

Colonial Latin America

HIST 4391-060, Tuesdays-Thursdays, 11:00-12:20

3 Credit Hours (Online)

A study of European and Indian background, Iberian exploration and conquest, political, economic, cultural, and social developments to the eve of independence.

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Fall 2020 Office Hours:
Thursdays, 2:00-4:00 (Zoom)
Wednesdays, 9:00-10:00 (Zoom)
Or by appointment

Course Description

This course looks at the peoples, cultures, and events of Latin America from 15000 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, this course will allow students to understand the cultural, social, economic, and political complexities of early societies in Latin America while providing points of comparison and contrast between Spanish and Portuguese America. Through the use of primary documents, secondary readings, and other materials, 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.
- Students will compare and contrast the societies, cultures, and lives of indigenous groups throughout the Americas in the years before European contact.
- Students will assess the early causes, methods, and everyday experiences of European colonization in the Americas in the sixteenth century.
- Students will differentiate the political, economic and social transformations of the Colonial Era through the sixteenth and seventeenth centuries.

- Students will compare and contrast race the political, economic and social transformations of reforms in Spanish and Portuguese America in the eighteenth century.
- Students will investigate the everyday and exceptional moments of indigenous experience in the Colonial Era.
- Students will analyze the rise of and experiences under slavery in the Americas in the Colonial Era.
- Students will illustrate the political, economic and social transformations of reforms in Spanish and Portuguese America in the eighteenth century
- Students will examine the place of Latin America in hemispheric and geopolitical contexts across three centuries.
- Students will 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:

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

Restall, Matthew, and Kris Lane. *Latin America in Colonial Times*. 2nd Edition. Cambridge:

- Cambridge University Press, 2018.
- Tedlock, Dennis. *Popol Vuh: The Definitive Edition of the Mayan Book of the Dawn of Life and the Glories of Gods and Kings*. New York: Touchstone, 1996.
- Staden, Hans. *Hans Staden's True History: An Account of Cannibal Captivity in Brazil*. Ed. Neil Whitehead. Durham: Duke University Press, 2008.
- Hyland, Sabine. *Gods of the Andes: An Early Jesuit Account of Inca Religion and Andean Christianity*. University Park, PA: The Pennsylvania State University Press, 2011.
- de Erauso, Catalina. *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*. Translated by Michele Stepto and Gabri Stepto. Boston: Beacon Press, 1997.

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 (10% 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 materials contained in *Latin America in Colonial Times* (Restall & Lane). Students **must** read the textbook each week based on the calendar at the end of the semester; failure to do so 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 *Latin America in Colonial Times* and from short, supplementary video-lectures that will be available on Canvas. There will be 14 of these quizzes, occurring each week and building on that week's reading from the textbook [see the chart of readings at the end of the syllabus] and supplementary video lectures. Each of these quizzes will be 1% of the student's final grade, and the professor will drop the student's four lowest quiz grades, leaving 10 grades counted for 10% of the final grade.

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

Building on the information and the textbook, 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 in week 7, 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, history is "just a bunch of names and dates." This could not be further from the truth – history is an analysis and contextualization of the words, actions, and ideas of the past in order to understand their causes, their effects, and the ways change over time occur. With that understanding, historians not only understand what factors shaped the past, but also gain insight into how similar processes might unfold in other times or

places, including in our 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.

Source Analyses and Reflections (10% of final grade)

Throughout the semester, students will provide a weekly analysis of the primary sources they are reading for that week. Some weeks, this will come in the form of a formatted primary source analysis [available on Canvas]; other weeks, this will come in the form of a broader reflection/short essay. There will be 13 of these analyses, commensurate with their 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 three 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. These discussions will take two forms: online meetings (typically, if not always, occurring on Thursdays from 11:00-12:20), and discussion boards. For the online meetings, we will meet our regularly-scheduled class time of 11:00-12:20 on Tuesdays and/or Thursdays. Such meetings will allow us to replicate some of the spontaneity, dialog, and collegiality of a face-to-face class and allow you to get to know one another. These meetings will also be opportunities for students to ask questions of the professor and to get further information in organic "mini-lectures" on that week's subject as needed.

Additionally, on days where class may not meet, there will be discussion boards where students can dialogue with one another, ask further questions, or make observations about what they are learning. These discussion forums will be informal and friendly spaces where students can reflect upon and identify their own learning, what is new or challenges previous conceptions, what is familiar and why, what is similar or different to other parts of the world/history, or other topics. These discussions will have guided questions, but they will be open-ended. In these discussion boards, students should be courteous. (See "Netiquette and Online Classroom Civility," below.)

