Course Description

On the eve of discovery of the Americas, Mexico and South America boasted the most complex and productive economies and governments in all the Americas. Throughout the colonial period, these regions continued to produce the most money and attract the most colonists. However, things changed. Today the United States and Canada possess a success and stability in government and economy largely absent in other American countries. Why and when did this change occur? This course attempts to answer those questions. Moreover, the course addresses issues concerning many today such as boarders, immigration, drugs, and trade.

Course Objectives

This course has three main objectives:

- Achieve a factual knowledge of the events that transpired in the Americas from 1492-2012, and understand how they impact the world today
  - The rich history of the Americas is filled with myths and misunderstandings. The various readings, lectures, and discussions of the course will provide a firm factual base for your understanding of the Americas

- Develop argumentative and writing skills
  - The ability to develop and support an opinion (or argument) is an important skill. The written examinations, weekly assessments, and argumentative paper will allow you to achieve this goal

- Develop critical thinking and analytical skills
  - Knowing how to think critically and analyze the past and present world events is an essential skill. Through the examination of primary source materials and literary works you will learn to examine and consider various points of view

In addition to these specific objectives this course allows students to:

- Demonstrate a cross-cultural understanding of the impact of culture, gender, and age in the Americas as demonstrated by various written assignments
- Demonstrate an ethical knowledge pertaining to the Americas as demonstrated by our in-class discussions
Overall, throughout this course you will have the opportunity to gain a global perspective of how different cultures interact with one another. All of these combine to serve you on both a personal and professional level. In the end, regardless of your interest in history, the ability to critically examine information, construct and present a persuasive argument, and understand the world around will help you excel in any vocation.

Grading

Your grade will break down as follows:

Class Participation. Learning how to express yourself and your ideas orally is an important skill. Moreover, everyone benefits from the mutual exchange of ideas. Thus, your participation is important and is 15% of your grade

Weekly Assessments. At the beginning of each Thursday’s discussion, you will answer a series of short questions regarding the week’s assigned reading. Your lowest score will be dropped. These responses constitute 25% of your overall grade

Midterm Argumentative Paper 25% (1300 words)
Final Argumentative Paper 35% (1300 words)

WCAS Grading System

The undergraduate grading system for Summer Session is as follows:
A (4.00), A- (3.67)
B+ (3.33), B (3.00), B- (2.67)
C+ (2.33), C (2.00), C- (1.67)
D+ (1.33), D (1.00), D- (.67)
F (.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the Office of Student Services

Text(s)/Readings (Required)

Three required books have been selected. The first, The Americas by Felipe Fernández-Armesto, is your textbook. Providing a comprehensible history of the Americas is a daunting task, and one that this book does quite well. As such, the book provides the general background and outline for our discussion.

The next book, Resilient Cultures, by John Kicza provides an excellent overview of the European conquest and colonization of the Americas. Using a wide variety of primary sources (first-hand accounts), the book confronts many of the myths surrounding native-European interactions and establishes an understanding of why Europeans settled where they did.
Finally, you will read *The Tattooed Soldier*, by Hector Tobar. This book tells the story of a Guatemalan Maya who, after his brutal capture and detainment by a tattooed soldier in Guatemala, later immigrates to Los Angeles where he encounters the soldier yet again, but this time as a fellow immigrant trying to forge a new life in a land of opportunity. This book serves to illustrate the political and economic relationships between the United States and Latin America during the 1960s-1970s and today, and the role of the global politics—particularly communism—in informing U.S. action around the world.

**Text(s)/Readings (Recommended for further study, but not required)**

- *Ceremonies of Possession: Europe’s Conquest of the New World, 1492-1640*, by Patricia Seed (Cambridge, 1995), uses a comparative framework to examine and contrast the exploration and colonization initiatives of five European countries
- *Latin American and the United States: A Documentary History*, by Robert H. Holden and Eric Zolov (Oxford, 2010), provides a wide range of primary documents that take the reader on a tour of US/Latin American relations
- *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico*, edited by Stuart Schwartz (Bedford, 2000), which tells the story of the fall of the Aztec empire using sixteenth-century Spanish and Aztec accounts

**Written Work**

Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center.

**Canvas**

Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool.

**Scholarship and Academic Integrity**

It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper
or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

**Accommodation and Accessibility**

Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- **The Connors Family Learning Center (CFLC)** coordinates services for students with LD and ADHD.
- **The Disabilities Services Office (DSO)** coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at [www.bc.edu/sites/accessibility](http://www.bc.edu/sites/accessibility).

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**Attendance**

Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due. Furthermore, many instructors give
points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

**Deadlines and Late Work**

Paper assignments should be emailed to me by the specified deadlines. Late assignments will be graded accordingly.

Late assignments will be penalized half of a letter grade per day, including weekends. If you are going to be away from campus for an interview, sporting event, or other activity, you are still responsible for submitting assignments on time; it is your responsibility to plan ahead. Late assignments will be accepted without penalty only in the event of unavoidable and unforeseen circumstances due to family emergency, serious injury, or illness. On such occasions, you must provide a note from a doctor or the dean.

**Boston College Mission Statement**

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.
Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Outline and Assignments
Classes will meet Tuesdays and Thursdays from 6:30-9:30pm. Students are expected to come having done the reading and ready to participate. It is expected that 8 hours per week of your study time will be spent on out of class assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the term.

Course Outline*

WEEK ONE: The Precontact Americas
   5/17 Introductions and the Natives of the Americas      Armesto, Chs. 1-2
   5/19 Natives of the Americas (cont)                   Kicza, Chs. 1-2

WEEK TWO: Voyages of Discovery & the Columbian Exchange
   5/24 Conquest of the “New World”                   Kicza, Chs. 3-4
   5/26 French and English Colonization             Kicza, Chs. 5-7

WEEK THREE: Going Colonial
   5/31 The Columbian Exchange                       Kicza, Ch. 8
   6/2 Responding to the “other”                     Armesto, Ch. 3

       Midterm paper due June 5th by midnight

WEEK FOUR: Revolutions and Independence
   6/7 North American Revolution                      Armesto, Ch. 4
   6/9 Latin American Revolutions                     Tobar

WEEK FIVE: Industrialization and the rise of Liberalism
   6/14 The Rise and Progress of Liberalism               Armesto, Ch. 5; Tobar
   6/16 Remember the Alamo!                             Armesto, Ch. 6; Tobar

WEEK SIX: Bananas, Walmart, and Drugs
   6/21 Depressions, World Wars, and Economics          Armesto, Ch. 7; Tobar
   6/23 Drugs, Boarders, and Trade                       Tobar

       Final paper due June 26th by midnight

* The schedule and assignments are subject to change