

Colonial Latin America

HIST 4391
MWF 11:15-12:10
CAS

3 Credit Hours

A study of Latin America from the origins of humans in the Americas to Independence in the 1820s. Subjects include indigenous cultures and societies before 1492; Iberian exploration and conquest; the Atlantic slave trade and its impact on the Americas; everyday life and culture in colonial society; the rise of independence movements in the 1800s; and the political, economic, cultural, and social developments of Latin America throughout the colonial period.

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Fall 2022 Office Hours:
Mondays and Wednesdays, 9:00-10:30AM
Or by appointment

Course Description

This course looks at the peoples, cultures, and events of Latin America from ~25000 BCE to 1824 CE. From various pre-contact indigenous cultures and peoples to nineteenth-century independence movements, from Spanish colonial administration to differing types of slavery, from Catholic conversion to indigenous rebellions, from Portuguese sugar to Bolivian silver, this course will allow students to understand the cultural, social, economic, and political complexities of pre-Contact and colonial societies in Latin America while providing points of comparison and contrast between Spanish and Portuguese America. Through the use of primary documents and lectures, we will look at the ways indigenous and colonial cultures from Mexico to the Tierra del Fuego operated and changed over time.

Learning Outcomes

This class is designed to help students develop knowledge in two areas: the content and contours of Latin American history in the pre-Contact and Colonial periods, and the and broader analytical skills that historians use both in the profession and in their broader daily lives.

On the one hand, students will gain familiarity with the content and particulars of Latin American history. Students will learn about and be able to identify the various narratives of Early and Colonial Latin American peoples, cultures, and societies at the local, colonial, and global contexts up to the eve of independence in the early 1800s. Relying on primary source readings, students will apply the course content as they explain colonial life and processes, identify key transformations, contexts, and consequences of lived experiences in early Latin America, and analyze similarities and differences between the lived experiences of a variety of peoples across a wide range of locations in Spanish and Portuguese America.

Consequently, based on the content, in this course, students will:

- Identify key events, people, and institutions in Latin American history from pre-Contact up to 1824.
- Evaluate the impact of race, gender, class, and ethnicity in a Latin American comparative and global perspective.

- Compare and contrast the societies, cultures, and lives of indigenous groups throughout the Americas in the years before European contact.
- Assess the early causes, methods, and everyday experiences of European colonization in the Americas in the sixteenth century.
- Differentiate the political, economic and social transformations of the Colonial Era through the sixteenth and seventeenth centuries.
- Compare and contrast the political, economic and social transformations of reforms in Spanish and Portuguese America in the eighteenth century.
- Investigate the everyday and exceptional moments of indigenous experience in the Colonial Era.
- Analyze the rise of and experiences under slavery in the Americas in the Colonial Era.
- Illustrate the political, economic and social transformations of reforms in Spanish and Portuguese America in the eighteenth century
- Examine the place of Latin America in hemispheric and geopolitical contexts across three centuries.
- Identify individuals, institutions, places, and processes and assess their roles in social, political, economic, and cultural changes and processes in Latin America in the Pre-Contact and Colonial Era.

If the basic content serves as one of the two arms of knowledge in this course, students will also develop the broader tools and techniques to be able to understand, apply, analyze, and evaluate materials in the ways historians do. This course's content will serve as a gateway to challenge students to analyze and discuss the ways we think about history and history-making processes more generally at the local, regional, and global levels. Relying on primary materials, students will formulate their own analyses and understandings of the history of different eras, peoples, and cultures. In the process, they will develop skills to use in this class, in classes as history majors more generally, and in their lives beyond college. Through classroom discussions, readings, written assignments, exams, and other components, students will also develop broader skills in critical analysis and expression, such as:

- Apply analysis of primary sources in order to develop historical investigation.
- Analyze primary sources and situate them in their broader social, political, cultural, and economic milieus in order to develop their ability to contextualize materials
- Interpret language and understand language as a window into relations of power, emotion, and bias in human interactions and institutions.
- Develop critical thinking skills that apply an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
- Develop communication skills that reflect the ability to apply, interpret, and express their own ideas through written, oral, and visual communication.
- Demonstrate a sense of social responsibility that reflects intercultural competence, an ability to empathize and reflect upon people of diverse backgrounds and lived experiences.
- Develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making and civic responsibility.