Collectively, these synchronous online meetings and discussion boards will make up 10% of the student's final grade. The more engaged students are in these meetings, the better their grade will be. **Failure to participate in the online discussions and**

class meetings in three individual weeks will result in a zero for this grade.

Papers (10% each = 40% 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*; *Hans Staden*; *Gods of the Andes*; *Lieutenant Nun*) 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, 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 four (4) of the five (5) papers**. Students may choose to do all five; in this case, their lowest grade will be dropped. These papers will be worth 10% each, for a total of 40% 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

Because students have a chance to drop their two (2) lowest quiz scores, their three (3) lowest primary source analyses, and because they may write all 5 paper topics and drop the lowest grade, there is no current extra credit opportunity for this course.

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	10%
Exams (2 x 15%)	30%
Primary Source Analyses/Reflections	10%
Discussions & Participation	10%
Papers (4 of 5 at 10% each)	40%
TOTAL	100%

Email Policies

As this is an online course, I will check email regularly each day. You may expect a reply within 18 hours during the weekdays (Monday-Friday), and within 24 hours on the weekend (Saturday and Sunday). 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.

Finally, even in an online setting, university education occurs in a formal setting. 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 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 the faculty by name, 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/>.

Life in the Time of COVID-19

As we are all aware, things have fundamentally changed and altered our lives on a daily basis since the spread of the world’s largest pandemic in over a century. This class was originally designed as a face-to-face class, and as much as I love seeing students in a face-to-face environment and interacting directly with you, I also know that it is better for your health, your families’ health, and my health if we do our best to learn online while the world adapts in the mid-term. However, just because this class is online does not mean that I have sacrificed the rigor of the course, nor have I sacrificed my passion for the subject-matter or desire to help each of you do the best you can and to succeed this semester.

Because these are such unusual times, and because COVID-19 is such a serious illness (one that allows us to draw particular historical parallels in this class, where – as we’ll see by week 4 – disease played a profound role in Latin American history), I am aware that health can interrupt students’ educational experiences. I acknowledge the need for flexibility as we all continue to have to adapt on the fly to constantly-shifting circumstances. I have built flexibility into my approach and attitude this semester so that students are given the best chance to succeed, but in return I ask that you not exploit that flexibility.

As a result, students are expected to attend the weekly online meetings and discussions discussed above. If for health reasons you cannot attend, I understand; however, students who miss a class will be expected to submit a short reflection on the supplementary video lectures available on Canvas in order to provide their own contribution on the material and to illustrate the ways they are engaging with, thinking about, and learning Latin American history.

For our Zoom meetings, I will always send a link for our class meeting well in advance through email, and I will also make the link available on Canvas. When you log into Zoom, **you must use your Patriots account; students trying to access the meeting from their phones will be unidentifiable and thus will be expelled from the class and will be counted absent for the day.** You can log into Zoom through your Patriots ID. When we meet, we will typically break into small groups (via breakout rooms) for group discussions before gathering in a larger group to discuss that week’s readings and for me to answer any questions students may have. These meetings will **not** be recorded, and students’ privacy and FERPA rights will remain protected. Again, these meetings are for us to meet and talk like students and historians normally would in times outside of a pandemic.

Finally, because these are live discussions, when you join on Zoom, I ask that you have your camera on. While this is not required, it allows your peers to “read” your body-language; additionally, as Zoom’s audio occasionally has “hiccups,” it helps me to make sure everybody gets a chance to speak and have their questions answered. You need not worry about appearance – I expect students to look no differently than they would if they were coming to class on campus. Do be mindful of your surroundings, and ensure that they are not inappropriate. For those of you living with family, do not worry – there is a mute button so we can’t hear what’s going on around you until you unmute to talk. And do not worry about pets making sounds (indeed – I especially welcome people “sharing” their pets on Zoom).

As mentioned above, the purpose here is to ensure you have the best opportunities to engage with history and succeed in the class, so if you have any concerns, please do not hesitate to reach out to me by email or during office hours (which will also be conducted by Zoom).

“Netiquette” and Online Classroom Civility

As most of us know, one of the challenges of the internet is that anonymity and having an audience can lead to bad behavior, bad-faith arguments, and incivility online. As a result, this class insists that students practice “netiquette,” or etiquette online, that maintains 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 online class, all comments—electronic or otherwise—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, etc. 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.

