



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
ZACHARY MORGAN	zzm20	Liberal Arts (LA)	Not Available
KATHRYN SALZER	kes30	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines?

Course Designation

(HIST 179) Latin-American History Since 1820

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Lat-Am Since 1820
Discipline: General Education
Course Listing: Single-Domain

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: History (UPLA_HIST)

Effective Semester: After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

This course examines the history of modern Latin America from the period of independence in the early nineteenth century until the present day. Students will learn about the geographic and political development of the region, the development of various economic models, and the widespread extraction of labor focusing on This African slavery and Indigenous exploitation. The course examines significant events and historical trends in local, national, regional and global contexts.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

The following topics will be covered for approximately one week each.

Background: Colonial Latin America
The Road to Revolution: Bourbon & Pombaline Reforms in the 18th century
American Revolution: Independence
Chaos & Caudillos
Latin American Slavery
Progress & Liberalism
Latin American Race & Neo-Colonialism
The Rise of Nationalism
Populism in Argentina and Brazil
The Roots of Social Revolution
Military Rule and Economic Miracles
Cuba and the American Cold War
Neo-Liberalism
The Rise and Fall of Brazil's New Left
The Pink Tide: Chavez, Venezuela and US Hegemony

Course Description:

This course examines the history of modern Latin America from the period of independence in the early nineteenth century until the present day. Students will learn about the geographic and political development of the region, the development of various economic models, and the widespread extraction of labor focusing on This African slavery and Indigenous exploitation. The course examines significant events and historical trends in local, national, regional and global contexts. The goal of this class is for students to think critically and analytically about important issues and themes in Latin America, and to understand how historical events have shaped this region. We will look—mostly chronologically—at important historical themes such as social, economic, gender, and racial conditions, as well as politics, focusing on events throughout select Latin American nations and regions.

The course will focus on the following periods: the Independence and post-Independence period of the Spanish Americas (1810-1850); the period of Brazilian Empire (1808-1889); the integration of Latin America into the modern world economy (1850-1914); the rise of oligarchic and military governments (1914-86); Latin America and the US in the Cold War (1945-1989); and concludes with the recent rise of the Populist New Left and the Conservative Right backlash and violence that has recently threatened many nations of Latin America.

This course fulfills the requirements for Bachelor of Arts: Humanities (BA), International Cultures (IL), General Education: Humanities (GH) and fulfills the requirement for Latin American Studies Major and Minor as well as the general credit requirement

for the History Major.

The name(s) of the faculty member(s) responsible for the development of the course:

| Name: KATHRYN SALZER (kes30)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

| Name: ZACHARY MORGAN (zzm20)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

This course provides students with an overview of the history of modern Latin America and an introduction to the politics, society, economy, and culture of the period through specific national and regional examples. The objective is to gain an understanding of the region in terms of its geography, demography, and history and in relation to developments in global history. Through class lectures and discussions, and readings and written assignments, students will learn important terms, concepts, contexts, individuals, and events. They will learn to identify and analyze trends and patterns in the history, make meaningful comparisons, locate

specific events in meaningful context, and explain their significance.

By the end of the course they will develop a long view of continuity and change in modern Latin America in regional and global terms. The course also investigates certain topics in greater depth with attention to evidence and historiography. Students will be introduced to historical method in lecture and discussion of primary sources. They will develop skills in critical reading, think about what they read analytically, and communicate their observations and ideas effectively.

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

Demonstrate understanding of Latin America's geographic and political layout, its economic production, and its labor with a specific focus on African slavery.

Identify and evaluate similarities and differences between various countries and regions of Latin America through the comparative consideration of the above-mentioned themes in Modern Latin American history.