Texts and Readings

This course will approach the history of pre-contact and colonial Latin America through a mixture of primary sources and a textbook. These resources will allow students to consider how history is

produced, who produces it, and how it is used and interpreted in Latin America specifically and in history more generally. Books for the course will be available in the bookstore. Weekly primary source readings [see the chart of readings at the end of the syllabus] are available on Canvas.

Required texts are:

Buffington, Robert M., and Lila Caimari, eds. *Keen's Latin American Civilization, A Primary Source Reader – Volume I: The Colonial Era*. Tenth Edition. Boulder, CO: Westview Press, 2016.

ISBN: 978-0813348896

Christensen, Allen J. *Popol Vuh: The Sacred Book of the Maya*. Norman, OK: University of Oklahoma Press, 2007.

ISBN: 978-0806138398

Staden, Hans. *Hans Staden's True History: An Account of Cannibal Captivity in Brazil*. Ed. Neil Whitehead. Durham: Duke University Press, 2008.

ISBN: 978-0822342311

Catalina de Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*. Translated by Michele Stepto and Gabri Stepto. Boston: Beacon Press, 1997.

ISBN: 978-0807070734

Assignments

Identifying and Applying Latin American History

In order to demonstrate familiarity with the content of Latin American history in line with the course's learning outcomes, students will be given a variety of opportunities to demonstrate their knowledge of Latin American history. These opportunities will come in two forms: quizzes and exams.

Quizzes (5% of final grade)

In order to demonstrate familiarity with the content of the course, including people, places, institutions, events, processes, and other important terms and ideas, students will take a weekly quiz that draws on the lecture materials provided in class. As a result, failure to attend class will leave students unequipped to pass these quizzes and will negatively affect their ability to do well on the exams. These quizzes will be short quizzes that may use a variety of methods, including (but not limited to) multiple choice, matching, or ID terms in which students identify who, what, when, where, and the significance of the term. The information for the quizzes will come from class lectures and discussions. There will be 14 of these quizzes, occurring each week and building on that week's course material. Each of these quizzes will be 0.5% of the student's final grade, and the professor will drop the student's four lowest quiz grades, leaving 10 grades counted for 5% of the final grade.

Exams (15% each = 30% of final grade)

Building on the information in lectures and in-class discussions, students will combine recall and analysis on exams that will ask students to identify, analyze, compare and contrast, and contextualize broader historical processes and narratives in Latin America throughout the pre-contact and colonial periods. There will be two such exams: a mid-term exam due in week 8, and a final exam in finals week. Each exam will be worth 15% of the final grade. Students will be kept apprised of the materials covered in the exam and the exam format as the dates approach.

Assessing, Evaluating, and Discussing Latin American History

As most people who say history is "boring" will tell you, it is boring because "it's just a bunch of

names and dates.” This could not be further from the truth – history is the analysis and contextualization of the words, actions, and ideas of the past in order to understand their causes, their effects, the ways change over time occurs, and the relation between the past and the present.. As a result, historians rely upon the analysis of primary documents – letters, diaries, newspapers, government decrees, artwork, economic data, religious tracts, trial records, and much, much more – to analyze the past and draw broader arguments and conclusions about the past and its relationship to the present. Given this fact, analyzing primary sources is an integral part of history more generally, and of this class specifically.

Thus, in addition to demonstrating familiarity with the content of Latin American history, students will also analyze that history, assessing primary documents, contextualizing them in the broader narrative of Latin American history, and providing their own arguments about and evaluation of Latin American history. These opportunities will help students simultaneously meet the learning outcomes of developing a knowledge of Latin America even while also developing students’ own broader analytical skills used in this class, in the major, in college, and in life beyond college. These opportunities will come in three forms: short source analyses, participation via discussions, and papers.

