

IDS 2935-(20714) 1WU1
Las Américas: Comida y conflicto
(International Designation)

M | Period 6 (12:50 PM - 1:40 PM) TUR 2318
W | Period 6 (12:50 PM - 1:40 PM) MAT 0112
F Online, Asynchronous



Mayan Millenary Market in Chichicastenango, Guatemala. Photo by Perry Grone on Unsplash.

INSTRUCTOR INFORMATION			
Instructor	Email	Office	Office Hours
Paola Uparela	puparela@ufl.edu	384 Grinter Hall, Center for LA Studies	Mon: 3- 5 PM Or by appointment Extra-office hours will be announced weekly

STATEMENT ON LANGUAGE USE IN THE CLASSROOM

This course will be taught in Spanish, although some of the texts that we will study are in English. Approximately 24.38% (5,206) of UF students are Hispanic and many of them speak Spanish. Any student with a 3 or higher on AP Spanish, 4 or higher on IB Spanish, A or AS level AICE or dual enrollment credit for SPN 1120/1121 is qualified to enroll in this course.

Research in language teaching and learning has shown that language instruction must provide significant levels of meaningful communication in the target language in order for students to develop language and cultural proficiency. The American Council on the Teaching of Foreign Languages recommends that

language educators and their students use the target language as exclusively as possible at all levels of instruction. However, this is not a Spanish course, so while all instruction and many texts will be in Spanish, you may use Spanish or English or a combination of both languages in class and in writing. The main goal is for you to fully engage the material and express yourself intellectually, including translingually, if that allows you the greatest breadth of expression.

COURSE GOALS AND OBJECTIVES

This course uses literature, film, art, music, and a variety of historical texts, both written and visual, to examine conflicts regarding the use of natural resources, specifically food production, in México, Central America and the Caribbean, at two key moments: the colonial period and the twentieth century. From Columbus's initial assessment of the profitability of natural and human resources that he encountered, to contemporary negotiations of trade deals involving agricultural products, conflict and war have shaped the land, the people, and the cultures in the region. We will focus on four products with a bloody history: sugar, bananas, coffee, and corn, to understand the local struggles, foreign interventions, and their aftermaths, including waves of migration.

This course is designed to deepen your curiosity, knowledge, and commitment to cultural and linguistic competence by using well-known foods produced in Mexico, Central America, and the Caribbean to explore both the beginning of those industries in the aftermath of conquest and their consolidation during the twentieth century, two periods marked by the intense conflict of cultures and economic systems that still inform international relations today. You will apply what you learn about products you consume every day to the choices you make as a consumer and resident of a country, rethinking the circumstances of production and commerce.

This is a hybrid course, combining twice a week face-to-face classes with once-a-week asynchronous online work. Every encounter is focused on the written and spoken exchange of ideas. You will be engaged through class discussion with the instructors and with your classmates, as well as through feedback from the instructors on your written work. Both instructors will be present but will take turns leading each class session. They will share grading and keep office hours at different times so that you have greater access, and both are equally involved in shaping the content and direction of the course.

This course encourages student initiative and insight by providing opportunities for reflection and choice. The e-portfolio requires you to reflect on your trajectory of learning and what it means in your personal, academic, and professional lives here at UF and beyond. Experiential learning is a core element, which you will experience in class via live virtual exchange with people in the countries and industries we study and via dialogue with someone from those countries and/or in those industries here in Florida, and the process of reflection on those encounters, or through local community-based service learning. Scaffolded into the course are many stages of dialogue between you and the instructors as you consider and develop your final project.

Course SLOs	Content	Communication	Critical Thinking	Connection
You will identify, describe, and explain the history of conflict and food production in the Caribbean and Central America	✓			✓
You will analyze and evaluate essential questions about the human condition through reading, class discussion, reflections, and final projects		✓	✓	
You will interview community members and connect what you learn to what you have studied.		✓	✓	✓
You will make connections between current global economic practices, international relations, history, and your own role as consumers and citizens.			✓	✓
You will improve your communication skills in two languages, in dialogue with others and in writing and reading, making you a more competent global citizen.	✓	✓	✓	✓
You will learn to reach beyond easy explanations to seek more complex truths by studying the ideas that informed food production and conflict in this hemisphere.	✓	✓	✓	✓

QUEST AND GENERAL EDUCATION CREDIT

Quest and General Education Credit

- Quest 1
- Humanities
- International (N)

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

QUEST 1 DESCRIPTION, THEME, ESSENTIAL QUESTIONS, AND STUDENT LEARNING OUTCOMES

Quest 1 Courses

- Address in relevant ways the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition
- Present different arts and humanities disciplines' distinctive elements, along with their biases, and influences on essential questions about the human condition
- Require you to explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work
- Enable you to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline.
- Embed critical analysis of the role arts and humanities play in the lives of individuals and societies and the role they might play in your undergraduate degree programs

Quest 1 Theme: War and peace:

What is the nature of human conflict, whether it is physical or confined to words and ideas? How do communities manage, resolve, and remember conflicts?

