

Colonial Latin America, 1492-1810

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HIS 206 / HIS 354
Fall 2025
MWF 10:00-10:50
Slone Research Bldg 303

Office Hours

MWF 2:00-3:00, or by appointment

**** Beyond regular office hours, Dr. Myrup is available at numerous other times and is happy to set up individual appointments. 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.

Please note that there are two versions of the course being taught together to meet the needs of different student cohorts, including a 200-level UK Core version (HIS 206) and a 300-level special topics version (HIS 354). Please note that the content covered in each version is identical, but the course requirements are slightly different.

HIS 206 Requirements

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 (20% per paper), a midterm exam (10%), and a comprehensive final exam (20%).

HIS 354 Requirements

Final course grades will be based upon each element of the course as follows: attendance, quizzes, and engagement (30%), two 7-8 page papers, approx. 2400 words each (20% per paper), a midterm exam (10%), and a comprehensive final exam (20%).

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 and lectures. 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. Failure to attend class 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 (40% 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 (20% 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 (30% total)

All students must complete a midterm exam (10%) and a comprehensive final exam (20%). 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 at the end of the first week of class.) In addition to the electronic reader, we will be reading two books which students will need to either purchase or borrow. (Please note that hard copies of the two required books are available for purchase through the University Bookstore and are also available on 2-hour reserve at the circulation desk of 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 would 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 of these works. (Additionally, students are welcome to drop by Dr. Myrup's office as he sometimes has a few extra textbooks on hand that are available to lend out.)

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.) This all 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.

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>.

Course Schedule

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

- 8/25 Introduction and Course Mechanics
- 8/27 The Native Americans
- 8/29 The Iberians
- 9/01 NO CLASS (Labor Day)
- 9/03 Patterns and Precedents: Atlantic and Mediterranean Worlds
- 9/05 Columbus in the Caribbean
- 9/08 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)
- 9/10 "Are they not men?": Las Casas and European Debates over Indigenous Societies
- 9/12 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

- 9/15 Ancient Mesoamerica
- 9/17 Aztec Society and Culture
- 9/19 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)

- 9/22 The Cosmic Struggle: Tezcatlipoca and Quetzalcoatl
- 9/24 Cortés and the Conquest of Mexico
- 9/26 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)
- 9/29 The Inca and Pizarro
- 10/01 Patterns and Precedents of Conquest
- 10/03 “Voices from the Dust”: Creatively Uncovering the Pre-Columbian Past
FIRST PAPER DUE

III. Tropical Babylon: The Portuguese in Brazil

- 10/06 A New World in the Tropics
- 10/08 Sugar and Slavery in the South Atlantic
- 10/08 (WEDNESDAY EVENING, 7:00-8:30 PM) Optional Review Session (On Zoom)
- 10/10 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)
- 10/13 Brazil’s Golden Age
- 10/15 Midterm Exam

IV. Patterns of Society and Economy

10/17 Colonial Landscapes: City, Town, and Countryside

10/20 Royal Government

10/22 The Church in a Baroque World

10/24 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 draft that he authored.]

10/27 NO CLASS (FALL BREAK)

10/29 Race, Gender, and Class

10/31 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)

11/03 Economics and Trade in Global Context

V. Latin America in the Eighteenth Century

11/05 Pirates, Slaves, Merchants, and Kings: The End of Royal Control

11/07 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)

- 11/10 Empire Restored: The Bourbon Reforms
- 11/12 Túpac Amaru I and the Great Rebellion
- 11/14 Discussion: Writing a Good History Paper
Sample Papers (Available on course webpage)
- 11/17 The Marquis of Pombal and Brazil, 1750-1777
- 11/17 (MONDAY EVENING, 7:00-9:30 PM) Film Screening: “The Mission” (1986); location TBD
- 11/19 *Tiradentes* and Popular Unrest in Brazil
- 11/21 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

- 11/24 The Haitian Revolution
- 11/26 NO CLASS (Thanksgiving Break)
SECOND PAPER DUE (VIA CANVAS)
- 11/28 NO CLASS (Thanksgiving Break)
- 12/01 From Colony to Empire: Independence in Brazil
- 12/03 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)
- 12/05 Crisis of Legitimacy: Independence in the Hispanic World, Part I
- 12/08 Crisis of Legitimacy: Independence in the Hispanic World, Part II
- 12/10 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)
- 12/10 (WEDNESDAY EVENING, 6:00-7:30 PM) Optional Review Session (on Zoom)

Final Exam: Wednesday, December 17, 10:30 AM - 12:30 PM (Slone Research Building 303)

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.