Primary Source Analyses (10% of final grade)

Throughout the semester, students will provide a weekly analysis of the primary sources they are reading for that week. This will come in the form of a formatted primary source analysis [a form is available on Canvas]. There will be 14 of these analyses, commensurate with the weekly assignments [see the chart of readings at the end of the syllabus.] Each of these analyses will be 1% of the student’s final grade, and the professor will drop the student’s four lowest analysis grades, leaving 10 grades counted for 10% of the final grade.

Participation (10% of final grade)

While analysis is an integral part of our understanding of the past, our understanding is also refined through dialogue and discussion with our peers. As a result, students will also engage in weekly discussions in both small and large groups in the classroom. Failure to contribute either in small groups or in full-class discussion will result in a diminished grade for participation.

Papers (15% each = 45% of final grade)

Analysis of and insights into primary materials are meaningless if they are not connected to broader historical ideas and arguments. Indeed, if analysis of historical materials is the foundation of historical thought, then expressing one’s own analysis and understanding of, and arguments about, the past is the keystone of history. As a result, there will be five (5) papers of 1250-1500 words throughout the course of the semester. These papers will integrate the weekly primary source readings with the required texts (*Popol Vuh*; *Aztec Empire*; *Hans Staden*; *Lieutenant Nun*; and weekly readings) in order for students to compare and contrast, analyze, and assess broader historical lives, societies, cultures, and processes in pre-contact and colonial Latin America. For each of these papers, students will be provided with prompts, and will answer one of the questions, drawing on the readings for each prompt (identified in the individual assignments). Students will then write a 1250-1500 word essay answering the prompt in traditional essay format, with an introduction with a thesis sentence, a conclusion, and citations throughout. Citations should be in Chicago/Turabian author-title format (students will be provided with formatting guidelines in the assignments). There will be five (5) of these papers throughout the

semester, but students are **only required to do three (3) of the five (5) papers**. Students may choose to do four papers; in this case, their lowest grade will be dropped. These papers will be worth 15% each, for a total of 45% of students' final grades, and will be due in weeks 3, 6, 9, 12, and 15.

Note for papers:

- Failure to cite your sources wherever you use them – whether as a direct quotation or as a synthesis of a detailed passage – will result in **an automatic F for the assignment**. Remember: you **must always cite your sources**.

Extra Credit Policy

There is no current extra credit opportunity for this course, but the professor reserves the prerogative to offer (or not offer) extra credit as the semester progresses, depending on students' high degree of participation.

Grades and Percentages

Based on the above assignments, students' final grades will be evaluated based on the following percentages and following a standard grading system (A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, 0-59) both on the individual assignments and on the final grade:

Quizzes	5%
Exams (2 x 15%)	30%
Primary Source Analyses/Reflections	10%
Discussions & Participation	10%
<u>Papers (3 of 5 at 15% each)</u>	<u>45%</u>
TOTAL	100%

Email Policies

I will check email regularly each day. You may expect a reply within 18 hours during the weekdays (Monday 8AM through Friday 5PM), and within 24 hours on the weekend (Friday 5PM – Monday 8AM). If you have a procedural question – about due dates, what the assignment requirements are, etc. – I strenuously encourage you to check the syllabus and the materials on Canvas, as your answer may be there and you can know immediately, rather than awaiting an email reply.

As a matter of professionalism, when emailing your professors – me or any other faculty on campus – please greet them properly (e.g., “Dear Dr. Snider,” “Hi Professor Stadelmann,” “Good evening, professor,” etc.); avoid “Hey,” “I have a question,” “Can you tell me...?”, “Yo holmes,” etc. [and yes, I have seen all of these and worse in emails before.] I will always address you directly and respectfully in my individual emails to each of you; I ask the same courtesy in return. If students continue to refuse to address me, I reserve the right to not reply to the email. If you are still uncertain about proper email etiquette, you may find useful hints for both your college and professional careers at <https://wordcounter.io/blog/15-essential-email-etiquette-tips-for-every-college-student/>.

