Course Name: Modern Latin America
Course Number: HST/REL 350
Term Offered: Spring 2018
Credits: 4
Instructor name: Aimee Hissey
Instructor email: hiseya@oregonstate.edu

Course Description
History of Latin America leading up to and after Spanish and Portuguese conquest. Focus on indigenous American, European and African cultures and religions in contact under colonial government and economic systems. Covers the period from 1400 to 1810.
PREREQS: HST 350 and HST 351 need not be taken in sequence.

Communication
Please contact me via email rather than Canvas, I can respond quickly and easily to email from anywhere. Students may post general questions in the weekly ‘Questions and Clarifications’ discussion boards (located within each module) or email the instructor from their ONID email address. Please contact the instructor with any concerns regarding your ability to submit your assignments on time. I will strive to return all emails within 24 hours Monday through Friday and within 48 hours if contacted over the weekend. Note that I may be unavailable on holidays.

Course Credits
This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources
Textbooks:

Additional readings will be available via Canvas.

Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (OSU Bookstore Website or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.
Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Measurable Student Learning Outcomes
- Identify the key historical themes of the contact between Europeans, Africans, and Indigenous peoples in Latin America from 1492 to 1810 in discussion, collaboration, and exams.
- Assess the biases of primary sources in terms of views of religion, gender, civilization, the physical body, sexuality, economy and political views, especially the documentation produced in the imperial context, in homework assignments.
- Illustrate how specific evidence from written and pictorial sources supports both European imperialism and the resilience of Indigenous and African civilizations, in exams.

Bacc CoreRequirement
This course satisfies the Cultural Diversity requirement in the Baccalaureate Core. This means as a result of taking this class you will gain knowledge and skills that enable you to do the following:
- Identify and analyze characteristics of a cultural tradition outside of European /American culture.
- Demonstrate an understanding of how perspectives can change depending on cultural or historical contexts.
- Describe aspects of Non-Western culture that influence or contribute to global cultural, scientific, or social processes.

Evaluation of Student Performance

Participation: 15%
Participation points will be earned through consistent and constructive contributions to group work. Students will be grouped randomly each week and assigned a portion of that week’s reading to thoroughly read and paraphrase. Your in-depth paraphrasing will be posted to a group discussion board from which your group collaboration page. These synopses will contribute to student completion of the Weekly Content Response. Please note that your group members are counting on you. If you do not submit a reading synopsis on time, I will not accept a Weekly Content Response from you that week. If you submit a WCR on a week in which you do not submit a reading synopses, it will not receive credit.

Syllabus Quiz and Introduction: 10%
During the first week of class, students will complete a brief discussion board post introducing themselves. Students will also complete a quiz covering information from the course syllabus and calendar.

Map Activity: 10%
Map = 5%, Relevance of Map locations (completed throughout term) = 5%
Label a map with 10 locations relevant to this course. As we work through the course, the relevance of these particular locations will become clear. Students will fill in the relevance of each site throughout the term for submission along with your final paper. Students will also submit their relevance findings with the midterm in order to monitor progress.

Video Response: 5%
Students will screen the film *Conquerors: Cortés*, via the link provided on Canvas and write a critique of the film based upon that week’s reading.

**Weekly Content Responses: 40%**

8 WCRs x 4 points each = 40

Your homework can consist of a detailed summary and analysis of the reading and/or questions that arose during the course of your analysis. I will provide guiding questions to assist your analysis. **Note that in order to receive credit for a Weekly Content Response, you must have submitted a reading synopsis earlier in the week.**

**Midterm: 10%**

The midterm will be an essay based on both lectures and readings. Instructions and prompts will be supplied one week before the due date. Students will also submit their location relevance responses to date.

**Final Paper: 10%**

The final will be an essay based on both lectures and readings. Instructions and prompts will be supplied one week before the due date. Students will also submit their final location relevance responses.

