Early Latin American History

History 1170 Section 501, Fall 2025



General Information:

Instructor: Sue Taylor, PhD
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Phone: (505) 225-8305
Zoom office hours: M 2:00-3:00 pm and R 10:00 -11:00 am
Office Hours by appointment through You Can Book Me

Course Description

The primary objective of this course is to serve as a survey of the history of Latin America from pre-Columbian times through independence. This course will explore the contributions of Indigenous peoples, Africans, and Europeans to the creation of Latin America's diverse societies. The elements of this course are designed to inform students on the major events and trends that are essential to the understanding of the history of Latin America within the context of world societies.

Required Texts & Internet Access

Primary Textbook

Restall, Matthew, and Kris E. Lane. *Latin America in Colonial Times*. Cambridge: Cambridge University Press, 2nd edition 2018

Supplemental Readers:

Andrien, Kenneth J., ed. *The Human Tradition in Colonial Latin America*. Rowman & Littlefield

Lane, Kris, *Potosi: The Silver City that Changed the World*. University of California Press.

These books are available through Inclusive Access. Please read the information and access the texts through the RedShelf link in Canvas. They are available immediately and will be billed to you through your bursar account.

Other readings will be posted on Canvas

Reliable internet to access CNM Learn

Learning Outcomes

At the end of this course, students will be able to:

1. Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of Latin America from pre-Columbian times through independence.
2. Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context.
3. Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events.
4. Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance.
5. Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience.

6. Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present."

Essential Skills: Critical Thinking, Information and Digital Literacy, Personal and Social Responsibility

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Consulting Your Instructor

My goal is to assist you in developing a meaningful understanding of history and to help you achieve the highest grade you are capable of. A constructive, mutually respectful attitude in all matters will greatly facilitate this process. I will be available to discuss your questions and concerns during the office hours stated at the top of this syllabus. You can also make an appointment for either an in-person or online meeting at a different time by emailing me.

Email: Please note: I will not open any email that does not show a recognizable name in the send field and this course number in the subject field. This does not include messages within UNM Learn. I check email daily and will respond to emails within 24 hours during the week and 48 hours on the weekend. Note also that you will not receive a grade for any paper submitted via an email attachment that does not show your name on the first page. If you text me at the above number please be sure to include your name and course.

Regarding Online Office Hours: I will be using Zoom for office hours this semester. Zoom has audio and video capabilities as well as the ability for me to share what I'm doing on the computer, so it does work well in these kinds of situations. You can book a time through You Can Book Me that works with your schedule. I've set up evening hours on Wednesdays and Thursdays; however, you can contact me via email to set up times that are not available on the You Can Book Me calendar.

Technology Requirements & Technical Skills

The nature of an online course requires that all students have regular and reliable access to a computer and internet services. It is the responsibility of each student to ensure they have and maintain regular and reliable access to a computer and internet services. UNM Learn (Blackboard) is designed to work best from a personal computer. Some features may not be accessible from tablets, smart phones, and other devices.

All files submitted for the course must be submitted as either a Microsoft Word Document or PDF. UNM Learn is unable to read other file formats. It is each student's responsibility to ensure files have been submitted properly. (Or, articulate which apps, software, etc. are required.) If you want to submit your assignments in a Google doc please be sure to create a shareable link with permission to make comments and then copy that link into the appropriate submission section.

In order to participate and succeed in this class, you will need to be able to perform the following basic technical tasks:

- Use UNM CanvasCopy and paste within applications including Microsoft Office
- Open a hyperlink (click on a hyperlink to access a website or online resource)
- Use Microsoft Office applications
- Create, download, update, save and upload MS Word documents

Technical Requirements

Computer

- A high-speed Internet connection is highly recommended.
- Supported browsers include: Detailed Supported Browsers and Operating Systems
- Any computer capable of running a recently updated web browser should be sufficient to access your online course. However, bear in mind that processor speed, amount of RAM and Internet connection speed can *greatly* affect performance.
- Microsoft Office products are available free for all UNM students (more information on the UNM IT Software Distribution and Downloads page)
- Please update your contact information in Loboweb: MyUNM Login. When you log into MyUNM, Enter LoboWeb. Click on the Personal Information link to make sure your contact information is up to date.

