

HST 350 Latin American Civilization: Colonial Latin American History

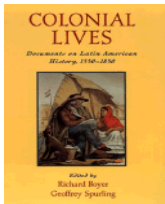
Missouri State University
Spring Semester 2022
ONLINE COURSE

“When two cultures collide is the only time when true suffering exists“

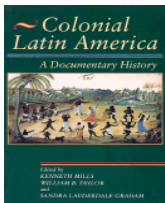
--Herman Hesse

Professor: Dr. John F. Chuchiak IV
Office Hours: Online Course (*Virtual Office Hours*)
E-mail: JohnChuchiak@missouristate.edu

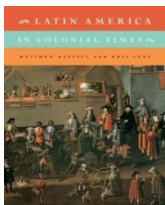
Required Texts & Readings:



Boyer, Richard, & Geoffrey Spurling, *Colonial Lives: Documents on Latin American History, 1550-1850*, Oxford, 2000.



Mills, Kenneth & William Taylor, *Colonial Spanish America: A Documentary History*, Scholarly Resources, 2002.



Restall, Matthew and Kris Lane, *Latin America in Colonial Times*, Cambridge University Press, 2011

Copies of these texts are available for purchase at the University Bookstore.

Welcome to History 350—Latin American Civilization: Colonial Latin American History

This course is intended as a survey of colonial Latin American history. It traces the historical origins of Latin American Society, focusing on the conflict of the clash of cultures. Themes include an examination into Iberian and Pre-Columbian Societies; conquest and subordination of Amerindian civilizations by Spain and Portugal; the structure and distribution of power, land and labor in post-conquest Latin America; and the order and instability of colonial Society. A major theme is the nature of inter-ethnic conflict between the European, African and Indigenous peoples which made up the complex social fabric of the colony.

Method of Evaluation:

Assignment	Description	Points Possible
Online Lesson Quizzes (14 Quizzes)	Fourteen online quizzes over the lesson module and readings (25 point each)	350 Points
Online Lesson Blog Entries (14 Blog Posts)	Each student will independently submit 14 separate blog posts analyzing the content of the lessons, readings and films critically for each lesson by answering a series of focus questions. (25 points each)	350 Points
Map Quiz # 1: Pre-Columbian Cultures of the Americas	Online Map Quiz #1: The Pre-Columbian Cultures of the Americas	75 Points
Online Mid-Term Exam # 1	1 Online Mid-Term Exam—Objective Questions	300 Points
Map Quiz #2: Spanish Conquest and Colonization	Online Map Quiz # 2: Spanish Conquest and Colonization	75 Points
Online Final Exam # 2	1 Final Exam—Objective Questions	300 Points
Encyclopedia Style Research Entry Topic & Thesis	1 Preliminary Research Paper & Thesis Statement	50 Points
Final Draft of Encyclopedia styled Research Entry	1 Final Research Paper (10-15pp)	500 Points
TOTAL		2,000 Points

Grading Policy:

1860-2000 Points = A	1740-1799 Points = B+	1540-1599 Points = C+	1340-1399 Points = D+
1800-1859 Points = A-	1660-1739 Points = B	1460-1539 Points = C	1200-1339 Points = D
	1600-1659 Points = B-	1400-1459 Points = C-	0-1199 Points = F

SINCE THE GRADE IN THIS CLASS IS BASED ON POINTS INSTEAD OF PERCENTAGES, GRADES ARE NEITHER ROUNDED UP NOR ROUNDED DOWN IN THIS COURSE UNDER ANY CIRCUMSTANCES!

Directions for completing course assignments are provided in the Lessons area of this Blackboard site and all deadlines and due dates are recorded on the Course Calendar. This course grade will consist of the following components:

Course Content:

- This course contains fourteen (14) weekly thematic modules spread out over the semester.
- This means that each week of the course, every student must successfully complete (2) two lesson assignments to stay on track. Each one of these thematic lessons consist of some or all of the following components:

Directions for completing the various individual course assignments are provided in the Thematic Lessons area of this Blackboard site and all of deadlines and due dates are recorded on the **Course Calendar**.

1). Thematic Reflective Journal Posts (14 Thematic Reflective Journal Posts-Worth 350 points) (25 points per theme)

At the beginning of each theme, the student will be required to make (1) one main reflective journal post responding to the readings, videos lectures, and documentaries assigned for that theme. These main journal posts must be posted within four days of the opening of any given thematic lesson.

