

Course Description:

HIST245(formerly HS203) is a brief historical survey from Cortes to Castro: Latin America's triple origin in Iberia, Africa, and Indian civilization; the conquest and three centuries of colonial existence as determinants of nationality and culture; the political break with Europe and the development of independent national life. Emphasis on economic development, agrarian reform, and 20th century movements for political and social change in the major states and upon relations with the United States. (HUMD[M]) Assessment levels: EN101/101A. RD120. Three hours lecture/discussion each week.

HIST245 fulfills a General Education Program **Humanities Distribution** requirement and the **Global and Cultural Perspectives** requirement. For more information, please see www.montgomerycollege.edu/gened.

Required course material:

A Short Account of the Destruction of the Indies by Bartolomeo de Las Casas

Modern Latin America, 8th edition, by Thomas Skidmore, Peter Smith, and James Green.

The Tree of Life Stories of Civil War by Mario Bencastro

Movie-To complete the film review assignment you may have to rent or purchase a movie (many of the movies will be available in the college library or a local public library for free -see page 6 for movie listings).

Optional course material:

The Open Veins of Latin America by Eduardo Galeano

The Shipwrecked Men by Cabeza de Vaca

The Conquest of New Spain by Bernal Diaz

The Brief and Wondrous Life of Oscar Wao by Junot Diaz

Additional readings may **be required** by the instructor.

Instructional Objectives:

Upon course completion, a student will be able to:

- Think historically about the major forces (events, institutions, ideas) that have shaped modern Latin American history and culture.
- Apply that knowledge to the analysis of the present.
- Highlight the similarities and differences in the European experience of Migration and settlement.
- Trace the Native American, Spanish, Portuguese, and African roots of the peoples of Latin America.
- Describe the historical roots of his/her own national experiences and contrast with experiences of others.
- Construct a cogent argument on the basis of historical information.
- Develop awareness of the changing nature of historical interpretation and demonstrate the ability to make independent judgments about conflicting historical interpretations.

Teaching procedure:

To achieve these objectives we will be making use of selective readings, readings, videos, music, film, guest speakers and field trips, in an attempt to create an active learning environment. Furthermore, students are asked to role-play, participate in discussions, and at times move around the classroom, because all of these activities enhance learning.

The first half of the class is a chronological approach to events. The second half will focus on pivotal events in the 20th century in three key countries that exemplify the historical trends in the region. *The amount of time we will spend on each period will vary depending on the amount of important and relevant events that take place in that period, and the amount of knowledge you already have on it.* The course will not be a straight lecture of your book, nor consist of memorizing dates of events and names of leaders.

Rather, students will take an active role in searching for evidence, examining viewpoints, analyzing cause and effect, making conjecture and understanding the relevance of US history.

Assessment & Grading Policy

Students’ grade for this course will depend on their ability to demonstrate their understanding and measurement of the outcome listed in page one of the syllabus. Students’ grade for this course will depend on their ability to demonstrate their understanding and measurement of the outcome listed in page one of the syllabus.

Grading Policy

4 tests	400
Country Profile Paper.....	100
Film review Paper.....	100
Active learning.....	200
Extra credit.....	<u>TBD (40 points maximum)</u>
	800 total points

720-800 points=A

640-719 points =B

560-639 points=C

480-559 points=D

0-479 points =F

A	Superior work; student demonstrates comprehensive knowledge and understanding of subject matter and course objectives
B	Good; student demonstrates moderately broad knowledge and understanding of course objectives
C	Average; reasonable knowledge and understanding of course objectives
D	Pass without recommendation; minimum knowledge and understanding of course objectives
F	Failure; unacceptable low level of knowledge and understanding of subject matter. F is also for excessive absences, academic dishonesty or misconduct.

Four tests.....400 points (100 points each)

Normally there will be two parts to your tests. One part of the test will be on terminology and key concepts and geographic locations. This part of the test may consist of multiple choice, true/false, cloze items (fill-in-the-blank), map identification or a combination of all four. A second part of the test may require you to answer one or more short answers or write a comprehensive essay. This is your opportunity to demonstrate your knowledge and analyze material covered in that section of the course.

