

DFLL 220	Encounter, Marvels and the Dark Side of Colonization in Latin-American Texts University Studies Program Quest II Explore Culture, (3 credits)	2018
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Course Description

This course arises from the following questions: What did Columbus and other explorers try to convey in their descriptions of the land and the people they met in the New World when they wrote for a European audience? How did the conquistadors and friars interpret the people and the cultures they saw? How did the indigenous writers interpret their own culture and how did they translate that knowledge to the Europeans? In this course we will analyze the interpretation and re-articulation of what was conceived as a “New World” in texts of the sixteenth and seventeenth centuries by Europeans and indigenous writers from Mesoamerica and the Andes. For our analysis, we examine how Columbus and others cunningly yoked the experience of the marvelous to the service of colonial appropriation. This is a Quest II course and will fulfill the requirement for Global Citizenship.

Quest, USP, and the Signature Questions

Last semester in Quest I you were introduced to the campus and to college level analysis of a signature question. This term, we will take our QUESTions to a deeper level as we explore ethical reasoning. From the three signature questions:

SQ Sustainability: How do people understand and create a more sustainable world?

SQ Civil Knowledge: How do people understand and engage in community life?

SQ Intercultural Knowledge: How do people understand and bridge cultural differences?

This course will focus on SQ Intercultural Knowledge/Explore Culture

All about Quest II and Ethical Reasoning

Quest II courses allow you to approach your education mindfully in your second semester by giving you an opportunity to consider the question, “How did I get here?” Quest II courses allow you to both ask and reflect on your answers to questions such as, “What do I believe and why do I believe it?” “How do my beliefs affect my actions?” and “How do my actions determine conditions for others?” We will

explore the course material reflecting on ethical dilemmas. We can deal with ethical reasoning in many ways. One way is to describe other people's ethical reasoning and decisions. Another way is to work on the logic of our own ethical reasoning: how do we think through a particular ethical predicament? This ethical component distinguishes Quest II from the introductory Quest I and the community-based learning of Quest III. Ethical Reasoning is reasoning about right and wrong human conduct. It requires that you be able to assess your own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Your ethical self-identity evolves as you practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Since our course's signature question revolves around issues of intercultural knowledge, we will spend time reflecting on and discussing how people understand and bridge cultural differences.

Definition of Intercultural Knowledge

The USP defines intercultural knowledge as the understanding of one's own culture as well as cultures beyond one's own; the recognition of the cultural values and history, language, traditions, arts and social institutions of a group of people; the ability to negotiate and bridge cultural differences in ways that allow for broader perspectives to emerge; and the skills to investigate a wide range of world views, beliefs, practices and values. We should also think, as we progress through the semester, about questions like, to what extent should we care about cultures not our own? How do my values shape the recognition of these problems? What are the costs associated with ignoring these problems? How should people bridge cultural differences? Is it important to bridge cultural differences? To what extent am I obligated to help solve these problems? How can I be a force for change, if needed or desired?

This course meets the requirement of Global Citizenship which for USP is

The knowledge of nations, cultures, or societies beyond the US.; the recognition of how interactions, interdependence, and inequity among diverse geographical, social, political, or economic systems have shaped historical and contemporary global challenges and opportunities; and the skills to engage with the responsibilities of informed citizenship in a complex, interdependent, and changing world.

Why a Liberal Arts Education?

Liberal Education is a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement. These broad goals have endured even as the courses and requirements that comprise a *Liberal Education* have changed over the years. Characterized by challenging encounters with important and relevant issues today and throughout history, a *Liberal Education* prepares graduates both for socially valued work and for civic leadership in their society. It usually includes a general education curriculum, such as our Quest I, II and III, that provides broad exposure to multiple disciplines and ways of knowing, along with more in-depth study in at least one field or area of concentration.