A rubric for how these discussion grades will be assigned for the main posts can be found here: [Online Journal Post Grading Rubric—Reflective Journal Posts](#)

2). Thematic Reading Assignment Quizzes (14 Thematic Reading Quizzes-Worth 350 points) (25 points per week)

Each weekly theme will also have a short online quiz (multiple choice, fill in the blank, and short answer/essay quiz) on the assigned readings, documentaries and other lesson materials for each of the themes for the week. This quiz is meant to ensure that the students are keeping up with the readings for each of the themes' assignments. As these quizzes are meant to test your general knowledge of the assigned readings and lesson materials it will not be possible to pass this portion of the grade without having prepared the materials for that thematic lesson.

3). Map Quiz # 1: Online Map Quiz on Important Geographical Regions of Pre-Columbian Cultures (75 points): Each student will be required to take a map quiz covering historical and geographical knowledge of Pre-Columbian regions under study during the course.

4). Midterm Objective Question Exam # 1 on the Pre-Columbian Cultures of Latin America (300 points):

There will be one Midterm exam during the semester covering the class presentations and the reading materials assigned in class. You will be responsible for both the required texts and the additional readings assigned each week. This exam will cover the background of the Pre-Columbian cultures of Latin America in order to ensure that the students have a basic understanding of the course material

5). Map Quiz #2: Online Map Quiz on Spanish Conquest and Colonization (75 points): The second map quiz will test the student's knowledge of the Spanish Conquest and

Colonization of Latin America.

6). Final Exam Objective Question Exam # 2 on the Spanish Conquest and Colonization of Latin America (300 points):

There will be one final exam during the semester covering the class presentations and the reading materials assigned in class. You will be responsible for both the required texts and the additional readings assigned each week. This exam will cover the history of the Spanish Conquest and Colonization of Latin America. More information on the questions and material on the exam will be given in class.

7). 1 Preliminary Research topic and bibliography for (1) student chosen Thematic encyclopedia style entry Research Paper Topic & Thesis Statement (50 points)

This student must also present a preliminary thematic encyclopedia style research paper topic and bibliography (for 25 points) which will be submitted under the “**ASSIGNMENTS**” tab in our blackboard site.

8). Submission online of (1) student chosen Research Paper on a research topic pertaining to Colonial Latin American History (500 points)

The final part of the student's grade in this course requires the completion of a detailed major research paper on any aspect of Colonial Latin American History. These research papers will be anywhere from 10-15 pages (from 2,500 words to 3,750 words in length). The theme can be related to any aspect of the history of the colonial Latin America. Each student's paper will be expected to rely heavily on primary sources, and they must also include and contain a list of references and citations for any direct quotation or other image or documents used in the thematic article which will also be submitted under the “**ASSIGNMENTS**” tab in our blackboard site.

Online Class Policies

The following policies are designed to ensure your success in this online course.

Attending Class

Taking an online course is a different style of learning for many people. You may think you will be learning on your own, but you will soon discover many opportunities to work as a team with other students and to communicate with the instructor of your online course. You will find the support you need and have a great learning experience.

Because you do not come on campus and sit in a classroom, attendance is determined by your active participation and communication in the course.

Make sure that you log in frequently, participate in your course activities and discussions, and check your MSU email regularly.

Students who succeed in online classes keep a schedule just as they would if they were attending class on campus, and they communicate with one another and their instructor frequently.

Attendance is vital to your success. Consistent attendance usually leads to above-average

grades. Check MSU email and Blackboard at least four times per week.

When logging on to Blackboard, check course Announcements.

Meeting Deadlines

All assignments are due by **11:55 p.m.**, Central Standard Time, on the day specified unless otherwise stated in the course. Plan ahead for the unexpected!

You are accountable for staying on the semester schedule should technological or other problems arise.

You should immediately communicate with the instructor if an emergency may affect your ability to meet course deadlines.

An online course gives you the flexibility to do your coursework when it best fits your schedule, as long as you meet deadlines set by your instructor.

Do not let this flexibility be your downfall. Set aside time in your schedule to participate online and to complete your assignments. You will have frequent deadlines to keep you on track.

Do not fall behind. Playing catch-up causes stress, and stress reduces learning.