Technical Support

- For UNM Learn Technical Support: (505) 277-0857 (24/7) or use the "Create a Tech Support Ticket" link in your course.
- For UNM-Valencia IT Support: (505)925-8911
- For UNM Web Conference Technical Help: (505) 277-0857

Attendance/Participation Requirements

Attendance in an online environment: This is not a self-paced course. You will need to plan specific blocks of time each week to dedicate to this class. To successfully complete all of the work, you should plan on at least 6-8 hours each week. I tell you this so that you can remember to set aside time that you will dedicate specifically to this course. It is easy to put online classes on the back burner and forget about them. Please do not do that! Devise a weekly schedule that fits your life and allows you to complete all of the assignments by the time they are due each unit.

Students enrolled for credit, credit/no credit, or audit are expected to submit all assignments and complete course tasks on a regular basis according to deadlines.

Students should not assume they will be dropped from the class automatically. Technical issues do not relieve students of the responsibility for missed assignments and exams. Students must take the initiative in arranging with their instructor to make up missed work. Attendance in this online course will be tracked through the timely completion of assignments and participation. Simply logging into UNM Canvas does not constitute attendance. Students who do not submit an assignment, login or participate during the first week of class may be dropped from the course. A student with excessive missed assignments may be dropped from the course. Missing two weeks or more of assignments assigned constitutes excessive missed assignments.

Student Support & Helpful Information

UNM-Valencia Learning Commons (Tutoring)

Tutoring is available to you in math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In person tutoring is in these centers in the LRC (the building that also has the library). Tutoring in Zoom and, for writing, through email, is also available.

Making use of tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses.

To schedule an appointment, please go to: Learning Commons Bookings

If you are making an email appointment with the Writing Center, email your draft to tutor@unm.edu after you fill out the form above.

If you have difficulty with the scheduling link above, would like an appointment in a subject not listed at that link, or have a question, email tutor@unm.edu. You'll get answers during business hours Monday through Friday.

The webpage, with more details about available hours, is here: Learning Commons: Tutoring Services webpage

Resources to support study skills and time management are available through Student Learning Assistance at the Center for Teaching and Learning in Zimmerman Library or online.

Connecting to Campus and Finding Support: UNM has many resources and centers to help you thrive, including opportunities to get involved in campus life, mental health resources, academic support such as tutoring, resource centers for people like you, free food at Valencia Campus Food Pantry, jobs on campus and financial capability support. Your advisor, staff at the resource centers and Academic Affairs Office, and I can help you find the right opportunities for you.

Wellness: If you do need to stay home due to illness or are experiencing a wellness challenge, please take advantage of the resources below. You can communicate with me at [ ] and I can work with you to provide alternatives for course participation and completion. Let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. UNM is a mask friendly, but not a mask required, community. If you are experiencing COVID-19 symptoms, please do not come to campus..

Student Health and Counseling (SHAC) at (505) 277-3136.

TimelyCare: Free 24/7 virtual care services (medical, emotional support, health coaching, self-care, basic needs support).

LoboRESPECT Advocacy Center (505) 277-2911: help with contacting faculty and managing challenges that impact your UNM experience.

PASOS Resource Center (505) 925-8546, mailto:pasos@unm.edu. The Resource Center is an on-campus center that serves as a "one-stop" for all non-academic needs of UNM-Valencia students.

Land Acknowledgement: Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status.UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: http://undocumented.unm.edu/

STUDENTS WITH SPECIAL NEEDS



This course is hosted on Canvas, which is ADA compliant.

Accommodations: UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact the UNM-Valencia Equal Access Services (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu. Or the UNM-Albuquerque Accessibility Resource Center (https://arc.unm.edu/) at arcsrvs@unm.edu or by phone at 505-277-3506.