Classroom Civility

As historians, it is our duty to try to understand differing viewpoints from the past as we come to a broader understanding of human societies, cultures, institutions, and behaviors. But our task does not stop in the past – the same effort to understand and empathize must be applied to our colleagues and peers in the present as well. Given the nature of group discussions and the diversity

of populations you will encounter – in the readings and in the classroom among your peers – I ask that students practice the courtesy, empathy, and willingness to listen respectfully to the arguments and ideas of your colleagues, even if you are not fully in agreement. “But what do you mean by courtesy, empathy, or respectfully?” you might be asking yourself. Good question! In this class, all comments must be classroom appropriate.

“OK, but what is ‘classroom appropriate?’” Another good question! First, let’s go over what it does *not* mean. It does not mean that students cannot express unpopular opinions. It does not mean that there cannot be disagreement in the class. It does not mean that class must engage in groupthink. It does not mean that students should blindly parrot what they read or hear.

What it *does* mean is practicing reasoning and logical argumentation. It means being civil and listening with respect. Insults, snide comments, name-calling, cutting someone off, derogatory tones, sarcasm, ridicule, cussing, vulgarity, personal attacks, racial slurs, misogynistic remarks, passive aggression, microaggressions, and other forms of antagonistic behavior will not be allowed. If you are unsure about what counts as disrespectful, consult the instructor or simply recall the Golden Rule: treat others as you would want to be treated. The instructor will act as the final word on what is or is not classroom appropriate.

Attendance and Makeup Policy

Students are expected to participate regularly. Failure to do so will be reflected in the Discussion & Participation grade, which makes up 10% of a student’s final grade, and in the Quiz grades, which make up 5% of a student’s final grade. In cases of **emergency** (i.e., serious illness, family emergencies, etc.), deadlines may be flexible, but such a decision will be at the prerogative of the professor. The student should make sure to consult with the professor as soon as possible in order to inform the professor of challenges and obstacles as soon as possible.

Students also must put forth every effort to submit their papers on time. Each day a written assignment is late, the assignment’s grade will be reduced by one letter grade. For example, a paper that was an A paper but was submitted three days late earns a D; a B-level paper one day late earns a C; and so on. If the assignment is one week late, it will not be accepted, and the student will receive an **automatic zero** for the assignment; assignments will not be accepted later than one week late. In the event a student needs an assignment extension due to serious illness, family emergency, etc., they must make every effort to speak with the professor in advance, keeping in mind that paper extensions remain the professor’s prerogative.

Syllabus Notice

The instructor reserves the right to alter the syllabus in areas such as readings, due dates, and other matters. In the event such changes occur, deadlines and due dates will *never* be moved forward, and students will be given ample warning to any possible changes well in advance.

UT Tyler Honor Code Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Academic Integrity

Student Standards of Academic Conduct Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. “Cheating” includes, but is not limited to:

- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

Course Outline

PART I – Early Latin American Societies and the Early “Conquest”: The Americas up to the 1550s

Week 1 (August 22-26): The Indigenous Americas

Readings: Week 1 Primary Sources [see chart at end of syllabus]

Monday, August 22 – Introduction: The Early Peoples of the Americas, 25,000(?) BCE-1200CE [Lecture]

Wednesday, August 24 – Iberian Society, 700s-1400s CE

Friday, August 26 – Reconquista Spain [Discussion of Week 1 Primary Sources]

Primary Source Analysis 1 Due by 8:00 on Friday

Short Quiz 1 Due by 11:59PM on Sunday

Week 2 (August 29-September 2): Indigenous Peoples of the Americas

Readings: Popol Vuh; Week 2 Primary Sources [see chart at end of syllabus]

Monday, August 29 – Urban Civilizations in the Americas, 200BCE-1518 CE

Wednesday, August 31 – Pre-Contact Societies & Cultures [Discussion of Week 2 Primary Sources]

Friday, September 2 – Pre-Contact Religions and Worldviews [Discussion of Popol Vuh]