**Grading Scale:**

100-94% = A, 93-90% = A-, 89-80 = B, 79-70 = C, 69-0 = F.
### Course Content:

<table>
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<tr>
<th>Week</th>
<th>Theme</th>
<th>Readings / Screenings</th>
<th>Assignments Due</th>
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<tr>
<td>01</td>
<td>Myths of Conquest</td>
<td>Seven Myths: 1-77  &lt;br&gt;View: <em>Conquerors, Cortés</em></td>
<td>Wednesday by 10pm  &lt;br&gt;○ Introduction  &lt;br&gt;○ Map Activity  &lt;br&gt;Saturday by 10pm  &lt;br&gt;○ Syllabus Quiz  &lt;br&gt;○ Video Response</td>
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<td>02</td>
<td>Conquest and Spiritual Conquest: Ideals and Realities</td>
<td>Seven Myths: 78-145  &lt;br&gt;García: 37-62</td>
<td>Wednesday by 10pm  &lt;br&gt;○ Group Reading Synopses  &lt;br&gt;Saturday by 10pm  &lt;br&gt;○ Weekly Content Response</td>
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<td>03</td>
<td>New World Empires: Population, Labor, and Rule</td>
<td>Burkholder and Johnson: Chapter 3 and Chapter 4  &lt;br&gt;Mills, Taylor, Graham: 14-18, 19-22, 23-26, 173-184</td>
<td>Wednesday by 10pm  &lt;br&gt;○ Group Reading Synopses  &lt;br&gt;Saturday by 10pm  &lt;br&gt;○ Weekly Content Response</td>
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<td>04</td>
<td>Colonial Economies: Production, Exchange, Defense</td>
<td>Burkholder and Johnson: Chapter 5 and Chapter 6  &lt;br&gt;Mills, Taylor, Graham: 113-116  &lt;br&gt;Borah: 6-17</td>
<td>Wednesday by 10pm  &lt;br&gt;○ Group Reading Synopses  &lt;br&gt;Saturday by 10pm  &lt;br&gt;○ Weekly Content Response</td>
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<td>05</td>
<td>Family, Honor, and Marital Unions</td>
<td>Burkholder and Johnson: Chapter 7 and Chapter 8  &lt;br&gt;Robins: 19-54  &lt;br&gt;Mills, Taylor, Graham: 124-126</td>
<td>Wednesday by 10pm  &lt;br&gt;○ Group Reading Synopses  &lt;br&gt;Saturday by 10pm  &lt;br&gt;○ Weekly Content Response</td>
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<td>06</td>
<td>Midterm</td>
<td>No new readings</td>
<td>Saturday by 10pm</td>
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<td>07</td>
<td>Sexuality, and the Inquisition</td>
<td>Von Germeten: 23-42  &lt;br&gt;Lavrin: 1-95</td>
<td>Wednesday by 10pm  &lt;br&gt;○ Group Reading Synopses  &lt;br&gt;Saturday by 10pm</td>
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<td><strong>08</strong></td>
<td><em>Purity, Race, Religion in Colonial Spanish America</em>&lt;br&gt;Martínez: 200-226&lt;br&gt;Rappaport: 61-94&lt;br&gt;Mills, Taylor, Graham: 196-197, 198-206, 207-214, 215-217</td>
<td>Wednesday by 10pm&lt;br&gt;○ Group Reading Synopses&lt;br&gt;Saturday by 10pm&lt;br&gt;○ Weekly Content Response</td>
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<td><strong>09</strong></td>
<td><em>Imperial Expansion and Reform</em>&lt;br&gt;Burkholder and Johnson: Chapter 9 and Chapter 10&lt;br&gt;Mills, Taylor, Graham: 328-334, 335-352</td>
<td>Wednesday by 10pm&lt;br&gt;○ Group Reading Synopses&lt;br&gt;Saturday by 10pm&lt;br&gt;○ Weekly Content Response</td>
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<td><strong>10</strong></td>
<td><em>Crisis, Revolution, and Independence</em>&lt;br&gt;Burkholder and Johnson: Chapter 11 and Chapter 12&lt;br&gt;Mills, Taylor, Graham: 299-308, 397-400, 401-402, 403-404</td>
<td>Wednesday by 10pm&lt;br&gt;○ Group Reading Synopses&lt;br&gt;Saturday by 10pm&lt;br&gt;○ Weekly Content Response</td>
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<td><strong>Finals Week</strong></td>
<td><strong>Final</strong>&lt;br&gt;No new readings</td>
<td>Wednesday by 10pm</td>
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**Course Policies:**