This theme examines political, social, or cultural conflicts at the local, subnational, or international level. Topics may include what causes conflicts, how conflicts evolve, how conflicts are represented, conceptualized, and remembered; what ethical questions arise in and from conflicts; how people seek to mitigate conflicts, resolve them, and promote dialogue, and how communities cope with the aftermath of conflicts.

The conflicts that have shaped the Americas have roots in language, religion, and race, but most

especially in conflicting views about the ownership and use of natural resources. While we will touch on the Quest themes of justice and power as well as nature and culture, the essential questions regarding war and peace will be our focus, since the conflicts we will study involve words, ideas, and force.

The essential questions explored in this course are:

- Who has a voice and who does not in deciding how natural resources are to be used? What is the process by which decisions are made about how to use natural resources? What are the criteria for deciding how to use natural resources?
- What happens when cultures are in conflict regarding the use of natural resources? How do perceptions about the other group inform efforts to mediate or resolve conflicts? How are cultural values wielded or reframed to support outcomes in which one group prevails over the other?
- How do countries cope with the aftermath of conflicts?
- What are the short and long-term impacts of dispossession and of concentrating the control of resources?

QUEST 1 STUDENT LEARNING OUTCOMES (SLOs) At the conclusion of the Quest 1 course, you will be able to:

- identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content)
- analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking)
- develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication)
- connect course content and experiences to your planned intellectual development at UF and beyond (Connection)

You will do critical readings of texts, make connections between them, and study the values and motives of the cultures that produced them. You will also locate yourself in relation to the conflicts: how understanding or ignorance of those conflicts affects your life and choices. By filling in some of the silences in your education to date, you will come to understand more about the conflicts that still resonate today in the United States.

HUMANITIES OBJECTIVES AND SLOs DESCRIPTION

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. You will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Humanities SLOs:

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

INTERNATIONAL DESIGNATION

- Promoting the development of your global and cultural awareness through the examination of cultural, economic, geographic, historical, political, and/ or social experiences and processes that characterize the contemporary world.
- Providing opportunities to reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate your own and other people's understanding of an increasingly interconnected world. You will consider possible answers to essential questions that you will face as critical, creative, and thoughtful adult navigating the complex and interconnected realities in this corner of the Americas, where conflict has shaped and continues to shape the people of Mexico, Central America and the Caribbean, regional relations, and the lived reality of those who migrate to the USA from those countries.
- Expanding your cultural and linguistic competence in Spanish, your understanding of the motives for current Spanish-speaking migration to the US, and your awareness and engagement with those communities in Florida.

Materials

Harvest of Empire: A History of Latinos in America. Juan González (Penguin Books, Revised Ed. 2022) All other reading selections and materials will be available on Canvas, easily found online, or on reserve in the library.

Assessment, Grade Scale and Policies

The grade scale for all classes in the Department of Spanish and Portuguese Studies is as follows:

A = 100-93	C(S) = 76-73	NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx .
A- = 92-90	C-(U) = 72-70	
B+ = 89-87	D+ = 69-67	
B = 86-83	D = 66-63	
B- = 82-80	D- = 62-60	
C+ = 79-77	E = 59-0	

Graded Course Components

- Quizzes: 15%
- VoiceThreads: 15%
- Interview = 20%
- E-Portfolio = 20%
- Final Project = 20%
- Preparation & participation = 10%

Quizzes

To maximize the interactive time in class meetings, it is important to read, understand and be fully prepared to engage the ideas in the assigned readings and visual texts before coming to class. With that in mind, before each class meeting there will be a quiz that allows you to demonstrate your understanding of the material we will engage in class.

VoiceThreads

Voice Thread activities allow you to consider, discuss and build on ideas we touch on in class. Each VoiceThread will include material to study and opportunities to express your thoughts and engage the thoughts of your classmates. There will be an initial deadline for offering your thoughts, and then a later deadline for responding to the ideas of others.