Primary Source Analysis 2 Due by 8:00 AM on Friday

Short Quiz 2 Due by 11:59PM on Sunday

Week 3 (September 5-9): Early Forms of Conquest, 1492-1518

Readings: Week 3 Primary Sources [see chart at end of syllabus]

Monday, September 5 – Labor day [No class meeting]

Wednesday, September 7 – The Early Stages of Conquest, 1492-1518

Friday, September 9 – Perspectives of Early Conquest, 1490s-1500s [Discussion of Week 3 Primary Sources]

Primary Source Analysis 3 Due by 8:00 AM on Friday

Paper Option 1 Due by 9:00 AM on Saturday

Short Quiz 3 Due by 11:59PM on Sunday

Week 4 (September 12-16): Consolidating Contact: European Colonies, 1500-1534

Readings: Aztec Empire Graphic Webcomic (Episode 1; Episode 2; Episode 3; Episode 4; Episode 5; Episode 6; Episode 7; Episode 8); “Aztec Palace and House Built By Hernán Cortés Unearthed in Mexico City”

Monday, September 12 – The Conquest of Mexico and Peru

Wednesday, September 14 – The Messiness of Conquest [Discussion of Aztec Empire Webcomic]

Friday, September 16 – Conquest beyond the Centers, 1521-1540s

Graphic Novel Source Analysis 4 Due by 8:00 AM on Friday [see Canvas for form]

Short Quiz 4 Due by 11:59PM on Sunday

Week 5 (September 19-23): Of Cannibals and Colonies: European Understandings of the Americas (and of Itself)

Readings: Week 5 Primary Sources [see chart at end of syllabus]; Hans Staden

Monday, September 19 – The Challenges of Conquest [Discussion of Week 5 Primary Sources]

Wednesday, September 21 – A Brazilian Counterpoint: Portuguese Colonization, 1500-1550s

Friday, September 23 – Captivity, Culture, and Cannibalism [Discussion of Hans Staden]

Primary Source Analysis 5 Due by 8:00 AM on Friday

Short Quiz 5 Due by 11:59PM on Sunday

PART II – The “Colonial Middle” – 1550s-1750

Week 6 (September 26-30): Consolidating Colonial Control in the Americas

Readings: Week 6 Primary Sources [see chart at end of syllabus]

Monday, September 26 – Consolidating the Colonial State in Spanish & Portuguese America

Wednesday, September 28 – The Nature of Governance in Colonial Latin America [Discussion of Week 6 Primary Sources]

Friday, September 30 – The Economics of Colonial Society

Primary Source Analysis 6 Due by 8:00 AM on Friday

Paper Option 2 Due by 9:00 AM on Saturday, October 1

Short Quiz 6 Due by 11:59PM on Sunday

Week 7 (October 3-7): Religion in the Americas

Readings: Week 7 Primary Sources [see chart at end of syllabus]

Monday, October 3 – The Church as Institution

Wednesday, October 5 – Religion as Lived Experience

Friday, October 7 – Religion, Culture, & Society in Colonial Latin America [Discussion of Primary Sources]

Primary Source Analysis 7 Due by 8:00 AM on Friday

Short Quiz 7 Due by 11:59PM on Sunday

Week 8 (October 10-14): Indigenous Peoples in the Colonial Era

Readings: Week 8 Primary Sources [see chart at end of syllabus]

Monday, October 10 – Indigenous Society in the Americas

Midterm Exam due online by 9:00AM on Monday

Wednesday, October 12 – Indigenous Resistance, Adaptation, and Transformation [Discussion of Week 8 Primary Sources]

Friday, October 14 – Indigenous Slavery in Colonial Latin America

Primary Source Analysis 8 Due by 8:00 AM on Friday

Short Quiz 8 Due by 11:59PM on Sunday

Week 9 (October 17-21): Slavery in the Americas

Readings: Week 9 Primary Sources [see chart at end of syllabus]

Monday, October 17 – The Trans-Atlantic Slave Trade and the Americas

Wednesday, October 19 – Slavery in the Americas [Discussion of Week 8 Primary Sources]

