Early Latin American History

History 1170 Section 501, Fall 2026



General Information:

Instructor: Sue Taylor, PhD
Email: taylors@unm.edu
Phone: (505) 225-8305
Online Office Hours(via Zoom)
Zoom office hours: T 4:00 - 5:00 pm and R 1:00 -2:00pm
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, 3rd edition 2026

ISBN 9798881803179

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 Canvas

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. I will be on Zoom every Tuesday from 4:00 - 5:00 pm and Thursday from 1:00 - 2:00 pm. 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 Canvas Copy 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 any 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.

Respectful Conduct Expectations: I am committed to building with you a positive classroom environment in which everyone can learn. I reserve the right to intervene and enforce standards of respectful behavior when classroom conduct is inconsistent with University expectations [and/or classroom community agreements]. Interventions and enforcement may include but are not limited to required meetings to discuss classroom expectations, written notification of expectations, and/or removal from a class meeting. Removal from a class meeting will result in an unexcused absence. [Insert number] or more unexcused absences may result in permanent removal and a drop from the course (see attendance policy). The University of New Mexico ensures freedom of academic inquiry, free expression and open debate, and a respectful campus through adherence to the following policies: D75:

Classroom Conduct, Student Code of Conduct, University Policy 2240 – Respectful Campus, University Policy 2210 – Campus Violence

Thriving and finding support: Students are especially successful at UNM when they take advantage of support and get involved in campus and academic life. The Student Life tab on the student and instructor MyUNM login page provides direct links to well-being resources, including financial capability, mental health, food, jobs, and resource centers. The Student Life tab on MyUNM will help you identify academic resources like peer tutoring and opportunities like study abroad. You can contact academic advisors and resource advisors for information and guidance via Student Hub on MyUNM. I look forward to providing you with information about academic opportunities related to our class and to helping you find support resources.

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. If a serious crisis situation occurs please inform me as soon as you can so that I can work with you accordingly. Unless other arrangements have been approved by your professor no assignments will be accepted later than two weeks beyond the assigned due date. Assignments for the first half of the term will close at the end of Unit 5. All other assignments except Unit 8 and the final unit will close on Monday of Week 8.

Responsible Learning and Academic Honesty: Cheating and plagiarism (academic dishonesty) are often driven by lack of time, desperation, or lack of knowledge about how to identify a source. Communicate with me and ask for help, even at the last minute, rather than risking your academic career by committing academic dishonesty. Academic dishonesty involves claiming that work created by another source is your own original work. It is a Student Code of Conduct violation that can lead to a disciplinary procedure. When you use a resource in work submitted for this class, document how you used it and distinguish clearly between your original work and the material taken from the resource

Course Policy on Artificial Intelligence (AI) generated text:

Use of Generative AI Tools: For most assignments in this course, you are expected to complete your own work without AI assistance. These assignments are designed to build your critical thinking, argumentation, and historical analysis skills — skills that atrophy if AI does the thinking for you.

Some activities in this course will explicitly involve AI as part of the assignment (for example, an AI-literacy exercise early in the semester). When an assignment specifically calls for AI use, follow those instructions; they supersede the general policy below.

For all other work: brainstorming with AI (e.g., asking it to explain a concept, generate discussion questions, or help you think through a research angle) is permitted. Using AI to draft, substantially rewrite, or generate the content of your essays, discussion posts, or other submitted work is not. If you're unsure which category something falls into, ask me before submitting.

If you consult AI in any permitted way, you must disclose it: name the tool, the date, and the exact prompt(s) you used, in a brief note attached to your submission. Undisclosed AI use will be treated as a violation of the Academic Honesty policy.

You should also understand that AI tools have documented, discipline-specific problems for historical work — including fabricated citations, invented quotations, and misattributed sources — that make unverified AI output an unreliable and potentially dishonest basis for historical argument. Treating AI-generated claims as fact without independent verification is not acceptable historical practice in this course.

Any source cited in your work — whether found through AI, a database, or any other means — must be one you have personally located, accessed, and read. AI tools frequently generate citations to sources that do not exist, or that exist but do not say what the AI claims. Submitting a citation you have not personally verified, regardless of its origin, will be treated as a fabricated source under the Academic Honesty policy.

Questions about what's permitted for a specific assignment? Ask me before you submit, not after.

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. Also, AI is notorious for "hallucinations," that is making up sources. If you submit assignments with invalid sources you will be penalized for that, from a partial point deduction to a zero for the assignment. It is your responsibility to check all of your sources to make sure they exist.

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 Accessibility Resource Center at arcsrvs@unm.edu or 505-277-3506.

