I. Rationale: America’s cultural diversity was already well in the process of formation in 1776, and it is important to understand how culture contacts and European colonization after 1492 continue to influence our society in the 21st century. This course is designed to provide a large-scale context for thinking about the roots of American diversity. We will begin by looking at Europe and the Americas before 1492, and then tracing patterns of European colonization, indigenous responses, and the experiences of the African diaspora. The course will also consider how American policies toward Native Americans have changed since the time of independence.
Cultural Diversity Flag: This course carries the Cultural Diversity flag. By definition “[t]he Cultural Diversity requirement increases your familiarity with the variety and richness of the American cultural experience. Courses carrying this flag ask you to explore the beliefs, practices, and histories of at least one cultural group that has experienced persistent marginalization. Many of these courses also encourage you to reflect on your own cultural experiences.”

II. Course Aims and Objectives:
Aims: Required readings, lecture slides, and class activities are designed to work together to achieve several core aims. These include the consideration of the broader historical context of European colonization in the Americas, discussion of colonization strategies and responses by marginalized groups, and consideration of how the early centuries of European expansions have shaped cultural diversity in the US today.

Specific Learning Objectives:
By the end of this course, students will:

- develop skills in information access and management by working with class readings, lecture slides, and internet sources to answer key questions that will appear on in-class exams.
- demonstrate mastery of the key facts of culture contact and colonization in the Americas through three in-class exams.
- establish and communicate in writing critical stances about important issues in American cultural diversity, reflected in regular short response activities.

III. Format and Procedures: There are three important parts of this course. The first is individual review of class readings and PowerPoint lectures prior to the class meeting. Each student is expected to come to class having already read the required reading for that day and reviewed class materials posted on Canvas. The second is active participation in class activities. Rather than repeat the lectures posted on Canvas, we will carry out different activities, including discussions, collaborative work to answer reading questions, and work to develop skills in accessing and assessing web-based information. The third is timely completion of graded work. There will be graded work each week, either a short writing assignment or an in-class exam. Consulting Canvas in advance and using the resources there will aid in the successful completion of work.

IV. Tentative Course Schedule: * Required article **This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

WEEK 1
Thursday, 8/31: Introduction to the course
WEEK 2: Europe before the New World
Tuesday, 9/5: Power in Europe from AD 1000-1500
   Readings: Roberts 1987, *skim* Braudel 1984, or consult your own sources
Thursday, 9/7: Roots of Early Modern Empires
   DUE: Activity 1
   Readings: Boorstin 1983

WEEK 3: The Americas before Conquest
Tuesday, 9/12: Indigenous Social Organization in the Caribbean and Latin America
   Readings: León-Portilla 1992
Thursday, 9/14: Indigenous Social Organization in North America
   DUE: Activity 2
   Readings: Butzer 1979; Nabokov, Chapter 1 (select 2-3 short vignettes)

WEEK 4: European Voyages of Exploration
Tuesday, 9/19: Transatlantic Voyages and First Contacts
   Readings: Meinig 1986
Thursday, 9/21: Entering, Conquering, and Colonizing the American Interior
   DUE: Activity 3
   Readings: Díaz del Castillo 1956

WEEK 5: Patterns of Conquest and Exploitation
Tuesday, 9/26: Trajectories of Conquest and Colonization
   Readings: Stevens-Arroyo 1993
Thursday, 9/28: Waves of European Colonization in Texas and the US Southwest
   DUE: Activity 4
   Readings: Spicer 1962

WEEK 6: European Responses to American Discoveries
Tuesday, 10/3: FILM: “After the Mayflower”
   Readings: “Ship of Fools,” “Utopia,” “Four Elements,” “Durer,” and “Fortunate Isles” in Primary Sources folder on Canvas
Thursday, 10/5: Midterm Exam 1

WEEK 7: European Strategies in North America
Tuesday, 10/10: Spanish Colonial Policies
   Readings: Gibson 1988
Thursday, 10/12: French and English Colonization Practices
   DUE: Activity 5
   Readings: Jacobs 1988; Wade 1988

WEEK 8: Indigenous Responses to Colonization
Tuesday, 10/17: Indigenous Strategies for Contact and Colonization
   Readings: White and Cronon 1988; Nabokov Chapters 2-3
Thursday, 10/19: Case Studies in Indigenous Responses
   DUE: Activity 6
Readings: Leach 1988; Nabokov, Chapters 4-5

WEEK 9: The African Diaspora
Tuesday, 10/24: The African Diaspora in Latin America and the Caribbean
Readings: Richardson 2001
Thursday, 10/26: Slavery, Race, and the African-American Experience
DUE: Activity 7
Readings: Ferguson 1992

WEEK 10: American Diversity and Westward Expansion
Tuesday, 10/31: FILM: “Tecumseh’s Vision”
Readings: “Mingled Like Fish at Sea”; Nabokov, Chapter 6; and
http://www.pbs.org/ktca/liberty/popup_diversity.html
Thursday, 11/2: Midterm Exam 2

