

Colonial Latin America, 1492-1810

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HIS 206
Fall 2026
MWF 10:00-10:50
Whitehall Classroom Building, room 308

Office Hours

M 1:00-1:45 (Location: Champions Kitchen – Come visit with Dr. Myrup over lunch)
M 2:00-3:30, F 2:00-3:00 (Location: Dr. Myrup's Office – 1735 Patterson Office Tower)

Beyond official office hours, Dr. Myrup is available at numerous other times and is happy to set up individual appointments to meet with students. He often gets behind on e-mail, and students are welcome to simply call him at his office or home to ask questions or to set up an appointment.

Introduction

This course surveys the history of Latin America from the late fifteenth to the early nineteenth century, tracing the social, cultural, and political processes that shaped the region's colonial past. An extremely diverse region that was (and is) divided by numerous geographic, linguistic, and cultural divisions, colonial Latin America was a crucible in which European, African, and indigenous peoples would come together to form many of the hybrid societies and cultures of the present day. A dramatic tale, the history of colonial Latin America in many ways recounts the formation of the modern world.

Course Requirements

The class itself is composed of lectures, readings, discussions, film, written work, and a midterm and final examination. All are integral parts of the course and are required for its successful completion. The lectures are divided into six broad sections that deal with different periods and themes of colonial Latin American history. Each week's lectures are accompanied by a set of readings that will be discussed by students at greater length in class. Students will also be required to attend one film screening outside of class. Please note that all requirements must be completed to successfully pass the course.

Final course grades will be based upon each element of the course as follows: attendance, quizzes, and engagement (30%), two 6-page papers, approx. 1800 words each (15% per paper), a midterm exam (15%), and a comprehensive final exam (25%).

Attendance, Quizzes, and Engagement (30%)

This portion of the grade includes attendance (10%), weekly quizzes (10%), and engagement (10%). A series of readings are assigned each week, and students are expected to complete the readings and to come to class prepared to discuss them on the assigned day each week. The readings are a fundamental part of the course and include not only academic articles and monographs, but also documents, letters, travel accounts, and historical fiction. Engaging in weekly reading discussions is a mandatory part of the class, providing students with the opportunity to be exposed to differing arguments and points of view as well as to ask questions and to share their own ideas in preparation for exams. *Your performance on examinations, quizzes, and in-class discussions will depend in large part on whether you have completed the assigned readings.* In addition to participating in verbal discussion and

debate, students will be required to complete weekly reading quizzes that assess their understanding of course readings. Credit for the film screening will also fall under the quiz portion of your grade. As a final note, attendance is required, and roll will be taken each class meeting. Unexcused absences will significantly lower this portion of your grade. (Please be sure to contact Dr. Myrup if you are sick or otherwise unable to attend class.)

Writing Assignments (30% total)

Writing is perhaps the most important aspect of any liberal education. Creative, analytical, and communicative, it is an art and skill that students will use for the rest of their lives. Each of the two papers (15% each) should demonstrate research and interpretive skills, and depending upon the assignment, will require students to draw upon both primary and secondary sources (including material outside of class reading). Web sources may not be used unless you have prior approval from the professor. All references should be cited with footnotes according to the format outlined in the *Chicago Manual of Style*. Additionally, there should be a bibliography at the end of the paper. We will discuss the papers at greater length as the semester progresses. For now, students should know that they will be free to be creative and innovative. History is not only about facts, figures, and evidence; it also involves character development, plotting, climax, and resolution—as we will further discuss over the course of the semester.

Midterm and Final Examination (40% total)

All students must complete a midterm exam (15%) and a comprehensive final exam (25%). The midterm exam will cover material from Parts I-III of the course, and the final exam is cumulative and will cover material from Parts I-VI. Both exams will be essay based and include identifications designed to assess students' command of course material from individual lectures and readings, and essay questions that require students to draw upon evidence from multiple lectures and readings to make arguments that support or disagree with different viewpoints.

Course Readings

Most course readings will be available in a free electronic reader. (Students will be able to download the electronic reader from the course website by the beginning of the second week of class.) In addition to the electronic reader, we will be reading two books which students will need to either purchase or borrow from UK's library. (Please note that hard copies of the two required books are available for purchase through the University Bookstore. Additionally, electronic copies are available to check out through Young Library.)

