

History 370
Spring, 2012

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The purpose of this course is to examine the interaction of the people of Latin America from the pre-Columbian period through the struggles for independence. We shall concentrate on certain key questions or problems, including:

1. Pre-Columbian societies among Native Americans
2. Christian and Muslim cultures in Spain
3. *La Conquista* – the Spanish Conquest of America
4. Spanish and Portuguese colonial systems
5. Race mixture
6. Rise of the *hacienda* and the plantation
7. Economic independence
8. Bourbon reforms
9. Wars for independence

This course has been officially designated in the Missouri Western catalog as an intensive course within the Liberal Arts & Sciences Area of Focus titled LAS International/Intercultural. Therefore, this course will meet the graduation requirement for students majoring in the School of LAS. Students will encounter within the classes and readings of this course information about various cultures in Europe, Africa, North America, Middle America, and South America. Students will also learn about the interaction of people from these cultures during the colonial period in the Western Hemisphere.

This course will be taught on a lecture, discussion, and active learning basis. While the historical record is regarded as fundamental, most attention will be given to interpretations of the Hispano-American past with an emphasis on controversial aspects. Each generation carries its own cultural baggage that makes it difficult to overcome the tendency to interpret history in a subjective manner. Nevertheless, it is essential that the historian and his/her readers strive for objectivity at all times in order to develop an historical consciousness. It is imperative that all readings assigned in conjunction with lectures and discussion topics be completed in advance of class meetings. Each student will write two short essays related to the historical literature on this historical era. Special instructions are attached to the syllabus concerning these essays.

The examination grade will be determined by each student's performance on one mid-term exam and the final exam. Students are responsible for all material covered in class and/or in the assigned readings. Each exam will be comprised of essay questions and objective questions. Students will write their answers to all examination questions in blue examination booklets they purchase at the college bookstore. Students will not be permitted to bring any materials to their desks for an examination period except for pens or pencils. **ALL SUCH REQUESTS WILL BE DENIED.** All other materials will be stored on the floor in the front of the classroom until the examination is completed by everyone in the class. This policy is necessary in order to eradicate cheating in exams, which has become rampant on this campus.

Class participation and active learning will include two types of quizzes. 1) Quiz type #1 will cover the assigned readings for that day. It will consist of one or more questions. Each student will submit an answer in writing to the professor before discussion of that question begins.

2) Quiz type #2 will cover the lecture material and/or the assigned readings for the day. It will consist of one or more questions. The professor will divide the students into small groups. Each group will submit one answer to all quiz questions in writing to the professor before discussion of those questions begins.

NO ONE WILL BE PERMITTED TO MAKE UP A MISSED QUIZ. ALL SUCH REQUESTS WILL BE DENIED.

Grades will be determined in the following manner:

1.	Class quizzes – 5%	A = 90 to 100
2.	Thesis statement – 15%	B = 80 to 89
3.	Book review – 15%	C = 70 to 79
4.	Mid-term examination – 30%	D = 60 to 69
5.	Final examination – 35%	F = below 60

THERE WILL BE **NO** EXTRA CREDIT ASSIGNMENTS PERMITTED TO IMPROVE ONE'S GRADE. **ALL** SUCH REQUESTS WILL BE DENIED.

Classes will begin on time and conclude on time. **NO ONE** will be permitted to enter the class once the professor has closed the door to the classroom and begun the day's work. Those people who are late and think that they have a legitimate reason for being late should discuss the issue with the professor after class in his office. This policy is instituted in order to insure that discourteous disruptions will cease to plague students who are interested in obtaining an education. Students who miss class for any reason are responsible for securing information about assignments and exams from the professor.

Note: Anyone who cheats on an exam or a quiz will receive a grade of zero for that exam or assignment. The same is true for any student who commits plagiarism on a thesis statement or who cheats on a book review.

Do **not** bring cell phones to class. The first time a student's cell phone rings in class, the student will receive one warning. The second time that student's cell phone rings in class, that student will be asked to leave class immediately for the duration of that class period **and** the next one. **No** second warning will be issued. This is a matter of professional courtesy within a classroom. If your phone calls are more important than classroom business, then do **not** bother to show up to class.