WEEK 11: Emerging U.S. Policies toward Others in the 19th Century
Tuesday, 11/7: Displacement and Removal
Readings: Prucha 1988; Nabokov, Chapters 7-8
Thursday, 11/9: The Closing Frontier
DUE: Activity 8
Readings: Baca 1988 (skim); Hagan 1988; Nabokov, Chapters 9-10

WEEK 12: Changing Native American Societies and the Rise of Anthropology
Tuesday, 11/14: Encroachment, Resilience, and Change in Native American Societies
Readings: Bieder 1980; Nabokov, Chapters 11
Thursday, 11/16: Anthropology and the American Indian
DUE: Activity 9
Readings: Trigger 1980; Nabokov, Chapters 12

WEEK 13: Evolving Representation of Native Americans
Tuesday, 11/21: Indian Representations (FILMS TBA)
Readings: Nabokov Chapters 13-14
Thursday, 11/23: NO CLASS (THANKSGIVING HOLIDAY)

WEEK 14: U.S. Native American Policies in the 20th Century
Tuesday, 11/28: US Policies toward Native Americans
Readings: Kelly 1988; Nash 1988; Nabokov Chapters 15-16
Thursday, 11/30: The Native American Rights Movement
DUE: Activity 10
Readings: Washburn 1996; Nabokov Chapters 17-18

WEEK 15: Ethnic Pluralism in the United States
Tuesday, 12/5: Diversity and Representation in 21st-century America
Readings: Strong 2004; Nabokov, Chapter 19
Thursday, 12/7: Midterm Exam 3
THERE IS NO FINAL EXAM FOR THIS COURSE

V. My Assumptions

I am approaching this class with the assumption that most students have learned the basics of European and American history, although they may be fuzzy at this point in the academic career. Because we are moving from the familiar contours of history into more unfamiliar disciplines—archaeology, indigenous studies, and anthropology—I have prepared lecture slides that give general context for what we will be covering in class. I want to spend class time answering questions that the readings and materials bring up, and doing activities that will help to reinforce the central concept of the course: that diversity is the great strength of the United States, but something that Americans have wrestled with for centuries. Some of today’s biggest cultural challenges are legacies of the earliest cultural contacts between the New World and the Old.

VI. Course Requirements:

1. Attendance and participation policy:
Class attendance is required, and a part of your course grade (see section VII below), and advance preparation and on-time attendance are important for doing well. In class meetings we will review required readings, answer unresolved questions about the week’s content, and carry out activities to reinforce learning. Respect is a central expectation for this class. This course studies a broad range of human culture over time, and the principle of respect extends to every individual in our class, and to all human societies that we will learn about. Respect also extends to the appropriate use of technology, and refraining from distracting or disruptive behavior. Laptops and tablets are permitted in the classroom for note-taking, taking quizzes in Squarecap, and accessing information for some class activities. Please limit your device use to class activities. Mobile phones should be switched off or into silent mode, and should not be used in the classroom. Inappropriate use of technology may result in you being asked to leave the lecture.

Religious Holy Days
By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

2. Course Readings/Materials: Most class readings will be articles posted on Canvas, but we also have one required book, which should be available from the Co-op:


In addition to the required books, the following articles are required readings for the course. These are freely available through UT’s electronic journals subscriptions, and if
possible, a pdf file of each reading will be placed on Canvas prior to the class meeting. Students are responsible for accessing these readings.


Díaz del Castillo, Bernal. 1956[1500s]. Selections from The Discovery and Conquest of Mexico.


Meinig, Donald W. 1986. Selections from The Shaping of America, pp. 55-76. Yale UP.


*Squarecap:* This course will use *Squarecap* (www.squarecap.com) to administer in-class quizzes and take attendance. Each student will need to purchase a subscription by the end of the trial period for the software. Students should report any technical problems with the software to the professor immediately.

3. Assignments, Assessment, and Evaluation

Make-Up Exams: Ordinarily, there will be no make-ups for exams. If you anticipate missing a scheduled exam date for a valid reason, it is your responsibility to speak with the professor in advance about making alternative arrangements. You should bring documentation of your reason for missing class so that we can discuss whether a make-up is warranted. Please feel free to redact sensitive personal information (e.g., medical diagnosis, SSN) from your documentation.

Late Assignments: Assignments that are not submitted by their deadline will be considered late, and will have 10% of their total value deducted per 24-hour period, including weekends. Late assignments will not be accepted more than one week after the deadline.

Re-Writes: Students who would like to improve their grade on an activity may submit a re-written version of the assignment within one week following the return of the graded activity. The re-write must be at least 50% longer than the original assignment, and must be accompanied by a short explanation of changes made to improve writing, research, argumentation, etc. It is wise to contact the grading TA to discuss the re-write before resubmission. Students may not submit late work as re-writes, and exams are not eligible for re-writes.