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 colonial Latin America, 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

The 200-level, HIS 206 version of this course satisfies UK Core for Global Dynamics.

Courses satisfying this requirement will focus attention on the student's civic role and place in the world and the dynamic interaction between locale (place and people) and global processes (international and transnational). In order for UK students to be prepared for careers in a globalized world, they must understand and appreciate global cultural diversity and the impacts of globalization processes. This new knowledge and attitude will also lead to the student's heightened awareness of her/his own culture and society.

Issues like, but not limited to, environmental concerns (e.g., climate change, soil depletion, transboundary pollution), the built environment (e.g., architecture, urban planning, sustainable design), public health (e.g., sanitation, local-global disease transfer, nuclear and coal-fired energy risks), political and socio-economic structures and policies (e.g., social and political processes; diverse public policies; and social and governmental regulations) and the interaction of world cultures (including music, art, religions, literature and folklore) are among the topics

that may be explored in the many possible courses fulfilling this part of the general education curricular framework.

Upon completing this UK Core course for Global Dynamics, students will be able to:

- Demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world.
- Demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.
- Demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.
- Demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. However, this does not preclude a studied examination of the historical evolution of such issues, or an emphasis upon one prominent time period.
- Demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.
- Demonstrate an understanding of at least two of the following, as they pertain to the subject matter of the course: a) Societal, cultural, and institutional change over time; b) Civic engagement; c) Cross-national and/or comparative issues; d) Power and resistance.

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>). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

Excused Absences and Acceptable Excuses | AR-ASA 5.2.5.2 and 5.2.5.2.1

The following are defined as excused absences:

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.

The term “significant illness” includes mental as well as physical illness. Instructors must apply the same standard of verification for both types of illness. For example, if a note from University Health Services verifying a "significant" illness is accepted, then a similar note from the UK Counseling Center, TRACS (Triage, Referral, Assistance and Crisis Support) or the VIP Center must also be accepted as valid verification. For example, if a note from University Health

Services that the illness of the student is “significant” is acceptable verification, then a note from the UK Counseling Center, TRACS or the Violence Intervention and Prevention (VIP) Center that the illness of the student is “significant” shall likewise be considered to be acceptable verification.

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.

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 one (1) week after the absence. Instructors of Record may request formal notification from appropriate University personnel to document the student's participation in such trips.

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 an accommodation. The Office for Student Success and the Academic Ombud are available for consultation.

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 reasonably 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.

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

When there is an unscheduled closing, all in-person activities during the closure time are cancelled. Asynchronous activities may be held; asynchronous activities may replace a scheduled synchronous activity if they can be completed in the same amount of time. Synchronous activities may be held only within the scheduled time slot and only if the instructor also provides an asynchronous option that can be completed in the same amount of time. Asynchronous

activities may be attended or performed at a time of the student's choosing, subject to reasonable constraints.

Religious Observances.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. Senate Rules requires faculty to include any notification requirements within the syllabus. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through the Academic Ombud's website or calling 859-257-3737.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Administrative Regulation — Academic and Student Affairs states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to university-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

Making Up Graded Work | AR-ASA 5.2.5.2.2

Except where prior notification is required in "Acceptable excuses", students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one (1) week following the period of the excused absence, and of making up the missed work. The Instructor of Record shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, 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.

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

Excused Absences for Military Duties | AR-ASA 5.2.5.2.3.2

If a student is required to be absent due to military duties for one-fifth or less of the required course interactions (e.g., class meetings), 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 | AR-ASA 5.2.5.2.3.3

The Instructor of Record shall define any course policy relating to unexcused absences in the course syllabus. If a policy is not stated in the course syllabus or the policy does not allow for a penalty to the student, the Instructor of Record shall not penalize the student for any unexcused absences.

