

COURSE INFORMATION

History 3398, Section 001, Fall 2008
Colonial Latin America
JO 4.102, M/W 9:30-10:45

PROFESSOR CONTACT INFORMATION

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Office Hours: M/W 11:00-12:00 or by appointment

COURSE DESCRIPTION

This course is designed to give students an overview of the political, economic, social, and cultural history of Latin America from the pre-Conquest era to the end of Independence (roughly 1821). Broadly speaking, each week's material will be presented in a chronological fashion, but within those broad chronological divisions, we will be examining material thematically. We will specifically focus on the different themes that affected the way life and society were organized during the colonial period, and how these themes were interrelated.

STUDENT LEARNING OBJECTIVES/OUTCOMES

- Students will gain an overall understand of the narrative history of Latin America from the era of conquest (roughly 1400s) to the era of independence (roughly 1820s).
 - Students will demonstrate their ability to interpret and analyze historical essays as well as primary source material in the context European conquest and settlement, colonial social, political, and economic structures, reform movements, and independence movements through written assignments and classroom discussions.
 - Students will demonstrate their ability to process primary and secondary source material and make their own argument regarding the historical significance of that material by composing a research-based formal essay.
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REQUIRED TEXTBOOKS AND MATERIALS

Textbook: Jonathan C. Brown, *Latin America: A Social History of the Colonial Period*, 2nd ed, Thompson Wadsworth, 2005. ISBN: 0-534-64233-0

Essay Reader: Kenneth Andrien, ed. *The Human Tradition in Colonial Latin America*, SR Books, 2002. ISBN: 0-8420-2888-9

Essay Reader: Lyman Johnson, et. al., eds. *The Faces of Honor: Sex, Shame, and Violence in Colonial Latin America*, Albuquerque: University of New Mexico Press, 1998. ISBN: 0-8263-1906-8.

Primary Document Reader: Richard Boyer, et. al., eds. *Colonial Lives: Documents on Latin America History, 1550-1850*, New York: Oxford University Press, 2000. ISBN: 0-19-512512-6.

ASSIGNMENTS

Class Participation: All students are expected to participate in class discussions by incorporating information from assigned readings and class lectures. Students' participation should be constructive and contribute to the overall discussion. Please consider quality as well as quantity in class discussions. Formal class discussions will take place on most Mondays. Discussions will be based on reading assignments out of the **Andrien**, **Johnson**, and **Boyer** books. Generally those assignments will correspond to the previous day's lecture, so you will hear a lecture over a given topic and then read one or more chapters related to that topic after hearing the basic narrative. Students will prepare reading response journals and use those notes, comments, etc. as the basis for class discussion.

Reading Response: Students will prepare a reading response journal for each secondary reading assigned from the **Andrien** and **Johnson** volumes. (**Please note: no response papers are required from the Brown text.) The papers should include a brief summary stating the author's main argument, followed by general points that tie the readings and lectures together. These papers should be typed and prepared prior to class meetings. Students will also prepare a response for each of the primary documents assigned from the **Boyer** volume. These responses should include the most important points students have identified from the primary documents and a brief analysis of how the documents relate to lecture and other readings. Any readings posted on E-Reserve or distributed in class should be included in the response journals.

Each response journal should be approximately 2-4 typed pages, double-spaced. They do not need to be written as formal essays. Instead, think of them as a set of notes to provide quick reference to reading material for in-class discussions and in writing the mid-term and final papers.

PLEASE NOTE: typed response papers will be collected at the end of each discussion. Only students who have signed the attendance sheet for that day's class will be allowed to turn in response papers. If you miss class or if you arrive extremely late your paper will not be accepted. There are NO make-ups allowed for reading response papers. I will drop your two lowest response paper scores at the end of the semester in lieu of accepting late papers.

Reading responses will be graded with a check/check + (or pass/fail) system and will be incorporated into the participation portion of the final grade. See my website for suggested topics for response papers.

For most chapters, I will post specific questions on the course website (accessible at www.utdallas.edu/~mrankin). You may choose to follow the guide I provide, but it is NOT necessary to answer the questions on the website. You may respond to the readings in any constructive way that contributes to an overall understanding of the material.

General Guide for Reading Response Journals

Outside readings (non-textbook readings) will be assigned every week in my classes. These are listed on the course schedule and on the course websites. Books are available on reserve at the library. Students are to prepare reading response journals for all non-textbook reading assigned in class. Reading responses should be considered INFORMAL writing. Think of them as a set of notes for the assigned readings. I will look for evidence that you have completed the reading and that you have processed the information in an analytical way. I WILL NOT grade for style, grammar, and writing format. Nevertheless, you may find it helpful to practice good writing techniques on the reading response journals in preparation for the formal writing assignments due periodically throughout the semester. Specific suggestions for each reading are posted on the course websites. General points to consider include the following:

Essays:

These will be secondary sources. Secondary works are written accounts that were recorded after the fact about an event in history (usually by a historian).

- What is the author's thesis?
- What evidence does the author use to support the thesis?
- How persuasive is the thesis and evidence? Do you agree/disagree with the author? Why?
- What sources did the author use in his/her argument? Is this important?
- Does the essay support or refute any information presented in lecture or your textbook?
- What is your overall analysis of the essay? Is it well-written, good information, interesting, useful?
- Does the essay contribute to a better overall understanding of the historical period being discussed?

Primary Documents:

Primary documents are written accounts that were recorded at the time that an event was happening. Examples of primary documents are: newspaper reports, letters, journals, legal documents, etc. Interviews, transcripts, song lyrics, and images may also be primary sources.

- Start with 1 – 2 sentences giving a brief summary of the reading. Your summary should include the most important points, and present them in a concise manner.
- When was the document written? Is this important? How does the document fit in the context of other events being covered in class?
- Who wrote the document? What do you know about the author from lectures or your text? Is there anything about the author's background that might explain his/her perspective?
- Who was the intended audience? Is this important in understanding the approach taken by the author? How might people have reacted to the document at the time it was written?
- Why did the author write the document? Did it have the intended effect?
- Did the author of the essay use this document (or similar documents) as a source? How might you use the document as a source in your own historical analysis?

Formal Essay – Primary Document Analysis: A major formal essay project will be due late in the semester and will account for a large portion of the final grade in this course. The project should be an in-depth essay analysis of primary and secondary readings of your choice. The formal essay should be an in-depth analysis of a well-defined theme or issue of your choice (subject to instructor approval) that pertains to material we are covering in class. Some possible themes (and corresponding documents) are listed at the beginning of the Boyer volume assigned for the course. Your project should be based on one or more primary documents (this number is flexible depending on your theme) and appropriate secondary sources (not including your textbook). Each essay must contain a historical argument about the overall theme in the form of a thesis statement. Please keep in mind that a historical argument is more than a statement of fact or a narrative of a historical event. Instead it should attempt to analyze the material in a critical manner. You should avoid “arguing” in terms of good/bad, right/wrong. A historical argument examines the importance of the material. Due dates for topic approval (brief outline) and for the final draft of the formal essay are listed on the course schedule.

Please use the following guidelines in preparing your essay:

Length: The essay should be between 5 and 10 pages in length (excluding cover sheet and bibliography). It must be typed in a 12-point font and double-spaced with margins no greater than 1.25". Each essay must include a cover sheet with the following information: your name, the course number and section, the instructor's name, and the title of your paper.

Primary Sources: You may choose any topic within the time period covered in class, as long as there are sufficient primary documents and secondary sources available to write a cohesive essay. I suggest consulting the primary documents collection in the Boyer volume assigned for the course. I have placed an alternate book of primary sources for the colonial period on reserve at McDermott Library. See Kenneth Mills, et.al. *Colonial Latin America: A Documentary History* for additional sources. Finally, there are several reputable websites with translated texts of primary documents relating to colonial Latin America. Links to these sources are on the course website. You may use other primary sources aside from those listed above if they are more pertinent to your

theme or topic. I do not require you to have those topics approved by me, but it is a good idea to talk with me about your topic before the due date to avoid any unpleasant surprises.

Secondary Sources: Each essay **MUST** also include references from scholarly secondary sources. Scholarly secondary sources include monographs (a history of a narrow topic written as a secondary source—not a textbook), chapters from anthologies (such as Andrien and Johnson), or articles from scholarly journals. The purpose of the paper is to make a historical argument about the primary documents by placing them in a historical context (who, what, where) and to offer your analysis of their historical significance. This will require the use of secondary sources. The articles **MUST** be used in your paper, not just listed in the bibliography. You **MUST** include notes in your paper which indicate the sources of your information. See below for information on citing sources and consult the Citation Manager on the McDermott Library web site.

NOTE: Do not use encyclopedias or web sites, however reputable, as sources of secondary information. In particular, do not use Wikipedia as a source in your essay—it is not a scholarly source (often articles on Wikipedia contain factual errors). The one exception to this is the use of articles from on-line, peer-reviewed academic journals available through the university library. J-STOR, Project Muse, and Academic Search Premier are useful sources for electronic journals. Note that you must gain access to them through the library server as the university has a subscription to them. **DO NOT** use popular magazines of any kind as your secondary sources. A good rule of thumb: if an essay does not have footnotes, it is not a scholarly work.