VoiceThread Rubric (20 points)

Adapted from Dr. Jacob Rump

Criteria	Exceeds expectations	Meet expectations	Approaches expectations	Does not yet meet expectations
Presentation posts	(+10) Posts are conceptually sophisticated and engage with the class material through pertinent questions and reasoning; They relate issues and arguments from different parts of the course and make reference to earlier lectures, readings, themes, and/or discussions.	(+8) Posts are organized and well developed and ask questions to frame the class material in an original and thoughtful way, including use of reasoning, but lack overall coherence or conceptual clarity.	(+6) Posts meet the stated length requirement and are relevant, but are undeveloped, do not raise pertinent questions or state reasons, do not engage class material, or simply re-state the topic of the reading.	(+4) Presentations are brief and superficial or are not relevant to course topics.
Response posts	(+10) Responses reflect upon the presentation post/ other respondents and extend the discussion in new directions; offer new arguments or make connections to earlier readings, themes, and discussions.	(+8) Responses reflect upon the presentation post/ other respondents with further observations, critical analysis, and reasoning.	(6+) Responses are relevant but no reasons are stated and/or they do not add substantively to the discussion.	(+4) "Good point"/"Dude, you s... !"/"I agree with you" (Responses are rude, irrelevant, or no explanation or justification given)

Interview (Experiential Learning Component)

You will do a 20-30-minute interview with someone involved in food production, preparation, trade, or commerce of products from the Caribbean, Central America or Mexico (farmworker, farm owner, intermediary, supermarket worker or manager, restaurant owner or worker, cook, caterer, etc.) Ideally this person would be from one of the countries we study or involved in the foods we study. The interviewee can be someone local in Gainesville or from the students' hometown. We can suggest possible resources in Gainesville. The student will be graded on:

1. The process work:

- Prepared interview questions informed by the essential questions regarding conflict, the material we have studied, and the interviewee’s work
 - Extensive notes taken during or after the interview, which can be recorded for audio but not video
 - comments on other students’ work on a discussion board in Canvas
2. The recorded analysis of the interview:
- in a 3–4-minute video in Canvas the student analyzes and contextualizes something s/he learned in the interview, connects that to the essential questions and to the key elements, biases or influences that shape contemporary thinking with regards to food and conflict. This is not a video of the interview but rather a video of the student analyzing the ideas and issues that came up in the interview. *See the rubric on Canvas for more details.

E-Portfolio

The e-portfolio will include an “about me” page, **three essays**, the 5-minute video described above, and a page about the final project, including images if applicable.

Essay 1

In the 16th century, Antonio de Montesinos and Bartolomé de las Casas denounced the brutal exploitation of the indigenous people and without mincing words identified the reason: greed. The runaway Esteban Montejo describes how Cuban Creoles lived very well while their slaves suffered. In *Luis Pie* and *Tiempo Muerto* it is seen that greed did not let up throughout the 20th century in the sugar industry. In 2018, in his address to the native peoples of the Amazon, Pope Francis denounced the greed that drives the neo-extractivism of the 21st century.

Write a **1,000 words** (Font *Calibri/Arial/Times New Roman* **12, double space**) analysis on these questions:

Do you think it is possible to have a food industry that does not exploit anyone and that also respects the balance in nature? Does one already exist?

What would have to change for it to be carried out? What values would have to be prioritized in order to have an ethical industry? What would be the advantages and disadvantages?

How does what you do as a consumer impact the food industries and those involved?

Essay 2

What have I learned about the conflicts that affect current food production in Latin America?

Research and write a 200-word description of a conflict affecting food production in a Latin American country (that we will not study in this course). Then write a 300-word reflection based on the questions below. (**500 words, total**) (Font *Calibri/Arial/Times New Roman* **12, double space**)

Questions:

What are the likely short- and long-term consequences?

What ethical issues arise within and as a result of these conflicts?

What solutions do you recommend to resolve the conflict? Contextualize your answer.

Essay 3

“How has what I have learned in this course changed me?”. Write a **500-word minimum** reflection about the connection between the course content and your personal history, your choices, your studies, and what more you want to learn about comida y conflicto. Feel free to write in Spanish, in English, or in a combination. (Font *Calibri/Arial/Times New Roman* **12, double space**)

Guiding questions:

How have any of the conflicts we have studied affected you or your family?