**Discussion Participation**

Students are expected to participate in all graded group reading synopses. While there is great flexibility in online courses, this is not a self-paced course. You will need to actively participate in the synopses so that you and your peers can benefit. Your peers are relying on you and you on them!

**Late Work and Extra Credit**

The instructor does not accept late work in this course without valid or pre-arranged reasons. Assignment submissions will close promptly at 10pm on the due dates listed. The instructor does not accept any assignments via email. All submissions will take place via Canvas. Any assignments received via email will not receive credit.

If you have a documented reason for a late submission, please email me as soon as possible and I will work with you to fix a different due date. Likewise, if you foresee any changes in your status that might affect your performance in the class, please notify me as soon as possible. I am happy to work with you to find a solution, but it is difficult to do so when students notify me of a need or problem at the last minute.

This course does not offer extra credit opportunities.
Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials

All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct

Student conduct is governed by the university’s policies, as explained in the Student Conduct Code.

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student’s own efforts or the efforts of another.
b) It includes:
   i) **CHEATING** - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
   ii) **FABRICATION** - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
   iii) **ASSISTING** - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
   iv) **TAMPERING** - altering or interfering with evaluation instruments or documents.
   v) **PLAGIARISM** - representing the words or ideas of another person or presenting someone else’s words, ideas, artistry or data as one’s own, or using one’s own previously submitted work. Plagiarism includes but is not limited to copying another person’s work (including unpublished material) without appropriate referencing, presenting someone else’s opinions and theories as one’s own, or working jointly on a project and then submitting it as one’s own.

Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University’s Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

**Conduct in this Online Classroom**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility.

**Tutoring**
NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

**OSU Student Evaluation of Teaching**
Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.
APPENDIX 01: Turabian Bibliography
HST / REL 350 Syllabus

Bibliography:

Citing a book:

Format:
Author last name, Author first name. *Book title in italics*. Place of publication: Press, year.

Example:

Citing an essay or chapter in a book:

Format:
Author last name, Author first name. “Essay Title in Quotations,” in *Book Title in Italics*, edited by, list authors first last. Place of publication: Press, year. Page numbers.

Example:

Citing an article in a journal:

Format:
Author last name, Author first name. “Article Title in Quotations,” in *Journal Title in Italics*: vol. number: issue number, year, pages of article.

Example:

*Note: Cite your sources exactly as the format above indicates! Formatting, capitalization, spacing, punctuation, and all!*

* If the book, article, or chapter has more than one author, only cite the first author by last name first: Last, first, First Last, and First Last.

*NEVER write p., pg., or pp. before listing the page numbers.*
APPENDIX 02: Turabian Footnotes
HST / REL 350 Syllabus

Footnotes:

**Citing a book:**


**Citing an essay or chapter in a book:**

*Format*: First Last, “Essay or Chapter Title in Quotes,” in *Book Title in Italics*, ed. by list authors first last (Place of Publication: Press, year), pages.


**Citing an article in a journal:**

*Format*: First Last, “Article Title in Quotations,” in *Journal Article in Italics*: vol. number: issue number (year), pages.


*Note: Cite your sources exactly as the format above indicates! Formatting, capitalization, spacing, punctuation, and all!*

* If the book, article, or chapter has more than one author, only cite the first author by last name first: Last, first, First Last, and First Last.

*NEVER write p., pg., or pp. before listing the page numbers.

*After the first full citation, a source citation can be shortened. i.e. ‡ Karras, 10.*