Citations: Your essay **MUST** include appropriate citations. You should use either MLA style (parenthetical citations) or Chicago style (footnotes) in your essay. I do not have a preference, as long as you are consistent and **CORRECT** in the style you choose. See the library website and/or my website for links to style manuals and citation guides. The library also has the Citation Manager to help ensure proper citation style.

Formal Writing: These are to be **FORMAL** essays and they will be graded as such. This means that in addition to content and analysis of the material, each essay will be graded for organization, style, grammar, spelling—basically correct usage of the English language. Formal essays should be **POLISHED**. They should flow in a logical manner with a clear and concise argument. A good argument or analysis can quickly become lost in poor writing, leading to frustration on the part of the reader. There are a variety of tools available to assist in the “writing” part of the formal essay. First, consult the writing guide posted on my website. It includes suggestions for organization and useful grammar tips. You may also make use of the Writing Lab located in the McDermott Library. Writing experts can help you to identify grammar and style mistakes, and they can assist you with proper citations. There is no charge for using the Writing Lab, and I encourage all of you to become familiar with their services. The contact information is listed below:

UTD Learning Resources
Writing Lab
McDermott Library Rm. 2.402
Appts: 972-883-6707

DO NOT PLAGIARIZE OR ENGAGE IN ANY OTHER FORM OF ACADEMIC DISHONESTY. ANY STUDENT CAUGHT PLAGIARIZING WILL RECEIVE AN F FOR THE COURSE.

Exams: The exams in this class will be take-home exams. They will comprise various ID terms that must be defined and tied to specific examples from the assigned readings. I will provide students with exam questions and thorough instructions in advance. Exams will be due on the days listed in the course schedule. They must be typed and uploaded to TURNITIN.com.

Writing Format: All journal entries and exams must be typed with 12-point font and all pages should be stapled. Exams must be double-spaced, journals may be either double or single spaced. Your name, course number, assignment description, date, and my name should appear at the top **LEFT** corner of the first page for journal entries. All exams should include a cover page with the above information. Exams must follow the format for formal academic writing. In

addition to content, exams will also be graded for suitable grammar, appropriate style, and proper mechanics. Formal citations are not necessary in exams, but I urge you not to resort to direct quotes. Please do not use outside sources on exams. Your notes, textbooks, and other reading assignments are sufficient to write a proper exam. Any use of outside sources will be considered plagiarism. You should make obvious from where you are taking your examples in the exams, and all examples should come from readings that have been assigned in class. Please see Kate Turabian's *Manual for Writers of Term Papers, Theses and Dissertations* for a guide to grammar and stylistic concerns in formal writing (see also www.dianahacker.com). You may also see my website for general writing tips. All exams must be uploaded to TURNITIN.com by midnight on the due date.

Grading Policy

The grading in this course is based on two exams, a formal essay, a map quiz, weekly reading responses, and class participation. The breakdown of the grading is as follows:

Midterm Exam	100 points
Final Exam	100 points
Map Quiz	50 points
Primary Document Essay	100 points
<u>Class Participation</u>	<u>100 points</u>
Total	450 points

COURSE & INSTRUCTOR POLICIES

There is no formal attendance policy in this class, but I will distribute a sign-in sheet each day to help track class participation. Please keep in mind that it is not possible to "make-up" class participation. If you are not physically (and mentally) present in the classroom, it will affect your participation grade. Furthermore, past experience has proven that students who attend class regularly tend to earn higher grades. I frequently include information in my lectures that is not necessarily covered in your reading. It behooves you to be present to listen to lectures and participate in class. Finally, please refrain from disruptive behavior such as arriving late, departing early, talking, sleeping, reading the newspaper, etc. (I reserve the right to add to this list as needed).

No late assignments will be accepted and there is no make-up policy for in-class work. I will drop the two lowest reading response journal scores at the end of the semester. If you have missed any journals, those scores will be dropped. There will be no exceptions to this rule. I will NOT accept final versions of any assignments as e-mail attachments.

A paper copy (typed) of all journal responses must be turned in at the end of class on the due date. All exams and the formal essay must be uploaded to TURNITIN.com by 11:59 pm on the due date. Class will not meet on the days that exams and the formal essay are due.

All assignments for this class are mandatory. Materials used in this course have been carefully selected for their scholarly value, but some audiences may take offense at topics of a sensitive nature. There will be NO substitutions of readings, films, documents, presentations, and/or other course requirements to suit personal preferences and/or sensitivities. There are NO EXCEPTIONS to this rule.

Field Trip Policies

There are no field trips scheduled for this course.

