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SEP 1 2016

OFFICE OF THE
SENATE COUNCIL**Course Information**

Date Submitted: 3/4/2015

Current Prefix and Number: HIS - History , HIS 207 HIS OF MOD LATIN AM, 1810 TO PRESENT

Other Course:

Proposed Prefix and Number: HIS 207

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Inquiry - Humanities

Global Dynamics

1. General Information

a. Submitted by the College of: ARTS & SCIENCES

b. Department/Division: History

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Erik Myrup

Email: erik.myrup@uky.edu

Phone: 7-3483

Responsible Faculty ID (if different from Contact)

Name: Francie Chassen-Lopez

Email: Francie.Chassenlopez@uky.edu

Phone: 7-4344

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Spring 2016

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: HISTORY OF MODERN LATIN AMERICA, 1810 TO PRESENT

Proposed Title: HISTORY OF MODERN LATIN AMERICA, 1810 TO PRESENT

c. Current Transcript Title: HIS OF MOD LATIN AM, 1810 TO PRESENT

Proposed Transcript Title: HIS OF MOD LATIN AM, 1810 TO PRESENT

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: A broad survey of the Latin American nations focusing on their social, economic, political and cultural development. Traces the history of the Independence movements, nation building, the struggle for modernization, dependency and the phenomenon of revolution in the twentieth century.

Proposed Course Description for Bulletin: A broad survey of the Latin American nations focusing on their social, economic, political and cultural development. Traces the history of the Independence movements, nation building, the struggle for modernization, dependency and the phenomenon of revolution in the twentieth century.

2j. Current Prerequisites, if any: None

Proposed Prerequisites, if any: None

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: This course provides students with a general survey of modern Latin American history. It previously fulfilled general education requirements for global citizenship under the old USP system, but when the transition was being made to the new UK Core it was not being taught on a regular basis because of staffing shortages. Because of this paperwork was never done to show that the course satisfied the requirements for the new UKCore. Going forward, the course will now be taught on a regular basis, and it is important therefore to get it into UKCore. The purpose of this proposal is simply to show that the course meets all of the UK Core requirements for both Global Dynamics and Inquiry-Humanities. (Note that although the course is not fundamentally changing, the only way to get an existing course into UKCore is to submit a major course change.) Please see the attached syllabus and forms for details. Many thanks!

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|PETRONE|Karen Petrone|HIS 207 CHANGE Dept Review|20150304

SIGNATURE|ACSI222|Anna C Harmon|HIS 207 CHANGE College Review|20150504

SIGNATURE|JALLISO|Jonathan M Allison|HIS 207 CHANGE UKCEC Expert Review|20150629

SIGNATURE|JMCDO2|Juliana McDonald|HIS 207 CHANGE UKCEC Expert Review|20150925

SIGNATURE|JMETT2|Joanie Ett-Mims|HIS 207 CHANGE UKCEC Review|20150925

SIGNATURE|JMETT2|Joanie Ett-Mims|HIS 207 CHANGE Undergrad Council Review|20151120

SIGNATURE|ACSI222|Anna C Harmon|HIS 207 ZCOURSE_CHANGE Approval Returned to Dept|20160822

SIGNATURE|JMETT2|Joanie Ett-Mims|HIS 207 CHANGE Undergrad Council Review|20160901

Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

ID	Attachment
Delete 4563	HIS 207 - Global Dynamics.docx
Delete 4564	HIS 207 - Inquiry in the Humanities.docx
Delete 6971	HIS 207 - UKCore Syllabus Updated (revised 2016-08)

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

Current Prefix and Number:		HIS - History HIS 207 HIS OF MOD LATIN AM, 1810 TO PRESENT	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	HIS 207
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input checked="" type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input checked="" type="checkbox"/> Global Dynamics				
1. General Information				
a.	Submitted by the College of: ARTS & SCIENCES		Submission Date: 3/4/2015	
b.	Department/Division: History			
c.*	Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? <input type="button" value="Select..."/>			
e.*	* Contact Person Name: Erik Myrup		Email: erik.myrup@uky.edu Phone: 7-3483	
	* Responsible Faculty ID (if different from Contact) Francie Chassen-Lopez		Email: Francie.Chassenlopez@ Phone: 7-4344	
f.*	Requested Effective Date:		<input type="checkbox"/> Semester Following Approval	OR <input type="checkbox"/> Specific Term: ² Spring 2016
2. Designation and Description of Proposed Course.				
a.	Current Distance Learning (DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed change affect DL delivery.				
b.	Full Title: HISTORY OF MODERN LATIN AMERICA, 1810 TO PRESENT		Proposed Title: * HISTORY OF MODERN LATIN AMERICA, 1810 TO PRESENT	
c.	Current Transcript Title (if full title is more than 40 characters):		HIS OF MOD LATIN AM, 1810 TO PRESENT	
c.	Proposed Transcript Title (if full title is more than 40 characters):		HIS OF MOD LATIN AM, 1810 TO PRESENT	

d.	Current Cross-listing: <input checked="" type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number): none
	Proposed – ADD ² Cross-listing (Prefix & Number):		
	Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):		
e.	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern		
Current:	Lecture 3	Laboratory ⁵	Recitation
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other: Please explain:
Proposed: *	Lecture 3	Laboratory ⁵	Recitation
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other: Please explain:
f.	Current Grading System:	ABC Letter Grade Scale	
	Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale	
g.	Current number of credit hours:	3	Proposed number of credit hours:*
h.*	Currently, is this course repeatable for additional credit?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
*	Proposed to be repeatable for additional credit?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	If YES:	Maximum number of credit hours:	
	If YES:	Will this course allow multiple registrations during the same semester?	<input type="radio"/> Yes <input checked="" type="radio"/> No
i.	Current Course Description for Bulletin:		
	A broad survey of the Latin American nations focusing on their social, economic, political and cultural development. Traces the history of the Independence movements, nation building, the struggle for modernization, dependency and the phenomenon of revolution in the twentieth century.		
*	Proposed Course Description for Bulletin:		
	A broad survey of the Latin American nations focusing on their social, economic, political and cultural development. Traces the history of the Independence movements, nation building, the struggle for modernization, dependency and the phenomenon of revolution in the twentieth century.		
j.	Current Prerequisites, if any:		
	None		
*	Proposed Prerequisites, if any:		
	None		
k.	Current Supplementary Teaching Component, if any:		<input type="radio"/> Community-Based Experience