(Original source: Advocacy "What is a liberal education?" www.aacu.org/leap and by COB Bill Wresch)

Course Objectives

This course will give students knowledge of the cultural exchange between European and Indigenous people from the moment of the so-called “Discovery of America” to the first two hundred years of colonization of Mexico and Peru. Through the reading, analysis, discussions and presentations, students will have the following Learning Outcomes:

Student Learning Outcomes on Intercultural Knowledge

- **Knowledge:** Students will acquire knowledge of diverse beliefs, ideas, and traditions among indigenous people and Europeans during and after their initial encounter. In addition, students will acquire basic knowledge on the principals of literary textual analysis and research. Students will learn what is ethical reasoning.
- **Analysis:** Students will examine how the colonization of indigenous people by Europeans was the result of differences in value systems and cultures and of inequities (social, political and economic) which have shaped the past in Latin America and continue to influence global challenges and opportunities. Students will be able to recognize the construction of identity as shaped by cultural heritage and by patterns of power or privilege. Students will also learn to analyze how cultural background and language influence our views of the world. For instance, the concept of “Marvel” shaped European interpretations of the people and the lands of the so-called New World.
- **Application:** Students will gain familiarity with different forms of intercultural communication e.g.; by firsthand accounts by indigenous writers and Europeans about each other. Students will be able to apply their knowledge of ethical thinking in a case study that evaluates what repercussions colonialism has had in Mesoamerica and the Andes.
- **Engagement:** Through presentations, students will engage in evaluating how we make sense of ourselves by reflecting on cultural differences and similarities with other cultures.
- **Ethical Reasoning and Attitudes:** Identify ethical dilemmas and types of ethical reasoning; engage in ethical argumentation. Students will be able to understand and reflect on how the primary texts they read are constructed from regional and not from universal points of views, even if the writers thought otherwise. Therefore, students should be able to understand the logistics of colonization when imposition of power is based on perceived universal beliefs by the colonizers. In the same vein, students will be able to reflect that global citizens not only learn from the past about their own culture but also, that people have regional cultural beliefs, so being a global citizen is to respect other people’s perspectives.

At the end of this program, students will be able to think critically at the proficient level. A reflection paper will be used to assess this outcome.

Rubric:

<u>Novice</u>	<u>Apprentice</u>	<u>Proficient</u>	<u>Distinguished</u>
Student accepts things at a face value, as if all	Student asks questions and shows awareness of	Student assesses and evaluates perspectives	Student assesses and evaluates perspectives

opinions are stated without analysis or support.	multiple perspectives. Opinions are stated with some analysis and support.	knowledge and opinions gained from course concepts and experience.	knowledge and opinions gained from course concepts and experience. Student links this assessment to own perspectives and opinions on the issue.
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Learning outcomes Ethical Reasoning Value Rubric

	<u>Capstone</u>	<u>Milestones</u>		<u>Benchmark</u>
	4	3	2	1
Ethical Self Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs	Student states both core beliefs and the origins of the core beliefs	Student states either their core beliefs or articulates the origins of the core beliefs but not both
Understanding Different Ethical Perspectives/ Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies	Student can name the major theory she/he uses, and is only able to present the gist of the named theory	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities of interrelationships among the issues	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships
Application of Ethical Perspectives/	Student can independently apply ethical	Student can independently (t a new example) apply	Student can apply ethical perspectives/concepts	Student can apply ethical perspectives/concepts

Concepts	perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application	ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application	to an ethical question, independently (to a new example) and the application is inaccurate	to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example)
Evaluation of Different Ethical Perspectives/ Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts

ACADEMIC INTEGRITY

Any paper written for this class will have to be original. Any idea or quoted text, paraphrased or refer, will have to be properly DOCUMENTED. Plagiarism is an offense penalized. All written work has to be done by the student alone. To view the discipline code of UW-Oshkosh, go to: <http://www.tts.uwosh.edu/dean/studentdisciplinecode.html>

The University of Wisconsin is committed to a standard of academic integrity for all students. The system guidelines state: "Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors." (UWS 14.01, Wisconsin Administrative Code).

Students are subjected to disciplinary action for academic misconduct, which is defined in UWS 14.03, Wisconsin Administrative Code. Students on the UW Oshkosh campus have been suspended from the University for academic misconduct.

Students are encouraged to review the procedures related to violations of academic honesty as outlined in Chapter WWS 14, Wisconsin Administrative Code. The system guidelines and local procedures are printed in the University of Wisconsin Oshkosh Student Discipline Code 2008-2009 and can be found on the Dean of Students website at <http://www.uwosh.edu/dean/08.09DisciplinaryCode.pdf>

Specific questions regarding the provisions in Chapter UWS 14 (and institutional procedures approved to implement Chapter UWS 14) should be directed to the Dean of Students Office.

