SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE TITLE: Modern Latin America
COURSE NUMBER: HIST-0112
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”
PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
Students are introduced to historical analysis within the context of the process of modernization in Latin America. Pre-modern structures, forms of social, economic, and political organization and cultural values interact and accommodate with modern structures over time to produce national identities. The countries include those that have had major reform movements in the 20th century. The course content will compare and contrast the way in which each of these countries modernized, or changed their social, economic, political, cultural, and demographic structures. For example, changes in education are analyzed in terms of how they affected political participation, economic growth, social mobility, and industrialization.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE
I. From Colony to Nation
   A. List five reasons for studying Latin America.
B. Identify all of the countries of Latin America and its major rivers on a blank map.
C. List four common myths about Latin America nations and describe how they square with reality.
D. Explain the major interpretations of Latin America and select which one matches your current understanding of these nations.
E. Colonial foundations and legacy.
   1. Describe the native peoples of the Americas during the Age of Discovery.
   2. Summarize how Europeans, especially Columbus and his crews, are characterized by Kirkpatrick Sale’s essay (handout).
   3. List and define the colonial institutions of the Spanish and the Portuguese in the New World.
   4. Explain the causes of the wars of independence.
F. Independence and its aftermath.
   1. Show how the independence movements varied across Latin America and in the Caribbean.
   2. List the impact of the wars of independence upon the nations of Latin America.
G. The heritage of independence.
   1. Describe how political independence led to economic, religious and cultural independence from Spain and Portugal.
H. The search for order.
   1. Analyze how caudillismo affected the search for political order in Latin America.
   2. Trace the development of political parties in Latin America and define their differences.
II. Nation Building
A. Discuss the key ideas of positivism and its relationship to indigenismo.
B. Ways of life.
   1. Compare and contrast rural and urban lifestyles in nineteenth-century Latin America.
   2. Characterize slavery in Latin America and compare it to slavery in the U.S.
   3. Discuss the role of women.
   4. Trace the influence of the nineteenth-century Catholic church.
C. Mexico and Central America
   1. Describe the leadership of Benito Juarez and the elements of La Reform.
   2. Identify the major themes of the Porfiriato.
   3. Explain the influence of coffee, bananas and canals on Central America.
D. South America
   1. List those influences common to the political, social and economic developments of Venezuela, Columbia, Ecuador, Peru, Bolivia, Chile and Argentina.
   2. Trace the impact of the War of the Pacific.
   3. Evaluate the influence of the monarchy in Brazil and explain its longevity.
E. Culture
   1. Explore the development of an independent Latin American culture.
   2. Define modernism and other cultural currents popular at the turn of the century.
F. Latin America and the U.S.
   1. Select the key events forming the relationship between the U.S. and Latin America at the turn of the century.
   2. Discuss “dollar diplomacy,” Pan-Americanism and American interests in the Caribbean in 1900.
III. The Early Twentieth Century
A. Populism in South America
   1. Define populism and describe some of its examples in South America.
B. Dictators of the Caribbean.
   1. Summarize the careers of selected Caribbean dictators.
2. Trace the U.S. role in supporting dictatorships in the Caribbean, especially Cuba.

C. Panama, Brazil and Peru
   1. Illustrate the U.S. role in the creation of the canal.
   2. Discuss the decline of Brazil’s Old Republic.
   3. Summarize the changes in Peruvian political life in the early 1920s.

D. Revolutions in Mexico, Brazil and Nicaragua.
   1. Describe the various Mexican revolutionaries and their different agendas.
   2. Trace the course of the Mexican Revolution and list the key components of the Constitution of 1917.

E. Depression and Latin America.
   1. Discuss the impact of economic nationalism in Argentina and Brazil.
   2. Describe how Batista and Trujillo maintained power.

F. Race, culture and gender.
   1. Discuss the various theories of race listed in the chapter.
   2. Analyze the popularity of indegenismo in Peru
   3. Explore the role of gender in Latin America culture.

G. Latin America in World War II.
   1. Trace the impact of World War II on Latin America.
   2. Characterize the relationship between Latin American countries and the U.S. in World War II.

IV. Revolutionary Populism and Anti-Communism

A. Analyze the populist elements of Getulio Vargas, Juan and Eva Perón, Haya de la Torre and Juscelino Kubitschek.

B. Columbia.
   1. Describe the period known as “La Violencia”.
   2. Discuss the development of the drug trade and show its domestic and international importance.

C. Central America/Caribbean Basin.
   1. Outline how Costa Rica obtained its unique political legacy.
   2. Trace how Haitian politics have impoverished a nation.
   3. Describe the continuing influence of canal issues in Panamanian politics.

D. the Cuban Revolution and its aftermath.
   1. Define the U.S. concept of containment.
   2. Outline Castro’s rise to power and his turn toward socialism.
   3. Trace the global impact of the Cuban Revolution.
   4. Describe the place of Cuba in U.S. hemispheric policy.
   5. Assess the success of the Cuban Revolution by century’s end.

E. Military rule.
   1. Discuss the rise of military states in Chile, Argentina, Brazil and Uruguay.
   2. Evaluate the influence of the U.S. in these military governments.

F. Conflict since 1980.
   1. Describe the group known as Sendero Luminoso.
   2. Analyze the elements of guerilla movements in Central America.
   3. Discuss the conflict between the contras and the Sandanistas.
   4. Evaluate Cuba’s role in Latin America in 1999.

G. Latin America in the new century.
   1. Sketch the potential impact of economic consortiums, such as NAFTA, upon Latin America.
   2. Illustrate the influence of Latin American culture upon the U.S. and Europe.
   3. List the continuing problems that Latin America brings to the new century.
EXPECTED LEARNER OUTCOMES:
A. The student will be able to distinguish the particular development, problems and cultural uniqueness of each country studied.
B. The student will be able to identify those events, issues and trends common to most Latin American nations.
C. The student will be able to analyze the historical relationship between the U.S. and Latin America.
D. The student will be able to discuss major literary and cultural movements in Latin America since independence.
E. The student will be able to describe the social problems that are specific to Latin America.
F. The student will be able to analyze the important roles of the Catholic Church and military in the political life of Latin America.
G. The student will be able to explain the development of national fronts, land reform organizations and guerilla movements in Central and Latin America.
H. The student will be able to illustrate the degree of dependency of Latin America nations upon U.S. and European economic and foreign policies in the nineteenth and twentieth centuries.

COMPETENCIES:
The student will be able to distinguish the particular development, problems and cultural uniqueness of each country studied.

1. The student will be able to list five reasons for studying Latin America.
2. The student will be able to identify all of the countries of Latin America and its major rivers on a blank map.
3. The student will be able to list four common myths about Latin American nations and describe how they square with reality.
4. The student will be able to explain the major interpretations of Latin America and select which one matches your current understanding of these nations.
5. The student will be able to describe the native peoples of the Americas during the Age of Discovery.
6. The student will be able to summarize how Europeans, especially Columbus and his crews, are characterized by Kirkpatrick Sale’s essay.

The student will be able to identify those events, issues and trends common to most Latin American nations.

7. The student will be able to list and define the colonial institutions of the Spanish and the Portuguese in the New World.
8. The student will be able to explain the causes of the wars of independence.
9. The student will be able to show how the independence movements varied across Latin America and in the Caribbean.
10. The student will be able to list the impact of the wars of independence upon the nations of Latin America.
11. The student will be able to describe how political independence led to economic, religious and cultural independence from Spain and Portugal.

The student will be able to analyze the historical relationship between the U.S. and Latin America.

12. The student will be able to select the key events forming the relationship between the U.S. and Latin America at the turn of the century.
13. The student will be able to discuss “dollar diplomacy,” Pan-Americanism and American interests in the Caribbean in 1990.
14. The student will be able to define populism and describe some of its examples in South America.
15. The student will be able to summarize the careers of selected Caribbean dictators.
16. The student will be able to trace the U.S. role in supporting dictatorships in the Caribbean, especially Cuba.
17. The student will be able to illustrate the U.S. role in the creation of the canal.

**The student will be able to discuss major literary and cultural movements in Latin America since independence.**

18. The student will be able to analyze how caudillismo affected the search for political order in Latin America.
19. The student will be able to trace the development of political parties in Latin America and define their differences.
20. The student will be able to compare and contrast rural and urban lifestyles in nineteenth-century Latin America.
21. The student will be able to characterize slavery in Latin America and compare it to slavery in the U.S.
22. The student will be able to discuss the role of women.
23. The student will be able to trace the influence of the nineteenth-century Catholic church.

**The student will be able to describe the social problems that are specific to Latin America.**

24. The student will be able to describe the group known as Sendero Luminoso.
25. The student will be able to analyze the elements of guerilla movement in Central America.
26. The student will be able to discuss the conflict between the contras and the Sandanistas.
27. The student will be able to evaluate Cuba’s role in Latin America in 1999.
28. The student will be able to sketch the potential impact of economic consortiums, such as NAFTA, upon Latin America.
29. The student will be able to list the continuing problems that Latin America brings to the new century.
30. The student will be able to outline Castro’s rise to power and his turn toward socialism.
31. The student will be able to trace the global impact of the Cuban Revolution.
32. The student will be able to describe the place of Cuba in U.S. hemispheric policy.
33. The student will be able to assess the success of the Cuban Revolution by century’s end.
34. The student will be able to discuss the rise of military states in Chile, Argentina, Brazil and Uruguay.

**The student will be able to analyze the important roles of the Catholic Church and military in the political life of Latin America.**

35. The student will be able to discuss the decline of Brazil’s Old Republic.
36. The student will be able to summarize the changes in Peruvian political life in early 1920s.
37. The student will be able to describe the various Mexican revolutionaries and their different agendas.
38. The student will be able to trace the course of the Mexican Revolution and list the key components of the Constitution of 1917.
39. The student will be able to discuss the impact of economic nationalism in Argentina and Brazil.
40. The student will be able to describe how Batista and Trujillo maintained power.
41. The student will be able to analyze the popularity of indegenismo in Peru.
42. The student will be able to explore the role of gender in Latin America culture.
43. The student will be able to trace the impact of World War II on Latin America.
44. The student will be able to describe the period known as “La Violencia.”
The student will be able to explain the development of national fronts, land reform organizations and guerilla movements in Central and Latin America.

45. The student will be able to describe the leadership of Benito Juarez and the elements of La Reform.
46. The student will be able to identify the themes of the Porfiriato.
47. The student will be able to explain the influence of coffee, bananas and canals on Central America.
48. The student will be able to list those influences common to the political, social and economic developments of Venezuela, Columbia, Ecuador, Peru, Bolivia, Chile, and Argentina.
49. The student will be able to evaluate the influence of the monarchy in Brazil and explain its longevity.
50. The student will be able to explore the development of an independent Latin American culture.
51. The student will be able to define modernism and other cultural currents popular at the turn of the century.

The student will be able to illustrate the degree of dependency of Latin America nations upon U.S. and European economic and foreign policies in the nineteenth and twentieth centuries.

52. The student will be able to discuss the various theories of race listed in the chapter.
53. The student will be able to describe the continuing influence of canal issues in Panamanian politics.
54. The student will be able to analyze the populist elements of Getulio Vargas, Juan and Eva Peron, Haya de la Torre and Juscelino Kubitscheck.
55. The student will be able to discuss the development of the drug trade and show its domestic and international importance.

ASSESSMENT OF LEARNER OUTCOMES:

Outcome will be measured by:

<table>
<thead>
<tr>
<th>Participation</th>
<th>10 pts</th>
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<tbody>
<tr>
<td>Co-directing one discussion</td>
<td>10 pts</td>
</tr>
<tr>
<td>Four assignments</td>
<td>80 pts</td>
</tr>
<tr>
<td>Two exams</td>
<td>70 pts</td>
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</tbody>
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SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.
Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.
Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to
the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the
success of graduates and will enhance their ability to become contributing members of our increasingly complex
world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a
four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and
oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective
organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and
employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical
data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data
(qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of
sources. The learner will also have the ability to understand basic technology concepts and functionality in order to
use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of
a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound
judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of
the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate
his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.