Many college students juggle school, work, family, and other life responsibilities all at the same time.

If a serious life issue prevents you from staying current in your coursework, contact your instructor as soon as possible and explain your circumstances.

Accepting Late Work

Late work will be accepted up to one week from the original deadline, **but** only with prior approval from the instructor. All times will be set for CST for the Missouri time zone.

Without prior approval, any late work will be subject to a grade penalty. Late work submitted more than one week from the original deadline without prior permission from the instructor will receive a failing grade.

All work must be submitted by the last day of the course; no extensions or late work will be accepted beyond that date unless an "I" or "Incomplete grade is sought. Please plan ahead.

Submitting Work

Make sure you submit coursework according to the directions provided in the course.

Here are general guidelines for assignment submission:

- Post your Main Reflective Journal Post and comments in the appropriate Journal entry forum in the **DISCUSSIONS & JOURNALS** area.

- Submit written assignments and other project deliverables in the SAFE ASSIGN spaces where appropriate in the **ASSIGNMENTS** tab. You should use file formats readable using Microsoft Office (.pdf, .rtf, .doc, .docx, .ppt, .pptx, etc.).
- Complete quizzes and exams as instructed in the **QUIZZES AND EXAMS** tab.

Do not email coursework unless you have received prior approval from your instructor.

Coursework sent by email without prior permission from your instructor **will not** be graded.

Receiving Grades and Instructor Feedback

Assignment grades and feedback will be provided generally one week (seven days) after the assignment is due.

Unless otherwise stated, grades and feedback will be available via the **MY GRADES** area of the Blackboard course site.

Communicating with Your Instructor

You have numerous ways of communicating with your instructor: by email and by the Question and Answer discussion forum and individual consultations by appointment. An answer to an email will generally be given within 48 hours of receiving the message.

If you have a question about an assignment or class procedure, for the fastest response consider posting it in the **Question and Answer** discussion forum so that other members of the class can benefit from it, too. A lot of learning can happen in this forum if you use it, so please do!

If you have a personal concern (such as a question about a grade), send a private message to your instructor through the Email button inside the Blackboard course site or through your MSU Webmail account.

If you would like an individual consultation with your instructor, you will have to schedule a time to chat online or via a ZOOM chat or by SKYPE. **Remember that your professor is + 7 hours ahead of your time zone in Germany.**

Sending Emails to your Instructor or classmates.

In this class you are treated as a professional, and you must communicate with your instructor and classmates as such.

If you need to send an email to your instructor or to your classmates, please follow the requirements posted below. Also consider that knowing how to write an appropriate email is an invaluable skill for your future and it is also well appreciated in any workplace.

- Write from your academic account.
- When you write an email, do not leave the subject line blank or write something vague and informal like "hi", "hey", "hello", "yay". Always use a greeting.
- Use correct grammar and punctuation. Capitalize appropriately. Use complete words and sentences; this is not texting. Check your spelling.
- Be concise and make your purpose clear, using concise language. Ask an actual question, rather than leaving it up to your instructor to infer what you do not understand.

- Sign your email appropriately.

Here is an example you can use for writing your future emails:

Informal Email Example	Formal Email Example
hey we're curious what we were supposed to be finding for what the experts say ?Astu	Dear Professor Chuchiak, Our group was working on the class project for HST 350 and we didn't understand one of the requirements (#2). Can you please clarify for us what you mean by "what the experts say"? Thanks A Stu Dent, Team 4

Learning

What matters most in any course is what you actually learn. Online learning allows you many different ways to learn, such as reading your textbook, following the hands-on practice in your assignments, communicating with your classmates and your instructor, and discovering other resources across the Internet.

If you actively participate in your course, you will get good feedback to help you with your learning. Stay active in your course and focused on your learning to get the most out of it.

Changes

Occasionally, circumstances require the instructor to change the syllabus. Should the instructor find a change necessary, you will be notified as soon as possible. You might print and hole-punch this syllabus and put it in a binder for ready referral.

Agreement

If you disagree with any of the policies or procedures spelled out above or cannot accept the demands of the course (i.e., the amount of time and work required), you need to drop the course as soon as possible. By staying in the course, you agree to comply with all the policies and procedures described in this syllabus.

