**HIST 4366**

**Latin America, Origins through Independence**

**Fall 2015 - Online Course**

**INSTRUCTOR:** Dr. Kimberly Breuer

**EMAIL ADDRESS:** breuer@uta.edu

**OFFICE:** UH 314

**OFFICE HOURS:** MWF 11:00-12:00pm

**VIRTUAL OFFICE HOURS:** by appointment (email me to arrange the time for the Blackboard Collaborate session)

**HISTORY DEPARTMENT PHONE**: 817-272-2861 (individual faculty do not have office phones in the History Department – the fastest, most direct, and preferred means of communication is via email. Expect a response to an email with 48 hours, longer on weekends and breaks)

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*La Malinche and Hernan Cortes meet Emperor*

*Moctezuma outside Tenochtitlan (November, 1519)*

**DESCRIPTION OF COURSE CONTENT:** This course will introduce you to the social, political, and economic history of Latin America focusing on the period from 1250 to 1825. Particular attention will be paid to the creation of colonial society and culture from Indian, Iberian, and West African roots. Other topics include the great pre-Iberian indigenous empires and confederacies, the Iberian military conquest, gender relations and the creation of an honor culture, the role of church and state, mining and the development of the colonial economy, and the political reforms and crises which brought about the wars of independence. Students will also learn how to analyze primary source documents and utilize historical geography as an analytical tool, conduct and curate research utilizing digital history resources, and be introduced to the elements of good digital storytelling.

**CLASS PREREQUISITES**: none

**STUDENT LEARNING OUTCOMES (Course Objectives)**:

Upon completion of this course, students will be able to:

1. identify key events, peoples, individuals, terms, periodizations, and chronology of the history of Latin America through independence
2. demonstrate awareness of the basic historical geography associated Latin America.
3. develop analytical skills by scrutinizing primary source documents
4. develop critical thinking and problem solving skills by discussing the living nature of history, critiquing different interpretations of the same events, and understanding change over time.
5. synthesize diverse historical information on broad themes of Latin American history and present this information in coherent, well-articulated and well-substantiated discussions, essays and other presented work
6. conduct and curate academic research utilizing digital history sources and other internet resources to present digital history and digital storytelling artifacts

**FACULTY EXPECTATIONS:**

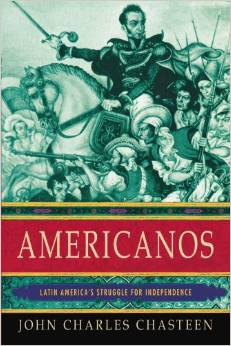
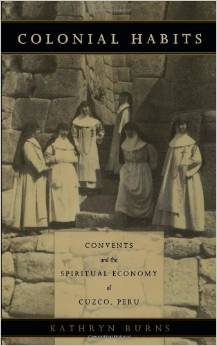
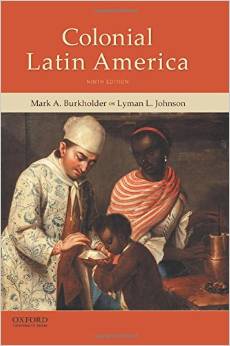
It is my expectation that students will

* not cheat, plagiarize, collude or commit other acts of academic dishonesty
* participate fully by being prepared for discussions and other assignments. Being prepared means doing your reading, watching videos, perusing all links in the course module and covering all materials presented
* do college-level work in all written assignments.  You will receive specific and detailed instructions for all assessments within the course module - follow them.  Proofread for grammar and prose (turning in sloppy work with many grammatical errors is not college level - if you have problems with writing on a college level, utilize the services of the Writing Center)
* turn in work on time and share jointly in responsibilities for any group work
* show respect to your instructor and your fellow students in all interactions within and without the course module
* ask for help when needed

**REQUIRED TEXTBOOKS AND OTHER COURSE MATERIALS**:

There are 3 required materials for this class:

* Burkholder and Johnson, *Colonial Latin America, 9th edition*
* Burns, *Colonial Habits: Convents and the Spiritual Economy of Cuzco, Peru*
* Chasteen, *Americanos: Latin America's Struggle for Independence*



**HOW TO ACCESS THE COURSE MODULE:** This course resides in Blackboard (elearn.uta.edu) and will become available on first day of the semester; I will email the class when the module is available. Note that you will not be able to see the class listed in Blackboard until I open it to students. I will be sending out an email to all enrolled students with an attached copy of the syllabus and other class information three days before the semester begins. If you receive this email, you are officially enrolled in the course.