UAP 2720 and 2740. Our classroom and university should foster mutual respect, kindness, and support. If you have concerns about discrimination, harassment, or violence, please seek support and report incidents. Find confidential services at LoboRESPECT Advocacy Center, the Women's Resource Center, and the Arcoiris Center. UNM prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). All instructors are "responsible employees" who must communicate reports of sexual harassment, sexual misconduct and sexual violence to Compliance, Ethics and Equal Opportunity. For more information, please see UAP 2720 and UAP 2740.

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

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 two-part assignment over AI in which they will practice using an AI tool and participate in a discussion about their experience and conclusions.

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.

Essay over *Potosi: The Silver City that Changed the World*

Each student will write an essay over this assigned book

Final Project

Each student will submit a final project consisting of creating a timeline of their own, choosing one of the topics they worked on throughout the semester, identifying 10 topics that connect to that topic, researching them and adding them to the timeline..

Summary of Units:

For each major unit you are required to:

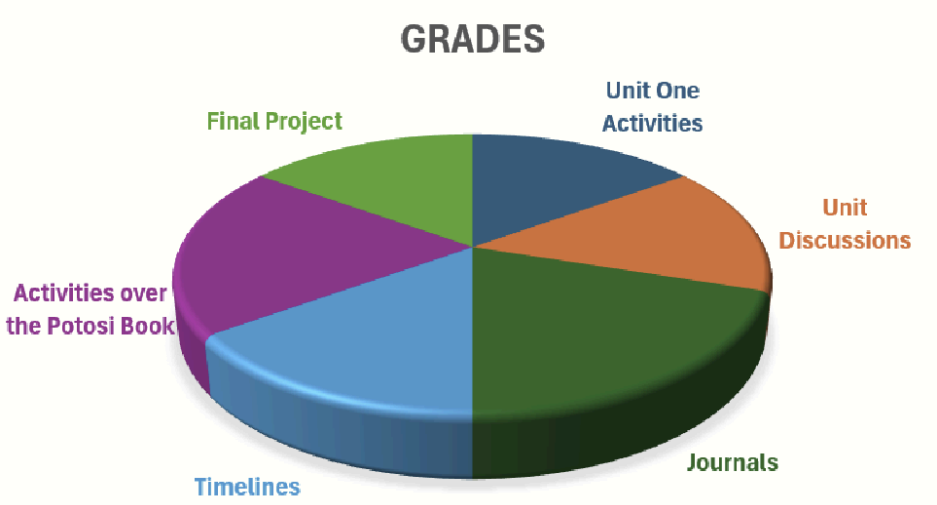
1. Read the assigned chapters
2. Read the assigned supplemental readings
3. Post on the discussion board
4. Submit your journals
5. Submit Timeline IDs and Connections
6. Complete the other assignments as appropriate, such as the interim assignments for the final project.

Grading

The Grades for this course will be calculated as follows:

Activities	% of Final Grade
Unit One Activities	15%
Unit Discussions	15%
Journals	20%
Timelines	15%
Activities over the Potosi Book	20%
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-	70.0%		71.9%
D+	67.0%	–	69.9%
D	64.0%	–	66.9%
D	60.0%	–	63.9%



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

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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.**

Use of Generative AI Tools: For most assignments in this course, you are expected to complete your own work without AI assistance. These assignments are designed to build your critical thinking, argumentation, and historical analysis skills — skills that atrophy if AI does the thinking for you.

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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

Unit 1: Introduction to the Course (August 17-30)

Assigned Readings

- Articles over History and Historical Thinking
- Articles over AI

Assignments

Thursday, August 20	Introductions - Discussion Forum Initial Post
Sunday, August 23	Responses in Introductions
Monday August 24	What is History Discussion
Wednesday August 26	AI Assignment and Discussion
Sunday August 30	Responses to History Discussion
Sunday August 30	Responses to AI Discussion

Part One: The Colonial Crucible

Unit 2: Before Contact (August 31 - September 13)

Assigned Readings

Latin America in Colonial Times

- Preface: The Colonial Crucible
- Chapter 1. Native America
- Chapter 2. Castile and Portugal
- Chapter 3. Atlantic Africa

Other

- 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/

Optional

- Chapter 1 Quecholcohuatzin: The Politics of Being a Drummer (***The Human Tradition in Colonial Latin America***)

Assignments

Sunday, September 6	Reading Response Discussion Forum initial posts
Monday, September 7	**Labor Day Holiday**

Thursday, September 10	Timeline Post for Unit 2
Sunday, September 13	Discussion responses
Sunday, September 13	Journal, Unit 2

Part Two: The Long Conquest

Unit 3: First Contact (September 14 - September 27)

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 2. Gaspar Antonio Chi: Bridging the Conquest of Yucatán
- Chapter 4 Cacique don Enrique of Hispaniola: The First Maroon Rebellion in the Americas
- Chapter 6 Domingos Fernandos Nobre: "tomacauna," a Go-Between in Sixteenth-Century Brazil

Optional

- Chapter 3. Don Melchior: A *Kuraka* of Cajamarca in Sixteenth Century Peru
- Chapter 5 Pablos Juan: The Curious Tale of a Portuguese Soldier in Sixteenth-Century St. Augustine Florida
- Here is an article I just saw in *The Guardian* about a document signed by Hernán Cortés that was recently returned by the FBI to Mexico that I thought you might enjoy reading.