Standards of Online Student Conduct

Appropriate academic conduct includes doing assigned work, meeting deadlines, participating in online discussions, and completing all the required elements of the course. It also means following these basic rules of "net"-iquette:

- Using proper capitalization, spelling, and grammar.
- Signing your name to all email messages and discussion postings.
- Providing descriptive but concise subject lines.

Furthermore, appropriate academic conduct means maintaining a safe learning environment based on mutual respect and civility. All participants in MSU online courses are expected to

behave professionally by adhering to these standards of conduct in the online environment:

- Never transmit or promote content known to be illegal.
- Respect other people's privacy as well as your own.
- Forgive other people's mistakes.
- Never use harassing, threatening, embarrassing, or otherwise abusive language or actions.

Online communication that fails to meet these standards of conduct will be removed from the course. Repeated misconduct may result in being blocked from online discussions, receiving a grade penalty, or being dismissed from the course.

Such misconduct in the online environment may also be reported to the MSU Online and/or the proper administrator for appropriate action in accordance with the Student Handbook.

GENERAL COURSE POLICIES

This course supports all general university policies. For more information on these follow this link:http://www.missouristate.edu/registrar/university_policies.html

Accessibility/Academic Accommodation:

If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) at the [Disability Resource Center website](#), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan and are not required to apply accommodations retroactively.

Mask and Face Covering Policy

In accord with the [MSU Mask and Face Covering policy](#), [Greene County Health Department](#) and the [Springfield City Ordinance](#), masks or face coverings must be worn at all times in public spaces within academic buildings and other campus instructional areas, including hallways, elevators, stairwells, classrooms, restrooms, study areas, and other common areas when you are on campus. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Masks or face coverings must be worn over the nose and mouth, in accordance with the [Centers for Disease Control and Prevention \(CDC\) guidelines](#). Face shields are not considered masks or face coverings for purposes of this requirement.

Students who cannot wear a mask or face covering due to a disability must contact the [Disability Resource Center \(DRC\)](#) to initiate the interactive accommodation process. In the absence of an approved accommodation, a student's refusal to wear a mask or face

covering will be considered a classroom disruption, consistent with [Op3.04-11 Class Disruption](#), and may result in the student being administratively dropped from the class section.

Dropping a Class

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520. You can access the [Academic Calendar](#) on the MSU website to view drop and refund deadlines for the semester.

Academic Integrity Policy:

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's academic integrity policy plus additional more-specific policies for each class. The university policy, formally known as the "Student Academic Integrity Policies and Procedures" is available online at [Academic Integrity Policies and Procedures \(Students\)](#) and also at the Reserves Desk in Meyer Library.

Examples of academic integrity violations include; allowing someone else to copy or use your assignments or exams, turning in papers used in other courses or from the internet, and/or using notes or your book for a closed-book exam. Plagiarism means presenting someone else's work as your own (e.g., copying or paraphrasing someone else's work without appropriate citations). Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Nondiscrimination Policy:

Missouri State University is an equal opportunity/affirmative action institution and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can be brought to the attention of your instructor's Department Head. Please visit the [OEC](#) (Office for Institutional Equity and Compliance) for additional information.

Religious Accommodation:

The University may provide a reasonable accommodation based on a person's sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious

Accommodation Form to the instructor by the end of the third week of a full semester course or the end of the second week of a half semester course.

Mental Health & Stress Management:

As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. Learn Visit the [Missouri State University Counseling Center website](#) to learn more about free and confidential services available to assist you.

Title IX:

Missouri State University has a Title IX policy that guides our response to instances of sexual violence. Sexual Violence includes: Rape, Sexual Assault, Sexual Misconduct, Sexual Discrimination, Domestic Violence, Dating Violence, Stalking, Sexual Harassment and Pregnancy issues. The Title IX policy can be located on the [MSU Title IX website](#). This website is also a good resource for any questions or issues involving Title IX and contains contact information for the MSU Title IX Office and staff. Read an [overview of the Title IX office](#).

If an MSU student discloses a Title IX related issue to a MSU faculty or staff member who is deemed to be a “Responsible Employee” under the policy, that faculty or staff member is required to report such disclosure to the Title IX Coordinator. A responsible employee includes any employee who has the authority to take action to redress sexual violence; who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX Coordinator or other appropriate school designee; or whom a student could reasonably believe has the authority or duty to take action. Taylor Health employees and MSU Counseling Center Clinicians are not considered to be Responsible Employees under the policy, and therefore, are not required to report Title IX issues to the Title IX Coordinator.