**TECHNICAL SPECIFICATIONS:** You will upload documents in this course and will need appropriate software.  If you do not already have it, Microsoft Office is available from the UTA Bookstore for a substantial discount and it will allow you to complete all assignments in this course.  If you choose to use software other than Microsoft Office, I will not be able to support you and you may risk improper submissions. *\*Note\* - You cannot use anything older than Microsoft Office 2007 (PC)/2008 (Mac) for Word Documents, but you may submit a pdf file.  No other types of files are permitted unless otherwise stated in the course module.*

If you have not already done so, you should check to make sure that your system is configured correctly.  Go to <http://www.uta.edu/blackboard/system-configuration.php> to see a list of requirements.  If you are not at the most recent update, you may have issues opening some items in Blackboard***.***

*A note about BROWSERS****:***The recommended browser for Blackboard is Firefox.  However, I also require that you have another browser available on your computer (Chrome is a good second choice, but any other browser will do).  Why? Well, sometimes there are updates to either the browser or to Blackboard.  When this happens, some content might not display in a particular browser.

Always contact me first if you are having technical issues. I will often be able to quickly resolve your issue, but if not I will be able to help you craft the description of your problem and what issues we have ruled out so that the OIT Help Desk will be better able to pinpoint your problem. Before contacting me with a technical issue with course materials, always access the material in your back-up browser.  If it displays properly, then it is an issue with a recent update of software for your primary browser.  Use the backup browser for a day or two (this gives Blackboard a chance to adjust their settings). Also check the Technical Help FAQ, located under the “Important Information” tab in the course module menu, for troubleshooting information for common problems.

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*Bartolomé de las Casas, author of* A Short Account of the Destruction of the Indies *and defender of the Indians*

**ASSIGNMENTS AND ASSESSMENTS:**

Your grade for this course will be based upon 1000 quality points. All points in this course are weighted equally and simply add up over the semester. At the end of the semester, grades will be awarded according to the following scale:

|  |  |
| --- | --- |
| Semester Grade | Earned Points |
| A | 900-1000 |
| B | 800-899 |
| C | 700-799 |
| D | 600-699 |
| F | 0-599 |

*Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. You will find your grades in the course module. Click on the “Important Information” tab on the course menu and then select “My Grades.” There is a walkthrough video provided if you have trouble using the My Grades feature.*

**PROJECTS** (40% of semester grade)

***Document Project*** (50 points): A worksheet analyzing a primary source material and a 3-4 page essay based upon analysis of primary source materials. (Outcomes 1,3,4,5)

***Group GIS/Historical Geography Project*** (150 points): The group will research, storyboard, and create a multimedia historical geography presentation utilizing GIS, Google Earth, Storymapping, etc. (Outcomes 1,2,3,5,6)

***Individual Digital Storytelling Project*** (150 points): Each student will create a 3-5 minute video presentation on a topic associated with Latin American history which utilizes primary source materials, digital history resources, and internet research using academic websites. Students will be graded upon the quality of their research sites, the storyboard of their project, organization/content/accuracy of their presentation, and the aesthetics of their video. (Outcomes 1,3,4,5,6)

***Final Reflection Project*** (50 points): A reflective survey and a comprehensive essay in which student will reflect upon the broad concepts of Latin American history through independence in a 3-4 page essay. (Outcomes 1,2,3,4,5)

**TESTS** (40% of semester grade)

***Introduction Quiz*** (10 points): Quiz over syllabus and course introduction materials

***Level Up Exit Ticket*** (15 at 10 points each): Students may “level up” to the next topic early if they earn 75% or more on the assignment. Students failing to earn a passing grade have two choices: they may resubmit their answers to the level up questions (the last grade will count) in an attempt to earn 75% on the assignment and level up to next topic or they may wait until the next topic opens according to the master course schedule, utilizing the time to review fuzzy concepts (and accepting their grade on the first submission). These exit tickets will allow students to see where they need to focus their study before the unit tests. Students showing mastery of the topic (75% or higher score) may move along at an accelerated pace through the unit course materials. I will attempt to have all level up exit ticket submissions graded by 10am on the following day. (Outcomes 1,2)