Through short analytical essays, quizzes, and active participation in discussion students will show their understanding of the chronology and historiography of Modern Latin American history.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

The method of evaluation and exact grading requirements will necessarily vary by instructor, location and enrollment. Methods of evaluation may include quizzes, tests, essay, in-class and/or on-line exercises, papers, and projects. The assignment distribution in determining grades may be as follows:

Midterm and final exam--45%

Papers--20%

Quizzes--15%

Participation, in class & online activities 20%

These evaluation methods will be used in concert with other components of the course to fulfill the General Education requirements, as discussed below in the section titled "How will students be assessed to determine...."

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course complements an evolving curricular strength in Latin American history in the department. Alongside introductory courses in Colonial Latin American History (HIST 178) and the Modern Caribbean (HIST 250) and upper division courses on the 20th Century Caribbean (HIST 432), revolution in Mexico, Guatemala and Cuba (HIST 468), and US foreign policy towards Latin America (HIST 467), HIST 179 provides an integral dimension to our understanding of Latin America and its global role.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course fulfills the requirements for Bachelor of Arts: Humanities (BA), International Cultures (IL), General Education: Humanities (GH) and fulfills the requirement for Latin American Studies Major and Minor as well as the general credit requirement for the History Major.

A description of any special facilities:

No special facilities required.

Frequency of Offering and Enrollment:

This course will be offered twice annually with an expected enrollment of 49 students.

Justification for Changing The Proposal:

Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.

Required for Gen. Ed. recertification

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

Key Literacies: Students will acquire literacy in the history of Latin America from 1820 to the present through readings, lecture, informal and formal discussion, as well as a variety of assignments drawing on different media and speaking to a variety of contexts. The course provides students with a long view of general trends in the history of the region including the political rise of the military leaders (caudillos) throughout Spanish America following the wars of independence, the difference between developments in Spanish American and Portuguese America, the shift from the political rule of colonial Iberian Empires to the neocolonial economic control enjoyed by the British and the US in the late 19th and early 20th century, and the rise of nationalism, populism, socialism and military rule in the 20th century. Course assignments require students to analyze significant events and trends in their national, regional, and global contexts, and learn how to make meaningful historical comparisons. In the development of their literacy students learn about the geography and demography of Latin America and the experiences of Latin American societies in the colonial and postcolonial historical periods. The course instructs students about continuity and change in Latin America's global role from the colonial period until today, and relates political history to developments and trends in economy, society, and culture.

Global Learning: Transnational, global, regional, and comparative learning inherently shape this course. It provides a survey of the history of Latin America from 1820 to the present, analyzing significant events and trends in specific local contexts with a view toward demonstrating regional, and global trends and developments. It focuses on the impact of the global economy on the developing nations of 19th and 20th century Latin America and how Latin American states resisted the neocolonial role of the industrial economies of Europe and the US. In lecture and discussion, and through a variety of assignments, the course introduces students to the diversity of social, economic, and cultural life in Latin America and investigates aspects of common and comparatively different historical experiences of imperialism, independence, nationalism, immigration, and modernity. Themes include the economic and cultural legacies of African slavery, of modern widespread immigration from Europe and more recently Asia, as well as the historic and ongoing exploitation of both the Indigenous and Afro-Latin American peoples of the region.

The course teaches students to think about how structures of power are defined by and interact in an arena of urbanization, modernization, and in regional and global competition. They will evaluate the impact of modernity and the global economy on

people's lives through the study of a variety of conflicts and political movements, as well as social and cultural developments through a variety of sources.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

Key Literacies: Students' mastery of the key literacy described above will be assessed for in a variety of ways which may include quizzes, exams, and papers as well as their participation in class and on-line, as determined by the course instructor. Quizzes and tests assess the students' ability to identify significant individuals, events, issues, trends, and developments in modern Latin American history, and make comparisons across regions and temporal periods. Discussions and thematically based activities advance student's understandings of relationships between course material and contemporary Latin America and provide an opportunity for students to articulate and refine their ideas. Essay exams or papers provide students with further opportunities to develop their understanding of the history Latin America. Different versions of the course may follow different assessment schemes but all use more than one of these modes of assessment.