Grade Issues: If you feel that your work has been evaluated inaccurately or unfairly, it is your responsibility to bring this to the attention of the TA who graded it within one week after your graded work is returned to you or posted on Canvas. Please review your graded work when it is returned or posted, and let us know if you feel that there are any problems.

4. Use of *Canvas* in class: This class uses *Canvas* for Web-based course management functions. *Canvas* can be accessed at http://canvas.utexas.edu/. The university provides support and tutorials for interested students—it is your responsibility to learn and access the site in order to prepare for classes, labs, and exams. For this course, *Canvas* will be used primarily as a place to post the course syllabus, slides from lectures, review sheets, required journal articles, and assignments.

5. Use of *Squarecap* in class: This class uses *Squarecap* to administer in-class quizzes and to assess individual attendance. *Squarecap* can be accessed via
https://squarecap.com/, and you will need to purchase a subscription. You must be present in the lecture hall for your attendance to be counted. Using another student’s Squarecap account will be considered a violation of the Honor Code, and both students will be sanctioned.

VII. Grading Procedures: Grades will be based on:

(a) Lecture Attendance (10%). On-time attendance is required at class meetings, and will be assessed by Squarecap. You need to be in the classroom and logged into Squarecap, or you will be flagged as absent. Of the 28 scheduled class meetings, students are expected to attend 25 to receive full credit. Each student may miss three class meetings without penalty, but will be responsible for graded activities and materials covered in those classes.

(b) Assignments (30%). There will be 10 assignments due throughout the semester, every Thursday when there is no exam scheduled (except for the first week). Assignments will be posted on Canvas in advance, and most will consist of written responses to short readings or other media. One TA will grade all submissions of a given assignment, using the grading rubric posted on Canvas.

(c) Exams (20% each, total: 60%). Three in-class exams will be given at intervals throughout the semester. Exams will mostly consist of short answer and essay responses, tied to the questions posed for each class meeting. A grading rubric will be made available prior to the exam to help students prepare.

Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0+</td>
<td>90.00-92.99</td>
</tr>
<tr>
<td>A-</td>
<td>90.00-92.99</td>
<td>70.00-72.99</td>
</tr>
<tr>
<td>B+</td>
<td>87.00-89.99</td>
<td>67.00-69.99</td>
</tr>
<tr>
<td>B</td>
<td>83.00-86.99</td>
<td>63.00-66.99</td>
</tr>
<tr>
<td>B-</td>
<td>80.00-82.99</td>
<td>60.00-62.99</td>
</tr>
<tr>
<td>C+</td>
<td>77.00-79.99</td>
<td>57.00-59.99</td>
</tr>
<tr>
<td>C</td>
<td>73.00-76.99</td>
<td>F: Below 60.00</td>
</tr>
</tbody>
</table>

Note: Grades will not be rounded

VIII. Academic Integrity

University of Texas Honor Code
Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” This means that work you produce on assignments, tests and exams is all your own work, unless it is assigned as group work. I will make it clear for each test, exam or assignment whether collaboration is encouraged or not.

Study and Review: Students are encouraged to work in small study groups to prepare for class meetings and to discuss course materials prior to lectures. Students should prepare their own notes and review materials, and may NOT use materials prepared by
others. Notes may NOT be circulated (via social media or other means) without prior permission from the professor. Copying the notes or review materials produced by another student will be considered a violation of the Honor Code by both students.

**Assignments:** Students are solely responsible for completing their own assignments. Always cite relevant sources. If you use words or ideas that are not your own (or that you have used in previous class), you must make that clear or you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty Policy, posted at the following web address: [http://deanofstudents.utexas.edu/sjs/acint_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

**Exams:** NO form of collaboration or copying is permitted during exams, and no outside materials may be consulted during exams without the express permission of the professor. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

**IX. Other University Notices and Policies**

**Excused Absences for University Extracurricular Activities**
Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination lab for making up the work.

**Use of E-mail for Official Correspondence to Students**
- All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at [http://www.utexas.edu/its/help/utmail/1564](http://www.utexas.edu/its/help/utmail/1564).

**Documented Disability Statement**
Students with a documented disability may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone). [http://ddce.utexas.edu/disability/about/](http://ddce.utexas.edu/disability/about/)
- Please request a meeting as soon as possible to discuss any accommodations
- Please notify me as soon as possible if the material being presented in class is not accessible
- Please notify me if any of the physical space is difficult for you
Behavior Concerns Advice Line (BCAL)
If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn’t feel right – it probably isn’t. Trust your instincts and share your concerns.

Q drop Policy
If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see:
http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop

Emergency Evacuation Policy
The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when an alarm or alert is activated. Alarm activation or announcement requires exiting and assembling outside, unless told otherwise by an official representative.
• Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
• Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
• In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
• Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency