca Earle, *The Body of the Conquistador*, pp. 156-186. 📖

Matt Little

11/24 The Shifting Fortunes of Colonial Empires

- Martin and Wasserman, chapter 7, pp. 186-215.

Dariana McAloon

12/3 The New Nations of Latin America

- Martin and Wasserman, chapter 8, pp. 216-241.

Elisabeth Pontius