Global Learning: Students' mastery of Global Learning objectives will be assessed in a variety of ways which may include quizzes, exams, and papers, that require students to identify and analyze significant events, themes, and policies in Latin American history with attention to specific and comparative contexts among different Latin American nations or regions. Students will study the history, politics, economics, demography, and geographies of post independent Latin America within the bigger picture of continental and world historical developments.

A major theme of the course is how power is defined, exercised, legitimated, and experienced in different periods and places. Students will be asked to discuss developments comparatively, such as how different nationalist movements treated diverse populations, or how relatively poor states functioned in the postcolonial period compared to relatively rich states. Examining, discussing, and writing about specific narrative sources, students will evaluate how individuals experienced life in their own words and times.

General Education Domain Criteria

General Education Designation: Single-Domain

GH Criteria

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

2. Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses.

Assessment in History 179 is based on assignments that require students to use historical documents to think critically about change over time. students demonstrate competence in critical thinking. Through discussion and analytical papers, and by placing historical texts and topics within their historical framework, students will demonstrate competence in critical thinking about topics and texts in the humanities.

4. Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range.

By the end of the course, through their participation in discussion and exposure to and analysis of historical materials, students will demonstrate knowledge of major cultural currents, issues, and developments through time in the fields of Latin American history. Critical analysis of this material will challenge their curiosity and stretch their intellectual range.

5. Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities.

Students will be introduced to and become familiar with groups, individuals, ideas, and events that have influenced the experiences and values of communities dispersed throughout Latin America.

The comparative histories of groups, races, ethnicities, nations, and regions will offer insight into various aspects of Latin American communities.

General Education Designation Requirements

Bachelor Of Arts Requirements:

- BA: Natural Sciences
- BA: Other Cultures

- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

This course meets the criteria for designation in the B.A. fields in Humanities and Other Cultures.

Intercultural Requirements:

This course meets the definition of an International Cultures course by encouraging students to develop an appreciation and understanding of the complex historical backgrounds, cultural contributions, and the economic, social, and political conditions under which various communities (including but not limited to Afro-descended, Indigenous, and Iberian American) communities live in Latin America and the Caribbean. The course increases student knowledge of the cultural achievements and human conditions by providing a comprehensive overview of how these communities have participated in the development of contemporary Latin American nation states from the 19th century through the present.

The course's overall emphasis is devoted to 1) Cultivating student knowledge of the similarities and differences among international cultures (criteria 1) and 3) Increasing students' knowledge of nations and cultures not in isolation, but in relation to one another (criteria 3). Particular attention is paid to different but related economic, industrial, racial, labor, and military models that took hold throughout modern Latin America. Additionally, the course 2) convey to students a knowledge of other nations' cultural values, traditions, beliefs and customs (criteria 2).

Additionally, the course fulfills the following three criteria: 1) to see nations, cultures and beliefs not in isolation but in relation to each other (criteria a). 2) By exploring the experiences of different groups in Latin American history since independence this course increases student knowledge of the historical origins of different cultural values, traditions, beliefs and customs of diverse groups of Latin Americans, and how many of those values, traditions, beliefs and customs have impacted the present (criteria C). 3) Works to increase knowledge about the range of cultural achievements and human conditions through time by comparing the impact of the Wars of Independence (or in Brazil's case the lack of one) on the peoples of Latin America as well as tracing the evolution of political and cultural models and their impact on the elite and nonelite peoples (criteria E).

IL educational student objectives will be assessed in a variety of ways which may include quizzes, tests, presentations, and papers that require students to demonstrate their understanding of the historical changes that occurred across Latin America during the period in question. Different versions of the course may follow different assessment schemes but all use more than one of these modes of assessment to achieve the IL educational student objectives.