Title IX: The University of New Mexico and its faculty are committed to supporting our students and providing an environment that is free of bias, discrimination, and harassment. The University's programs and activities, including the classroom, should always provide a space of mutual respect, kindness, and support without fear of harassment, violence, or discrimination. Discrimination on the basis of sex includes discrimination on the basis of assigned sex at birth, sex characteristics, pregnancy and pregnancy related conditions, sexual orientation and gender identity. If you have encountered any form of discrimination on the basis of sex, including sexual harassment, sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. You can access the confidential resources available on campus at the LoboRESPECT Advocacy Center (https://loborespect.unm.edu), the Women's Resource Center (https://women.unm.edu), and the LGBTQ Resource Center (https://lgbtqrc.unm.edu). If you speak with an instructor (including a TA or a GA) regarding an incident connected to discrimination on the basis of sex, they must notify UNM's Title IX Coordinator that you shared an experience relating to Title IX, even if you ask the instructor not to disclose it. The Title IX Coordinator is available to assist you in understanding your options and in connecting you with all possible resources on and off campus. For more information on the campus policy regarding sexual misconduct and reporting, please see https://policy.unm.edu/university-policies/2000/2740.html and CEEO's website.

If you are pregnant or experiencing a pregnancy-related condition, you may contact UNM's Office of Compliance, Ethics, and Equal Opportunity at ceeo@unm.edu. The CEEO staff will provide you with access to available resources and supportive measures and assist you in understanding your rights.

Student Support: **Confidential** services for students are available at LoboRESPECT Advocacy Center, Women's Resource Center, and the LGBTQ Resource Center. The Women's Resource Center supports all students, including those who are pregnant or are parents. UNM-Valencia has lactation stations located in LRC 112 (Tomé campus) and in the Workforce Training Center.

Academic Freedom and Intercultural Diversity*:* All students are expected to respect the opinions and diverse perspectives of others, including such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. Each student is guaranteed the right to freely express his or her ideas, no matter what they are or how unpopular they are. All students are expected to maintain an atmosphere of respect and tolerance for diverse perspectives. Sexist, racist, heterosexist or other prejudicial comments will not be tolerated.

Title IX: In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg 15 - http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html

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COURSE REQUIREMENTS

General Organization

This class is divided into four major sections that correspond with the thematic/chronological sections in the book. These have then been further divided into two week units. In each unit you will have, in general, assigned readings, tweets over the readings, weekly journals, and a timeline assignment. At the end of each major section there is a discussion forum to review and recap the major themes of the section. There is also an introductory week at the beginning of the term and a finals week at the end.

First week assignments

Each student will introduce themself to their classmates, participate in a discussion forum over history and historical thinking, and complete a short survey.

Discussion Forums

In weeks 2 – 8 you will participate in a discussion forum in which you will share your impressions of the readings and topics for each week, in brief comments and/or questions. The discussion forums are in addition to the introduction discussion forum and the discussion forum over history and historical thinking (both of which are part of the first week assignments). Both initial posts and responses to at least three of your classmates are due by Thursday in weeks 2-8. The instructions for the discussion assignments can be found here.

Journals

There are seven journals over the course of the semester (unites two - eight). The journals are your reflections about the material covered in the units, as specified in the journal instructions.

Timelines

As a class we will be constructing a timeline of Early Latin American History. We will use Tiki-Toki for this and will all be contributing to the same timeline. Each student will also submit an analysis of their timeline entries at the end of the semester.

Primary Document Analysis

Each student will write an essay analyzing one of the primary documents we have read throughout the semester

Final Project

Each student will also complete a final project over a topic of their choosing.

Summary of Units:

For each major unit you are required to:

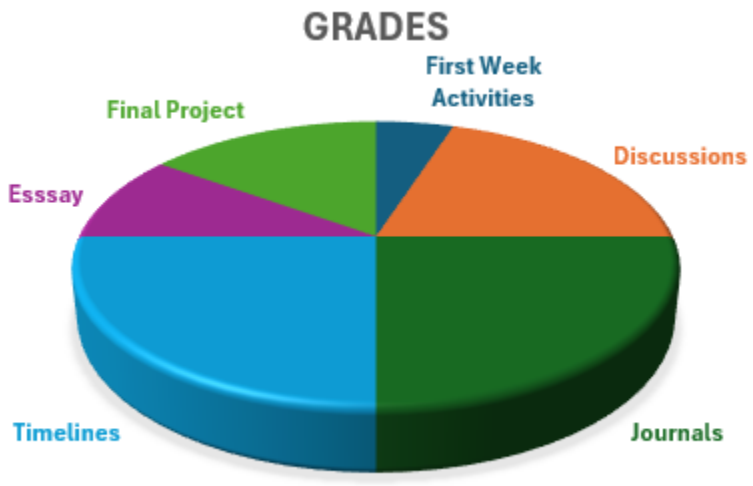
1. Read the assigned chapters
2. Read the assigned supplemental readings
3. Post on the discussion board
4. Submit your journals
5. Submit Timeline IDs and Connections
6. Complete the other assignments as appropriate, such as the interim assignments for the final project.

GRADING

The Grades for this course will be calculated as follows:

Activities	% of Final Grade
First Week Activities	5%
Discussions	20%
Journals	25%
Timelines	25%
Essay	10%
Final Project	15%
	100%

	Percent		
A+	99.0%	–	100.0%
A	94.0%	–	98.9%
A-	90.0%	–	93.9%
B+	87.0%	–	89.9%
B	84.0%	–	86.9%
B-	80.0%	–	83.9%
C+	77.0%	–	79.9%
C	72.0%	–	76.9%
C-	70.0%		71.9%
D+	67.0%	–	69.9%
D	64.0%	–	66.9%
D	60.0%	–	63.9%
F	Less than		60.0%



In the event UNM closes during finals week, final grades for students will be calculated based on all work assessed up to that point in the course.

MISCELLANEOUS POLICIES

I expect that students will develop critical thinking skills through class participation. Students are expected to login regularly and submit their work on time. In addition, they are expected to display courteous behavior with respect for their instructor and fellow students and honesty in their academic and personal interactions.

Late and Missed Assignments: Assignments are due at the time and date specified. Late discussion posts are not allowed. Other assignments will be accepted up to two weeks beyond the due date. No assignments will be accepted later than two weeks beyond the due date unless we have discussed it ahead of time. If a serious crisis situation occurs please inform me as soon as you can so that I can work with you accordingly. If we agree that you can have longer than the two weeks to submit an assignment please be aware that there will be a date shortly

after the first half of the semester beyond which you will no longer have access to assignments. The same is true for the second half of the semester and no assignments will be accepted after the end of the semester.

***Academic Honesty/Plagiarism*:** According to University of New Mexico Policy Statement on Academic Dishonesty "Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and non-disclosure or misrepresentation in filling out applications or other University records. UNM policies concerning academic honesty can be found at: http://policy.unm.edu/regents-policies/section-4/4-8.html

Plagiarism occurs when someone – knowingly or unknowingly – presents the words or ideas of another person as his or her own. This is a violation of UNM rules as well as the expectations for this class. Any work turned in for this class must meet UNM standards for academic honesty. Students unsure about how to apply these rules should consult with the instructor *prior to* turning in written work.

According to the policy "Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in coursework may receive a reduced or failing grade for the work in question and/or for the course."

As the policy applies to this course: **Anyone caught plagiarizing or cheating will receive an immediate 0 for that assignment or exam—NO EXCEPTIONS!!! Incidents of plagiarism may also be reported to the Dean of Students, at the discretion of the instructor.**

Regarding the use of Generative Artificial Intelligence Tools (e.g. Chat GPT, Google Bard, or others): for this course, it is expected that you <u>not use</u> AI for your assignments. Your assignments are designed for you to apply critical thinking skills, draw conclusions, and communicate those conclusions as appropriate. If, however, you decide to consult AI you must treat it as any other source and cite it in accordance with the Academic Honesty guidelines stated above. Failure to disclose the use of AI will be deemed plagiarism and will be treated accordingly. I would expect that not more than 25% of what you submit for any assignment has been directly generated by AI and you should be prepared to document that for me if I ask. Using AI for brainstorming is different from using it to write your essays, discussion, or other assignments. You should also be sure you understand the known issues with using AI for academic work. AI is still in a developmental stage and is not always reliable. If you have questions about this please ask. You should also realize that Grammerly is an AI platform and if you use Grammerly to edit your work you should also cite that.