***Unit Tests*** (4 at 60 points each): Multiple choice, IDs, and short answer test over unit materials. (Outcomes 1,2)

**DISCUSSIONS** (20% of semester grade)

***Discussions*** (8 at 25 points each): Problem-based, analytical discussions where students will work together building a response to instructor prompts. Students will have a choice of discussion topics/groups for each assignment. (Outcomes 1,2, 3,4,5)

**EXTRA CREDIT**

***Student Reflections***: Opportunities for student reflection based upon the materials under study will be interspersed throughout the course. Students opting to complete these short assignments (typically one well-reasoned paragraph in length) can earn up to 5 points on each and up to 25 points total extra credit, which will be added to the total points for the semester. Reflection comments will be visible to other students after grading deadlines, as will the instructor’s reflection on the topic. These will be available in the History Corner area of the course module and can be used as a study/review tool for students. (Outcomes 1, 2, 3, 4, 5)

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*One of a series of Casta Paintings from New Spain*

*depicting the mulatto offspring of an elite African man*

*and Spanish woman*

**TURNING IN ASSIGNMENTS:** All assignments and assessments will be uploaded or completed through the Blackboard course module and all submitted assignments will be run through SafeAssign checking for plagiarism. No emailed submissions are accepted for grading. If you are having technical issues with completing or uploading and assignment in Blackboard, you must notify me via email *prior to the deadline for completion/submission*. If you are having problems uploading a completed assignment, you must attach your assignment file to your email notifying my of your technical issues as evidence you completed the assignment on time. Once your technical issue is resolved, you will be required to submit the same file through Blackboard for grading. Unless otherwise noted, all assignments are due by 11:59 pm *Central Time*.

**LATE PAPER AND MAKE-UP POLICY:** Students must provide university approved documented evidence to make up tests/quizzes or turn in late work. If you know there is going to be a conflict with meeting a due date or participating in a group assignment, contact me ***before*** the window of opportunity for that assignment/test closes and we will come up with an appropriate plan of action. I will not, however, extend due dates/open assignments early, to accommodate personal travel plans.

**GRADE GREVANCES**: You will typically receive your grade and feedback on an assignment within one week. If, for some reason, there will be a delay in return of grades, I will post an announcement and send a class email with further details. I will also make an announcement when the grading of an assignment is complete and all grades are posted. Once a grade is posted, you will have ONE WEEK from my emailed announcement to contact me about any discrepancies or issues. After that time, the grade will be considered final and I will not revisit the grade later in the session. There will be a shorter turnaround period at the end of the semester. Items due the last two weeks of the semester will have a three day window for a grade grievance once the grade is posted.

Any appeal of a grade beyond the instructor in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog.

[see <http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#19>]



*Sor Juana Inés de la Cruz, Hieronymite*

*nun, Baroque scholar, author, and*

*"The Tenth Muse" of New Spain*

**EXPECTATIONS FOR TIME SPENT IN STUDY**: In a traditional long semester face-to-face course, a general rule of thumb is this: for every credit hour earned, a student should spend 2-3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 6-9 hours of including reading required materials, completing assignments, preparing for exams, etc. beyond the time required to attend each class meeting. ***This online course is follows the same rule of thumb as an on-campus course. Students should expect to spend at least 9-12 hours per week on course materials, reading, studying, and assignments (the three hours of “class time” plus the 6-9 hours of “out-of-class” prep time of the on campus class).***

**PARTICIPATION:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. Since this is an online course, attendance means regularly (at minimum weekly) accessing the course module and moving through the materials in a timely manner. There is no grade based upon simply accessing the module. Students are responsible for being aware of all windows of opportunity for completing assignments and tests. The full course calendar is available in the Blackboard course module and an overview is provided below.