		<input type="radio"/> Service Learning <input type="radio"/> Both
	<i>Proposed Supplementary Teaching Component:</i>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/> No
	If YES, explain and offer brief rationale:	
	<p>This course provides students with a general survey of modern Latin American history. It previously fulfilled general education requirements for global citizenship under the old USP system, but when the transition was being made to the new UK Core it was not being taught on a regular basis because of staffing shortages. Because of this paperwork was never done to show that the course satisfied the requirements for the new UKCore. Going forward, the course will now be taught on a regular basis, and it is important therefore to get it into UKCore. The purpose of this proposal is simply to show that the course meets all of the UK Core requirements for both Global Dynamics and Inquiry-Humanities. (Note that although the course is not fundamentally changing, the only way to get an existing course into UKCore is to submit a major course change.) Please see the attached syllabus and forms for details.</p> <p>Many thanks!</p>	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, identify the depts. and/or pgms:	
b.*	Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES ² , list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grad criteria in the course for graduate students. (See SR 3.7.4.)

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

**Course Review Form
Global Dynamics**

Reviewer Recommendation

Accept Revisions Needed

Course: History 207 Modern Latin America

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:

1/14, 1/19, 1/26, 1/28, 2/16, 2/18, 3/29, 3/31, 4/26

Brief Description:

Human diversity and social inequalities are constant themes engaged in this course. On the very first day of class, I ask students to free associate words and ideas about Latin America and everyone has to write something on the Blackboard. I encourage them to be very frank so that they will not feel uncomfortable about expressing negative ideas. The class discusses the list and we group the words/ideas by subject area. I request that they write 4 or 5 of these ideas that most characterize their image of Latin America on the back of their syllabus. I assure them that I will never see what they have written but that at the end of the semester I will ask them if their ideas have been modified to any degree. I sometimes include a 2 point extra credit question on the final exam to that effect. This exercise gives students a means to evaluate their learning experience.

Populated by people with Amerindian, European, African, Asian, and Middle Eastern roots, Latin America is a cauldron of human diversity. Differences of nationality, class, race, ethnicity, gender, age, and sexual orientation divide this population. The struggle between the haves and have-nots, between the exploited and the exploiters, ruthlessly traverses this history and so we must follow it. We begin the semester with a video, *Mirrors of the Heart*, which depicts the situation of black/white relations in the Dominican Republic and Haiti and indigenous, mestizo, and white populations in Bolivia in late twentieth century. Then students do a reading on stereotypes and must bring to class images of Latinos and Latin Americans that they find in the media. Thus, stereotypes, cultural diversity, and social inequalities are addressed from the start through a discussion of these images with knowledge gained from the readings and video. The origins of social inequality are viewed, for example, through the study of the caste system as a legacy of colonial domination. We study slavery and abolition from the Haitian Revolution, the world's first successful slave revolt, through the late abolition of Cuba (1886) and Brazil (1888). Students read about and listen to a poetry slam (in Portuguese but they are supplied with the translation) that took place 1870s Brazil between a slave and a free person, which speaks to these issues. Its clear similarity to rap sparks a conversation about music as social protest, which we later pick up with a discussion of the Nueva Trova music in socialist Cuba. They read the diary of an Afro-Brazilian woman, Carolina Maria de Jesus, in order to analyze the legacies of slavery in Brazil. The penultimate class of the semester deals with the social experiments in Venezuela under Hugo Chavez and in Bolivia under Evo Morales and lets us assess how far Latin America has come in the twenty-first century on issues of diversity and social inequalities and what still needs to be accomplished.

Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:

1/28,3/1, 3/22,3/31, 4/12, 4/14/2016

Brief Description:

These topics are addressed during the course of the semester, for example, in the study of revolutions in Haiti, Mexico, and Cuba, and the rise of mass society and populist politics in the 1930s and 1940s in Brazil, Argentina, Colombia, and Mexico. Students also grapple directly with these issues in the interactive class simulation, "The Struggle for Human Rights in the Southern Cone and Central America, 1974-1990." In the 1970s, 90 per cent of Latin Americans lived under the oppression of military dictatorships. In Argentina and Chile, mothers, who had never ventured into the public domain before, led the resistance, and in Central America, the guerrilla armies fighting brutal dictatorships were almost one third women. This represented an enormous step forward for women in terms of civic responsibility and political participation, and perhaps, influenced the fact that Latin America has now had 11 women presidents. In the simulation, the class is divided into 6 groups, each representing a different country (Chile, Argentina, Uruguay, Guatemala, El Salvador, and Nicaragua). Each student chooses a real person or creates an imaginary person who participated in this struggle in their assigned country and writes that person's story in a 5-page, footnoted, double-spaced paper. We work it out so that each group has a representative gender, racial, and ethnic mix in order to understand how people learned to cooperate toward a common goal. Students are required to go to the library to research their paper because it must have a minimum of four sources (they are only allowed to use 2 internet sources). They begin their research with a series of books I have put on reserve for the class (although they may find other sources as well - I encourage them to consult the librarians at the Reference Desk). They write their paper in the first person, imagining themselves as, perhaps, an Argentinian mother or a young male Sandinista or a Mayan woman. They share their paper with their group and together they synthesize the material and craft a group skit that integrates the work of all six students and in which each one plays a part. Each ten-minute skit presented before the whole class must have a audio or visual component that could be powerpoint, posters, appropriate dress, and/or music (they are allowed to videotape this outside class). They are also provided with a sheet during the simulation in which they evaluate the presentation of all the groups, including their own and their participation in their group's work. They complain in the beginning, but often end up having a lot of fun doing the skits and show impressive creativity. When the skits are finished we briefly compare and contrast the different experiences in class discussion. Students begin to comprehend the complexities of participating in politics or social movements when they stand in the shoes of someone of a different culture. This interactive exercise encourages them to compare and contrast the experiences of people in very diverse social situations striving together to improve the situation of human rights in Latin America. Thus, they come to understand the importance of distinct historical periods, particularly the return of military dictatorships in the 1970s, and how the social movements of the late 1970s and 1980s, brought forth a return to democracy in the region.