Introduction to Research and/or Creative Activity

Required attendance

1. Student attendance at Celebration of Scholarship and Creative Activity
 - a. Held in April 26, 2018

Your Future in College

Required: all Quest II students attend at least 3 open houses during Academic Open House Week (February 12-16), PLUS one of the other options in this category

1. Academic Open House Week

- a. Students visits to at least 3 Open Houses
- b. Includes most undergraduate programs and the graduate program
- c. Held February 12-16, 2018 (third week of the semester)
- d. Students will hand in the questions that professor will give them for the open house visits
- e. For more information on times and places visit <https://usp.uwosh.edu/students-get-involved/academic-open-house-week/>

One option of number 2

2. Student visits to...

Taste of UW Oshkosh

- a. Held February 7, 2018 (second week of the semester) in Reeve Union
- b. Recognized student organizations, clubs, and club sports attend. They share information about their groups, meeting times, and recruit new members
- c. This is an opportunity to connect with others who have similar interests

Study/Intern Abroad Fair

- a. Held during the (second week of the semester) in Reeve Union
- b. UW Oshkosh courses/trips, external agencies, and partner institutions are present to share information about their study/intern abroad opportunities. Students can search for programs going to specific countries, or by academic program areas

Volunteer Fair

- a. Held February 6, 2018 (second week of the semester) in Reeve Union
- b. Non-profit agencies from Oshkosh and the surrounding community attend to share information about their agency, mission, and who they serve. Students have the opportunity to sign up to volunteer for long or short tem projects.
- c. Students will upload on D2L a report on any of these visits

When you attend any on-campus event relating to diversity, globalization or other issues related to our class topic. You will write a one-page reflection on the event.

Important Dates for Events

Tuesday Feb. 6, 11AM-1PM Volunteer Fair (Reeve Concourse)

Wednesday Feb. 7, 3-5PM Taste of U.W. Oshkosh (Reeve Ballroom)

Monday-Thursday Feb. 12-15 Academic Open House Week (schedule will be housed on this page: <http://uwosh.edu/go/aohw>)

Wednesday Feb. 21, 1-5PM Study/Intern Abroad Fair (Reeve Ballroom)

Thursday Mar. 1, 5:30-7PM Sustainability-Focused Careers Networking Event (Reeve Ballroom)

Wednesday Mar. 7, 12-4PM Career Fair on the Fox (Kolf)

Monday Apr. 9, 10:30AM-12:15PM Healthcare Career Fair (Reeve Ballroom)

Thursday Apr. 26, 8:15AM-4PM Celebration of Scholarship & Creative Activity (Reeve)

Wednesday May 2, 11:30AM-2PM Career & Internship Fair (Reeve Ballroom)

A more comprehensive list of events (often with signature questions) compiled by Missy Burgess of Student Involvement is in this [link](#).

On Campus Resources

In the **University Studies Program**, we want you to be successful. Please visit this resource page (or the D2L course page) to read about all the campus services available to support your success. <http://www.uwosh.edu/home/resources>)

Center for Academic Resources: The Center for Academic Resources (CAR) provides free, confidential tutoring for students in most undergraduate classes on campus. CAR is located in the Student Success Center, Suite 102. Check the Tutor List page on CAR's website (www.uwosh.edu/car) for a list of tutors. If your course is not listed, click on a link to request one, stop by SSC 102 or call 424-2290. To schedule a tutoring session, simply email the tutor, let him/her know what class you are seeking assistance in, and schedule a time to meet.

Writing Center: The Writing Center employs specially trained students with a passion for helping their peers become better writers. The services it offers are beyond merely checking for grammar; instead, the Center strives to teach students the process of good writing. Appointments are free, confidential, and are at your convenience. For more information, email wcenter@uwosh.edu, view their website (<http://www.uwosh.edu/wcenter/>), visit them at SSC 102, or call 424-1152.

Reading Study Center: The Reading Study Center is an all-university service whose mission is to facilitate the development of efficient college-level learning strategies in students of all abilities. The center offers strategies for improved textbook study, time management, note-taking, test preparation,

and test-taking. For more information, email readingstudy@uwosh.edu, view the website (<http://www.uwosh.edu/readingstudycenter>) , visit them in Nursing Ed Room 201, or call 424-1031.