How has what we have studied changed your ideas about your choices as a consumer?

What new understanding(s) do you have about issues related to food production and migration, identity, and power?

How does your positionality in the cultural, economic, political, and social systems influence your ideas about what we have studied? For example, if you or your family is from a social class that has profited from the experiences we have studied, how does that impact the way you view things? Or how has your career choice been impacted by what we are learning? For example, if you are planning to go into business in the food industry, banking, law, international relations, how does that influence what you are learning in this course?

What more would you like to learn about the issues we have studied? What questions remain for you?

ePortfolio rubric (100 points)

Criteria	Outstanding	Good work!	Okey...	Missing items	No evidence
Home Page	(+20) Includes all required items, introduction in Spanish or English with no errors at all in an appealing layout.	(+15) Missing one item a/o has errors in Spanish/English a/o problems with layout.	(+10) Missing 2-3 items; has an introduction in Spanglish; serious layout problems.	(+5) Missing 4 items...	(0)
About Me	(+20) Includes all five items, a professional look in an appealing layout; 300-400 words.	(+15) Missing one item; less than 300 or more than 400 words; problems with layout.	(+10) Missing 2-3 items a/o serious layout problems.	(+5) Missing 4 items...	(0)
Photo Gallery	(+20) 5 culturally sensitive photos, all with captions that describe the photo. 3 photos have a brief reflection that explain their importance.	(15+) 1-2 missing or culturally insensitive photos; 1-2 missing captions; 1 missing reflection.	(+10) 3 missing or culturally insensitive photos, 3 or more missing captions a/o both brief reflections.	(+5) Fewer than 2 photos.	(0)
VoiceThread and/or Essays	(+20) Includes 3 buttons, each with an image, that link to a VoiceThread or Reflective Essay.	(+15) 2 VoiceThreads or Reflective Essays, missing buttons, or images.	(+10) Only 1 VoiceThread or Reflective Essay, a/o no button or image.	(0) Does not include VoiceThreads or Reflective Essay.	n/a
Final Project	(+20) Includes 100% of final project.	(+15) Includes 75% of final project.	(+10) Includes 50% of final project.	(+5) Includes less than 50% of final project.	(0)

Essay Rubric (100 points)

Criteria	(+10) Exceeds expectations	(+8.5) Meet expectations	(+7) Approaches expectations	(5-0) Does not yet meet expectations
Depth of Reflection/Analysis	Response demonstrates an in-depth reflection or analysis on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection or analysis on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection or analysis on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection or analysis on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Use of textual evidence and historical context	Use specific and convincing examples from the texts studied to support claims in your own writing, making insightful and applicable connections between texts.	Use relevant examples from the texts studied to support claims in your own writing, making applicable connections between texts.	Use vaguely examples from the text to support most claims in your writing with some connections made between texts.	No examples from the text are used and claims made in your own writing are unsupported and irrelevant to the topic at hand.
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Voice (Translanguaging)	Use stylistically sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure.	Use language that is fluent and original, with evident a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure.	Use basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure.	Use language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure.
Personal Growth	Demonstrates significant personal growth and awareness of deeper meaning through inferences made examples, well developed insights, and substantial depth in perceptions and challenges. Synthesizes current experience into future implications.	Demonstrates satisfactory personal growth and awareness through some inferences made, examples, insights, and challenges. Some thought of the future implications of current experience.	Demonstrates less than adequate personal growth and awareness through few or simplistic inferences made, examples, insights, and/or challenges that are not well developed. Minimal thought of the future implications of current experience.	Personal growth and awareness are not evident and/or demonstrates a neutral experience with negligible personal impact. Lacks enough inferences, examples, personal insights and challenges, and/or future implications are overlooked.

Final Project

Early in the semester each student will choose one of the options below and on the dates indicated in the calendar submit a proposal and a progress report before submitting the final project. Students will indicate which final project they will do and why, what resources they have and what more they might need, and it will include a timeline for completing their project. They will then get feedback and guidance from the instructors. Students are strongly encouraged to use Spanish in their project in order to broaden their linguistic competence but will not be penalized for choosing English or a combination of Spanish and English.