Note: For those students intending to teach History and the Social Sciences at the secondary level, please be aware that the National Council for the Social Studies (NCSS) requires the promotion of ten thematic standards that are designed especially to assist students who are preparing for such a teaching career. These ten thematic standards are:

1. Culture and cultural diversity.
2. Time, continuity, and change.
3. People, places, and environments.
4. Individual development and identity.
5. Individuals, groups, and institutions.
6. Power, authority, and governance.
7. Production, distribution, and consumption.
8. Science, technology, and society.
9. Global connections.
10. Civic ideals and practices.

Each of these thematic standards will be integrated into this course. In particular, standards 1, 2, 3, 5, 6, 7, 8, 9, and 10 will be emphasized. Note the sections in the syllabus to which each of the standards is linked.

Students in secondary education are responsible for keeping **all** quizzes, papers, and examinations as artifacts for their electronic portfolios.

Required Text:

Benjamin Keen and Keith Haynes. A History of Latin America
– Volume I (8th ed. – 2009)

TOPICS FOR DISCUSSION:

I. Pre-Columbian Societies in Hispanic America

A. The Origin of the American Indian

Assignment: K & H, xiii-xvi, 2-14

Theme Links: 1, 2, 3, 5

B. Problems of Pre-Columbian Humans

Assignment: K & H, 2-14

Theme Links: 1, 2, 3, 5

C. The Mayan Civilization

Assignment: K & H, 14-23

Theme Links: 1, 2, 3, 5, 6, 7, 8, 9, 10

TOPICS FOR DISCUSSION:

D. Pre-Columbian Empires: Aztecs
Assignment: K & H, 23-29
Theme Links: 1, 2, 3, 5, 6, 7, 8, 9, 10

E. Pre-Columbian Empires: Incas
Assignment: K & H, 29-35
Theme Links: 1, 2, 3, 5, 6, 7, 8, 9, 10

II. Spain before the Conquest of America

A. The Preparation of Spain
Assignment: K & H, 36-47
Theme Links: 1, 2, 3, 5, 6, 7, 8, 9, 10

B. The Beginnings of Imperial Rivalry
Assignment: K & H, 52-55
Theme Links: 1, 2, 3, 5, 6, 7, 8, 9, 10

C. Spain Looks Overseas
Assignment: K & H, 54-55
Theme Links: 1, 2, 3, 5, 6, 7, 8, 9, 10

III. Columbian Problems and the “Mother of America”

A. Romantic Notions about Columbus
Assignment: K & H, 55-60
Theme Links: 1, 2, 3, 4, 5, 6, 8, 9, 10

B. The Voyages of Columbus
Assignment: K & H, 55-60
Theme Links: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

IV. Central America: The Second Frontier

A. Ojeda and Nicuesa Expeditions
Assignment: K & H, 59, 61
Theme Links: 1, 2, 3, 5, 6, 8, 9, 10

B. Balboa and the “South Sea”
Assignment: K & H, 59, 61
Theme Links: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

TOPICS FOR DISCUSSION:

V. *La Conquista*

A. Cortez and the Conquest of Mexico

Assignment: K & H, 47-48, 59, 61-66, 68-69, 85

Theme Links: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

B. Pizarro and the Conquest of the Incas

Assignment: K & H, 47-48, 66-69

Theme Links: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

VI. The Spanish Conquest: Justice and Humanity

A. The Fountain of Youth: A Geographical Myth?

Assignment: K & H, 69-70

Theme Links: 1, 2, 3, 4, 8, 9

B. The “Black Legend”

Assignment: K & H, 55-60, 68-75, 76-83, 101-106

Theme Links: 1, 2, 3, 5, 9, 10

C. Spanish Explanations of the Conquest

Assignment: K & H, 56-60, 69-75

Theme Links: 1, 2, 3, 5, 6, 7, 8, 9, 10

VII. The Portuguese Empire in Brazil

A. Beginnings of Portuguese Colonization

Assignment: K & H, 52-54, 122-128

Theme Links: 1, 2, 3, 5, 6, 7, 9, 10

B. The Spanish Interlude

Assignment: K & H, 128

Theme Links: 1, 2, 3, 5, 6, 9, 10

C. Other Competitors

Assignment: K & H, 126

Theme Links: 1, 2, 3, 5, 6, 7, 9, 10

D. Portuguese Colonial Government

Assignment: K & H, 122-134

Theme Links: 1, 2, 3, 5, 6, 7, 9, 10

TOPICS FOR DISCUSSION:

VIII. Government of the Spanish Empire

A. Home Agencies

Assignment: K&H, 47-51, 76-84, 91-96

Theme Links: 1, 2, 3, 5, 6, 7, 9, 10

B. Viceroyalties and Royal *Audiencias*

Assignment: K & H, 95-100

Theme Links: 1, 2, 3, 5, 6, 9, 10

IX. Social and Economic Conditions in Latin America

A. Social Classes and Race Mixtures

Assignment: K & H, 82-83, 110-121, 131-133

Theme Links: 1, 2, 3, 5, 6, 9, 10

B. Landholding

Assignment: K & H, 85-90, 116-118, 133-134

Theme Links: 1, 2, 3, 5, 6, 7, 9, 10

X. The Church in Latin America

A. *Patronato Real*

Assignment: K & H, 100-101

Theme Links: 1, 2, 3, 5, 6, 9, 10

B. Conversion and Missions: Another Kind of Conquest

Assignment: K & H, 101-110, 128-131

Theme Links: 1, 2, 3, 5, 6, 7, 9, 10

C. The Holy Inquisition

Assignment: K & H, 106

Theme Links: 1, 2, 3, 5, 6, 9, 10

TOPICS FOR DISCUSSION:

XI. The Bourbon Reforms

A. Economic Reforms

Assignment: K & H, 135-143

Theme Links: 1, 2, 3, 5, 7, 9, 10

B. Political and Cultural Reforms

Assignment: K & H, 143-148

Theme Links: 1, 2, 3, 5, 6, 9, 10

XII. The Tumult of Revolution

A. Precursors of Revolution

Assignment: K & H, 148-162

Theme Links: 1, 2, 3, 5, 6, 7, 9, 10

B. Mexico's War for Independence

Assignment: K & H, 170-176

Theme Links: 1, 2, 3, 4, 5, 6, 7, 9, 10

C. Wars for Independence in Spanish South America

Assignment: K & H, 162-169, 175-176

Theme Links: 1, 2, 3, 4, 5, 6, 7, 9, 10

D. Independence in Brazil

Assignment: K & H, 169-170, 176

Theme Links: 1, 2, 3, 4, 5, 6, 7, 9, 10

E. From War to Peace: Important Trends

Assignment: K & H, 174-176

Theme Links: 1, 2, 3, 4, 5, 6, 7, 9, 10

Disabled Students:

Any student in this course who has a disability that prevents the fullest expression of abilities should contact the professor personally as soon as possible so that we can discuss class requirements and accommodations.

Departmental Make-up Exam Policy:

1. Provide two days for make-up exams each semester. The first day will occur prior to mid-term grades. The second day will occur prior to final exams.
2. Provide make-up exams for daytime students and evening students on the same day (one session during the afternoon and one session during the evening). One or two classrooms will be reserved for specific exam times. Each of the classrooms will be proctored by departmental faculty on a rotating basis.
3. At the discretion of the respective professors, each student will be allowed to take **only** one make-up per class per semester. This includes major exams, quizzes, book reviews, or any other in-class assignments – unless otherwise stated in the syllabus. All other missed assignments will receive a failing grade. Professors still have the prerogative to deny make-ups if the students do **not** provide valid reasons for missing the exams, quizzes, or assignments. A make-up is **not** a right. It is a privilege.
4. If a student misses a final exam, he/she will receive a grade of “zero” for that exam or a course of “Incomplete,” depending on the discretion of the professor.
5. **All** disputes concerning this policy will be brought to the chairman of the department for a decision.

Important Dates/Times to Remember:

1. Martin Luther King Birthday – Monday, January 16th
2. Final draft of thesis statement due – Thursday, February 16th, at 2 p.m.
3. Presidents’ Day – Monday, February 20th
4. Mid-term Exam – Thursday, March 8th, at 2 p.m.
5. Spring break – March 10th through March 18th
6. Mid-term grades due – Wednesday, March 21st
7. Book review in class – Thursday, March 22nd, at 2 p.m.
8. Last day to withdraw from class – Friday, March 30th
9. Final exam – Tuesday, May 8th, at 2 p.m.

How to Contact the Professor:

Steven Greiert
Office – Popplewell 114 B
Office telephone – (816) 271-4390
Department telephone – (816) 271-5688
E-mail: greiert@missouriwestern.edu

Office Hours: MW 9:30 a.m. - 11 a.m.
TTh 11 a.m. - Noon
By appointment.