Library: For Polk Library/Information Literacy contact Ted Mulvey. Mr. Mulvey is an Information Literacy Librarian who is available to assist you as you access, evaluate, and use information in University Studies Program classes. Phone: 920-424-7329; email: mulveyt@uwosh.edu

[Undergraduate Advising Resource Center \(UARC\)](#)

[Center for Academic Resources \(CAR\)](#)

[Counseling Center](#)

Desire2Learn

All readings from primary and secondary texts will be posted in our course site in D2L in pdf format

All papers will have to be uploaded in the D2L Dropbox by the posted date

You need to upload your documents in MS Word (doc) or (docx) **no pages or google docs!!!**

Early Alert

Early Alert is a program that provides you with an Early Grade Report from faculty. Early Grade Reports will indicate if you have academic performance or attendance issues and specific steps you can take and resources available to help you improve. It is common for students to be unaware of or over-estimate their academic performance in classes so this will help you be aware early on of your progress and provide strategies for success in the classroom. **You will receive an email during the 5th week of classes. It is important to read the entire email carefully. (Official Early Alert language.)**

Class Participation

Class attendance and participation is very important. You need to actively participate. Students can only miss ONE class without penalty. You should reserve this absence for an emergency or short illness. After the first absence, the grade will go down for unjustified absences. Some excused absences are permitted for religious holidays or in case of illness documented by a physician.

I will be giving a daily grade from 3 to 0 for participation as follows:

- a. 3 Student participates actively in the discussion. Student shares observations that reveal analysis and illustrate that she/he has read the material carefully. Student asks questions, volunteers and/or leads in collective class activities.
- b. 2 Student shows evidence of having read the readings assigned but does not make an effort to analyze or participate voluntarily in the discussion. He/she volunteers answers/discussions occasionally.
- c. 1 Student is in class but has not read the reading assigned. Student does not participate individually or in group.
- d. 0 Student is not in class.

There are no make up exams.

It is absolutely prohibited to have cell phones on. If a phone rings, or if student texts in class, I will take the phone away for the duration of the class.

Course Evaluation:

2 Exams	30 % (15% each)
1 Case Study paper	30 %
1 Presentation	15%
Participation, attendance of event and writing	20%
Outline	5%

Important Information on the paper

Paper:

- Will be on themes related to our course content. See guidelines and themes in D2L.
- For the paper, students will hand in an outline TWO weeks before the paper's deadline.
- Date for paper outline: Tuesday, April 24
- Date for paper: Thursday, May 10.

The Reflection paper:

- Students will write a 1-2 page reflection on:
- Were your expectations of this course fulfilled? How?
- What do you think a global citizen is or should be?
- How this course helped you to delve in intercultural knowledge and ethical reasoning?

Readings

- Readings will be provided in pdf format in D2L.

Dates for students' presentations

First presentation: Christopher Columbus (2 students) Tuesday, February 13.
Second presentation: Americo Vespucci (3 students) Tuesday, February 20.
Third presentation: Hernando Cortés (3 students) Tuesday, February 27.
Fourth presentation: Florentine Codex (3 students) Tuesday, March 6.
Fifth presentation: Gaspar de Carvajal (3 students) Tuesday, March 13.
Sixth presentation: Bartolomé de Las Casas (3 students) Tuesday, March 27.
Seventh presentation: Gonzalo Fernández de Oviedo (3 students) Thursday, April 1.
Eighth presentation: Walter Raleigh (2 students) Thursday April 8.
Ninth presentation: Lery (2 students) Tuesday, April 24.
Tenth presentation: Thevet (2 students) Tuesday, May 1.
Eleventh presentation: Garcilaso de la Vega el Inca (3 students) Thursday, May 3.
Twelfth presentation: Guaman Poma de Ayala (3 students) Tuesday, May 3.

Exams and Other Important Dates

First exam: Tuesday, March 1.

Second Exam: Thursday, April 19.