Keep in mind that AI generated content tends to be too general to accurately address many of the assignments in this class and that AI has its own accuracy issues, so as a student you may wish to rely most heavily on your own knowledge and skills and use AI as a helpful assistant.

Also keep in mind that the assignments for this class ask for specific examples from the course materials as well as your evaluations and conclusions of the course materials. AI generated text will not be able to write that information for you - you need to write that yourself.

COURSE SCHEDULE BEGINS ON FOLLOWING PAGE

Course Schedule

Unit 1: Introduction to the Course

Assigned Readings

Articles over History and Historical Thinking

Assignments

Thursday, August 21	Introductions - Discussion Forum Initial Post
Sunday, August 24	Responses in Introductions
Sunday, August 24	What is History Discussion

Part One: The Colonial Crucible

Unit 2: Before Contact

Assigned Readings

Latin America in Colonial Times

- Preface: The Colonial Crucible
- Chapter 1. Native America
- Chapter 2. Castile and Portugal
- Chapter 3. Atlantic Africa
- Throughline Podcast: "Tenochtitlan: A Retelling of the Conquest Li Links to an external site." (2021)
- This is a short video on chinampas and agriculture in Tenochtitlan: https://www.youtube.com/watch?v=ZHTTzYAqud0
- Three-D reconstruction of Tenochtitlan: https://tenochtitlan.thomaskole.nl/

Assignments

Sunday, August 31	Reading Response Discussion Forum initial posts
Wednesday, September 3	Timeline Identification Step Unit 2
Wednesday, September 3	Discussion responses
Sunday, September 7	Timeline Connection Step Unit 2
Sunday, September 7	Journal Unit 2

Part Two: The Long Conquest

Unit 3: First Contact

Assigned Readings

Latin America in Colonial Times

- Chapter 4. The Iberian Imperial Dawn
- Chapter 5. Native American Empires
- Chapter 6. The Chain of Conquest
- Chapter 7. The Incomplete Conquest

The Human Tradition in Colonial Latin America

- Chapter 1. Gaspar Antonio Chi: Bridging the Conquest of Yucatán
- Chapter 3: Doña Isabel Sisa: A Sixteenth-Century Indian Woman Resisting Gender Inequalities

Optional

- Chapter 2. Don Melchior: A *Kuraka* of Cajamarca in Sixteenth Century Peru

Assignments

Sunday, September 14 Reading Response Discussion Forum initial posts
Wednesday, September 17 Timeline Identification Step Unit 3
Wednesday, September 17 Discussion Responses
Sunday, September 21 Journal Unit 3
Sunday, September 21 Timeline Connection Step Unit 3

Part Three: The Colonial Middle

Unit 4: Natives and Blacks in Colonial Latin America

Assigned Readings

Latin America in Colonial Times

- Chapter 8. Native Communities
- Chapter 9. Black Communities
- Genealogies of Modernity, Episode 5: Picturing Race in Colonial Mexico (podcast)

The Faces of Honor

- Chapter 1. Honor and Honors in Colonial Spanish America
- Chapter 8: Honor among Slaves

The Human Tradition in Colonial Latin America

- Chapter 8. Zumbi of Palmares: Challenging the Portuguese Colonial Order
- Chapter 10. Felipe Guaman Poma de Ayala: Native Writer and Litigant in Early Colonial Peru
- Chapter 12. Pedro de Ayarza: The Purchase of Whiteness

Optional

- Chapter 4. Domingos Fernandes Nobre: "Tomacuna," a Go-Between in Sixteenth-Century Brazil
- Chapter 5: The Mysterious Catalina: Indian or Spaniard?
- Chapter 11. Ana de Vega: Seventeenth-Century Afro-Mexican Healer