Chosen Name Policy:

A student may choose a name other than their legal name to identify themselves at Missouri State University. A chosen name is different than the student’s legal name. Refer to the [Chosen Name policy](#) for more information. Students can provide their chosen first and middle names in the *Profile* tab of [My Missouri State](#).

Disclaimer & Fair Use Statement:

This course may contain copyrighted material, the use of which may not have been specifically authorized by the copyright owner. This material is available in an effort to explain issues relevant to the history of Colonial Latin America or to illustrate the use and benefits of an educational tool. The material contained in this course is distributed without profit for research and educational purposes. Only small portions of the original work are being used and those could not be used easily to duplicate the original work. This should constitute a ‘fair use’ of any such copyrighted material (referenced and provided for in section 107 of the US Copyright Law). If you wish to use any copyrighted material from this course for purposes of your own that go beyond ‘fair use’, you must obtain expressed permission from the copyright owner.

Syllabus



= Secondary Reading Assignment (to be read before Class Period)



= Online Lesson Module & Lesson Materials



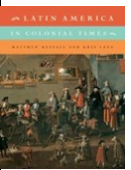



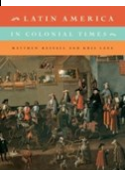
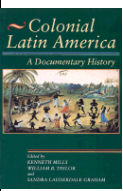


= Reflective Journal Post










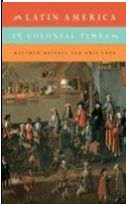
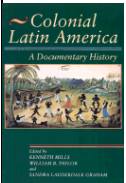





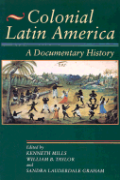



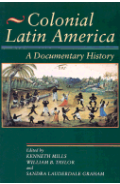



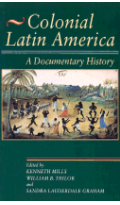


= Online Lesson quizzes


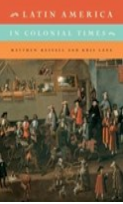



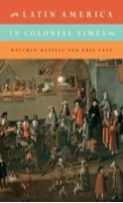



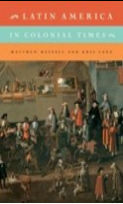
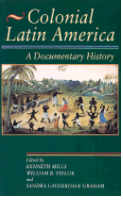







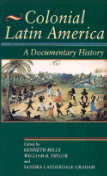





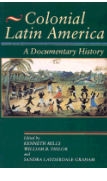





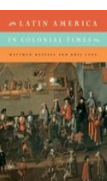
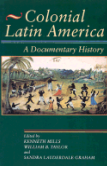




= Major Map Quiz or Exam


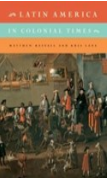







DATE	MATERIAL	READINGS	ASSIGNMENTS
<p>Introductions Monday, January 17 to Sunday, January 23</p>	<p>Introduction to the Course</p> <p>Similarities & Differences between U.S. & Latin American Colonial History</p>	 <p>Read Restall & Lane, <i>Latin America in Colonial Times</i>, pp. xvii-xx</p>	<p><u>Online Introductions</u> (see course calendar for due dates)</p>  <p>Introductions</p>  <p>Syllabus Quiz</p>
<p>Theme 1 Monday, January 24 to Sunday, January 30</p>	<p><i>Online Lesson 1:</i></p>  <p><i>The Americas Before Columbus</i></p>	 <p>Read Restall & Lane, <i>Latin America in Colonial Times</i>, Chapter 1, pp. 1-18.</p>  <p>Mills & Taylor, <i>Colonial Spanish America</i>, Introduction, pp. xxi-xxxiii.</p>	<p><u>Online Lesson # 1</u></p>  <p>Reflective Journal Post # 1</p>  <p>Lesson Quiz # 1</p>