The final exam will have at least one cumulative essay question where you will be required to analyze the historical themes of the course and to give your analysis of the future economic and social developments of a Latin American country.

Please note: All tests will be reviewed in class, but students will not be allowed to keep multiple choice test questions.

Country Profile Papers.....100 points

For the country profile in the colonial era, you will choose one country and explore and analyze its history in the colonial era. The country can be anywhere in Latin America or the Caribbean. Here are some other guidelines for the paper:

- **For the Country Profile in the Past paper you must choose a country that you have no ties to or familiarity with.**
- **For this paper you must find sources other than your textbooks**
- **In text citations and a bibliography are required**
- **Each paper must be approximately 3-5 pages long, typed, double-spaced.**
- **Use MLA or APA standard documentation rules for any references to any source of information. Any papers with undocumented data or missing citations will be considered plagiarized.**

Film review.....100 points

Over the years, filmmakers have produced several films about Latin American history, society, culture and/or politics. Your assignment is to watch one of these films and write a film review. *You should use a film that is connected to the country you researched for the Country Profile.* A review should consist of a **brief** summary of the film, but the focus of the review must be on your critique of the film (good plot? interesting characters? understandable dialogue? good acting?) **and** analyze the historical accuracy of the film.

*Students can earn extra credit points for presenting the movie to class. **However, only one presentation per movie. First come first serve. Qualified presentations will receive 15 extra credit points.***

Film choices:

<i>Under Fire</i>	<i>El Norte</i>	<i>The Mission</i>
<i>Missing</i>	<i>Salvador</i>	<i>The Official Story</i>
<i>Romero</i>	<i>Apocalypto</i>	<i>Lost City</i>
<i>City of God</i>	<i>Motorcycle Diaries</i>	<i>Voces Inocentes</i>
<i>Che</i>	<i>Aguirre The Wrath of God</i>	<i>Men With Guns</i>
<i>Alamo (any version)</i>	<i>Under The Same Moon</i>	<i>Scarface</i>
<i>Fast Food Nation</i>	<i>Maria Full of Grace</i>	<i>Sin Nombre</i>
<i>In the Time of the Butterflies</i>		<i>Casa de los Babys</i>
<i>A Day Without A Mexican</i>		<i>Cesar Chavez</i>
<i>Tropico de Sangre</i>	<i>Greater Glory</i>	<i>Sins of Padre Amaro</i>
<i>Juan of the Dead</i>	<i>Even the Rain</i>	

You will have to research the background events and characters depicted in the film.

- **If you want to do a film that is not from this list please check with me first.**
- **In addition to the paper, students can make a brief presentation on the film for extra credit. This presentation can be done with a partner.**
- **In text citations and a bibliography are required**
- **Each paper must be 3-5 pages long, typed, double-spaced.**
- **Use MLA or APA standard documentation rules for any references to any source of information. Any papers with undocumented data or missing citations will be considered plagiarized.**

Active learning.....200 points

Participation in classroom discussions and group work is also expected and evaluated for the participation grade.

Attendance and participation is a critically important aspect of the class. Even if talking is difficult, asking questions and participating in group work is a good way to demonstrate interest and participation.

Completion of in-class assignments is counted toward the participation grade. The in-class assignments could be **debates, chapter summaries, interviewing a guest speaker, film reviews, writing exercises, field trip or quizzes.**

Extra Credit Instructions

Extra credit.....TBD

Extra credit can boost your final point score by up to 40 points (20 points maximum per assignment). For example, a student who has a total point score of 639 (C) could earn 30 points with two extra credit assignments making a final grade of 669 (639 + 30= 669=B). You may do more than one extra credit assignment, but there is a 40 point maximum.

Extra credit Assignment Instructions

Instructions: You may choose to do one of the assignments listed below for extra credit.

-Papers must be typed, double-spaced using standard font. Hand written papers will not be accepted.

-Length should be 2-3 pages, but remember: the better you address the question, the better the score.

-Use MLA or APA Standard documentation for any references.

