

Department _History____

Course Number __262__

Course Name: Discovering Latin America

Check box for Honors course consideration ☐**AREAS OF INQUIRY****GLOBAL AND MULTICULTURAL
PERSPECTIVES**

This form must be submitted to the Faculty Council on Liberal Learning and Academic Life as part of the submission process.

Please attach a proposed syllabus for this course and the Undergraduate Curriculum Course Proposal Form.

DEADLINE FOR PROPOSALS: **17 February 2006**

Please answer the following questions:

Check Only One:

◇ This course is an existing course (in the current curriculum) that we are now proposing for this Area of Inquiry.

X◇ This is a new course that we are now proposing for this Area of Inquiry.

1. Name and contact information for the department chair administering this course.

Shumet Sishagne

sishagne@cnu.edu

594 7118

2. In any given semester, how many sections of this course is your department willing to offer?

Three Sections

3. Why is this course being offered/what is it designed to achieve (Course purpose/goal) ?

The purpose is to introduce students to Latin America as a region from a variety of disciplinary perspectives including history, culture, politics, economics, and the environment. It should help students who have had little or no exposure to Latin America feel confident to take culture classes in the Language department, upper division history classes, literature classes in the English department and other relevant coursework in the new curriculum. As Latin America continues to grow in importance and has a greater impact on the United States and the Commonwealth of Virginia, students need an informed understanding of this region.

4. Check the objectives below that the course will address. The first objective is required and every proposal must include at least two more objectives from the list below.

X Understand and examine the complex issues that result from interactions between different cultures whose relationships are characterized by privilege and vulnerability, dominance and subversion, or assimilation and resistance. These interactions may take place either within or across national boundaries. **(required)**

◇ Compare communication styles among cultures

- ◇ Assess how culture impacts and informs the development of creative expression/movements, politics, economics, or philosophy
- X Analyze how concepts of “self” and individuals in various cultures differ and/or intersect
- X Articulate how culture influences languages, societies, and institutions

5. Briefly explain how this class addresses the above objectives. A course may cover more than three objectives.
 - a.) Latin America will be discussed as a diverse region that has assimilated and incorporated the cultures of multiple regions of the world. From the earliest encounters with Europeans and Africans to the migration of nineteenth and twentieth century immigrant groups from Europe and Asia, the indigenous cultures of Latin America have adapted and changed. Modern Latin American nations have been shaped differently by diversity. Latin Americas have also been shaped by their continued struggles with globalization, social and economic inequality, and political change. Populists like Evo Morales and Hugo Chávez offer challenges to decades of globalization and democratization by appealing to the interests of the poor. Modern industrialized nations with powerful economies like Brazil, Mexico, Argentina and Chile also struggle internally with and offer an alternative vision to the highly nationalistic rhetoric of the new populists. By understanding the cultural, political, historical, and economic basis of these twenty-first century political developments, students will be prepared to take upper-division courses on Latin American subjects in a variety of different disciplines.
 - b.) By reading primary texts by Latin Americans like Rigoberta Menchu and Subcomandante Marcos students will examine concepts of power as articulated by individuals in political contexts.
 - c.) Latin America is a diverse region. We will examine the different paths taken and explore why different areas developed in unique ways. In the process students will engage the question of how culture influences institutions and societies.
6. Course Assessment: Identify how this course will accomplish the above objectives (choose at least one):
 - X◇ Participating in class discussion and debate
 - X◇ Engaging in teamwork and other collaborative exercises
 - X◇ Writing analytical or evaluative papers, perhaps incorporating original research
 - X◇ Making oral presentations
 - ◇ Creating an artistic product or a performance
 - ◇ Participating in fieldwork
 - ◇ Other means – please identify
7. Attach a proposed syllabus, which includes a statement of purpose, course objectives, and how these objectives will be accomplished.

8. Please identify and explain if this course contributes to the Foundations of Liberal Learning expectations for:

◇ Oral Communication Literacy:

Students will prepare for and participate in group-led class discussions most weeks. They will be required to lead the class and to make oral arguments based on a given set of readings.

◇ Information Literacy:

Students will conduct library research to produce a 4-6 page analysis of a primary source document of their choosing.

◇ Writing Literacy:

Students will write eleven one-page response papers and a 4-6 page research-based paper. Three essays exams will also contribute to writing literacy.

9. Explain how this course connects to Vision 2010 – the CNU Strategic Plan. (<http://www.cnu.edu/Vision2010> The links are down the left side of the page.)

- Interdisciplinary learning with a liberal-learning focus
- Explore and understand knowledge as ‘vibrant and changing’ by exposing students to multiple perspectives on topics covered in class
- Supports curiosity and creativity among students by encouraging them to develop their own interests within the context of the course
- Encourages leadership by providing opportunities for individuals students to distinguish themselves in class discussions

Submission Checklist:

By the deadline, submit a packet with the following documents to the Assistant Dean for Liberal Learning. Please submit in electronic and hard copy form.

☒ Area of Inquiry Course Proposal Form

☐ Syllabus for the Course

☐ Undergraduate Curriculum Committee Course Proposal Form

Discovering Latin America

HIST 262 MWF or TR

Professor W. F. Connell, Ph.D.
Office: Commonwealth Hall 21
Phone: 594-7362
E-mail: wconnell@cnu.edu
Office Hours: and by appointment

Please, if you have not already done so, purchase the following books. They are available at the University Bookstore, but may also be purchased online or through a local bookseller.

Hillman, Richard, *Understanding Contemporary Latin America* 3rd edition, New York: L. Rienner Pubs, 2005

Galeano, Eduardo, *Upside Down: A Primer for the Looking-Glass World* New York: Picador, 1998.

Additional readings will be made available online or on reserve in the John Smith Library.

Objectives: As a basic introduction to Latin America, this course will use an interdisciplinary approach to help students grasp the complexity, diversity and importance of this region. Beginning briefly with the indigenous and colonial past, the course will primarily focus on twentieth and twenty-first century cultural and political issues. Students will emerge with a broad-based and multi-disciplinary view of the region as a whole. Students will read primary and secondary texts written from a Latin American perspective, often by Latin American authors. They will see and come to understand global issues from a Latin American point of view. Students will also develop their writing and oral communication skills through regular assignments and class discussions based on the reading material. No outside knowledge of Latin America is necessary. Basic questions will be asked – What is Latin America? Who are the ‘Latin Americans’? Why do we think of Latin America as a geopolitical region? Along the way, students will discover Latin America’s diversity and rich cultural heritage. They will also discover the region’s political and economic importance to the United States and the Commonwealth of Virginia.

Course Requirements and Assessment: The readings for each week are listed below. The assigned textbook (Hillman) reading must be read before the first class meeting of each week (example, Week 2, Hillman 36-70 must be read by xx/xx). Students will be responsible for all material covered in lectures, the discussions, films, and assigned readings. It is, therefore, imperative that students attend the lectures and discussions, take careful notes, and keep up with the reading. If necessary, there may be announced reading quizzes on (Mondays/Tuesdays). These quizzes will count 5% of the final grade (part of class participation) and will only be given if the class does not seem to be keeping up with the reading. A map quiz, listed on the syllabus, will further assess knowledge of geography. In order to pass the class, students must turn in **all** major papers and attempt all exams. Proper classroom decorum is expected at all times of all students in this class. **Laptop computers** may not be used in class to take notes. Please come to see me if there are questions about this policy.

Attendance: Students are expected to attend class every day. Students who miss a class, excused or otherwise, are responsible for the material covered in that class. Students who know in advance they will be absent should notify me before the class meeting they must miss. Students who *miss more than three (3) classes* will begin to lose points from their participation grade. Those who accumulate excessive absences excused or otherwise will be referred to the Academic Advising Center. In extreme cases, students may be dismissed from the course with a grade of ‘F’. Make-up quizzes and exams will be arranged at my discretion on a case-by-case basis. If you must miss a class, be certain to notify me in advance. I have both email and an answering machine.

Exams: There will be 3 exams during the course of the semester, the last given during the exam period – all are listed on the weekly schedule. These exams must be written in blue books which are available for purchase in the university bookstore. Exams must be written in either blue or black ink. The exams will include short identification questions and longer essay questions. Study guides will be provided to facilitate careful review of the material. The final exam will cover all material since week 8 and will have one cumulative essay. Make-up exams will be considered on a case-by-case basis and will be given only at the instructor’s discretion.

Papers: Writing assignments listed on the syllabus should be typed, double-spaced and in a standard 12 point font. Each student must prepare and turn in a short reaction paper (less than 1 page) based on the assigned reading for each discussion. Students should be certain to have a paper prepared before the class meets. Late reaction papers will not be accepted. Students who miss a discussion are still responsible for turning in the reaction paper on time.

Late work will be accepted, but half of a letter grade will be deducted per day. All writing assignments must be documented using either Turabian or Chicago. Students may email writing assignments only if they have to miss class and have arranged in

advance of the class meeting to submit the paper electronically. Even if a paper or reaction paper is submitted via email, it will not receive full credit until a hard copy is submitted. If this is not done when the student returns to class, it will be considered late.

The final project will be discussed at length in class, and specific guidelines will be handed out during week 2. Students will choose a primary source from a list. They will then research the context of that source and write a paper designed to explain and to understand the limitations of the primary source. It should be 4-6 pages in length and should consult no fewer than three secondary sources.

Writing Center: Because all writers can benefit from readers' responses to their work, I strongly encourage-and may occasionally require-you to visit the CNU Writing Center. Consultants there can help you at any stage of the writing process, from invention, to development of ideas, to polishing a final draft. The Center is not a proofreading service, but its consultants can help you to recognize and correct grammar and punctuation errors in your work. The Writing Center is in Ratcliffe 110; you can call 594-7684 or email(wcenter@cnu.edu) for an appointment, or just drop in. Go as early in the writing process as you can, and go often! I will announce hours in class. The Writing Center provides handouts and links to other writing resources on the web at <http://www.cnu.edu/wcenter/index.htm>.

Disability Statement: If you believe that you have a disability, you should make an appointment with Mrs. Deborah Witt to discuss your needs. In order to receive an accommodation, your disability must be on record with the Coordinator for Students with Disabilities, Academic Advising Center, Room 125, Administration Building, telephone: 594-8763.

Academic Advising Statement: We want you to succeed at CNU. If you seem to be having problems with the course (poor performance on assignments, non-fulfillment of assignments, excessive absences) I may notify the Academic Advising Center. In that event, someone may contact you to help you determine what help you need to succeed. A copy of the referral form will be sent to you. If you feel that you are having any difficulties in this course, I invite you to see me – my door is always open. Remember, I am here to help you to be a successful student at this university.

Academic Honesty: Plagiarism is the stealing or passing off as your own the writings or ideas of someone else. Examples of plagiarism include, but are not limited to, quoting, summarizing, or paraphrasing ideas without giving credit to their source, submitting as your own work that has been copied or purchased from another student or other source, and permitting someone else to revise or edit a paper to the extent that it is no longer your own work. Plagiarism in essays cannot be allowed and will result in a zero for that assignment and may result in an F for the course. It is your responsibility to know what plagiarism is and how to avoid it. For more information on plagiarism and how to avoid it, go to <http://www.indiana.edu/~wts/wts/plagiarism.html>. I will try to answer or direct students to appropriate resources when they have a specific question regarding plagiarism. Please ask for help, so that you do not submit work that may constitute plagiarism. I expect that you will uphold the CNU Honor Code, below, in your preparations for this course.

Christopher Newport Honor Code: “On my honor, I will maintain the highest possible standards of honesty, integrity, and personal responsibility. That means I will not lie, cheat, or steal and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.”

Grade: To determine the final grade, assignments will be weighted as follows: class participation (15%); weekly writing assignments (20%); final project (20%); semester exams (20%); final exam (25%).

Weekly Schedule

I reserve the right to modify this schedule.

Week 1 Introduction, Syllabus, Geography

Reading: Hillman 1-36
Chasteen, *Born in Blood and Fire* (ER)
Discussion, reaction paper due in class (What is Latin America?)

Week 2 Historical Overview of Latin America

Reading: Hillman, 37-60
Galeano, 1-41

Map Quiz
Final Paper Guidelines distributed

Week 3 The Politics of Latin America

Reading: Hillman, 62-106
Ali, “Pirates of the Caribbean, Axis of Hope,” (ER)
Discussion, reaction paper due in class

Week 4 Militarism in Latin America

Reading: Hillman, 107-134
Selected documents (ER)
Discussion, reaction paper due in class
Final Paper bibliography due in class

Week 5 Economic context of Latin America

Reading: Hillman 135-168
Galeano, 43-97
Exam 1 – Bring a Blue Book to Class

Week 6 Latin American and the World

Reading: Hillman 169-196
Rigoberta Menchu (ER)
Subcomandante Marcos (ER)
Discussion, reaction paper due in class

Week 7 People, the Environment and Urbanization

Reading: Hillman 197-228
Baer and Mueller, “Environmental Aspects of Brazil’s Economic Development” (ER)
Burns, “Poverty of Progress,” (ER)
Discussion, reaction paper due in class

Week 8 Race, Ethnicity, Class and Nationalism

Reading: Hillman, 229-262

Andrews, *Blacks and Whites in São Paulo* (ER)

Discussion, reaction paper due in class

Rough Draft of Final Paper due in class

Week 9 Women and Gender

Reading: Hillman, 263-296

Díaz, “Making of the Myth of Evita Peron,” (ER)

Ewell, “Ligia Parra Jahn: The Blond with the Revolver,” (ER)

Discussion, reaction paper due in class

Week 10 Education and Democracy

Reading: Hillman, 297-322

Galeano, 101-159

Selected Newspaper Articles (ER)

Exam 2 – Bring a Blue Book to Class

Week 11 Religion and Liberation Theology

Reading: Hillman, 323-350

Sheper-Hughes (ER)

Discussion, reaction paper due in class

Week 12 Literature, Music, and Culture

Reading: Hillman, 351-374

Borges, “The Aleph” (ER)

Discussion, reaction paper due in class

Final Paper due in class

Week 13 The USA and Latin America since 1980

Reading: Congressional Documents (ER)

Galeano, 163-337

Discussion, reaction paper due in class

Week 14-15 The Present and Future of Latin America

Reading: Hillman, 375-384

Selected Newspaper Articles (ER)

Discussion, reaction paper due in class

Final Exam - TBA

UNDERGRADUATE CURRICULUM COMMITTEE NEW COURSE PROPOSAL FORM

Does this proposal affect Liberal Learning requirements? Yes X No

1. Title of Course: Discovering Latin America

Proposed Course Number (cleared with Registrar): 262 (cleared with registrar 6/29)

Prerequisite Courses:

(if you require a minimum acceptable grade greater than the default of D- , please indicate the grade you require)

Catalogue Description (including credits, lecture, and lab hours):

Discovering Latin America (3 Hours): An introduction to the history, culture, politics, economics and environment of Latin America. The course will focus on modern Latin America after briefly considering the broader historical context.

Is the course cross-listed? If so, what is the number of the other course?

No

****A proposed syllabus, including complete text and/or reference information, as well as any relevant information to this decision, must be appended.**

NOTE: All affected department chairs must sign approval on last page.

2. For whom is the course primarily intended? Explain why it should be added to the curriculum.

The course will be offered to students seeking to fulfill the Global and Multicultural Perspectives Area of Inquiry requirement. It will also be useful for students who are interested in Latin America or as a complement to students studying the Spanish Language. It may also fulfill elective credit for the history major.

3. If this course is required, append a description of how the course fits into the curriculum. Indicate how it affects hours required for graduation.

N/A

4. Has this course been offered previously as a special topics course? If so, when? What course number was used?

No

5. Has this course, or one closely related to it, been offered at CNU previously?

No

If so, is that course currently being offered? How does the proposed course differ? When is the last term the old course will be offered?

6. What is the anticipated enrollment per offering for the next three years? 19 students per class

During which term will this course first be offered?

Fall 20 Spring 2007 X Summer 20

During which semesters will this course regularly be offered?

Fall 20 Spring 20 X Summer 20

Print in the 07/08 (academic year) Undergraduate Catalog.

7. How will the course be staffed?

Connell

8. Does the course involve a particular classroom, special equipment, or costs beyond those usually associated with a course at CNU? If so, please explain.

No

9. Is the course repeatable for additional credit? If so, is there a limit to the number of times the course can be repeated? (e.g., applied music courses)

No

10. If this course is for an Area of Inquiry

a. Identify the Area of Inquiry ___Global and Multicultural Perspectives___

b. Demonstrate how your course will meet the objectives of this Area of Inquiry

The course will meet the first objective, to understand the complexity of cultural interactions in Latin America, particularly those defined by privilege versus vulnerability, dominance versus subversion, and assimilation versus resistance. Latin America will be discussed as a diverse region that has assimilated and incorporated the cultures of multiple regions of the world. From the earliest encounters with Europeans and Africans to the migration of nineteenth and twentieth century immigrant groups from Europe and Asia, the cultures of Latin America have adapted and changed. Modern Latin American nations have been shaped differently by diversity. Latin Americans have also been shaped by their continued struggles with globalization, social and economic inequality, and political change. Populists like Evo Morales and Hugo Chávez offer challenges to decades of globalization and democratization by appealing to the interests of the poor. Modern industrialized nations with powerful economies like Brazil, Mexico, Argentina and Chile also struggle internally and offer an alternative vision to the highly nationalistic rhetoric of the new populists. By understanding the cultural, political, historical, and economic basis of these twenty-first century political developments, students will be prepared to approach upper division courses which focus on Latin America in a variety of disciplines.

The course will also analyze concepts of self through an exploration of individuals. By reading primary texts by Latin Americans like Rigoberta Menchu and Subcomandante Marcos students will examine concepts of power as articulated by individuals in political contexts.

The course will also explore how culture influences societies, institutions and languages. Latin America is a diverse region. We will examine the different paths taken by different nations and groups of people and explore why different areas developed in unique ways. In the process students will engage the question of how culture influences institutions and societies.

This course was approved by:

(Liberal learning core courses must be reviewed by BOTH academic Deans.)

Concur

Do Not

Concur**

Department(s): (1) _____ Date: _____

☐
☐

(2) _____ Date: _____

☐
☐

College Curriculum
Committee: _____ Date: _____

☐
☐

Dean: _____ Date: _____

☐
☐

Dean: _____ Date: _____

☐
☐

Undergraduate Curriculum
Committee: _____ Date: _____

☐
☐

Changes to the Liberal Learning requirements must be reviewed by the Faculty Senate.

Faculty Senate President: _____ Date: _____ ☐ ☐

Provost _____ Date: _____ ☐ ☐

Distribution by Provost Office following approval:
Department Chair(s), UCC Chair, Deans, Registrar

*** If "Do Not Concur" is checked, please attach a statement of explanation.*