Electronic Reader [abbreviated ER in the course schedule]

- Available for download from the course website.

Books [abbreviated BK in the course schedule]

- Miguel Leon-Portilla, ed., *The Broken Spears: The Aztec Account of the Conquest of Mexico* (Boston: Beacon Press, 2007). [ISBN's 0-8070-5500-X and 0-8070-5501-8 are both fine]

- Manuel Antônio de Almeida, *Memoirs of a Militia Sergeant*, translated by Ronald W. Sousa John Sturrock (Oxford and New York: Oxford University Press, 1999). [ISBN: 0-19-511550-3]

Supplementary Textbooks

We will not be using a formal textbook. For students who would find it helpful to be able to draw upon a supplementary textbook as they prepare for exams, there are numerous possibilities. Among others, Dr. Myrup recommends Williamson, *The Penguin History of Latin America* (any edition); and Burkholder and Johnson, *Colonial Latin America* (any edition). If you believe that a supplementary textbook could be helpful, Dr. Myrup's main suggestion would be to purchase an older, used edition, as this will be much less expensive than the latest edition. (Additionally, students are welcome to drop by Dr. Myrup's office as he sometimes has a few extra textbooks on hand that he has available to lend out.)

Communication and Course Management

Dr. Myrup will use several different platforms to conduct the course and to communicate with students, including E-mail and Telephone, Canvas, and a Course Webpage.

E-mail and Telephone

Dr. Myrup will use an e-mail listserv to make blanket announcements to the class (STUDENTS-HIS206-001-L@lsv.uky.edu). Additionally, he will use e-mail and old-fashioned telephone calls to communicate with students on an individual basis. In turn, students are welcome to reach out to Dr. Myrup via both e-mail and telephone.

Canvas

Canvas will primarily be used for students to receive their graded quiz, paper, and exam scores. Additionally, all students will turn in their papers on Canvas. To access Canvas, students can go to <https://www.uky.edu/canvas/>.

Course Webpage

A simple course web page will be used as the primary location for students to access course assignments, readings, supplementary material, etc. Here is the link: <http://web.as.uky.edu/history/faculty/myrup/his206>.

Policy on Course Engagement and Attendance

Students are expected to come to class prepared and to pay attention and to be engaged. Electronic devices are learning tools and may be used to take notes, to engage with class discussions, and so forth. During class time, they are not to be used for texting, web surfing, etc. If your use of electronic media becomes a distraction to you or to those around you, you will be asked to leave and will lose the privilege of using such tools in class.

This is an "in-person" course, and registered students are expected to attend. (Please note that the lectures and discussions will not be broadcast or recorded.) As noted earlier, unexcused absences will significantly lower a student's grade. This being said, if you are not feeling well, please DO NOT come to class. Please keep Dr. Myrup updated so that he can help you stay caught up in the course and arrange for make-up work as necessary.

Policy on Academic Misconduct (including Plagiarism and Generative AI)

A major focus of this course is to develop skills and foster creativity in writing, argumentation, and critical thinking. Accordingly, students must complete all assignments on their own. When completing assignments, students may not copy from any printed material or online sites (e.g. Course Hero, Chegg, Wikipedia, etc.), nor may students otherwise plagiarize someone else's work and turn it in as their own. Beyond plagiarism, students may not use generative AI technologies for any stage of any writing assignment (e.g. ChatGPT or other GenAI software). It is expected that all work submitted for the course—including papers, quizzes, essay exams, and

any other submissions—will be generated entirely by the student submitting the assignment. For the purposes of this course, PLAGIARISM AS WELL AS THE USE OF GENERATIVE AI TECHNOLOGIES FOR ANY WRITING ASSIGNMENT WILL BE CONSIDERED ACADEMIC MISCONDUCT AND WILL RESULT IN AN “E” IN THE CLASS. If you have questions about this policy, please contact Dr. Myrup.