Friday, October 21 – Afro-Descendant Lives and Cultures in the Americas

Primary Source Analysis 9 Due by 8:00 AM on Friday

Paper Option 3 Due by 9:00 AM on Saturday, October 22

Short Quiz 9 Due by 11:59PM on Sunday

Week 10 (October 24-October 28): Daily Life in Colonial Latin America

Readings: Week 10 Primary Sources; Catalina de Erauso, Lieutenant Nun

Monday, October 24 – Everyday Life in Latin America [Discussion of Week 10 Primary Sources]

Wednesday, October 26 – Social Structures and Lived Experiences of Colonial Latin America

Friday, October 28 – Gender and Travel in Latin America [Discussion of Lieutenant Nun]

Primary Source Analysis 10 Due by 8:00 AM on Friday

Short Quiz 10 Due by 11:59PM on Sunday

PART III – The Late Colonial Period

Week 11 (October 31-November 4): Colonial Society on the Verge of Major Transformations and Unrest

Readings: Week 11 Primary Sources [see chart at end of syllabus]

Monday, October 31 – Colonial Culture in Latin America

Wednesday, November 2 – Transformations in the Seventeenth Century [Discussion of Week 11 Primary Sources]

Friday, November 4 – Latin America, Iberian Monarchs, and Global Competition

Primary Source Analysis 11 Due by 8:00 AM on Friday

Short Quiz 11 Due by 11:59PM on Sunday

Week 12 (November 7-11): The Age of Reforms

Readings: Week 12 Primary Sources [see chart at end of syllabus]

Monday, November 7 – The Bourbon Reforms and Spanish America, 1714-1790s

Wednesday, November 9 – Transformations in Colonial Life [Discussion of Week 12 Primary Sources]

Friday, November 11 – The Pombaline Reforms and Transformations in Brazil

Primary Source Analysis 12 Due by 8:00 AM on Friday

Paper Option 4 Due by 9:00 AM on Saturday, November 12

Short Quiz 12 Due by 11:59PM on Sunday

Week 13 (November 14-18) – Towards Independence: 1789-1810

Readings: Week 13 Primary Sources [see chart at end of syllabus]

Monday, November 14 – Shifts in Late Colonial Era Society and Politics

Wednesday, November 16 – Growing Unrest in the Colonial Americas [Discussion of Week 13 Primary Sources]

Friday, November 18 – Growing Unrest and Revolutionary Activity, 1780s-1800s

Primary Source Analysis 13 Due by 8:00 AM on Friday

Short Quiz 13 Due by 11:59PM on Sunday

Week 14 (November 21-25) – THANKSGIVING BREAK – NO CLASS

Week 15 (November 28-December 2)

Readings: Week 15 Primary Sources on Independence available on Canvas [see chart at end of syllabus]

Monday, November 28 – Latin American Independence, 1810-1816: From Revolution to Civil War...

Wednesday, November 30 – Pushes for Independence [Discussion of Week 15 Primary Sources]

Friday, December 2 Latin American Independence, 1816-1824...and from Civil War to Independence

Primary Source Analysis 14 Due by 8:00 AM on Friday

Paper Option 5 Due by 9:00 AM on Saturday, December 3

Short Quiz 14 Due by 11:59PM on Sunday

FINALS WEEK (December 5-9): Final Exam due by 9:00 AM on Wednesday, December 7

Weekly Reading Chart

Below is a chart to remind you which readings are due each week.