Option 1 Oral History Project

You may know someone that has lived the history that we will be covering in the class. You can do an interview of a relative, friend, neighbor or colleague that has lived through a pivotal historical event, a war, a political campaign or a natural disaster that will be covered in this course. You can write a paper summarizing the event and your interviewee's recollection of the event and her participation in it.

Option 2 Advocacy

Attend a political rally or go to hear a guest speaker. Write a summary of the views the audience, the questions and your critique of the speaker and/or candidate.

Option 3 Field Report.

Go to a museum to see an exhibit related to course material. Study the exhibit critically. Take notes. Look for connections between what you read or discussed in class and what you see in the exhibit. To get points for a Field Report you must:

- a) Write paper about what you saw and what you think about what you saw; think about the historical significance of the site.
- b) Include any pamphlets, guides or entry passes with your report

The National Museum of American Indian has exhibits that are relevant to the course.

Check on-line at
<http://nmai.si.edu/>

Be creative, your essay can include things like going to the NMAI cafeteria!

Option 5 Book report

“The Tree of Life” by Mario Bencastro (Arte Publico Press 1-55885-186-0.

Available in Spanish or English) is a collection of short stories about people and events at the time of the civil war in El Salvador. It is written in the style of magical realism which can leave you guessing about how much of the story is fact and how much is fiction.

Read “The Tree of Life” and write a book report. Your report should include the following:

- A summary of the historical setting
- brief description of main characters you found to be captivating

-an evaluation:

Does the author seem well-informed about the period of history?

Do you find or know about any information that conflicts with information you have received from other sources?

Does the author stick to the facts?

Can you draw a line between fact and fiction?

Would you recommend the book? Why or why not? Does the book speak to a particular audience?

The grading criterion for extra credit is based on the following:

0= evidence of plagiarism.

1-11.9= “F” unacceptable lack of effort, poorly written, lack of depth, no sources, questionable sources, off-topic or factual errors.

12-13.9= “D” minimal effort, incomplete, and/or poorly written.

14-15.9= “C” average, reasonable effort with no major factual errors and few major writing errors.

16-17.9= “B” Good effort, comprehensive paper, good length, more thoughtful and use of references and resources, almost no major writing or factual errors.

18-20= “A” superior work, broad use of resources, close examination, and well-written and well-developed, no major factual or writing errors.

Attendance policy

Good attendance is essential. There is not enough time in the day for me to review all the material for anyone that misses a class. I encourage you to exchange contact info with at least one other student who can help you with anything that you missed.

Students who accumulate more than two consecutive absences may be dropped from the course at the instructor's discretion.

Anyone more than 15 minutes late is considered absent.

Students with 9 or more *total* absences cannot get a participation score of more than 70% (C) (9=30% of class meetings).

Students with no more than 3 *total* absences will automatically get 10 points added to their participation score.

Make-up policy

If you have a situation where you can't come to class on a scheduled test date, please inform me beforehand so I can arrange for alternative time to take the test at the Assessment Center. There are no make-up tests.

Late work- Assignments, papers, etc. are due at the beginning of class on the respective due date. Any papers must be printed. E-mails and/or attachments will not be accepted.

Reviewing late work slows down the grading process and is not fair to students who turned assignments in on time. ***Therefore, in order to be fair to other students, I will not take papers once grading has begun, usually no more than 24 hours after the due date.***

Academic Integrity

*****College guidelines for academic integrity are strictly enforced.*** Copying materials or otherwise using the words, thoughts, audio/video/graphic files of others is plagiarism, which could result in various penalties ranging from project failure to course failure.

Important Student Information Link

In addition to course requirements and objectives that are in this syllabus, Montgomery College has information on its web site (see link below) to assist you in having a successful experience both inside and outside of the classroom. It is important that you read and understand this information. The link below provides information and other resources to areas that pertain to the following: student behavior (student code of conduct), student e-mail, the tobacco free policy, withdraw and refund dates, disability support services, veteran services, how to access information on delayed openings and closings, how to register for the

Montgomery College Alert System, and finally, how closings and delays can impact your classes. If you have any questions please bring them to your professor. As rules and regulations change they will be updated and you will be able to access them through the link. If any student would like a written copy of these policies and procedures, the professor would be happy to provide them. By registering for this class and staying in this class, you are indicating that you acknowledge and accept these policies.