Class visit from alumni: Tuesday, February 20

Career Services: Thursday, March 15 and Thursday, March 29

Week 1

January

Tuesday 30

The World before America: News and Fables of Terra Incognita and the medieval concept of Wonder

Marvelous traveling stories

Medieval Visions

February

Thursday 1

New World Marvels: Inventions and Reflections

Documentary "Inside the Medieval Mind/Knowledge"

Read New World Ancient Text Second Chapter 59-93

Second Week ****Week for Taste of UW Oshkosh, Study Abroad Fair, Volunteer Fair**

Tuesday 6

Read: Sir John Mandeville chapters XXX and XXXIII the description of Cathay that will influence Columbus: <http://www.romanization.com/books/mandeville/582a6bfc929c%40sessionmgr107>

Read Marco Polo: "The Long and Difficult Journey to Cathay" and "Years Serviced in Khan's Court" in

<http://www.silk-road.com/artl/marcopolo.shtml>

Read The Travels of Marco Polo, Book 3, Chapter 9

https://en.wikisource.org/wiki/The_Travels_of_Marco_Polo/Book_3/Chapter_9

Thursday 8

Read Christopher Columbus "Letter to Santangel" and *Diary_Third Voyage*

Read Sandra H. Ferdman "Conquering Marvels: the Marvelous Other in the Texts of Christopher Columbus" 1-11

Week 3 ****Academic Open House Week need to attend 3 open houses**

Tuesday 13

First presentation on Columbus

Read Honour, Hugh. "First Impressions." In *The New Golden Land: European Images of America from the Discovery to Present Time*. New York: Pantheon Books, 1975. 3-27 (20 pp).

Thursday 15

Read Vespucci *First and Second voyage*

Read Anthonelo Gerbi on Vespucci

Week 4

Tuesday 20

Second presentation on Vespucci

Alumni Presentation

Thursday 22

Read Hernando Cortés

Read Todorov, "Cortes and Signs"

Week 5
Tuesday 27
Third presentation on Cortes
Read New World Ancient Text third chapter
March
Tuesday 1
FIRST EXAM
EARLY ALERT
Week 6
Tuesday 6
Read: <i>Florentine Codex</i>, Book Twelve
Fourth Presentation on Florentine Codex
Thursday 8
"El Dorado" documentary and El Dorado by Fernández de Oviedo
Blanca Lopez Mariscal, "The Rationalization of the Marvelous in sixteenth-century Voyages' Stories to the New World" by the professor
Week 7
Tuesday 13
Read Gaspar de Carvajal "The Amazons"
Pink, Esther. "The Amazons of the Americas: Between Myth and Reality".
Fifth Presentation on Carvajal
Thursday 15
Read Bartolomé de Las Casas
Carreer Services Presentation Resume
Week 8
Spring Break March 18-25
Week 9
Tuesday 27
Read Article on Las Casas

Sixth presentation on Las Casas
Thursday 29 Carreer Services Presentation Resume Read Gonzalo Fernández de Oviedo Read Ambroise Paré <i>On Monsters and Marvels</i>
Week 10
April Tuesday 3 Film "Aguirre the Wrath of God" Read Gonzalo Fernández de Oviedo
Thursday 5 Seventh presentation on Oviedo Gonzalo Fernández de Oviedo Antonello Gerbi on Oviedo
Week 11
Tuesday 10 Read Walter Raleigh Read Introduction to his <i>Discovery</i> Article on Raleigh, documentary on his life
Thursday 12 Eight presentation on Raleigh Discussion Raleigh
Week 12
Tuesday 17 No class (CAPP workshop)
Thursday 19 Second exam
Week 13

Tuesday 24

Read, Lery

Ninth Presentation on Lery

Read Greenblatt "The Go-Between" 119-136

Deadline paper outline

Thursday 26

Read: Andre Thevet

Read selections of Garcilaso de la Vega El Inca *de Royal Commentaries*

Week 14

May

Tuesday 1

Tenth Presentation: on André Thevet

Read Garcilaso de La Vega

Thursday 3

Eleventh Presentation on Garcilaso

Twelfth presentation on Guaman Poma

Read Guaman Poma de Ayala Coronica and Good Government

Article on Guaman Poma

Celebration of Scholarship and Creative Activities

Week 15

May

Tuesday 8

Reflections on the course orally and written

Thursday 10

Final paper: upload in D2L Dropbox. Dropbox will close at 6:30 pm. No papers will be accepted after the Dropbox is closed. No papers will be accepted by email.