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. Failure to follow netiquette guidelines for the class will negatively effect students’ attendance and participation grade, and violators may be ejected from the class and its online forums. You may also consult UT-Tyler’s policies and guidelines for netiquette at <https://uttyler.instructure.com/courses/9399/pages/netiquette>.

Attendance and Makeup Policy

Because this is an online course, 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.

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.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

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>

Grade Replacement/Forgiveness and Census Date Policies Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 4th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid State-Mandated Course

Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.



Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester. (Revised 05/17)

Student Absence for University-Sponsored Events and Activities If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

UT Tyler a Tobacco-Free University All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free

Campus Carry We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

Important Covid-19 Information for Classrooms and Laboratories

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by [Procedures for Fall 2020 Return to Normal Operations](#). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

Course Outline

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

Week 1 (August 24-30): Introduction

Readings: Restall & Lane, Ch. 1; Week 1 Primary Sources on Canvas; [“Humans Reached North America 10,000 Years Earlier Than We Thought, Research Says”](#); [“Pre-Hispanic ruins found on mountaintop”](#)

- The Early Peoples of the Americas, 25,000(?)–1000 BCE
- The Rise of Urban Civilizations, 1200s BCE–1200 CE

Week 2 (August 31–September 6): Indigenous Peoples of the Americas

Readings: Restall & Lane, Ch. 5; [Popol Vuh](#)

- Indigenous Empires in the Americas, 1200s–1510s

Week 3 (September 7–13): Early Forms of Conquest, 1492–1519

Readings: Restall & Lane, Ch. 2 & 3; Primary Sources on Canvas; [Graphic Webcomic on the Aztec Empire \(Part 1; Part 2; Part 3; Part 4; Part 5; Part 6\)](#)

- The Iberian Peninsula, 700s–1400s BCE
- Africa, 1200s–1400s
- Early Contact in the Americas, 1492–1518

Week 4 (September 14–20): Consolidating Contact: European Colonies, 1500–1534

Readings: Restall & Lane, Ch. 4, 6, & 7; Primary Sources on Canvas; [“Aztec Palace and House Built By Hernán Cortés Unearthed in Mexico City”](#)

- The Conquest of Mexico, 1519–1521
- The Conquest of the Inca Empire, 1530s–1570s
- The Limits of Conquest, 1522–1540s

Week 5 (September 21–27): Of Cannibals and Colonies: European Understandings of the Americas (and of Itself)

Readings: [Hans Staden](#)

- A Brazilian Counterpoint, 1500–1534
- Towards a Portuguese Colony, 1534–1560s

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

Week 6 (September 28–October 4): Consolidating Colonial Control in the Americas

The Early State – Efforts at Establishing Control in Spanish and Portuguese America
Early Authority and Early Adaptation in the Colonial Americas

Readings: Restall & Lane, Ch. 8; Primary Sources on Canvas

- “Decentered Centralization”: The Spanish Crown and Governance in the Americas
- The Economic Roots of Colonialism

Week 7 (October 5–11): Religion in the Americas

Readings: Restall & Lane, Ch. 9; Primary Sources on Canvas

- Powers Real and Imagined: The Institutional Church in Colonial Society

- Of Witches and Saints: Popular Religion in Colonial Society

Week 8 (October 12-18): Indigenous Peoples in the Colonial Era

Readings: Restall & Lane, Ch. 10; Hyland, Gods of the Andes

- Adaptation, Resistance, Survival: Indigenous Peoples in Colonial Societies
- Contesting Colonialism in Latin America

Week 9 (October 19-25): Slavery in the Americas

Readings: Restall & Lane, Ch. 12; Primary Sources on Canvas

- Slavery in the Americas
- Afro-Descendant Cultures and Societies in the Americas

Week 10 (October 26-November 1): Daily Life in Colonial Latin America

Readings: Restall & Lane, Ch. 11; Catalina de Erauso, Lieutenant Nun

- Gender and Society in the Colonial Americas
- Race & Ethnicity in the Colonial Americas
- Popular Culture and Lived Experiences in the Colonial Americas

PART III – The Late Colonial Period

Week 11 (November 2-8): Colonial Society on the Verge of Major Transformations and Unrest

Readings: Primary Sources on Canvas

- The Americas in a Globalizing World, 1650s-1714
- European Wars and their Reach in the Americas, 1714-1763

Week 12 (November 9-15): The Age of Reforms

Readings: Restall & Lane, Ch. 13; Primary Sources on Canvas

- The Bourbon Reforms in Spanish America, 1714-1780s
- The Bourbon Reforms and Culture and Society
- The Pombaline Reforms in Portuguese America, 1750-1777