Course Schedule

I. Colonial Beginnings: Iberians and Native Americans in a New World

- 8/24 Introduction and Course Mechanics
- 8/26 The Native Americans
- 8/28 The Iberians
- 8/31 Patterns and Precedents: Atlantic and Mediterranean Worlds
- 9/02 Columbus in the Caribbean
- 9/04 Discussion: Something Old, Something New: (Re)Imagining First Contact
Christopher Columbus, "Journal of the First Voyage," in *Journal of Christopher Columbus (during his first voyage, 1492-93), and Documents Relating to the Voyages of John Cabot and Gaspar Corte Real*, edited and translated by Clements R. Markham (London: Hakluyt Society, 1893), 15-18, 26-29, 34-56, 72-76, 82-83, 86-87, 126-128, 132-148, 157-165, 174-180, 187-193. (ER)
Isaac Asimov, "Youth," in *Space Science Fiction* 1 (May 1952): 66-96. (ER)
- 9/07 NO CLASS (Labor Day)
- 9/09 "Are they not men?": Las Casas and European Debates over Indigenous Societies
- 9/11 Discussion: Interpreting Interpreters: Columbus in Historical Perspective
Christopher Columbus, "Explanatory Matter Relating to the Book of Prophecies," in *Christopher Columbus: His Life, His Work, His Remains*, 3 vols., by John Boyd Thacher (New York and London: G.P. Putnam's Sons, 1904), III, 660-664. (ER)
Tzvetan Todorov, *The Conquest of America: The Question of the Other*, trans. Richard Howard (Norman: University of Oklahoma Press, 1999), 3-50. (ER)
Pauline Moffitt Watts, "Science, Religion, and Columbus's Enterprise of the Indies," *OAH Magazine of History* 5 (Spring 1991): 14-17. (ER)

II. The Conquest: Spain in Mexico, Peru, and Beyond

- 9/14 Ancient Mesoamerica
- 9/16 Aztec Society and Culture
- 9/18 Discussion: Cutting through the Fat: Cannibalism and the Art of Reading History
Michael Harner, "The Ecological Basis for Aztec Sacrifice," *American Ethnologist* 4 (February 1977): 117-135. (ER)
John M. Ingham, "Human Sacrifice at Tenochtitlan," *Comparative Studies in Society and History* 26 (July 1984): 379-400. (ER)
William Arens, "Cannibals of the Imagination," *New York Times*, 2 April 1979: A19. (ER)
- 9/21 The Cosmic Struggle: Tezcatlipoca and Quetzalcoatl

- 9/23 Cortés and the Conquest of Mexico
- 9/25 Discussion: A Question of Perspective: The Conquest in Aztec Sources
Miguel Leon-Portilla, ed., *The Broken Spears: The Aztec Account of the Conquest of Mexico*
(Boston: Beacon Press, 1992), excerpts. (BK)
- 9/28 The Inca and Pizarro
- 9/30 Patterns and Precedents of Conquest
- 10/02 “Voices from the Dust”: Creatively Uncovering the Pre-Columbian Past
FIRST PAPER DUE

III. Tropical Babylon: The Portuguese in Brazil

- 10/05 A New World in the Tropics
- 10/07 Sugar and Slavery in the South Atlantic
- 10/07 (WEDNESDAY EVENING, 7:30-9:00 PM) Optional Midterm Review Session (location TBD)
- 10/09 Discussion: Masters and Slaves: The Contradictions of Brazilian Slavery
Antônio Vieira, “Children of God’s Fire,” in *Children of God’s Fire: A Documentary History of Black Slavery in Brazil*, edited by Robert Edgar Conrad (Princeton: Princeton University Press, 1983), 163-174. (ER)
Antônio Vieira, “Sermon on the First Sunday of Lent,” in *Colonial Latin America: A Documentary History*, edited by Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham (New York: SR Books, 2002), 228-233. (ER)
Anonymous, “The Fact Remains that They Are Black,” in *Children of God’s Fire: A Documentary History of Black Slavery in Brazil*, edited by Robert Edgar Conrad (Princeton: Princeton University Press, 1983), 203-210. (ER)
- 10/12 Brazil’s Golden Age
- 10/14 Midterm Exam

IV. Patterns of Society and Economy

10/16 Colonial Landscapes: City, Town, and Countryside

10/19 Royal Government

10/21 The Church in a Baroque World

10/23 Patronage, Politics, and the Art of Writing History

Christoph Rosenmüller, *Patrons, Partisans, and Palace Intrigues: The Court Society of Colonial Mexico, 1702-1710* (Alberta: University of Calgary Press, 2008), 29-51. (ER)

E.L. Myrup, *Power and Corruption in the Early Modern Portuguese World*, draft of Chapter 4: "Gambling Governors and Gilded Lead." (ER) [Please note that Dr. Myrup will not receive any royalties for the reproduction of this chapter from a book that he authored.]