	Readings
Week 1	<ul style="list-style-type: none"> • <i>Keen's Latin American Civilization</i>, Chapter 2, Documents 1, 2, 3, 6, and 7
Week 2	<ul style="list-style-type: none"> • <i>Keen's Latin American Civilization</i>, Chapter 1, Documents 1 through 8 and 10-12 • <i>Popol Vuh</i>
Week 3	<ul style="list-style-type: none"> • <i>Keen's Latin American Civilization</i>, Chapter 2, Documents 4 and 5 • <i>Keen's Latin American Civilization</i>, Chapter 3, Documents 1 and 2 • <i>Keen's Latin American Civilization</i>, Chapter 4, Documents 1 through 4
Week 4	<ul style="list-style-type: none"> • <i>Aztec Empire</i> Webcomic [Links available in Week 4 above and on Canvas]
Week 5	<ul style="list-style-type: none"> • <i>Keen's Latin American Civilization</i>, Chapter 3, Documents 3 through 11 • <i>Keen's Latin American Civilization</i>, Chapter 4, Document 5 • <i>Hans Staden</i>
Week 6	<ul style="list-style-type: none"> • <i>Keen's Latin American Civilization</i>, Chapter 5, Documents 1 through 6 • <i>Keen's Latin American Civilization</i>, Chapter 6, Documents 1, 2, 4-6, and 8-9
Week 7	<ul style="list-style-type: none"> • <i>Keen's Latin American Civilization</i>, Chapter 6, Document 7 • Supplementary Primary Sources on Religion [Available on Canvas]
Week 8	<ul style="list-style-type: none"> • <i>Keen's Latin American Civilization</i>, Chapter 4, Documents 6 through 11 • <i>Keen's Latin American Civilization</i>, Chapter 8, Document 6
Week 9	<ul style="list-style-type: none"> • <i>Keen's Latin American Civilization</i>, Chapter 7, Documents 2 and 6 through 8 • Supplementary Primary Sources on Afro-Descendants [Available on Canvas]
Week 10	<ul style="list-style-type: none"> • <i>Keen's Latin American Civilization</i>, Chapter 7, Document 1 • <i>Keen's Latin American Civilization</i>, Chapter 8, Documents 1 through 3 and Document 7 • <i>Lieutenant Nun</i>
Week 11	<ul style="list-style-type: none"> • <i>Keen's Latin American Civilization</i>, Chapter 5, Documents 7 and 8 • <i>Keen's Latin American Civilization</i>, Chapter 6, Document 3 • <i>Keen's Latin American Civilization</i>, Chapter 7, Documents 4 and 5 • <i>Keen's Latin American Civilization</i>, Chapter 8, Document 5
Week 12	<ul style="list-style-type: none"> • <i>Keen's Latin American Civilization</i>, Chapter 9, Documents 1 through 6
Week 13	<ul style="list-style-type: none"> • <i>Keen's Latin American Civilization</i>, Chapter 10, Documents 1 through 7
Week 14	<ul style="list-style-type: none"> • Thanksgiving Break – No Readings
Week 15	<ul style="list-style-type: none"> • Supplementary Primary Sources on Independence [Available on Canvas]

Weekly Deadlines

	Primary Source Analyses	Exams and Papers	Content Quizzes
Week 1	Friday, August 26		Sunday, August 28
Week 2	Friday, September 2		Sunday, September 4
Week 3	Friday, September 9	Paper 1 – Saturday, September 10	Sunday, September 11
Week 4	Friday, September 16		Sunday, September 18
Week 5	Friday, September 23		Sunday, September 25
Week 6	Friday, September 30	Paper 2 – Saturday, October 1	Sunday, October 2
Week 7	Friday, October 7		Sunday, October 9
Week 8	Friday, October 14	Midterm Exam – Monday, October 10	Sunday, October 16
Week 9	Friday, October 21	Paper 3 – Saturday, October 22	Sunday, October 23
Week 10	Friday, October 28		Sunday, October 30
Week 11	Friday, November 4		Sunday, November 6
Week 12	Friday, November 11	Paper 4 – Saturday, November 12	Sunday, November 13
Week 13	Friday, November 18		Sunday, November 20
Week 14	Thanksgiving Break		Thanksgiving Break
Week 15	Friday, December 2	Paper 5 – Saturday, December 3	Sunday, December 4
Finals Week		Final Exam – Wednesday, December 7	

NOTE:

- All primary source analyses (due every Friday) should be submitted by 8AM
- All papers are due by 9AM on their respective due dates
- Content Quizzes (due every Sunday) should be submitted by 11:59PM
- The Midterm and Final Exams will be due by 9AM on their respective due dates