**DROP POLICY:** contact ***your advisor*** for drop policies. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**A RESPECTFUL LEARNING ENVIRONMENT:** It is the goal of the Department of History and the College of Liberal Arts to create and maintain a respectful learning environment in online courses. The official policy concerning communications within this course is stated below:

*When contacting your instructor via email, remember to construct your messages both respectfully and carefully (be as specific as possible with your questions). In this course, as with any other UTA course, your communication with students and faculty should be the utmost professional. When communicating with your peers and instructor, there will be NO discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status. Keep in mind that instructors reserve the right to manage a positive learning environment and thus will not tolerate inappropriate conduct in the course. All UTA students are responsible for behaving in a manner consistent with UTA's Standard Code of Conduct. Students violating these codes will be referred to the Office of Student Conduct.*

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*Jose Gabriel Condorcanqui (Tupac Amaru II), leader of an indigenous revitalization*

*and popular uprising against the Spanish in Peru on a Peruvian bank note.*

**ACADEMIC INTEGRITY:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. ***Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.***

The History Department takes academic dishonesty very seriously. Copying or closely paraphrasing directly from the text or internet sites without proper citation as plagiarism. If in doubt, cite. ***If you are found guilty of academic dishonesty on an assignment, you will receive a 0 for that assignment. If you are found guilty of cheating on a second assignment, you will receive an F (0) for the course.*** We will refer all cases of suspected academic dishonesty to the Office of Student Judicial Affairs.

*NOTICE: All assignments submitted to Blackboard will be run through SafeAssign to check for plagiarism.*

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*Liberator of northern South America; statesman instrumental in the establishment of the modern nations of Venezuela, Columbia, Ecuador, Peru and Bolivia*

**ELECTRONIC COMMUNICATION:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**STUDENT SUPPORT SERVICES**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**AMERICANS WITH DISABILITIES ACT:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**TITLE IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**STUDENT FEEDBACK SURVEY:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**COURSE CONTENT AND SCHEDULE:** *The instructor reserves the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.*

This course consists of **15 topics** divided into **4 units**. You will have windows of opportunity to complete the content materials and assignments associated with each unit. Units will open according to the overview calendar below. You may work through the course materials in the unit at your own pace (see Level Up under Assessments above), but be cognizant of any due dates associated with the unit assignments. A full and detailed schedule (including any interim due dates for assignments, projects and discussions) can be found in the master course calendar in the Blackboard course module.

Each topic will contain assigned readings from the texts as well as links to other materials, websites, lecture videos, etc. Work in order from top to bottom in both the Unit folder and each individual topic folder. Pay particular attention to the unit overview and the study guides for each individual topic.

|  |  |
| --- | --- |
| **COURSE INTRODUCTION**  Time Expectation: 2 hours | Course Basics |
| **UNIT 1: CREATING LATIN AMERICA**  Time Expectation: 27-36 hours | TOPIC 1: Mesoamerica before Conquest  TOPIC 2: South America before Conquest  TOPIC 3: Iberia and West Africa in the Age of Exploration |
| **UNIT 2: IBERIAN MILITARY CONQUEST**  Time Expectation: 36-48 hours | TOPIC 4: Conquest of Mexico  TOPIC 5: Conquest of Peru/”Otros Mexicos”  TOPIC 6: Imperial Organization: Church and State  TOPIC 7: Population and Labor |
| **UNIT 3: LIVING IN THE EMPIRES**  Time Expectation: 36-48 hours | TOPIC 8: Production, Exchange, and Defense  TOPIC 9: Social Economy  TOPIC 10: Family and Society  TOPIC 11: Baroque Culture |
| **UNIT 4: REFORM, UNREST, COLLAPSE**  Time Expectation: 36-48 hours | TOPIC 12: Imperial Expansion and Reform  TOPIC 13: Popular Uprisings and Unrest  TOPIC 14: Wars for Independence, Round 1  TOPIC 15: Wars for Independence, Round 2 |