10/26 NO CLASS (FALL BREAK)

10/28 Race, Gender, and Class

10/30 Discussion: Women, Men, and Children in a Colonial World

Don Gonzalo de la Maza, "Santa Rosa of Lima According to a Pious Accountant," in *Colonial Latin America: A Documentary History*, edited by Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham (New York: SR Books, 2002), 198-206. (ER)

Sor Juana Inés de la Cruz, "Letter to Sor Filotea," in *Colonial Latin America: A Documentary History*, edited by Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham (New York: SR Books, 2002), 207-214. (ER)

Jorge Rojas Flores, "The Life and Times of an Aristocratic Girl in Santiago, Chile (1666-1678)" in *Raising an Empire: Children in Early Modern Iberia and Colonial Latin America*, edited by Ondina E. González and Bianca Premo (Albuquerque: University of New Mexico Press, 2007), 107-136. (ER)

11/02 Economics and Trade in Global Context

V. Latin America in the Eighteenth Century

11/04 Pirates, Slaves, Merchants, and Kings: The End of Royal Control

11/06 Discussion: Perils, Pirates, and Prayer: The High Seas in Early Modern Times

Diogo do Couto, "Narrative of the Shipwreck of the Great Ship São Thomé," in *The Tragic History of the Sea, 1589-1622*, edited by C.R. Boxer (Cambridge, UK: Cambridge University Press, 1959), 51-68. (ER)

João Baptista Lavanha, "Shipwreck of the Great Ship Santo Alberto," in *The Tragic History of the Sea, 1589-1622*, edited by C.R. Boxer (Cambridge, UK: Cambridge University Press, 1959), 106-119. (ER)

Marcus Rediker, "'Under the Banner of King Death': The Social World of Anglo-American Pirates, 1716-1726," *William and Mary's Quarterly* 38 (April 1981): 203-227. (ER)

- 11/09 Empire Restored: The Bourbon Reforms
- 11/11 Túpac Amaru I and the Great Rebellion
- 11/13 Discussion: Writing a Good History Paper
Sample Papers (Available on course webpage)
- 11/16 The Marquis of Pombal and Brazil, 1750-1777
- 11/17 (TUESDAY EVENING, 7:15-9:30 PM) Film Screening: "The Mission" (1986); location TBD
- 11/18 *Tiradentes* and Popular Unrest in Brazil
- 11/20 Discussion: A World Turned on End: Parodies of the Late-Eighteenth Century
Machado de Assis, "The Psychiatrist," in *The Psychiatrist and other Stories* (Berkeley and Los Angeles: University of California Press, 1966), 1-44. (ER)

VI. The March to Independence

- 11/23 The Haitian Revolution
- 11/25 NO CLASS (Thanksgiving Break)
SECOND PAPER DUE (VIA CANVAS)
- 11/27 NO CLASS (Thanksgiving Break)
- 11/30 From Colony to Empire: Independence in Brazil
- 12/02 Discussion: Brazil in the Early 19th-Century
Manuel Antônio de Almeida, *Memoirs of a Militia Sergeant*, translated by Ronald W. Sousa
John Sturrock (Oxford and New York: Oxford University Press, 1999), 7-83. (BK)
- 12/04 Crisis of Legitimacy: Independence in the Hispanic World, Part I
- 12/07 Crisis of Legitimacy: Independence in the Hispanic World, Part II
- 12/09 Discussion: The Happy Ending: History as Fiction, Fiction as History
Manuel Antônio de Almeida, *Memoirs of a Militia Sergeant*, translated by Ronald W. Sousa
John Sturrock (Oxford and New York: Oxford University Press, 1999), 87-169. (BK)