Week 13 (November 16-22) – Towards Independence: 1789-1810

Readings: Restall & Lane, Ch. 14; Primary Sources on Canvas

- Reform and Unrest in Colonial Society

Week 14 (November 23-29) – THANKSGIVING BREAK – NO CLASS

Week 15 (November 30-December 6)

Readings: Restall & Lane, Ch. 15; Primary Sources on Canvas

- From Colonies to Civil Wars, 1810-1816...
- ...and from Civil Wars to Independent Countries, 1816-1824
- The Empire of the Americas: Brazil and Independence, 1808-1822
- How “Revolutionary”? Independence and Its Fallout

FINALS WEEK (December 7-13): Final Exam due by 9:00 AM on Wednesday, December 9

Weekly Reading Chart

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

	Textbook	Primary Sources
Week 1	<i>Latin America in Colonial Times</i> – Chs. 1 & 5	Week 1 Readings [Available on Canvas] “Humans Reached North America 10,000 Years Earlier Than We Thought, Research Says” ; “Pre-Hispanic ruins found on mountaintop”
Week 2	[None]	Tedlock, <i>Popol Vuh</i>
Week 3	<i>Latin America in Colonial Times</i> – Chs. 2 & 3	Week 3 Readings [Available on Canvas] <i>Graphic Webcomic on the Aztec Empire</i> (Part 1 ; Part 2 ; Part 3 ; Part 4 ; Part 5 ; Part 6)
Week 4	<i>Latin America in Colonial Times</i> – Chs. 4 & 6	Week 4 Readings [Available on Canvas] “Aztec Palace and House Built By Hernán Cortés Unearthed in Mexico City”
Week 5	<i>Latin America in Colonial Times</i> – Ch. 7	Week 5 Readings [Available on Canvas] Hans Staden, <i>The True Account</i>
Week 6	[None]	Week 6 Readings [Available on Canvas]
Week 7	<i>Latin America in Colonial Times</i> – Ch. 8	Week 7 Readings [Available on Canvas]
Week 8	<i>Latin America in Colonial Times</i> – Ch. 10	Week 8 Readings [Available on Canvas] Hyland, <i>Gods of the Andes</i>
Week 9	<i>Latin America in Colonial Times</i> – Ch. 9	Week 9 Readings [Available on Canvas]
Week 10	<i>Latin America in Colonial Times</i> – Ch. 11	Week 10 Readings [Available on Canvas] Erauso, <i>Lieutenant Nun</i>
Week 11	<i>Latin America in Colonial Times</i> – Ch. 12	Week 11 Readings [Available on Canvas]
Week 12	<i>Latin America in Colonial Times</i> – Ch. 13	Week 12 Readings [Available on Canvas]
Week 13	<i>Latin America in Colonial Times</i> – Ch. 14	Week 13 Readings [Available on Canvas]
Week 14	Thanksgiving Break – No Readings	Thanksgiving Break – No Readings
Week 15	<i>Latin America in Colonial Times</i> – Ch. 15	Week 15 Readings

Weekly Deadlines

	Primary Source Analyses or Reflections	Exams and Papers	Content Quizzes and Discussion Boards (when applicable)
Week 1			Sunday, August 30
Week 2	Thursday, September 3		Sunday, September 6
Week 3	Thursday, September 10	Paper 1 – Friday, September 11	Sunday, September 13
Week 4	Thursday, September 17		Sunday, September 20
Week 5	Thursday, September 24		Sunday, September 27
Week 6	Thursday, October 1	Paper 2 – Friday, October 2	Sunday, October 4
Week 7	Thursday, October 8	Midterm Exam – Friday, October 9	Sunday, October 11
Week 8	Thursday, October 15		Sunday, October 18
Week 9	Thursday, October 22	Paper 3 – Friday, October 23	Sunday, October 25
Week 10	Thursday, October 29		Sunday, November 1
Week 11	Thursday, November 5		Sunday, November 8
Week 12	Thursday, November 12	Paper 4 – Friday, November 13	Sunday, November 15
Week 13	Thursday, November 19		Sunday, November 22
Week 14	Thanksgiving Break		Thanksgiving Break
Week 15	Thursday, December 3	Paper 5 – Friday, December 4	Sunday, December 6
Finals Week		Final Exam – Wednesday, December 9	

NOTE:

- All primary source analyses (due every Thursday unless otherwise noted) should be submitted by 9AM
- All papers are due by 9AM on their respective due dates (Fridays)
- Content Quizzes and Discussion Boards should be completed by the end of the day (11:59PM) each Sunday