<p>Theme 2 Monday, January 31 to Sunday, February 6</p>	<p>Online Lesson 2:</p>  <p>Mesoamerica- The Maya Culture & Writing System</p>	 <p>Online Lesson Materials</p>	<p><u>Online Lesson # 2</u></p>  <p>Reflective Journal Post # 2</p>  <p>Lesson Quiz # 2</p>
<p>Theme 3 Monday, February 7 to Sunday, February 13</p>	<p>Online Lesson 3:</p>  <p>Mesoamerica- Maya Warfare, Kingship & Religion</p>	 <p>Online Lesson Materials</p>	<p><u>Online Lesson # 3</u></p>  <p>Reflective Journal Post # 3</p>  <p>Lesson Quiz # 3</p>
<p>Theme 4 Monday, February 14 to Sunday, February 20</p>	<p>Online Lesson 4:</p>  <p>Mesoamerica- Origins of the Aztecs & their capital of Tenochtitlan</p>	 <p>Read Restall & Lane, <i>Latin</i> America in <i>Colonial Times</i>, Chapter 5, pp. 71-78.</p>  <p>Mills & Taylor, <i>Colonial Spanish</i> America, Introduction & Documents 3, pp. 19-22.</p>	<p><u>Online Lesson # 4</u></p>  <p>Reflective Journal Post # 4</p>  <p>Lesson Quiz # 4</p>

<p>Theme 5 Monday, February 21 to Sunday, February 27</p>	<p>Online Lesson 5:</p>  <p>Mesoamerica- Aztec Culture, Society and Religion</p>	 <p>Mills & Taylor, <i>Colonial Spanish America</i>, Introduction & Documents 4, pp. 23-26</p>	<p><u>Online Lesson # 5</u></p>  <p>Reflective Journal Post # 5</p>  <p>Lesson Quiz # 5</p>  <p>Research Paper Topic & Bibliography Selection Due (Feb. 27, 2022)</p>
<p>Theme 6 Monday, February 28, Sunday, March 6</p>	<p>Online Lesson 6:</p>  <p>Andes- Pre- Columbian Inca Culture</p>	 <p>Read Restall & Lane, <i>Latin America in Colonial Times</i>, Chapter 5, (pp. 78-87).</p>  <p>Mills & Taylor, <i>Colonial Spanish America</i>, Introduction & Documents 1-2, (pp. 3-18).</p>	<p><u>Online Lesson #6</u></p>  <p>Reflective Journal Post # 6</p>  <p>Lesson Quiz # 6</p>  <p>TAKE MAP QUIZ # 1 (Due April 3, 2022)</p>
<p>Theme 7 Monday, March 7 to Sunday, March 13</p>	<p>Online Lesson 7:</p>  <p>Old World- Re- conquest in Medieval Spain and Struggles with Islamic Africa</p>	 <p>Read Restall & Lane, <i>Latin America in Colonial Times</i>, Chapters 2- 3, (pp. 21-49).</p>  <p>Mills & Taylor, <i>Colonial Spanish America</i>, Documents 5-6, (pp. 27-42).</p>	<p><u>Online Lesson #7</u></p>  <p>Reflective Journal Post # 7</p>  <p>Lesson Quiz # 7</p>  <p>START TO TAKE MIDTERM EXAM (Due April 10, 2022)</p>

<p>Spring Break</p> <p>No Class</p> <p>March 14-18</p>	<p>Spring Break</p> <p>No Class</p> <p>March 14-18</p>	<p>Spring Break</p> <p>No Class</p> <p>March 14-18</p>	<p>Spring Break</p> <p>No Class</p> <p>March 14-18</p>
<p>Theme 8 Monday, March 21 to Sunday, March 27</p>	<p>Online Lesson 8:</p>  <p>Encounters: Christopher Columbus, Hernan Cortes-Spanish Conquest & Colonization</p>	 <p>Read Restall & Lane, <i>Latin America in Colonial Times</i>, Chapter 4, (pp. 55-69).</p>	<p>Online Lesson #8</p>  <p>Reflective Journal Post # 8</p>  <p>Lesson Quiz # 8</p>
<p>Theme 9 Monday, March 28 to Sunday, April 3</p>	<p>Online Lesson 9:</p>  <p>Encounters: Francisco Pizarro & the Inca Conquest</p>	 <p>Read Restall & Lane, <i>Latin America in Colonial Times</i>, Chapter 6 & 7, (pp. 91-140).</p>	<p>Online Lesson #9</p>  <p>Reflective Journal Post # 9</p>  <p>Lesson Quiz # 9</p>
<p>Theme 10 Monday, April 4 to Sunday, April 10</p>	<p>Online Lesson 10:</p>  <p>New Colonies: Reorganization of Indigenous Society: Encomienda & Congregación</p>	 <p>Read Restall & Lane, <i>Latin America in Colonial Times</i>, Chapter 8-9, (pp. 145-192).</p>  <p>Read Mills & Taylor, <i>Colonial Spanish America</i>, 20-23 (pp. 144-158).</p>  <p>Read Boyer & Spurling, <i>Colonial Lives</i>, Docs 1-2 (pp. 1-17), Doc 6 (pp. 54-76) & Doc 8 (pp. 101-111).</p>	<p>Online Lesson #10</p>  <p>Reflective Journal Post # 10</p>  <p>Lesson Quiz # 10</p>