Sunday, September 20	Reading Response Discussion Forum initial posts
Thursday, September 24	Timeline Post for Unit 3
Sunday, September 27	Discussion responses
Sunday, September 27	Journal, Unit 3

Part Three: The Colonial Middle

Unit 4: Natives and Blacks in Colonial Latin America (September 28 - October 11)

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 Human Tradition in Colonial Latin America

- Chapter 10. Zumbi of Palmares: Challenging the Portuguese Colonial Order
- Chapter 11. Ana de Vega: Seventeenth-Century Afro-Mexican Healer
- Chapter 12. Pedro de Ayarza: The Purchase of Whiteness

Optional

- Chapter 6. Domingos Fernandes Nobre: "Tomacuna," a Go-Between in Sixteenth-Century Brazil
- Chapter 7: The Mysterious Catalina: Indian or Spaniard?

Assignments

Sunday, October 4	Reading Response Discussion Forum initial posts
Wednesday, October 7 *	Timeline Post for Unit 4
Thursday, October 8	**Fall Break**
Friday, October 9	**Fall Break**
Sunday, October 11	Discussion responses
Sunday, October 11	Journal, Unit 4

* Note change in due date because of Fall Break

Unit 5: Daily Life, Religion, and Honor (October 12 - 25)

Assigned Readings

Latin America in Colonial Times

- Chapter 10. The Religious Renaissance
- Chapter 11: Defining Deviancy
- Chapter 12. Daily Life in City and Country

The Human Tradition in Colonial Latin America

- Chapter 8. Ursula de Jesús: A Seventeenth-Century Afro-Peruvian Mystic
- Chapter 9. Agustina Ruiz: Sexuality and Religiosity in Colonial Mexico

Optional

- Chapter 13 Manuel Joaquin Uriarte: A Jesuit Missionary in Amazonia - His Diary, Letters, and Approach to Evangelization (1750-67)

Assignments

Sunday, October 18	Reading Response Discussion Forum initial posts
Thursday, October 22	Timeline Post for Unit 5

Sunday, October 25 Discussion responses
Sunday, October 25 Journal, Unit 5
Sunday, October 25 **All Late Assignments from Units 1-4 must be submitted by this date**

Unit 6: Colonial Economy - the Silver City that changed the world (October 26 - November 8)

Assigned Readings

- *Potosi: The Silver City that Changed the World* (the entire book)
- LOC 4 Corners of the World: "A short story about Potosi - the largest South American silver mine - in the Library's Collections , (Part 1)"
- LOC 4 Corners of the World: "A short story about Potosi - the largest South American silver mine - in the Library's Collections, (Part 2)"

Assignments

Wednesday, November 4 Reading Response Discussion Forum initial posts
Sunday, November 8 Discussion Responses
Sunday, November 8 Journal for Unit 6

Part Four: The Age of Change

Unit 7: Reform and Resistance in the Late Colonial Period (November 9 - 22)

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 12 Piritu Franciscan Friar Pedro Cordero: Missionary, Linguist, and Indigenous Friend
- Chapter 15 Don Manuyel Cipriano de Melo: The Trans-Imperial Career of a Luso Spaniard

Assignments

Sunday, November 15 Reading Response Discussion Forum initial posts
Thursday, November 19 Timeline Post for Unit 7
Sunday, November 22 Discussion responses
Sunday, November 22 Journal, Unit 7

Sunday, November 22 All past due assignments from units 5-7must be submitted by this date

Unit 8: Movement toward Independence (November 23 - December 6)

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 (read as many of these as you can)

- 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

Thursday, November 26	**Thanksgiving Break**
Friday, November 27	**Thanksgiving Break**
Sunday, November 29	**Essays over the Potosi book are due**
Sunday, November 29	Reading Response Discussion Forum initial posts
Thursday, December 3	Timeline Post for Unit 8
Sunday, December 6	Discussion responses
Sunday, December 6	Journal, Unit 8

Sunday, December 6 All past due assignments must be submitted by this date

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Final Week

Assignments

Monday, December 7	Extra Credit Assignments are due
Friday, December 11	Final Projects are due

Saturday, December 12 No assignments will be accepted after this date