Optional Evening Review Session: Week of December 7-11 (date, time, and location TBD)

Final Exam: Monday, December 14, 10:30 AM - 12:30 PM (Whitehall Classroom Building, room 308)

Appendix: University Policies and Other Bureaucratic Minutiae

Course Copyright

All original instructor-provided content for this course, which may include handouts, assignments, and lectures, is the intellectual property of the instructor. Students enrolled in the course this academic term may use the original instructor-provided content for their learning and completion of course requirements this term, but such content must not be reproduced or sold. Students enrolled in the course this academic term are hereby granted permission to use original instructor-provided content for reasonable educational and professional purposes extending beyond this course and term, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, and so forth; other uses of original instructor-provided content require written permission from the instructor in advance.

Bulletin Description

A broad survey of the social, economic, political and cultural development of Latin America from the fifteenth century to 1810. Includes analysis of such topics as pre-Columbian societies on the eve of conquest, the Iberian kingdoms in the Age of Expansion, the conquest and colonization of the indigenous cultures of the New World, the establishment of Spanish and Portuguese institutions, the relations between the Church and the State, the encomienda and the hacienda, slavery and the impact of the Bourbon Reforms on America.

Grading Scale

Grades for individual assignments and for the course as a whole will be based on a letter scale with the following numerical equivalents: A (Excellent: 90-100%), B (Good: 80-89%), C (Satisfactory: 70-79%), D (Passing: 60-69%), and E (Fail: 59% and below).

Student Learning Outcomes: History

Although focusing primarily on the history of western civilization from antiquity to the eve of the 17th century, this course explores questions which have broader relevance to the modern world. In addition to mastering course content—the who, what when, where, and why of course lectures and readings—students will cultivate creative and analytical skills that are an implicit part of a university education. In this regard, upon completing the course, students will be able to do the following:

- identify, evaluate, and clearly present varied source evidence in support of an argument
- set out their findings in conformity with accepted conventions in a clear and concise manner
- formulate creative and imaginative approaches to historical questions that exceed the scope of a typical academic paper
- understand and appreciate foreign cultural practices, beliefs, and social systems

Student Learning Outcomes: UK Core-Global Dynamics

This course satisfies UK Core for Global Dynamics.

Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a globalizing and interconnected society. In this course students will:

- Navigate the discussions and tensions around citizenship, rights, privileges, and responsibilities expected of those living in the United States.
- Understand historical, societal and cultural differences — with attention to regional, national or cross-national contexts and their influence on civic rights and responsibilities.
- Demonstrate effective and responsible participation in society.

University-Wide Academic Policy Statements

(from <https://provost.uky.edu/instructor-resources/academic-policy-statements>)

Excused Absences and Acceptable Excuses

Excused absences include, but are not limited to:

Significant physical or mental illness of the student or a member of the student's immediate family or household or University- or government-directed quarantine or isolation

Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. This includes excusing a student from required interactions if the student has been directed to quarantine by the University, a medical professional, public health professional or government official. The Instructor of Record shall have the right to request appropriate verification.

Death of an immediate family or household member

The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediate family is defined as spouse, child, parent (guardian), sibling (all of the previous include steps, halves and in-laws of the same relationship) and grandchild or grandparent.

Participation in University-sponsored academic, athletic or co-curricular activities

Trips for members of student organizations sponsored by an educational unit, trips for University classes and trips for participation in intercollegiate athletic events, including club sports registered with the University and varsity sports. When feasible, the student must notify the Instructor of Record prior to the occurrence of such absences, but in no case shall such notification occur more than five (5) business days after the absence.

Observance of major religious holidays

Major Religious Holidays. Students are responsible for notifying the Instructor of Record in writing of anticipated absences due to their observance of such holidays. Faculty shall give students the opportunity to make up work (e.g., exams or assignments) when students notify them that religious observances prevent the students from doing their work at its scheduled time. Faculty should indicate in their syllabus how much advance notice they require from a student requesting accommodation. The Office for Student Success and the Academic Ombud are available for consultation.