1. Creative writing

- a. Illustrated Poetry Book. An illustrated collection of at least twelve poems. The collection should have an academic introduction. The book will be presented in the last week of classes.
- b. Theater Play (script and presentation). A short play (20 minutes) that explores one of the topics studied in class. The play must have at least two characters. The written work must be accompanied by an academic introduction. The play will be presented in front of the class during the last week of the semester.
- c. Illustrated Storybook for Children. A storybook that addresses one of the conflicts studied in class. All sections of the book should be illustrated. The project will be presented in the last week of classes.

2. Visual arts

- a. Small collection of paintings or drawings (minimum of six) in any medium. The collection must explore some of the topics of the course. Each unit must be accompanied by a story or written explanation. The project will be presented in the last week of classes.
- b. Collection of conceptual photography- Conceptual photography is the art of producing diverse meanings based on the contraposition of objects and subjects in a specific space. The collection of at least twelve conceptual photographs must explore some of the topics of the course. Each photograph must be accompanied by a story or explanation. The project will be presented in the last week of classes.

3. Academic Essay & Poster

An academic research paper on a topic related to the class, a minimum of 6 pages (8 max.), in Times New Roman 12, double spaced. It will be presented during the last week of the semester by means of an academic poster.

4. Service & Advocacy

If you are already doing active weekly service work in the immigrant or farmworker community or advocacy work on social justice issues that impact farmworkers, you can do bi-weekly reflections on the issues involved, their connection to what we are studying, and to your own evolution in thinking.

*Rubrics will be available on Canvas.

Attendance, Preparation for the Class, Active Participation and Make-ups

You are expected to come to class prepared to actively engage the ideas in the assigned materials, having already completed the corresponding homework assignments. The participation grade depends on several factors, including participation in class discussions and activities in small groups, preparation of homework assignments, and collegiality toward classmates and instructor.

Participation will be graded biweekly.

Participation Round Rubric (20 points)

Criteria	Exceeds expectations- Outstanding!	Meets expectations- Good work!	Approaching expectations- Okey, but needs improvement...	Does not meet expectations
Engagement in class	(+10) I always actively participate in group/pair discussions, and I am often the leader in my groups. AND I participate regularly in whole-group discussions and the comments that I make and/or the questions that I ask show that I have been actively listening during our conversation and that I am building on/adding to that discussion purposefully.	(+9) I always participate actively in group/pair discussions, and I regularly contribute to whole-group discussions. AND/OR My comments in whole-group discussions sometimes link to what a colleague or the instructor has shared, but sometimes I make comments that don't go with the flow of the conversation (e.g., I sometimes make a comment just to comment).	(+7.5) I generally participate in group/pair discussions, but sometimes I show a lack of interest or initiative in these groups and/or in whole-group discussions.	(+5) I rarely participate in class, and I show little interest in group/pair discussion or whole-group discussions.
Preparation	(+6) I always come to class prepared (including bringing any texts, materials, or notes for the day as listed on the syllabus and/or shared via emails/Canvas announcements sent by the professor). AND Additionally, the questions I ask and the comments that I make often demonstrate that I am well-prepared for class (e.g., I refer specifically to what we were to prepare for the day, including class texts, classroom experiences, etc.).	(+5) I always come to class prepared (including bringing any texts, materials, or notes for the day as listed on the syllabus and/or shared via emails/Canvas announcements sent by the professor). AND The questions I ask and the comments that I make sometimes demonstrate that I am well-prepared for class (e.g., I sometimes refer to class texts, classroom experiences, etc. rather than making general statements.)	(+4) I generally come to class prepared, though occasionally it is clear that I do not bring the texts for the day and/or do not have the materials or notes as listed on the syllabus and/or shared via emails/Canvas announcements sent by the professor).	(+2) I rarely bring necessary materials (texts, materials, notes) to class.
Collegiability	(+4) I am respectful of the professor and my colleagues. AND I am always a good colleague (e.g., engaging with and involving others, actively helping classmates when needed) in tasks and before and after tasks. I contribute significantly to our positive interpersonal and academic environment of the class. AND I never use technology (incl. laptop) inappropriately in class.	(+3.5) I am respectful of the professor and my colleagues. AND I am a good colleague overall. I often show an effort to engage with and help the colleagues around me in tasks and before and after tasks. AND I never use technology (incl. laptop) inappropriately in the classroom.	(+3) I am respectful of the professor and my colleagues, but I don't show much interest in engaging with and/or helping those around me unless it's part of a task. AND I never use technology (incl. laptop) inappropriately in the classroom.	(+0) I have acted disrespectfully towards the professor and/or my colleagues (including refusing to collaborate). AND/OR I use / have used technology (incl. laptop) inappropriately in the classroom.