With respect to nonattendance 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 | AR-ASA 5.2.5.6

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 | AR-ASA 5.2.5.6.1

For Fall Semester and Spring Semester, Prep Days are the last three (3) days of instruction (Monday, Tuesday and Wednesday) and before the start of the Final Examination Period. The third Prep Day (Wednesday) is when classes end.

For Summer Session and Winter Intersession, Prep Days are the last three (3) days of instruction before the Final Examination day as established in the Academic Calendar and posted by the Office of the University Registrar. For Fall Semester and Spring Semester, Reading Days are the two days (Thursday and Friday) after the Prep Days before the start of the Final Examination Period. There are no Reading Days during Summer Session or Winter Intersession.

Prep Days and Reading Days — Examinations and Quizzes | AR-ASA 5.2.5.6.2

Instructors must not schedule examinations or quizzes, including Final Examinations, on

Prep Days or Reading Days, with the following exceptions:

- Instructors are permitted to schedule oral/listening examinations and lab practical exams on Prep Days during a semester, provided such examinations are scheduled in the syllabus and the course has no final examination (or assignment that acts as a Final Examination).
- Instructors are permitted to schedule make-up examinations or make-up quizzes anytime, including, if the affected students agree to it, on Reading Days. Instructors may distribute take-home examinations, but students shall not be required to return the completed examination before the regularly scheduled examination period for that course.

Prep Days and Reading Days — Class Participation and Attendance Grades | AR-ASA 5.2.5.6.3

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

Prep Days and Reading Days — Homework | AR-ASA 5.2.5.6.4

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 | AR-ASA 5.2.5.6.5

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 | AR-ASA 5.2.5.6.6

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 | AR-ASA 5.2.5.6.7

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 | AR-ASA 5.2.5.7.2

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.

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. 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 6:1 ("Policy on Discrimination and Harassment") (<https://regs.uky.edu/administrative-regulation/ar-61>). 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 more details, see Administrative Regulations 6:2 (“Policy and Procedures for Addressing and Resolving Allegations of Sexual Harassment Under Title IX and Other Forms of Sexual Misconduct”) (<https://regs.uky.edu/administrative-regulation/ar-62>). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (Institutional Equity), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit Institutional Equity’s website (<https://ieeo.uky.edu/>).

Faculty members are obligated to forward any report made by a student related to discrimination, harassment, and sexual misconduct to the Office of Institutional Equity. 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 Institutional Equity’s website (<https://ieeo.uky.edu/contact-us>); at that site, click on "Make a Report" on the left-hand side of the page.

Regular and Substantive Interactions | AR-ASA 6.1.1

Courses satisfy the requirement for regular and substantive interaction when course participants meet regularly, as prescribed in the Appendices, and the Instructor of Record substantively interacts with students in at least two (2) of the following ways: provides direct instruction, assesses students’ learning, provides information or responds to students’ questions and facilitates student discussions. Some exceptions are allowed as per SACSCOC.

Classroom Emergency Preparedness and Response

Nothing is more important than the safety and well-being of our campus community. While the University of Kentucky Police Department continues to enhance campus safety measures, it is important to remember that everyone has a responsibility in keeping our community safe. To find more information visit [Emergency Response Guide | University of Kentucky Police Department](#).

Emergency Reporting & Action

Reporting

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. If an emergency occurs in a classroom or residence hall with a red emergency button, press to quickly notify UKPD. Emergency responders will immediately be dispatched to your location.

Action

During an emergency, you are responsible for your own safety. If an emergency occurs during class, your instructor will provide further direction based on university and department emergency plans.

Warning Systems

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 and outdoor sirens. 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>.

LiveSafe - The university provides additional emergency preparedness information and safety tools through LiveSafe, a free mobile app for iOS and Android. You can report suspicious activity, message with UK Police and virtually escort your friends through the SafeWalk tool. For more information, visit <https://police.uky.edu/safety/livesafe>.

Blue Emergency Towers - Blue Emergency Notification Towers are strategically placed at over 50 locations across campus to provide outdoor alert tones and broadcast emergency messages with loud speakers. Each tower also features an emergency push button speaker phone that reaches UKPD and a camera mounted above the tower. For more information, visit <https://police.uky.edu/safety/blue-emergency-towers>.

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.