<p>Theme 11 Monday, April 11 to Sunday, April 17</p>	<p>Online Lesson 11:</p>  <p>Religion & Society: Spiritual Conquest of Mexico & Peru</p>	 <p>Read Restall & Lane, <i>Latin America in Colonial Times</i>, Chapter 10, (pp. 195-213).</p>  <p>Read Mills & Taylor, <i>Colonial Spanish America</i>, Documents 7-9 (pp. 43-77); Docs 14-19, (pp.104-143).</p>  <p>Also read Boyer & Spurling, <i>Colonial Lives</i>, Documents 3-5 (pp. 18-53).</p>	<p><u>Online Lesson #11</u></p>  <p>Reflective Journal Post # 11</p>  <p>Lesson Quiz # 11</p>
<p>Theme 12 Monday, April 18 to Sunday, April 24</p>	<p>Online Lesson 12:</p>  <p>The Colonial Melting Pot & The Casta System: Mestizaje & Miscegenation in Colonial Latin America</p>	 <p>Read Restall & Lane, <i>Latin America in Colonial Times</i>, Chapter 11, (pp. 214-232).</p>  <p>Read Mills & Taylor, <i>Colonial Spanish America</i>, Documents 46-54, (pp. 353-396).</p>  <p>Also read Boyer & Spurling, <i>Colonial Lives</i>, Documents 17-22 (pp. 216-293).</p>	<p><u>Online Lesson #12</u></p>  <p>Reflective Journal Post # 12</p>  <p>Lesson Quiz # 12</p>  <p>TAKE MAP QUIZ # 2 (Due May 8, 2022)</p>
<p>Theme 13 Monday, April 25 to Sunday, May 1</p>	<p>Online Lesson 13:</p>  <p>Colonial Society: Sexuality, Marriage, Family and Daily Life in Colonial Latin</p>	 <p>Read Restall & Lane, <i>Latin America in Colonial Times</i>, Chapter 12 (pp. 235-259) & Chapter 14 & 15, (pp. 285-306).</p>  <p>Read Mills & Taylor, <i>Colonial Spanish America</i>, Documents 24-39 (pp. 159-279).</p>  <p>Also read Boyer & Spurling, <i>Colonial Lives</i>, Document 7 (pp. 77-100); & Documents 9-16 (pp. 112-215).</p>	<p><u>Online Lesson #13</u></p>  <p>Reflective Journal Post # 13</p>  <p>Lesson Quiz # 13</p>  <p>START TO TAKE FINAL EXAM (Due May 15, 2022)</p>

<p>Theme 14 Monday, May 2 to Sunday, May 8</p>	<p>Online Lesson 14:</p>  <p><i>Imperial Reform & Disintegration: The Bourbon Reforms & Wars of Independence</i></p>	 <p>Read Restall & Lane, <i>Latin America in Colonial Times</i>, Chapter 13 (pp. 263-282); and Chapter 15 (pp. 309-327).</p>  <p>Read Mills & Taylor, <i>Colonial Spanish America</i>, Documents 40-45 (pp. 299-352); Documents 55-56 (pp. 397-402).</p>  <p>Also read Boyer & Spurling, <i>Colonial Lives</i>, Document 23 (pp. 294-308).</p>	<p><u>Online Lesson #14</u></p>  <p>Reflective Journal Post # 14</p>  <p>Lesson Quiz # 14</p>
<p>Final Assignments Due Friday, May 14</p>	 <p>Final Research Paper Due</p>	 <p>Final Research Paper Due</p>	<ul style="list-style-type: none"> • Map Quiz # 2 Due (May 8, 2022) • Final Exam Due (May 15, 2022)  <p>Final Research Paper Due to be submitted online (Due May 19, 2022)</p>