Course activities which enable students to 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.

Date/location on syllabus of assignment:

3/1, 3/29, 3/31, 4/12, 1/14/2016

Brief Description:

The class simulation on human rights, discussed above, encourages the student to explore the complexities of individual and collective decision-making and civic responsibilities and how they can generate ethical dilemmas, conflicts, and trade-offs. In Latin America, the belief that mothers should stay at home and take care of their families is widespread. Consequently, it was a brave decision for mothers in Argentina, Chile, Uruguay, El Salvador, and Guatemala to go

against precedent and take to the streets to demand information and the release of their disappeared children. While students often act this out in the simulation, as preparation we watch a superb video on the history of women in Chile, *In Our Hands*, which examines the history of gender roles there and we read a first person account of a woman's harrowing torture and imprisonment by the Pinochet regime. The ethical issues and family conflicts which political activity by women engenders invariably appear in class discussion. At the same time, each time we analyze the social causes and participation in revolution, we ask why some people pick up a gun and risk their lives for revolution, while others just as strongly oppose it? Why did some Mexican peasants fight with Emiliano Zapata and others with Pancho Villa? How did Fidel Castro win the support of so many people of different social classes and races, when only 12 men survived the landing on the beaches of Cuba in 1956?

The class also reads the diary of a very poor Afro-Brazilian women, Carolina Maria de Jesus, *Child of the Dark*. It is a gripping story of poverty in a Brazilian favela in the 1950s. Hunger is the main character in this book and Carolina must face a myriad of ethical dilemmas in order to survive and support her children, which she does by collecting trash. She is very opinionated, not always likable, even sometimes violent. Nevertheless, hands down, this has been the most popular book I have used in this class, not only for her story, but because Carolina's controversial ideas provoke lively class discussion on race, class, gender roles, government and civic responsibilities, and even love.

Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:
whole course

Brief Description:

This is the central focus of the entire course and its chronology. Although we can only briefly explore two centuries of the history of twenty nations in one semester, the course endeavors to introduce, compare, and contrast the history and culture of the nations of Latin America to students. We situate the history and problems of Latin America within global trends. Throughout the course, we critique our own cultural assumptions and are vigilant to situate our discussions in historical and social context. Beginning with the colonial legacy and the struggle for independence, we take this study right up to the present. In the last class, in our conclusions and given all we have learned, the class also discusses what we might expect to happen in the next decade.

Course activities which enable students to 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 mutually shape one another.

Date/location on syllabus of assignment:
2/4, 2/18, 2/23/2016

Brief Description:

In readings and class discussion, we continually emphasize the importance of historical context. For example, the formation of national and regional identities must be comprehended in their international and regional context since identity is constructed in contrast to the "other." Early in the semester, students read a selection from Domingo Faustino Sarmiento's *Facundo*, subtitled civilization or barbarism. This writer considered the city as civilized, influenced by Europe and the U.S., while he

characterized country as barbarous and backward. We analyze his argument within its context (1830-1840s Argentina) and then continue to observe how this binary reappears in different contexts not only as city/country but also as tradition/modernity and backwardness/development. It is central to Latin American nations' efforts to modernize and the confrontations that it engenders. We also situate this discussion in the context of decolonization and the Cold War in Asia and Africa that followed World War II.

The rise of the United States as an imperial power, intervention in Cuba's struggle for independence in 1890s, Teddy Roosevelt's Corollary to the Monroe Doctrine, and Dollar Diplomacy provoked a strong reaction in Latin America. Reading and analyzing excerpts from Cuban José Martí's "Our America," Uruguayan José Enrique Rodó's Ariel, Nicaraguan Rubén Darío's poem To Roosevelt, and Argentinian José Ingenieros' thoughts on U.S. imperialism, the class begins to comprehend the role of imperialism in the forging of a Latin American identity. By reading these primary sources, the writings of Latin Americans, students come to grips with a very different perspective on the U.S. foreign policy and its impact on Latin America. We also analyze a series of U.S. cartoons from the early twentieth century depicting relations with Latin America, which once again requires us to deconstruct stereotypes.

Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:

- social, cultural, and institutional change;
- civic engagement;
- regional, national or cross-national comparisons;
- power and resistance.

Date/location on syllabus of such evidence:

1/28, 3/1, 3/3, 3/22, 3/31, 4/12. 4/14, 4/26/2016

Brief description:

All of the above are fundamental to the goals of this course as evidenced in answers to previous questions. The class simulation alone brings them all together. It demonstrates societal, cultural and institutional change, civic engagement, and power and resistance as students themselves show how social protests broke down traditional gender roles and exacted institutional change by defeating dictatorships and contributing to the return of democracy. By encompassing the different experiences of six different countries, it encourages cross-national comparisons. The same issues are addressed in our discussions of revolution and populism, as we constantly compare the experiences of different nations in global context. For example, we discuss how the rise of communism in the world transforms the concepts and trajectories of revolution and populism.

An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:

4/12 and 4/14/2016

Brief description:

The class simulation, as explained above, addresses all six of the learning outcomes in the previous question and counts for 20% of the grade. The "autobiography" paper, which each student writes as part of the simulation addresses societal, cultural, and/or institutional change over time, civic engagement, and power and resistance (15% of grade). Cross-national and/or comparative issues come across in the skits (5% of grade) that students produce. I videotape the all the skits so they can serve as the artifact along with a sampling of the student papers.

The non-US focus constitutes at least 50% of the course.

Brief Description:

The entire course focuses on a region that is non-U.S.

Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

4/12 and 4/14/2016

Brief description:

Research for the "autobiography" that students write for the class simulation must be researched in the library since students have to consult the books I have put on reserve for the class. They are also allowed to use two Internet sources, but are forewarned that they are responsible for any information they include in their paper, so they must be critical in the use of such sources.

Reviewer Comments:

**Course Review Form
Intellectual Inquiry in the Humanities**

Reviewer Recommendation

Accept Revisions Needed

Course: History 207 Modern Latin America

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:
Classes on 2/4, 2/9, 3/1, 3/31/2016

Brief Description:

Precisely the goal of lectures and class discussion based on secondary and primary sources is to engage the student in the analysis of different ideologies and interpretations of historical events. Early in the semester, students read a selection from Domingo Faustino Sarmiento's *Facundo*, subtitled *Civilization or Barbarism*. This urban writer considered the city as civilized, influenced by Europe and the U.S., while he characterized the country as barbarous and backward. We analyze his argument within its context (1830-1840s Argentina) in class discussion. This dichotomy reappears in different forms during the semester in different contexts, not only as city/ country but also as tradition/modernity and backwardness/development. We read about and discuss the various explanations of underdevelopment in the aftermath of World War II in which these binaries play starring roles. We situate this discussion in the context of decolonization and the Cold War that followed World War II, since not only Latin American but also Asian and African nations were facing similar problems.

To understand the confrontation of Liberals and Conservatives throughout the nineteenth century, students read documents pertaining to the trial of Liberal Francisco Bilbao for blasphemy, his critique of the role of the Catholic Church and Conservatives in Chile. The quiz question that begins the class is: Imagine yourself a journalist in the courtroom, how would you synthesize the two opposing positions, Liberal and Conservative, in your article? Could you give a balanced report? Thus, students must show comprehension of opposing positions in their written answer and in class discussion. Another example of confrontation of competing interpretations arises when we study revolution. In the study of the Mexican and Cuban revolutions, we discuss the distinct positions of different social classes (and historians), how they viewed and experienced the revolution in order to understand how people could interpret the same process in diametrically opposed manners.

Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:
Classes on 3/3 2/16, 3/31/2016

Brief Description:

In the study of the Mexican Revolution, I reserve a whole class to look at the impact of revolution on art, the muralist movement in particular. Students come to class having read an excerpt from Jose Clemente Orozco's *Autobiography*. I begin the class with a quiz that asks: why did Orozco reject European styles and models of art? After a brief discussion of the students' answers, we watch an excellent 30 min. Dvd on Diego Rivera which surveys his development from his education in France (his Cubist period) to his rejection of European models and the creation of a new aesthetic centered on the depiction of dark-

skinned Indian peasants and urban factory workers. Together, these two sources provide students with a basis from which to analyze the goals of muralism. The class often comes to the conclusion that while these artists proclaim themselves as revolutionaries (and no doubt they were), they also demonstrate some influence of European schools, for example Rivera had carefully studied the murals of Michelangelo. Consequently, we see that art is not created in a vacuum.

The study of a poetry slam between a slave and a free person of color in late nineteenth century Brazil treats their different social positions and provides a very different view of what people might expect from nineteenth century poetry. We listen to a modern reenactment of this contest (in Portuguese but students are given copies of the translation). Its similarity to rap sparks a conversation about different types of music and the role music plays in social protest and identity formation. This subject comes up again when we listen to the critique of the Nueva Trova of the Cuban Revolution of social inequalities and U.S. imperialism.

Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:
Class on 2/23/2016

Brief Description:

With independence, the former vicerealties of Spain in the New World fragment into many nations. These new nations gradually formed their individual identities, although religion and language united them. At the same time, as provoyors of primary materials, they all faced economic subordination to the industrial powers of Europe and the U.S. We examine the role of different aspects of culture in the process of identity formation. The rise of the United States as an imperial power, intervention in Cuba's struggle for independence in 1890s, Teddy Roosevelt's enunciation of the Roosevelt Corollary to the Monroe Doctrine, and Dollar Diplomacy provoked a strong reaction in Latin America. Reading and analyzing excerpts from Cuban José Martí's essay "Our America," Uruguayan José Enrique Rodó's book, Ariel, Nicaraguan Rubén Darío's poem To Roosevelt, and Argentinian José Ingenieros' thoughts on U.S. imperialism, the class begins to comprehend the role of imperialism in the forging of a Latin American identity. For example, Rodó decried the U.S. as materialist and devoid of culture while he lauded Latin America as idealist and spiritual. By reading these primary sources, the writings of Latin Americans, students come to grips with a very different perspective of the U.S. and its foreign policy. We also look at a series of U.S. cartoons from the early twentieth century depicting relations with Latin America, which requires us to deconstruct stereotypes held by Americans at the time. This discussion, as well as various others, encourages the class to critique our own cultural assumptions.

Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:
Classes on 1/19, 1/21, 3/3/2016

Brief Description:

Populated by people with Amerindian, European, African, Asian, and Middle Eastern roots, Latin America is a cauldron of human diversity. Differences of nationality, class, race, ethnicity, gender, age, and sexual orientation divide this population. The struggle between the haves and have-nots, between the exploited and the exploiters, ruthlessly traverses this history. Early on, we define our tools of analysis, such as race, ethnicity, class, and gender, in order to understand social inequalities and their origins. We begin the semester with a video, *Mirrors of the Heart*, which depicts the situation of

black/white relations in the Dominican Republic and Haiti and indigenous, mestizo, and white populations in Bolivia in late twentieth century. Then students do a reading on stereotypes and are asked to bring to class images of Latinos and Latin Americans that they find in the media. The video and the readings provide a basis for students to deconstruct these images and flush out their meanings. These tools of analysis are fundamental to the discipline of history and we work on acquiring them during the semester.

Students read an article entitled "Viewpoint - Revisionism and Revolution: Mexico compared to England and France." The author, Alan Knight, presents the competing interpretations of the Mexican Revolution as they appeared chronologically; first the agrarian revolution version, then the revisionists who either emphasized the role of the middle class or focused on its nationalist roots. He analyzes and judges representative works of each school precisely by critiquing their disciplinary literacy (particularly their use of primary sources and conceptualization) and comparing them to analyses of the English and French Revolutions. The quiz question that begins the class is: Which interpretation of the causes of the Mexican Revolution did you find most convincing and why? The following discussion focuses on why some interpretations are more convincing than others by analyzing their methodology. This class is explicitly designed to teach students to recognize and use the tools that the discipline of history offers us in order to make sense of the world around us.

☒ An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:

Classes on 4/12 and 4/14/2016

Brief Description:

In the 1970s, 90 % of the Latin Americans lived under oppressive military dictatorships. In Argentina and Chile, mothers, who had never ventured into the public domain before, led the resistance, and in Central America, guerrilla armies were almost one-third women. This represented an enormous step forward for women in terms of political participation, and perhaps, influenced the fact that Latin America has now had 11 women presidents. In the class simulation, "The Struggle for Human Rights in the Southern Cone and Central America, 1974-1990," the class is divided into 6 groups, each representing a different country (Chile, Argentina, Uruguay, Guatemala, El Salvador, and Nicaragua). Each student chooses a real person or creates an imaginary one who participated in this struggle in their assigned country and writes that person's story in a 5-page, footnoted, double-spaced paper. Students are required to go to the library to research their paper because it must have a minimum of four sources (they are only allowed to use 2 Internet sources). They begin their research with a series of books I have put on reserve (although they should find other sources as well - I encourage them to consult the librarians at the Reference Desk). They write their paper in the first person, imagining himself or herself as, perhaps, an Argentinian mother or a young male Sandinista or a Mayan woman. They share their paper with their group and together they synthesize the material and craft a group skit that integrates the work of all six students and in which each one plays a part. Each ten-minute skit presented before the whole class must have an audio or visual component that could be powerpoint, posters, appropriate dress, and/or music (they are allowed to videotape this outside class). The historical narrative that they produce, in the papers and the skits, should offer a sustained analysis that contains logical arguments and coherent theses that explain the success or failure of the struggle for human rights in their country. The papers must demonstrate that they know how to find and use sources that are appropriate and valuable for the construction of such a narrative.

They complain in the beginning, but often end up having a lot of fun doing the skits and frequently

show impressive creativity. Students begin to comprehend the complexities of participating in politics or social movements when they stand in the shoes of someone of a different culture.

Information literacy component:

The 5-page papers must demonstrate that students know how to find and use sources that are appropriate and valuable for the construction of historical narrative.

Reviewer's Comments:

History 207: History of Modern Latin America 1810 to the Present
Spring 2017 Tuesday and Thursday 2-3:15 p.m.

Professor F. R. Chassen-López

Office: POT 1771, tel. 257-4344

Office Hours: TTh 3:30- 5 P.M. or by appointment

Best way to contact is by email: frclpz@email.uky.edu

Latin America is a vibrant and rapidly changing region of great cultural diversity whose population is composed of peoples with Amerindian, African, Asian, Middle Eastern, and European roots. Once known for its military dictatorships, today the majority of nations are governed by democratic, civilian regimes. Although considered to be the home of machismo, Latin America and the Caribbean have already had eleven female presidents or prime ministers. This course offers a broad survey of the Latin American nations focusing on their social, economic, political and cultural development. It traces the history of the Independence movements, nation building, the struggle for modernization, dependency and the phenomenon of revolution in the twentieth century.

We will use a variety of sources (primary, secondary, audio, and visual) to explore the peoples and histories of the nations of the region in order to understand their differences as well as their similarities and, often, a history of troubled relations with the United States. Such an endeavor requires us to take an interdisciplinary approach and be attentive to issues of class, gender and sexuality, and ethnicity and race. We emphasize Latin America's rich and diverse culture: changing gender relations, indigenous populations, educational policies, and trends in music, art, literature, philosophy, and film. Our approach is both chronological and thematic.

Throughout the course, we must constantly critique our own assumptions and be vigilant to situate our discussions in historical and social context. We emphasize the importance of historical context in order to comprehend economic inequalities, power differentials, social and political conflict, and cultural movements. Consequently, we need to learn to use the tools that the discipline of history offers us in order to make sense of the world around us (see "Working with Primary Sources" below).

Course Objectives:

- ❖ Expose the student to different perspectives on culture, class, race, ethnicity, gender and sexuality, and religion in Latin America
- ❖ Understand how our own cultural assumptions and historical context affect the way we think
- ❖ Sharpen critical reading and viewing skills in order to strengthen analytical and synthetic competence
- ❖ Enable the student to formulate his/her own opinions in order to become a more engaged learner and critical thinker in a tolerant classroom climate

Learning Outcomes:

By the end of the course you will be able to:

- Acquire and demonstrate basic historic knowledge about Latin America from 1810 to the present
- Articulate an understanding of the issues and conflicts surrounding the history and peoples of Latin America
- Demonstrate an understanding of the cultural diversity of Latin America, assessed through written assignments and class discussions.
- Demonstrate an understanding of the motives and actions that generate struggles for social

justice, assessed through the class simulation on the struggle for human rights in Central America and the Southern Cone.

- Describe basic steps of the historical research process
- Demonstrate skills in reading and interpreting primary sources
- Formulate clear arguments in both oral and written form

Canvas

Course materials (and any revisions made to them) are located on **Canvas**, accessible from the UK Link Blue webpage. Canvas houses the course syllabus, assignment instructions, pertinent announcements, certain readings, power points, and important Internet links. It also lets me send emails to the class and you to email me. You can also access the emails of your classmates on Canvas in the "People" Section. The syllabus is also there in its complete form as a pdf. The course is divided into various modules: when you open each module you will find the topics, readings, images, Internet links, and assignments. Assignments are also located under Assignments and on your calendar. You should be automatically registered in Canvas when you register for the class. Keeping current with Canvas is required in this course. ***You are responsible for the material, announcements, assignments, and submissions on Canvas.***

Class Discussion

Frank and open discussion is a fundamental component of the learning process. It helps us to form and develop our ideas and opinions as well as to express them. Do not sit back passively and let a few people dominate the discussion. Students who shy away from participation in class discussion lose out on a vital part of the learning experience. Please do not preface interventions with, "This may sound dumb but..." because there are no stupid questions.¹ We are all here to learn, including the professor, so all queries are welcome as are different ideological perspectives. Thus, tolerance and respect for distinct points of view are required. We must agree to disagree. There is much to learn from people who think differently, especially in cross-cultural situations. This class is what we make it: the better the participation based on assigned readings, the richer the discussion, the more we all benefit.

This syllabus is a guide for the semester and may be modified at any time to improve the learning experience.

History 207 fulfills the UKCore requirements for Intellectual Inquiry or Global Dynamics. It also fulfills requirements for the major and minor in History and Latin American, Caribbean, and Latino Studies.

Readings - the following texts should be purchased:

1. John Charles Chasteen, *Born in Blood and Fire: A Concise History of Latin America*, W. W. Norton & Co., 2011, **3rd edition**
2. Jeremy Popkin, *A Concise History of the Haitian Revolution*, Wiley-Blackwell, 2011.
3. Carolina Maria de Jesus, *Child of the Dark The Diary of Carolina Maria de Jesus*, Mentor Books, 1963.

Other Readings

1. Short primary source readings on Canvas (noted as C. below)
2. Articles available from journals online through Young Library webpage for E-journals
3. Internet sources.

Course Requirements:

¹ There is, however, one unnecessary question: Do I have to do the readings to pass the class?

1. **Class attendance, participation, and writing assignments.** Active participation based on the readings is required. Thus, regular attendance is mandatory since you obviously cannot participate if you are not physically present. You will write various in-class, writer-based exercises to clarify and organize your understanding of certain topics: about 6 unannounced quizzes based on readings, lectures, and video material throughout the course. These will be collected and graded (the lowest grade will be ignored). There are no make-ups for these quizzes for unexcused absences. Students with excused absences will be allowed to make up these quizzes, per university policy. (20 %)

2. **Mid-Semester Examination – Feb. 23RD in class.** The list of countries, cities, rivers, etc. that you must learn to identify is included at the end of the syllabus. Map questions will account for about 25% of the exam: you will be given a map and asked to identify a number of these places. You will receive a **mid-semester grade** based on class requirements 1 and 2. Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar. (25 %) (<http://www.uky.edu/registrar/calendar>).

4. **Class simulation: The Struggle for Human Rights in the Southern Cone and Central America, 1974/1990, April 13th** in which everyone must participate. Each student will write a 5 page paper (double-spaced with one inch margins and 12 point font with footnotes or endnotes) due in class and participate in a group skit. Instructions to follow. (25% total - 20% paper 5% presentation).

5. **Final Examination** – Focuses on the last half of the course (from mid-semester examination) but with a cumulative component. (30 %)

6. Students may earn extra credit by attending **extracurricular activities** sponsored by the Latin American, Caribbean, and Latino Studies Program, which may be conferences, films, or music performances. For each function attended, students can earn one point, up to a total of 2 points, to be added to their final exam. Proof of attendance must be provided: make sure the professor in charge signs a sheet of paper that already has your name and title of our class. You must also write a paragraph about the function that explains your reaction to it.

7. Grades:	A = excellent work	91-100
	B = good to very good work	81-90
	C = satisfactory work	71-80
	D = poor work	61-70
	E = Failure	60 or below

Students should recognize that very good work is not "A" work; that satisfactory work is not "B" work, and that poor work is not "C" work.

Course Policies and Etiquette:

1. **Attendance.** A student who fails to attend class regularly cannot pass this course. Each student is allowed a maximum of 5 unexcused absences; 6 unexcused absences will result in the lowering of final grade; 7 or more unexcused absences will result in an "E" for the course. Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy. Excuses require written proof, a doctor or nurse's note or a photocopy of an obituary. 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 no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

2. Students are required to **come to class on time**. Students who are repeatedly late to class will be penalized by having their grade lowered. If you need to leave class early, notify me first and sit near the door.

3. **Late Work and Make-up Exams:** Late papers are not accepted and make-up exams are not administered unless students requesting them can produce documented evidence of illness, accident or other cause beyond their control accounting for absence. Students who will miss an exam or assignment because of a scheduled university activity must make arrangements to make up the work before the scheduled due date. Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must 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. Find a buddy in the class and get his/her email to get notes taken in class.

4. **Academic Integrity.** Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited. *Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

5. Please turn off all **cellular phones** when entering the classroom. Do not "check messages" on your cell or take notes on an electronic device or **computer** during the class. Studies have found that computer note-taking on laptops in class is highly distracting to other students and the professor. No text messaging during class.

6. **Do not read** any material in class during discussions or lectures. This includes not only class texts but also newspapers, and readings for other classes. You may consult your class notes in order to answer or pose a question.
7. **No food** is allowed to be eaten in the classroom unless the Professor brings it into class. You may bring a drink to class, obviously non-alcoholic.
8. **Accommodations due to disability.** If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me 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 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.
9. Make sure to do **your share of the work** in group exercises both inside and outside of class.
10. Please be **respectful** of others and their point of view

Course Outline

- 1/12 *Introduction: The People and Geography of Latin America*
- 1/17 *Race and Ethnicity in Latin America*
Dvd: *Mirrors of the Heart Americas Series* No. 4 (1993 – 60 min.)
 John Charles Chasteen, *Born in Blood & Fire: A Concise History of Latin America*, [hereafter Chasteen] “Introduction” and Ch. 1 Encounter, pp. 1-9, 11-46.
- 1/19 *Stereotyping Latin@s and Latin Americans*
 Charles Ramírez Berg, “Stereotyping in Films in General and of the Hispanic in Particular” in Clara E. Rodriguez, ed. *Latin Looks Images of Latinas and Latinos in the U.S. Media*, pp. 104 -120 on C.
- Assignment:** Bring at least two images of Latin Americans/Latin@s from the media to class. Be ready to discuss them applying what you learned from Ramirez Berg’s article and the video we watched on Tuesday.
- 1/24 *The Colonial Legacy of Latin America*
 Chasteen, Ch. 2 Colonial Crucible, pp. 49-84.
- 1/26 *The Age of Revolution and Slavery in the New World: The Haitian Revolution*
 Jeremy Popkin, *A Concise History of the Haitian Revolution*, all.
- Special Guest: Dr. Jeremy Popkin, discusses his research on Haiti
- 1/31 *The Wars of Independence*
 Chasteen, Ch. 3 – Independence, pp. 87-114.
 Simón Bolívar, *Speech to the Congress of Angostura, 1819* at <http://legacy.fordham.edu/Halsall/mod/1819bolivar.asp>
- 2/2 *Post-Colonial Blues: The New Republics*

- Chasteen, Ch. 4 – Postcolonial Blues, pp. 117-147
 Domingo F. Sarmiento, *Facundo: Civilization or Barbarism, 124-47* on Bb
- 2/7 *Building the Nation-state: Liberals vs. Conservatives on the role of the Catholic Church*
 Chasteen, Ch. 5 – Progress, pp. 149-179.
 Excerpt from the Trial of Francisco Bilbao in Chile on C.
- 2/9 *Changing Gender Roles in Nineteenth Century Latin America*
 Francie R. Chassen-López, “Patron of Progress: Juana Catarina Romero, Cacica of Tehuantepec” *Hispanic American Historical Review*, 88:3 (August 2008): 393-426
- 2/14 *Brazil: From Empire to Republic: Abolition and Poetry Contests*
 Linda Lewin, “A Tale of Two Texts: Orality, Oral History and Poetic Insult in the *Desafío* of Romano and Inacio in Patos (1874)” *Studies in Latin American Popular Culture* 26 (2007): 1-25.
- Music: *Desafío: Brazilian Poetry Contests***
- 2/16 *The Long Struggle for Cuban Independence*
 Chasteen, Ch. 6 – Neocolonialism, pp. 181-215.
 Miguel Barnet, “Biography of a Runaway Slave” on C.
- 2/21 *United States’ Imperialism and the Latin American Identity*
 Theodore Roosevelt, The Roosevelt Corollary to the Monroe Doctrine on Bb
 José Martí, excerpt from *Our America*, on C.
 José Enrique Rodó, excerpt from *Ariel* on C.
 Rubén Darío, *To Roosevelt* (poem)
 José Ingenieros on U.S. imperialism on C.
- 2/23 **Mid- Semester Examination**
- 2/28 *The Mexican Revolution*
 Alan Knight, “Viewpoint - Revisionism and Revolution: Mexico compared to England and France” *Past and Present*, 34 (Feb. 1992): 159-199
Plan of Ayala <http://historymuse.net/readings/PlandeAyala.htm>
- 3/2 *Art and Revolution in Mexico*
 José Clemente Orozco, “My Life and Art” from *Autobiography*, pp. 130-134 on Bb
- Dvd: *The Frescoes of Diego Rivera* (30 min.)
- 3/7 *The Rise of the Middle Class: Nationalism and Identity*
 Chasteen, Ch. 7 – Nationalism, pp. 217-251
 Haya de la Torre, “The APRA” in Perú on C.
- 3/9 *Women and the Struggle for Female Suffrage*
 Francesca Miller, “The Suffrage Movement in Latin America” 157-176 on Bb
 Modernist Art in Brazil: “Tarsila [do Amaral] and the 1920s” on C.

3/14 – 3/20 Spring Break

- 3/21 *Populism on the Rise: Brazil, Argentina, and Colombia*
Chasteen, Ch. 8 – Revolution, pp. 253-283.
Eva Perón on Peronism at <http://legacy.fordham.edu/Halsall/mod/1951evaperon.asp>
- 3/23 *Questions of Development and Dependency*
Gustavo Esteva, “Development” in Sachs, ed. *The Development Dictionary* p. 6-25 on C.
- 3/28 *Poverty and Racism in Brazil*
Carolina María de Jesus, *Child of the Dark*, all
- 3/30 *The Cold War and the Cuban Revolution*
Fidel Castro, *History will Absolve Me*, on C.
Fidel Castro, *Second Declaration of Havana*, 1962
<http://legacy.fordham.edu/Halsall/mod/1962castro.asp>
- Music:** *La nueva trova cubana*
- 4/4 *Chile: the Demise of Democracy*
Temma Kaplan, “Reversing the Shame and Gendering the Memory” *Signs* 28 No 1
(Autumn 2002): 179-199
- Dvd: *In Women's Hands* (Americas Series, 1993 – 60 min).
- 4/6 *The Return of the Military Dictators*
Chasteen, Ch. 9 – Reaction, pp. 285-316.
- 4/11 *Preparation for Simulation*
- 4/13 **Class Simulation** - *The Struggle for Human Rights in the Southern Cone and Central America*
Research Papers due in class (see instruction sheet on C.)
- 4/18 *The Debt Crisis and Neoliberalism*
Chasteen, Ch. 10 – Neoliberalism, pp. 319-340
- 4/20 *Neoliberalism, NAFTA, Zapatistas, and Drugs in Mexico*
Global Exchange, “How the International Monetary Fund and the World Bank Undermine Democracy and Erode Human Rights: Five Case Studies”
www.globalexchange.org/campaigns/wbimf/imfwbReport2001.html.pdf
EZLN “First Declaration of the Lacandon Jungle” at
<http://inside.sfuhs.org/dept/history/Mexicoreader/Chapter6/firstlacandondecl.htm>
Zapatista Women’s Revolutionary Law at
<http://www.schoolsforchiapas.org/library/zapatista-womens-revolutionary-laws-2/>
- 4/25 *Socialism and Populism vs. the U.S.*
Gioconda Espina and Cathy A. Rakowski, “Waking Women Up? Hugo Chavez, Populism and Venezuela’s ‘Popular’ Women” in Karen Kampwirth, ed. *Gender and Populism in Latin America*, pp. 180-201 on C.

BBC Profile of Evo Morales at
<http://www.bbc.com/news/world-latin-america-12166905>
Bolivia's Evo Morales expels US AID at
http://www.huffingtonpost.com/2013/05/01/bolivia-morales-expels-usaid_n_3193115.html

4/27

Conclusions: Latin America in the 21st Century
Study Guide for Final Exam

WEEK OF MAY 1ST. Final Exam

Primary Sources: Materials produced by those directly involved in the event or issue under investigation be they participants or witnesses. This is the basic evidence that historians use to write about the past. They may be written sources such as letters, diaries, memoirs, government documents, newspapers, posters, speeches, statistical data, and documents from personal and government archives. They may also be oral interviews, taped or written, and tools such as archaeological findings, maps, music, clothing, personal belongings, art, photographs, films, and other artifacts.

Secondary Sources: Books, textbooks, and articles, especially scholarly journals, that deal with the event or issue under investigation. These usually rely on primary sources for evidence.

Analysis: Researching history involves serious detective work, since nothing can be taken at face value. Historians are constantly evaluating and comparing sources. We constantly ask various types of questions about our sources to understand their subjective nature.

Author: Who is the author? What is his/her/their social background?
Are there detectable biases in the source? National? Religious? Racist? Sexist? Personal?
What qualifications did they have to produce the source? What is their relationship to the event/people they are writing about? Why did they produce this source?

Historical Context: When and where was the source created? During the event or immediately after?
Has it survived in its original form? What is the historical and social context of the source?
Does it express a partisan position? What views particular to this historical period does it reveal?
Does it use a specific language?

Audience: Who is the intended audience? Public or private?
What assumptions does it make about the audience?

Content/ Reliability: What is the source's message? What is it trying to convey or accomplish?
How did the creator/s obtain the information included?
Did the creator/s participate or witness the event?
Are they reliable? Are there any internal contradictions? Logical inconsistencies?
How does it compare to similar sources? Does it corroborate or contradict other sources?

Significance: What is the historical significance of this source? How has it impacted history?
How does it influence our understanding of history?
Were there any consequences for the creators?

See "History in the Raw" at <http://www.archives.gov/education/history-in-the-raw.html>

For the mid-semester exam, you must be able to identify on a map of Latin America:

- the twenty countries of Latin America and their capital cities (which you must find on a map):
Mexico, Cuba, Haiti, Dominican Republic, Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panama, Colombia, Venezuela, Brazil, Uruguay, Argentina, Paraguay, Bolivia, Chile, Peru, Ecuador
- the U. S. territory of Puerto Rico
- also the cities of:
Mexico: Monterrey, Veracruz, Oaxaca, Ciudad Juárez
Venezuela: Maracaibo, La Guaira
Colombia: Cartagena, Medellín
Ecuador: Guayaquil
Peru: Cuzco
Bolivia: Potosi
Brazil: Sao Paulo, Rio de Janeiro, Salvador
- the following rivers:
Mexico: Rio Bravo (Grande in U.S.)
Nicaragua: San Juan
Brazil: Amazon
Venezuela: Orinoco
Colombia: Magdalena
River Plate Region: Parana, Paraguay, Uruguay
- the following lakes:
Nicaragua: Managua, Nicaragua
Venezuela: Maracaibo
Bolivia: Titicaca
- the Caribbean Sea, Atlantic Ocean, Pacific Ocean
and the Gulf of Mexico
- the Panama Canal
- the Malvinas/Falkland Islands