Interviews for post-graduation employment or graduate/professional school

Interviews for full-time job opportunities after graduation and interviews for graduate or professional school. The student must notify the Instructor of Record prior to the occurrence of such absences. Instructors of Record have the right to request appropriate verification. "Appropriate verification" may include evidence that the student had little or no control over the date and time of the interview and that the student is not able to reschedule the interview to a nonconflicting time close to the originally scheduled time. Programs with learning activities mandated by accreditation or licensure agencies may establish, as a matter of policy, educational consequences for students who have so many excused absences that they cannot complete the mandated learning activities. The published program policies and individual course syllabi must describe these consequences, which may include the student being moved to a different graduation cohort.

Military obligations

Any other circumstances in which the Instructor of Record finds reasonable cause for absence.

Religious Observances

Students are responsible for notifying the Instructor of Record in writing of anticipated absences due to their observance of such holidays. Faculty shall give students the opportunity to make up work (e.g., exams or assignments) when students notify them that religious observances prevent the students from doing their work at its scheduled time. Faculty should indicate in their syllabus how much advance notice they require from a student requesting accommodation. The Office for Student Success and the Academic Ombud are available for consultation.

Verification of Absences

Verification standards must be applied consistently for all types of absences. Documentation from University Health Services, the Counseling Center, Triage, Referral, Assistance and Crisis Support (TRACS) or the Violence Intervention and Prevention (VIP) Center shall be accepted when verification of a significant illness is required. Falsified attendance verification documents should be referred to the Office of Student Conduct.

Making Up Graded Work

Except where prior notification is required in “Excused Absences,” students missing any graded work due to an excused absence are responsible for notifying the Instructor of Record within five (5) business days following the excused absence and for arranging to complete the missed work. The instructor shall provide accommodations and time frames so the student can make up missed assignments, quizzes and tests in a mutually agreed upon manner, if feasible, during the semester in which the absence occurred.

The instructor shall provide the student with an opportunity to make up the graded work (e.g., quiz, exam, homework, etc.) and may not simply calculate the student's grade based on the other course requirements, unless the student agrees in writing. This includes students who add a class after the first day of classes and miss graded work.

Excused Absences for Military Duties

If a student is required to be absent due to military duties for a period that may affect the student's ability to complete required course interactions, the following procedure shall apply:

Once a student is aware of a call to duty, the student shall provide a copy of the military orders to the Veterans Resource Center (VRC) within the Office for Student Success. The student shall also provide the VRC with a list of their courses and instructors. The VRC will verify the orders with the appropriate military authority and, on behalf of the military student, notify each Instructor of Record via department letterhead as to the known extent of the absence. The Instructor of Record shall not penalize the student's absence in any way. The instructor shall provide accommodations and time frames so the student can make up missed assignments, quizzes and tests in a mutually agreed upon manner.

Unexcused Absences

The Instructor of Record shall define any course policy relating to unexcused absences in the course syllabus. If no policy regarding unexcused absences is stated in the course syllabus, or if the stated policy does not permit a penalty, the Instructor of Record shall not penalize the student for the unexcused absence.

With respect to non-attendance for reason of an employment-related schedule conflict, a student who is a UK employee has the same standing as a student who is working for some other employer.

Prep Days and Reading Days

Prep Days and Reading Days are designed to help students prepare for their final examinations. Certain instructional activities are restricted on Prep Days, and additional restrictions apply to Reading Days. There shall be no required interactions on Reading Days.

This rule applies to ALL courses taught in both semesters, the Summer Session and the Winter Intersession, regardless of modality. In addition, if a course is taught in a format that has been compressed into less than one (1) semester, intersession or session, and the course overlaps with Prep Days or Reading Days as set in the regular Academic Calendar, then the course must abide by the restrictions on instructional activities that apply to those Prep and Reading Days with which it overlaps. This rule does not apply to courses in professional programs in colleges that have approval to follow a nonstandard calendar.

Prep Days and Reading Days — Timing

For Fall and Spring Semesters: Prep Days are the final three (3) days of instruction (Monday-Wednesday), with classes ending on Wednesday; Reading Days are the two (2) days (Thursday and Friday) immediately preceding the Final Examination period.

For Summer Session and Winter Intersession: Prep Days are the final three (3) days of instruction prior to the scheduled Final Examination; there are no Reading Days.