**HIST 4366 – Fall 2015 Master Calendar**

**Course Content**

|  |  |  |
| --- | --- | --- |
| **ITEM** | **OPEN** | **CLOSE** |
| **INTRODUCTION** | **8/27** | **9/4** |
| Discussion 1 Initial | 8/27 | 9/2 |
| Discussion 1 Comments | 8/27 | 9/4 |
| Introduction Quiz | 8/27 | 9/3 |
| **UNIT 1** | **8/27** | **9/18** |
| Topic 1 Level Up | 8/27 | 9/4 |
| Topic 2 Level Up | 9/5 | 9/11 |
| Topic 3 Level Up | 9/12 | 9/17 |
| Discussion 2 Initial | 9/8 | 9/11 |
| Discussion 2 Comments | 9/8 | 9/15 |
| Unit 1 Test | 9/17 | 9/18 |
| **UNIT 2** | **9/21** | **10/14** |
| Topic 4 Level Up | 9/21 | 9/25 |
| Topic 5 Level Up | 9/26 | 10/2 |
| Topic 6 Level Up | 10/3 | 10/7 |
| Topic 7 Level Up | 10/8 | 10/13 |
| Discussion 3 Initial | 9/25 | 9/30 |
| Discussion 3 Comments | 9/25 | 10/2 |
| Discussion 4 Initial | 9/25 | 10/7 |
| Discussion 4 Comments | 9/25 | 10/9 |
| Unit 2 Test | 10/13 | 10/14 |
| **UNIT 3** | **10/19** | **11/11** |
| Topic 8 Level Up | 10/19 | 10/23 |
| Topic 9 Level Up | 10/24 | 10/30 |
| Topic 10 Level Up | 10/31 | 11/4 |
| Topic 11 Level Up | 11/5 | 11/10 |
| Discussion 5 Initial | 10/22 | 10/28 |
| Discussion 5 Comments | 10/22 | 10/30 |
| Discussion 6 Initial | 10/22 | 11/4 |
| Discussion 6 Comments | 10/22 | 11/6 |
| Unit 3 Test | 11/10 | 11/11 |
| **UNIT 4** | **11/12** | **12/9** |
| Topic 12 Level Up | 11/12 | 11/18 |
| Topic 13 Level Up | 11/19 | 11/25 |
| Topic 14 Level Up | 11/26 | 12/3 |
| Topic 15 Level Up | 12/4 | 12/8 |
| Discussion 7 Initial | 11/17 | 11/23 |
| Discussion 7 Comments | 11/17 | 11/25 |
| Discussion 8 Initial | 11/17 | 12/3 |
| Discussion 8 Comments | 11/17 | 12/7 |
| Unit 4 Test | 12/8 | 12/9 |

**Projects**

|  |  |  |
| --- | --- | --- |
| **ITEM** | **OPEN** | **CLOSE** |
| **DOCUMENT** | 8/31 | 9/21 |
| Worksheet | 8/31 | 9/14 |
| Document Essay | 8/31 | 9/21 |
| **GIS/HISTORICAL GEOGRAPHY** | 9/28 | 10/27 |
| Diigo Curation | 9/28 | 10/5 |
| Diigo Comments | 9/28 | 10/8 |
| Participation | 9/28 | 10/20 |
| Story Map | 9/28 | 10/20 |
| View and Reflect | 10/22 | 10/27 |
| **VIDEO STORYTELLING** | 11/2 | 12/2 |
| Proposal | 11/2 | 11/18 |
| Listly Curation | 11/2 | 11/25 |
| Video | 11/2 | 12/2 |
| **FINAL PORTFOLIO** | 12/1 | 12/14 |
| Survey | 12/10 | 12/14 |
| Final Essay | 12/10 | 12/14 |

NOTES:

1. You may access a topic before the listed open date by earning a 75% or greater level up score on the previous topic in that unit.

2. Extra Credit Student Reflections will be made available in the History Corner from time to time. I will post an announcement when one becomes available.

3. Open date reflects the day the assignment becomes available in the module. Close date is the last day you may turn in an assignment. You may turn in an assignment anytime during its window of opportunity

4. Tests can be accessed as soon as you Level Up from the last topic in the Unit. If you choose not to level up, the test will open according to the due date in the calendar.

5. All due dates are 11:59pm *Central Time*