Attendance is required and will be recorded daily (via Top Hat or similar). Absences are excused based on university policy. **You will be allowed three unexcused absences for which no documentation or excuse is required. Three late arrivals and or early departures will count as one unexcused absence. After the third unexcused absence, one percentage point per absence will be deducted from your final grade.**

In the case of university-approved absences, you must provide official documentation to your instructor **WITHIN ONE CALENDAR WEEK** of the absence to be excused (and no later than one day after you return to class if an emergency caused you to miss an assessment). If you do not do so, the absence will be unexcused. Any work missed due to excused absences will be handled on a case-by-case basis. Assignments may not be made up due to unexcused absences. Late work is not accepted.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Calendar



Photo by [mana5280](#) on [Unsplash](#)

**This calendar is subject to change for pedagogical or logistical motivations. To the extent possible, students will be notified in advance of any such changes.*

Week	Day		Module/VoiceThread	Reading/Viewings Before the Class	Assignment (Before Next Class)
August					
1	W	23	Introduction to the course Module 1 The New World: Trade and Criticism	Syllabus "Carabelas" (song, 2:33 min) Ricardo Arjona	
	F	25	VoiceThread: "I introduce myself"		
2	M	28	The New World: Trade and Criticism The speech of the friars	Read (on Canvas) 1. "Colón" 2. "Montesinos" 3. "Las Casas"	Quiz 1: Colón, Montesinos, Las Casas (on Canvas) Quiz 1.2 Montesinos, Las Casas (on Canvas)
	W	30	The Resistance: Anacaona, Hatuey, Enriquillo, etc.	Read <i>Biografía de un Cimarrón</i> (on Canvas)	Quiz 2: <i>Biografía de un cimarrón</i> (on Canvas)
September					
	F	1	<i>VoiceThread: Uparela, Fernanda Bretones Lane</i>		
3	M	4	Holiday		
	W	6	Module 2 Sugar: Conquest and Capitalism	Harvest of Empire, Chap. 1	Quiz 3: - <i>Harvest of Empire</i> , Chap. 1 - <i>Sugar: A Global History</i> (on Canvas) ePortfolio: Site and Home Page
	F	8	<i>VoiceThread: Harvest of Empire, XIX century</i>		Send proposal of final project
4	M	11	The Big Industry	Sugar: A Global History (on Canvas)	Read Chapter 2 of <i>Harvest of Empire</i> before working on the next VoiceThread. Quiz 4: Harvest of Empire, Chap. 3 (on Canvas)
	W	13	Module 3 Power and Patriarchy (XIX-XX Century)	Harvest of Empire, Chap. 3	Quiz 5: Tiempo Muerto (on Canvas)
	F	15	<i>VoiceThread: Jack Delano's Photos</i>		
5	M	18	The Time of the Harvest	"Tiempo Muerto"	Quiz 6: Luis Pie (on Canvas)
	W	20	Module 4 Sugar and Race	Luis Pie (short story)	Quiz 7: The Price of Sugar Start working on <i>Essay 1: An ethical industry?</i>