Prep Days and Reading Days — Examinations and Quizzes

<i>Activity</i>	<i>Prep Days</i>	<i>Reading Days</i>
Final examinations or quizzes	Prohibited	Prohibited
Oral/listening exams or lab practicals (no final exam course)	Permitted if listed in syllabus	Prohibited
Make-up exams or quizzes	Permitted	Permitted with student agreement
Required attendance or participation grading	Permitted	Prohibited
Collection of scheduled homework	Permitted	Prohibited
Collection of make-up homework	Permitted	Permitted with student agreement
Projects, papers, presentations (no final exam course)	Permitted if listed in syllabus	Prohibited
Make-up assignments replacing prior work	Permitted	Permitted with student agreement
Review sessions (no new material)	Permitted (voluntary only)	Permitted (voluntary only)

Prep Days and Reading Days — Class Participation and Attendance Grades

Instructors are permitted to grade student participation and require attendance on Prep Days, but not on Reading Days.

Prep Days and Reading Days — Homework

Instructors are permitted to collect regularly assigned homework for a grade on Prep Days, but not on Reading Days, provided the homework was scheduled in the syllabus. However, instructors may collect make-up homework on Reading Days if the affected student agrees to it.

Prep Days and Reading Days — Projects, Papers and Presentations

Instructors are permitted to collect projects, papers and presentations on Prep Days, but not on Reading Days, provided such assignments were scheduled in the syllabus and the course has no Final Examination (or assignment that acts as a Final Examination).

Prep Days and Reading Days — Make-Up Assignments

Instructors are permitted to schedule make-up assignments that replace, substitute for or satisfy earlier required interactions anytime, including, if the affected students agree to it, on Reading Days.

Prep Days and Reading Days — Review Sessions

Instructors are permitted to offer review sessions at any time on Prep Days or Reading Days as long as attendance is not required and the instructor does not discuss or provide new material.

Homework During Finals Week

Instructors are not permitted to assign homework during Finals Week, nor are they permitted to make any homework assignments due during Finals Week. However, instructors may collect make-up homework after the last day of classes.

Accommodations Due to Disability

In accordance with federal law, if you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in a course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754, via email (drc@uky.edu) or visit their website (<https://studentsuccess.uky.edu/disability-resource-center/instructor-staff-resources>). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

Non-Discrimination Statement and Title IX Information

In accordance with federal law, UK is committed to providing a safe learning, living and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment and sexual misconduct. In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex and sexual orientation, see Administrative Regulation — Equal Dignity (interim). Complaints regarding violations of University policies on discrimination, harassment and sexual misconduct are handled by the Office of Equal Opportunity.

Faculty members are obligated to forward any report made by a student related to discrimination,

harassment and sexual misconduct to the Office of Equal Opportunity. Students can confidentially report alleged incidences through the Violence Intervention and Prevention Center(<https://www.uky.edu/vipcenter/>), Counseling Center (<https://www.uky.edu/counselingcenter/>) or University Student Health Service(<https://ukhealthcare.uky.edu/university-health-service/student-health>).

Reports of discrimination, harassment, or sexual misconduct may be made via the Office of Equal Opportunity site by clicking on "Make a Report" on the righthand side of the page.

Regular and Substantive Interactions

All courses must satisfy the requirement for regular and substantive interaction, which may be met when course participants meet regularly and the Instructor of Record substantively interacts with students in at least two (2) ways, including direct instruction, assessment of student learning, responding to student questions or facilitating student discussions; Instructors of Record must also complete required RSI training (training required beginning Spring 2027).

Mental Health

Your mental health is important to me. If you need campus resources, including referrals to the UK Counseling Center, please contact (TRACS) Triage, Referral, Assistance and Crisis Support at 859-218-7227 or by completing the Get Help form at <https://studentsuccess.uky.edu/get-help>. If you need to miss a class to access these services, my class absence policy is explained in this syllabus. Should there be extenuating circumstances for absences, please contact me.

For some students with a diagnosed mental health condition, there may be a need to secure accommodations through the Disability Resource Center (DRC). These accommodations may be a source to help you manage attendance and course expectations. You can contact the DRC at their website to understand the process of requesting accommodations.