ACADEMIC CALENDAR:

The following schedule outlines the topics and reading assignments for each class. This schedule is subject to change. Any changes made to the schedule and/or any other course requirements will be announced in class and will be posted on the course website: www.utdallas.edu/~mrankin

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Week 1	
8/25	Introduction to Course Lecture 1: Pre-Conquest Spain
8/27	Lecture 2: A 3-D View of the Aztec Empire Textbook Reading: Brown, Chapter 1 Journal #1 Reading Assignment: Johnson, Introduction and Chapter 1 Primary Document on Aztec Civilization
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Week 2	
9/1	Labor Day – NO CLASS
9/3	Discussion of Journal #1 Turn in Journal #1
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Week 3	
9/8	Lecture 3: Maya and Inca Civilizations Textbook Reading: Brown Chapter 2 Journal #2 Reading Assignment: Andrien, Introduction Primary Documents on Maya and Inca
9/10	Discussion of Journal #2 Turn in Journal #2
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Week 4	
9/15	Lecture 4: Conquest of Mexico Textbook Reading: Brown Chapter 3 (pp77-94) Journal #3 Reading Assignment: Andrien, Chapter 1 Boyer, Chapter 3
9/17	Discussion of Journal #3 Turn in Journal #3
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Week 5	
9/22	Lecture 5: Conquest of South America Textbook Reading: Brown Chapter 3 to end Journal #4 Reading Assignment: Andrien, Chapter 2 Boyer, Chapter 2

9/24 Discussion of Journal #4
Turn in Journal #4

Week 6
9/29 Lecture 6: Consolidation of Conquest

Textbook Reading: None

Journal #5 Reading Assignment:
Andrien, Chapters 3 and 4
Boyer, Chapters 4 and 5

10/1 Discussion of Journal #5
Turn in Journal #5

Week 7
10/6 Mid-term exam due to TURNITIN.com by 11:59 pm
Class ID: 1361036
Password: Aztec

10/8 Lecture 7: Colonial Administration: Church and Crown

Textbook Reading: Brown Chapter 4

Journal #6 Reading Assignment:
Andrien, Chapter 6
Johnson, Chapter 2
Boyer, Chapters 7

Week 8
10/13 Discussion of Journal #6
Turn in Journal #6

10/15 MAP QUIZ

10/20	Lecture 8: Colonial Society
	Textbook Reading: Brown Chapter 5
	Journal #7 Reading Assignment: Andrien, Chapter 5 Johnson, Chapter 4 Boyer, Chapter 6
10/22	Discussion of Journal #7 Turn in Journal #7
	Week 9
10/27	Lecture 9: Indigenous People in Colonial Latin America
	Textbook Reading: Brown, Chapter 6
	Journal #8 Reading: Andrien, Chapter 9 Johnson, Chapter 6 Boyer, Chapter 12
10/29	Discussion of Journal #8 Turn in Journal #8
	Week 10
11/3	Lecture 10: Slavery in Colonial Latin America
	Textbook Reading: Brown, Chapter 7
	Journal #9 Reading Assignment: Andrien, Chapter 7 Johnson, Chapter 8 Boyer, Chapter 20
11/5	Discussion of Journal #9 Turn in Journal #9
	Week 11
11/10	Lecture 11: Economic Development in the Colonies
	Textbook Reading: Brown, Chapters 8 and 9
	No Journal reading
11/12	DEADLINE FOR PRIMARY DOCUMENT APPROVAL Brief in-class presentation Turn in topic, source, thesis, brief outline

- Week 12**
11/17 Lecture 12: Crisis in the Andes

Textbook Reading: Brown, Chapters 10 and 11

Journal #10 Reading Assignment:
Andrien, Chapter 14
Johnson, Chapter 5
Boyer, Chapter 16
- 11/19 Discussion of Journal #10
Turn in Journal #10
- 11/24 **Week 13**
Lecture 13: Brazil and Haiti

Textbook Reading: Brown, Chapters 12 and 13

Journal #11 Reading Assignment:
Andrien, Chapter 13
Boyer, Chapter 11
- 11/26 Formal Paper due at TURNITIN.com by 11:59 pm
Class ID: 1361036
Password: aztec
- 12/1 **Week 14**
Turn in Journal #11

Lecture 14: The Age of Reform

Textbook Reading: Brown, Chapter 14

Journal #12 Reading Assignment:
Andrien, Chapter 11
Johnson, Chapter 7
Boyer, Chapter 21
- 12/3 Discussion of Journal #12
Turn in Journal #12
- 12/8 **Week 15**
Lecture 15: Wars of Independence

Textbook Reading: Brown, Chapter 15
- 12/17 **FINAL EXAM DUE**
Upload to TURNITIN.com by 11:59 pm
Class ID: 1361036
Password: aztec

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean. (http://www.utdallas.edu/Business_Affairs/Travel_Risk_Activities.htm)

These descriptions and timelines are subject to change at the discretion of the Professor.