BOOK REVIEW ASSIGNMENT

Note: Failure by the student to follow any of these directions will result in the reduction of his/her grade. **STUDENTS WHO DO NOT COMPLETE THIS ASSIGNMENT WILL RECEIVE A GRADE OF "F" FOR THE ENTIRE COURSE.**

Students must include the following items in their book reviews on the colored paper provided:

1. Name of student.
2. Full name of the author of the book as it appears on the title page of the book.
3. Full title of the book, including the subtitle.

Book Reviews must include the following elements:

4. Identification and commentary on the theme(s) of the book.
5. Discussion of issues of believability of the account based on documentation used by the author and other pertinent matters, including the clarity of the account.
6. Identification of 2 Book Reviews submitted earlier to the professor. Book Reviews may be identified either by the full name of the reviewer or the title of the journal in which the book review appeared.
Analysis of each of the 2 Book Reviews with comments specifically related to the correct review.
7. Explanation of your overall opinion of the book.

Write only complete sentences. Sentence fragments will not suffice for credit. Errors in spelling which alter or confuse the meaning of an assertion will cause a reduction in one's grade.

Length of time to complete the assignment:

Maximum of 30 minutes from the time the student receives his/her book review instructions and colored paper on which to write the book review.

Colored paper:

Book reviews may only be written on the colored paper attached to these instructions or provided by the professor. Students will not be permitted to use any notes whatsoever, including copies of the book reviews themselves or the book itself. Proctors of this assignment have my permission to remove any student detected cheating on this book review. Any student who cheats on this assignment will receive a grade of zero for the book review and will be ineligible to retake it.

THESIS STATEMENT – INSTRUCTIONS

Step #1 – Be sure to read these instructions and follow them to the letter. Your grade will definitely be affected by a failure to follow directions.

Step #2 – Decide which area of history interests you the most. Examples include: political history; economic history; social history; religious history; diplomatic history; military history; biographical history. These are the chronological guidelines for students in each course to follow:

HIS 140 – Books on the history of English-speaking North America from 1600 through 1865.

HIS 150 – Books on the history of the United States from 1860 to the present.

HIS 370 – Books on the history of Latin America or the Iberian peninsula from 1000 through 1825.

Step #3 – Choose two or three history books in your areas of interest from the collections in the MWSC Library, in any other university or college library, or in any public library. This will increase the chances of securing approval of one of them by the professor teaching this course. Approval will be made of a first-come, first-served, basis among the students in class. Each student will read a different book from everyone else. The professor does not guarantee approval of a book. Books must be approved at least one week before the deadline for the assignment.

Step #4 – Base your selection of a book on the following criteria: 1) it cannot be a text book for a class; 2) it must be at least 150 pages in length of the text, exclusive of all other portions of the book; 3) it should have a copyright date no earlier than 1950; 4) it cannot be a collection of essays by multiple authors; 5) it should be published by a university press or a major publishing house in order to guarantee that it has been reviewed by at least two different scholarly journals; 6) it must have at least two book reviews that you can xerox for the professor and for yourself; 7) it cannot be an autobiography; 8) it cannot be a diary, a journal, or a collection of letters; 8) it should not exceed 400 pages in length; 9) the topic of the book should interest you.

Step #5 – Locating Book Reviews – Go to the reference section of the library to determine if the book you have chosen has been reviewed by at least two scholarly journals. In order to locate book reviews, use the following reference sources: the Book Review Digest (1905-date) (Ref/Z/1035/.A1/B724); and the Book Review Index (1965-date) (Ref/Z/1035/.A1/B724/I3).

The Book Review Index has one volume for each year. The volumes are arranged alphabetically by author. Look for the author of your book in the volume for these years:

1) the year before the copyright of the book; 2) the year of the copyright of the book; and 3) the year after the copyright of the book. If there are reviews on your book, they will be listed after the name of its author in abbreviations for journal titles in which the reviews can be found. Look at the front of the volume you are using to determine what journals these abbreviations represent. Also cited will be the volume and date of the journals, as well as the page(s) on which the book reviews can be found. Check in the MWSC Periodicals Holdings List to see if the MWSC Library has those journals and whether the issues you need are bound (B) or on microfilm (MICR). The Book Review Index only cites books written since 1965.