	F	22	Fight and Justice in Hispaniola OJO: FILM: Friday, Sep 22nd Florida Museum of Natural History 6:00-8:30PM From the Land to Your Table/¿Qué culpa tiene el tomate? (Argentina, and other LA countries 2009). Este evento reemplaza reuniones de Octubre 2 y 4.	Watch on YouTube <i>The Price of Sugar</i> (2 hrs.)	<i>Essay 1: An ethical industry?</i>
6	M	25	Module 5 The Banana Industry	Neruda, "La United Fruit Co." (on Canvas) Poema Neruda, "Oda al Tomate"	Quiz 8: Tiempos recios (on Canvas)
	W	27	Guatemalan Civil War Background	Vargas Llosa, <i>Tiempos recios</i>	
	F	29	<i>VoiceThread: Propaganda Analysis</i>		
October					
7	M	2	Clase reemplazada por la asistencia al FILM: Friday, Sep 22nd Florida Museum of Natural History 6:00-8:30PM From the Land to Your Table/¿Qué culpa tiene el tomate? (Argentina, and other LA countries 2009)	How to do an interview and then write the comment? Read full instructions for The Interview assignment	Watch <i>CIW</i> video on YouTube (15 min.) Send the "Preguntas para la entrevista" assignment Profe Uparela participates in a conference in Lisbon
	W	4	Clase reemplazada por la asistencia al FILM: Friday, Sep 22nd Florida Museum of Natural History 6:00-8:30PM From the Land to Your Table/¿Qué culpa tiene el tomate? (Argentina, and other LA countries 2009)	Draft Final Project	Profe Uparela participates in a conference in Lisbon. Send Draft of Final Project
	F	6	Holiday		
8	M	9	Module 6 Banana: Silence and Reality	García Márquez, <i>Cien años de soledad</i>	Quiz 9: Cien años de soledad (on Canvas)
	W	11	Coalition of Immokalee Workers (CIW)-Virtual Visit	<i>CIW</i> video on YouTube (15 min.)	Organize your notes
	F	13	<i>Essay 2: What have I learned?</i>		
9	M	16	Class Discussion	Read your notes on CIW visit	Watch <i>500 años</i> (2hrs.) on Canvas before working on VoiceThread
	W	18	Module 7 Coffee: The Land Grab	Read <i>Producción cafetalera y poder en Centroamérica</i> (on Canvas)	Quiz 11: Producción cafetalera y poder en Centroamérica (on Canvas)
	F	20	<i>VoiceThread: 500 años/Construyendo la paz</i>		
10	M	23	Hunger as Coercive Strategy	Read <i>Coffeeland</i> , pp.140-147, 158-170	Quiz 12: Coffeeland, pp.140-147, 158-170 (on Canvas)
	W	25	Coffee Fair Trade	Coffee and Community	Submit the interview and comment Quiz 13: Coffee and Community (on Canvas)
	F	27	<i>VoiceThread: Fair Trade Coffee</i>		
11	M	30	Module 8 Corn Hearts	<i>Corazones de maíz: La milpa náhuat y el totonakú</i> (25 min.)	Quiz 14: Watch <i>Corazones de maíz: La milpa náhuat y el totonakú</i> (25 min.)
November					
	W	1	NAFTA	Gálvez, Eating NAFTA	Quiz 15: Eating NAFTA (on Canvas)

	F	3	<i>VoiceThread: Catherine Tucker on Fair Trade</i>		
12	M	6	Module 9 Recap		Send Final Project
	W	8	<i>VoiceThread: Daniela Núñez on NAFTA</i>		
	F	10	Holiday		
13	M	13	Food safety	Who gets to eat? (on Canvas)	Quiz 16: Who gets to eat? (on Canvas)
	W	15	Food, conflict and a better world		None.
	F	17	<i>VoiceThread: Enrique Cervantes and El Bonito Tianguis</i>		
14	M	20	We organize the final presentations		
	W	22	Holiday		
	F	24	Holiday		
15	M	27	Essay 3: Knowledge and Protagonism		
	W	29	Module 10 Now, we know! -Final Project Presentation		
December					
	F	1	Work on ePortfolio	N/A	Send the ePortfolio
16	M	4	Final Project Presentations	Presentations	
	W	6	Final Project Presentations	Presentations	End of the semester.

UNIVERSITY POLICIES

Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Accommodations

Students who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluation through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Integrity

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are

in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without the permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

UNIVERSITY RESOURCES

Health and Wellness

- *U Matter, We Care*: umatter@ufl.edu; <https://umatter.ufl.edu>; 392-1575
- *Counseling and Wellness Center*: <https://counseling.ufl.edu/>; 392-1575
- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center; 392-1161
- *University Police Department*: <https://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

Academic Resources

- *E-learning technical support*: helpdesk@ufl.edu; <http://helpdesk.ufl.edu/>; 352-392-4357
- *Career Connections Center*: Reitz Union Suite 1300; <https://career.ufl.edu/>; 392-1601
- *Library Support*: <https://cms.uflib.ufl.edu/ask>
- *Teaching Center*: Broward Hall; 392-2010 or 392-6420
- *Writing Studio*: 2215 Turlington Hall; <https://writing.ufl.edu/writing-studio/>; 846-1138

PROCEDURE FOR CONFLICT RESOLUTION

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the (Under)Graduate Coordinator or the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for this semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<https://ombuds.ufl.edu/>; 392-1308) or the Dean of Students Office (<https://dso.ufl.edu/>; 392-1261). For further information refer to the Student Honor Code and Student Conduct Code webpage (for residential classes) or <https://distance.ufl.edu/getting-help/student-complaint-process/> (for online classes).