Student Support

Beyond Academic Policy Statements, the University of Kentucky provides other resources for student support as follows:

- [Mental Health Resources](https://studentsuccess.uky.edu/get-help): <https://studentsuccess.uky.edu/get-help>
- [Academic Support](https://studentsuccess.uky.edu/academicresources): <https://studentsuccess.uky.edu/academicresources>
- [Disability Resource Center](https://studentsuccess.uky.edu/disability-resource-center/instructor-staff-resources): <https://studentsuccess.uky.edu/disability-resource-center/instructor-staff-resources>
- [Academic Ombud](https://ombud.uky.edu/students): <https://ombud.uky.edu/students>

Classroom Emergency Preparedness and Response Information

Your safety is our top priority. The UK Police Department works to enhance campus security, but we all share responsibility for keeping our community safe. In an emergency during class, follow your instructor's directions based on university, building and department plans.

If there is an emergency, DIAL 911. To report suspicious activity or non-emergency situations, call the UK Police Department at 859-257-8573 or #UKPD from any mobile phone.

UK Alert

The university provides emergency notifications through UK Alert, which sends messages via email, text message, phone calls, building alarm systems, digital signage, social media, outdoor sirens and via push notifications through the SafeZone App. If you receive a UK Alert message

during class, notify your instructor and classmates immediately. For more information, visit <https://police.uky.edu/get-notified/uk-alert>.

Emergency Actions:

Evacuation

Leave the building immediately using the nearest safe exit. Do not use elevators. Follow posted evacuation routes and go to the designated assembly area if available. Stay clear of the building and wait for further instructions from emergency personnel.

Severe Weather Sheltering

Report to the nearest marked shelter location. If a marked shelter location is unavailable, move to an interior room or hallway on the lowest floor. Avoid doors and windows. Take cover under a sturdy table and protect your head and neck.

Shelter-in-Place

Stay where you are unless your building is affected. If it is, evacuate only if the fire alarm sounds or law enforcement instructs you. Choose an interior room with few or no windows and no exterior doors if possible. Close all windows and doors.

Active Aggressor

Run – Escape if you can.

Hide – If escape isn't possible, hide in a secure place. Silence your phone and dim the screen.

Fight – As a last resort, defend yourself by any means necessary.

Medical Emergency

If there is a medical emergency, dial 911 and do not act outside the scope of your medical training. After dialing 911, inform your instructor of the situation.

Evacuation

It is required to evacuate for a fire alarm or when university officials order us to do so.

Evacuation routes are marked with illuminated exit signs throughout the building. Avoid using elevators during any evacuation.

Emergency Sheltering

Storm Sheltering - Report to the recommended shelter locations. Recommended shelter locations are marked throughout the building. If shelter locations are unavailable, protect yourself from lightning and flying debris by moving to an interior room or hallway on the building's lowest level. Avoid outside doors and windows and get under a sturdy table and use your arms to protect your head and neck.

Shelter-in-Place - If a shelter-in-place order is issued, you will learn about this through UK Alert, the university's emergency notification system. If you are inside, stay where you are unless the building you are in is affected. If the building is affected, and the fire alarm has been activated or directed by law enforcement, you should evacuate. If you are outdoors, proceed into the closest UK building or follow instructions from emergency personnel or alerts. It is ideal to shelter-in-place in an interior room with the fewest or no windows and no doors to the outside if possible. Shut all windows and close exterior doors. If a hazardous chemical release occurs outside the building, follow these same procedures.

Active Aggressor

In a situation where an aggressor is trying to attack you or others, follow three steps:

1. Run - Attempt to get away from the attacker.
2. Hide - If you cannot run, barricade yourself in a safe place. Turn your phone to silent and dim your brightness. If possible, use the LiveSafe App to message UK Police and alert them to your location. If you don't have the app, dial 911. If you cannot speak, leave the line open and allow the dispatcher to listen.
3. Fight - If you cannot run or hide, do whatever you need to do to stop the attacker.

UK Police will communicate additional information through the UK Alert system during an active aggressor situation. Every UKY email automatically receives UK Alerts. You can also sign up in myUK to receive alerts via text and phone call.