The Book Review Digest also has one volume for each year and is also arranged alphabetically by author. Use it in the same manner that you use the Book Review Index. This source usually has fewer reviews listed and is less likely to include reviews in history journals than does the Book Review Index. So use the Book Review Index whenever possible. Although the Book Review Digest frequently includes excerpts from some of the reviews, you must remember always to find the entire reviews. The excerpts are insufficient and unacceptable for this assignment.

Two history journals have their own multi-year indexes. These are: The Mississippi Valley Historical Review, (1914-1964) (Ref/Z/6205/.K91); and The Journal of Southern History, (1935-1974, 3 vols.) (Ref/Z/6205/.J86).

Some journals are not indexed in any of the sources cited above, but they can still be searched. This can be done by finding the year of the journal in which your book was copyrighted and by looking in the annual index, which usually is found in the last issue of the year or sometimes in the first issue of the following year.

OR go on-line, and use J-Store to find scholarly book reviews.

IF YOU NEED HELP, ASK A REFERENCE LIBRARIAN.

Step #6 – Bring your book(s) to the professor for his approval either at the end of class or in his office. You must have his approval in order to submit written assignments on your book. Someone else might already have secured his approval for the book you wish to read. Therefore, bring at least two selections from which the professor can choose. It is essential that you have found citations for at least two book reviews on your book. Otherwise, your grades for the two written assignments will suffer.

Step #7 – After securing approval from the professor for your book, read the book in order to write the first paper on this book. The first assignment is called a “thesis statement.” The objective of this assignment is to state the central thesis of the book as concisely and clearly as one can in one’s own words. The “thesis” of the book is not the same as the “theme” of the book. The “theme” of the book is the historical problem or the topic being discussed in the book. The “thesis” of the book is the main conclusion or the central argument put forth by the author concerning the topic of the book. The best way to

determine the author's overall "thesis" is to determine the "thesis" of each chapter. Read the first chapter of the book. Look at its title. Turn the title into a question. The "thesis" of that chapter is the answer to the question. What is the main point the author seeks to make in the chapter? Write the thesis of the chapter in 3 or 4 sentences. Put the book down until the next day. Then read the next chapter, and do the same thing. By reading a chapter each day and determining the "thesis" of each chapter, you will have several "sub-thesis" statements when you complete the book. Look at the collections of sentences you have written on each chapter. Which conclusion or argument stand out as most important among those you have written down? That is the main thesis of the book. Frequently, the author will have reached two or three main conclusions. Focus on those for your paper. You must now explain the main argument(s) of the author in your own words.

Step #8 – Length of Paper – The minimum length of your "thesis statement" is 7 sentences. The maximum length of your "thesis statement" is 10 sentences. If a student submits a paper with fewer than 7 sentences or more than 10 sentences, the paper's original grade will be reduced accordingly by ½ letter grade for each sentence over or under the stated limitations. This will be enforced!

Step #9 – Grammatical Rules – To whom it may concern: **THE FOLLOWING RULES WILL BE ENFORCED IN GRADING THESE THESIS STATEMENTS.**

If a student exceeds the maximum amount of errors permitted in any one of these four categories, then that student's paper will receive a failing grade:

- a. no more than 5 spelling errors
- b. no more than 3 sentence fragments
- c. no more than 3 run-together sentences
- d. no more than 3 one-sentence paragraphs

Deductions from the student's grade will result from any of these mechanical errors:

- a. misspellings
- b. sentence fragments
- c. run-together sentences
- d. one-sentence paragraphs
- e. incorrect verb tenses
- f. subject-verb disagreement
- g. redundant statements or constructions
- h. use of first person pronouns
- i. use of second person pronouns
- j. misuse of the verb "to feel"

THE REASONING BEHIND THIS POLICY IS THAT AN IDEA CANNOT BE AN EFFECTIVE ONE UNTIL IT IS EXPRESSED CLEARLY AND ACCURATELY. THUS, EACH STUDENT MUST BE SURE TO AVOID SUCH STRUCTURAL AND

GRAMMATICAL MISTAKES OR ELSE PAY THE PRICE.

Step #10 – Methods of presentation – Only papers written on a computer will be accepted. Be sure to double-space. **No** handwritten papers will be accepted.

Step #11 – “Do’s & Don’ts”

DO: Use clear language so that the reader can understand your argument. This does **not** mean simplistic language or sentence structure. It means – do **not** confuse the reader with mysterious and incoherent sentences. They cause the reader to think that the writer is confused about her/his material.

DO: Use active verbs whenever possible rather than the passive voice. The verb is **the most** important part of each sentence. Either it catches the attention of the reader with its force, or else it is bland and mushy and, therefore, worthless. Sometimes, however, one cannot avoid using the verb “to be.” Nonetheless, whenever possible, select active verbs because they enable one to maintain the progression or motion in one’s essay.

DO: Read your sentences aloud. If they sound unclear, then rewrite them. If you suspect that your reader might misinterpret what you are saying, then that will likely occur. Revise your paper at least once before submitting it as a final draft.

DO: Above all – **BE BOLD!!** It is vitally important that you exhibit a willingness to take a critical stance. It is better to argue from one extreme or the other than to equivocate and fail to commit oneself. Do **not** be afraid of displeasing me by disagreeing with what you think my viewpoint may be. The importance of this assignment is to get you to think critically about what you are reading and to convey your explanation of the author’s argument(s) in a clear and concise fashion. Write your paper for an audience who has never read the book. Tell your readers what the overriding conclusions of the author happen to be, according to your interpretation.

DO: Use the title of the book and the titles of the chapters of the book as guides to the thesis of the author.

DO NOT: Use words for decoration in order to be impressive. **Instead**, write with precision.

DO NOT: Use the first person singular or plural (“I” or “We”), nor the second person singular or plural (“You” or “You”). **Instead**, write in the third person singular (“He,” “She,” “It,” or “One”) or third person plural (“They”). First person and second person are poor literary constructions which are frowned upon by most scholars of history.

DO NOT: Forget to staple or paper clip your pages together. Folding the corners is unacceptable.

DO NOT: Read any other outside material in order to write these papers. These are not research papers. They are “thesis statements.” Do not read book reviews in various academic journals before you write these papers. Although they are usually helpful, this assignment is designed to determine what you think the author is saying, not what other historians think the author is saying.

DO NOT: Plagiarize or “borrow” ideas from other sources. Do not borrow ideas from other students. Do not look at their papers. Do not lend your papers to others. If the professor discovers that a student has been guilty of plagiarism, then that student will fail the assignment, whether she/he is a borrower or a lender.

Step #12 – Title Page – Another portion of the assignment is to develop a title page according to the following model:

Your Original Title to Your Paper

by

Student’s Name

Citation of Book:

Full Name of Author
Full Title of Book, including
Sub-title
Publisher
Copyright Date

Step #13 – Rough Draft – Each student may show the professor one typed rough draft of her/his “thesis statement” for instructional purposes. This must be done by appointment. The professor will comment on the strengths and weaknesses of the rough draft in order that the student has an opportunity to correct mechanical errors or unclear sentences. The professor will not look at rough drafts on the day the papers are to be submitted as final drafts.

Step #14 – Copies of Book Reviews – Each student must attach to her/his “thesis statement” one xeroxed copy of 2 separate scholarly book reviews on her/his book. The student should also keep a copy of each of these book reviews for herself/himself. These book reviews must not be used to write the “thesis statement.” However, they will be needed to write the second assignment – the “book review” in class. Besides attaching these book reviews to the “thesis statement,” each student must write on each book review her/his name and the full title of the scholarly journal from which it originated.

Step #15 – Meet the Deadline – Papers must be submitted no later than 9:30 a.m. on the due date listed in the course syllabus in one of three ways: 1) directly handed to the professor in class; 2) directly handed to the administrative assistant or a work-study student in the department office (A 115), where the person receiving the paper will initial the paper certifying the time and date it was submitted and then place it in the professor’s Communication File; 3) sent to the professor via e-mail and posted no later than 9:30 a.m. Late papers will not receive a passing grade. The highest grade available to late papers is 59 (F+). Those papers submitted on time but not adhering to instructions will be returned to students ungraded. Students will have to resubmit them in the proper form. Those papers will be graded after the papers of those students who followed instructions. Thus, it is better to submit a paper in improper form on time than to submit a paper in proper form after the deadline.

STUDENTS WHO DO NOT SUBMIT THESIS STATEMENTS WILL NOT PASS THE COURSE. THEY WILL AUTOMATICALLY RECEIVE A GRADE OF “F” FOR THE COURSE.