<http://cms.montgomerycollege.edu/mcsyllabus/>

Classroom Behavior Policies

- ❖ Come to class on time and prepared.
- ❖ Do not invite outside guests without the professor's prior knowledge.
- ❖ Keep the classroom clean and orderly. Food and drinks are not permitted in the classroom.
- ❖ We are in a democratic and diverse culture- that means you may have life or learning experiences that will broaden our understanding of U.S. history. I will expect to hear reasoned and thoughtful insights from you that can contribute to the course. *So people can feel comfortable expressing their opinion, it is important to be respectful of other people's ideas, values and beliefs.*
- ❖ Speaking up is encouraged. The only stupid question is the unasked one!

- ❖ Out of respect for all the students, please switch off cell phones and beepers during class. If you are an emergency contact, please let me know at the beginning of class, switch your phone to vibrate, excuse yourself if you have to take a call, and take the call outside. Repeated cell phone use in class will result in an absence.
- ❖ The Academic Success Center can assist you with doing a paper and/or doing research.

HIST245 COURSE SCHEDULE

Please note: Course schedule, readings and assignments are subject to change

Week 1

Syllabus and introductions

Assessment and the context for European exploration

Reading Assignment for Wednesday: begin reading the Prologue, Introduction and Preface of *A Short Account of the Destruction of the Indies (S.A.D.I.)*

Week 2

Labor Day-College Closed

Exploration to Conquest

Reading Assignment for MONDAY: S.A.D.I.: “Hispaniola” and “The Kingdom of Hispaniola,” and “The Islands of Puerto Rico and Jamaica”

Week 3

From Conquest to Colony

From Conquest to Colony

Reading Assignment for MONDAY: S.A.D.I. “Cuba” and “The mainland” and the province of Nicaragua

Week 4

From colony to Empire, population & labor

National portrait gallery field trip

Reading Assignment for Monday: “New Spain” and “New Spain (continued)”

Week 5

Test review

Test #1

Reading Assignment for MONDAY: Read S.A.D.I. “The Province of and Kingdom of Guatemala” and “New Spain, Panuco and Jalisco”

Week 6

Caste, race and class

Production, exchange and defense

Reading assignment for MONDAY: Read S.A.D.I.: “The Kingdom of Yucatan,” “The Province of Santa Marta” and “The Province of Cartagena”

Week 7

Observations on colonial life

Crisis → revolution

Reading assignment for MONDAY: S.A.D.I. “The Kingdom of Venezuela,” “The Great Kingdoms and Provinces of Peru”

Week 8

From Empire to Independence
Get Test #2 Study Guide

Test review

Reading assignment: **Conclusion of S.A.D.I.**

Week 9

Humanities Days
Test #2 (format tbd)

Reading Assignment for MONDAY: page 39-44, Chapter 3 (Mexico) and 12 of Modern Latin America (M.L.A.)

Week 10

Country Profile in Past Due

Mexico and economic models for development

**Reading Assignment for MONDAY:
Chapter 5 of M.L.A. (Cuba)**

(Please Note: Check MyMC class schedule for your specific deadline to drop with W in fall)

Week 11

Cuba

Cuba

**Reading Assignment for MONDAY: Chapter 4 (Central America) of M.L.A.
“Clown’s Story,” “Photographer of Death,” and “The Spirit of Things” in
The Tree of Life by Mario Bencastro**

Week 12

Central America (Part 1): El Salvador- a lesson in contrasts Test review

Cental America (part 2): El Salvador

Week 13

Test #3

Reading Assignment for MONDAY: Chapter 7 of M.L.A. (Colombia)

Week 14

Colombia: I know what you're thinking

Latin Americans in the US.

Reading Assignment for MONDAY: Chapter 12-13 of M.L.A.

Week 15

Economic development, political transformation, and Latin America in the World

Test Review and film presentations (optional)

Reading Assignment for Wednesday: Chapter 15 and 16 of M.L.A.

**Film Review DUE
EXTRA CREDIT DUE**

Week 16

Test #4 (Final Exam)