Assignments

Sunday, September 28 Step #1 in Final Project: Topic Proposal
Sunday, September 28 Reading Response Discussion Forum initial posts
Wednesday, October 1 Timeline Identification Step Unit 3
Wednesday, October 1 Discussion Responses
Sunday, October 5 Journal Unit 3
Sunday, October 5 Timeline Connection Step Unit 3

Unit 5: Daily Life, Religion, and Honor

Assigned Readings

Latin America in Colonial Times

- Chapter 10. The Religious Renaissance
- Chapter 12. Daily Life in City and Country

The Human Tradition in Colonial Latin America

- Chapter 6. Ursula de Jesús: A Seventeenth-Century Afro-Peruvian Mystic
- Chapter 7. Agustina Ruiz: Sexuality and Religiosity in Colonial Mexico

Optional

- Chapter 9. Diego de Ocaña: Holy Wanderer

Faces of Honor

- Chapter 2. Honor, Sexuality, and the Colonial Church
- Chapter 3. The Negotiation of Honor

Assignments

Thursday, October 9 Fall Break
Friday, October 10 Fall Break
Sunday, October 12 Reading Response Discussion Forum initial posts
Wednesday, October 15 Timeline Identification Step #4
Wednesday, October 15 Discussion Responses
Sunday, October 19 Journal Unit 5
Sunday, October 19 Timeline Connection Step #4

Unit 6: Honor outside of societal norms

Assigned Readings

The Faces of Honor

- Chapter 4: An Urgent Need to Conceal
- Chapter 5: Dangerous Words, Provocative Gestures, and Violent Acts
- Chapter 7: A Slap in the Face of Honor

Optional

- Chapter 6: Honor among Plebeians

Latin America in Colonial Times

- Chapter 11: Defining Deviancy

Assignments

Sunday, October 26 Reading Response Discussion Forum initial posts
Wednesday, October 29 Timeline Identification Step #5
Wednesday, October 29 Discussion Responses
Sunday, November 2 Journal Unit 6
Sunday, November 2 Timeline Connection Step #5

Part Four: The Age of Change

Unit 7: Reform and Resistance in the Late Colonial Period

Assigned Readings

Latin America in Colonial Times

- Chapter 13. War and Reform
- Chapter 14. Late-Colonial Life

The Human Tradition in Colonial Latin America

- Chapter 13. Victorina Loza: Quitña Merchant in the Second Half of the Eighteenth Century
- Chapter 14. José Antonio da Silva: Marriage and Concubinage in Colonial Brazil
- Chapter 15. Juan Barbarín: The 1795 French Conspiracy in Buenos Aires

Assignments

Sunday, November 9 Final Project #2: Annotated Bibliography and type of project
Sunday, November 9 Reading Response Discussion Forum initial posts
Wednesday, November 12 Timeline Identification Step #6
Wednesday, November 12 Discussion Responses
Sunday, November 16 Journal Unit 7
Sunday, November 16 Timeline Connection Step #6

Unit 8: Moving toward Independence

Assigned Readings

Latin America in Colonial Times

- Chapter 15. Independence
- Conclusion: The Latin American Puzzle

The Human Tradition in Colonial Latin America

- Chapter 16. Augustín Agualongo and the Royalist Cause in the Wars of Independence
- Chapter 17. Angela Batallas: A Fight for Freedom in Guayaquil

Primary Documents

- Primary Documents Set 1
- Alexander von Humboldt: Problems and progress in Mexico c. 1800
- Primary Documents Set 2
- Simon Bolivar Message to the Congress of Angostura 1819

Assignments

Sunday, November 23	Reading Response Discussion Forum initial posts
Monday, November 24	Primary Document Analysis Essays are due
Wednesday, November 26	Timeline Identification Step #7
Wednesday, November 26	Discussion Responses
Thursday, November 27	Thanksgiving Break
Friday, November 28	Thanksgiving Break
Sunday, November 30	Journal Unit 8
Sunday, November 30	Timeline Connection Step #7
Sunday, November 30	**All past due assignments must be submitted by this date**

Final Week

Assignments

Monday, December 1	Timeline Evaluations are due
Friday, December 5	Extra Credit Assignments are due
Wednesday, December 11	Final Projects are due