Campuses That Have Offered (HIST 179) Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
Spring 2018			<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>																				
Fall 2017	<input checked="" type="checkbox"/>											<input checked="" type="checkbox"/>									<input checked="" type="checkbox"/>							
Spring 2017		<input checked="" type="checkbox"/>																			<input checked="" type="checkbox"/>							
Fall 2016																					<input checked="" type="checkbox"/>							
Spring 2016		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>													<input checked="" type="checkbox"/>							
Spring 2015		<input checked="" type="checkbox"/>																										
Fall 2014								<input checked="" type="checkbox"/>													<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>	
Spring 2014		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>																		<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>	


Review History

This section represents all consultation history that has occurred on this proposal


Legend

			
Approve	Rejected	Waiting Review	User Action Required
			(#) - Review Order Sequence Number
Pending Action(s)	Moved to Rejected Status	Approved	


Consultation

 **Recipient Name:** [AMY GREENBERG](#) **Department:** History
Position: Consultation **Campus:** UNIVERSITY PARK CAMPUS
Title: SPARKS PROF AM HIST/WMNST


(2) **Request sent:** 1/5/2018 at 12:14 AM
Concur: Yes
Comments:
Reviewed On: 1/5/2018 at 12:08 PM

 **Recipient Name:** [ANTHONY MITCHELL](#) **Department:** UC Social Science & Education
Position: Consultation **Campus:** GREATER ALLEGHENY CAMPUS
Title: INSTRUCTOR


(12) **Request sent:** 1/5/2018 at 12:14 AM
Last sent: 1/22/2018 at 7:30 AM
Concur: Yes
Comments: (Completed By Default - Exceeded Time Limit)
Reviewed On: 1/23/2018 at 7:16 AM

 **Recipient Name:** [BRYAN MCDONALD](#) **Department:** History
Position: Consultation **Campus:** UNIVERSITY PARK CAMPUS
Title: ASSOC PROF HIST

(5) **Request sent:** 1/5/2018 at 12:14 AM
Concur: Yes
Comments:
Reviewed On: 1/5/2018 at 3:43 PM

 **Recipient Name:** [CLIFFORD MANLOVE](#) **Department:** (Not Available)
Position: Consultation **Campus:** (Not Available)
Title: ASSOC PROF ENGLISH

(13) **Request sent:** 1/5/2018 at 12:14 AM
Last sent: 1/22/2018 at 7:30 AM
Concur: Yes
Comments: (Completed By Default - Exceeded Time Limit)
Reviewed On: 1/23/2018 at 7:16 AM

 **Recipient Name:** [DAVID ATWILL](#) **Department:** History
Position: Consultation **Campus:** UNIVERSITY PARK CAMPUS
Title: ASSOC PROF HIST

(4) **Request sent:**1/5/2018 at 12:14 AM

Concur: Yes

Comments:

Reviewed On: 1/5/2018 at 3:21 PM



Recipient Name: [FRIEDERIKE BAER](#) **Department:** Abington College (Pre-Major)

Position: Consultation **Campus:** ABINGTON CAMPUS

Title: ASST PROFESSOR HISTORY

(9) **Request sent:**1/5/2018 at 12:14 AM

Last sent: 1/15/2018 at 7:30 AM

Concur: Yes

Comments:

Reviewed On: 1/15/2018 at 12:13 PM



Recipient Name: [JANET NEIGH](#) **Department:** Humanities And Social Sciences

Position: Consultation **Campus:** PENN STATE ERIE, THE BEHREND COLLEGE

Title: ASSOC PROF ENGLISH

(10) **Request sent:**1/5/2018 at 12:14 AM

Last sent: 1/15/2018 at 7:30 AM

Concur: Yes

Comments:

Reviewed On: 1/15/2018 at 1:55 PM



Recipient Name: [JANINA SAFRAN](#) **Department:** History

Position: Consultation **Campus:** UNIVERSITY PARK CAMPUS

Title: ASSOC PROF OF HISTORY

(3) **Request sent:**1/5/2018 at 12:14 AM

Concur: Yes

Comments:

Reviewed On: 1/5/2018 at 2:14 PM



Recipient Name: [JULIE GALLAGHER](#) **Department:** UC Arts and Humanities

Position: Consultation **Campus:** BRANDYWINE CAMPUS

Title: ASSOCIATE PROFESSOR


(14) **Request sent:**1/5/2018 at 12:14 AM

Last sent: 1/15/2018 at 7:30 AM


Concur: Yes

Comments: (Completed By Default - Exceeded Time Limit)


Reviewed On: 1/23/2018 at 7:16 AM

 **Recipient Name:** [KATHRYN SALZER](#) **Department:** History
Position: Consultation **Campus:** UNIVERSITY PARK CAMPUS
Title: ASSOC PROF OF HISTORY


(11) **Request sent:** 1/5/2018 at 12:14 AM
Last sent: 1/15/2018 at 7:30 AM
Concur: Yes
Comments:
Reviewed On: 1/15/2018 at 5:12 PM

 **Recipient Name:** [Kirk Shaffer](#) **Department:** Berks College Liberal Arts
Position: Consultation **Campus:** BERKS CAMPUS
Title: PROFESSOR LATIN AMER


(1) **Request sent:** 1/5/2018 at 12:15 AM
Concur: Yes
Comments: This course was also taught at Berks in Spring 2015, and in fact I've taught it almost every year since 2002. This seems like a fine recertification.
Reviewed On: 1/5/2018 at 9:01 AM

 **Recipient Name:** [MARTHA FEW](#) **Department:** History
Position: Consultation **Campus:** UNIVERSITY PARK CAMPUS
Title: LATIN AMERICAN HISTORY

(8) **Request sent:** 1/5/2018 at 12:15 AM
Concur: Yes
Comments:
Reviewed On: 1/11/2018 at 9:44 AM

 **Recipient Name:** [MATTHEW RESTALL](#) **Department:** History
Position: Consultation **Campus:** UNIVERSITY PARK CAMPUS
Title: EDWIN ERLE SPARKS PROF

(7) **Request sent:** 1/5/2018 at 12:15 AM
Concur: Yes
Comments:
Reviewed On: 1/8/2018 at 12:15 PM

 **Recipient Name:** [PATRICK COSBY](#) **Department:** Humanities And Social Sciences
Position: Consultation **Campus:** PENN STATE ERIE, THE BEHREND COLLEGE
Title: AST TCPROF WORLD HISTORY

(15) **Request sent:** 1/5/2018 at 12:15 AM

Last sent: 1/15/2018 at 7:31 AM

Concur: Yes

Comments: (Completed By Default - Exceeded Time Limit)

Reviewed On: 1/23/2018 at 7:16 AM



Recipient Name: [TATIANA SEIJAS](#) Department: UC Arts and Humanities

Position: Consultation Campus: UNIVERSITY PARK CAMPUS

Title: ASSOCIATE PROF OF HISTORY

(6) Request sent: 1/5/2018 at 12:15 AM

Concur: Yes

Comments: Looks great!

Reviewed On: 1/8/2018 at 12:00 PM

College Committee

Recipient Name: [SUZANNA LINN](#) Department: (Not Available)

Position: College Committee Campus: UNIVERSITY PARK CAMPUS

Title:

Concur: [Not Yet Reviewed]

Comments: [Not Yet Reviewed]

Reviewed On: [Not Yet Reviewed]

Head of Department

Recipient Name: [MICHAEL KULIKOWSKI](#) Department: (Not Available)

Position: Head of Department Campus: UNIVERSITY PARK CAMPUS

Title:

Concur: [Not Yet Reviewed]

Comments: [Not Yet Reviewed]

Reviewed On: [Not Yet Reviewed]

SCCA Representative

Recipient Name: [SUZANNA LINN](#) Department: (Not Available)

Position: SCCA Representative Campus: UNIVERSITY PARK CAMPUS

Title:

Concur: [Not Yet Reviewed]

Comments: [Not Yet Reviewed]

Reviewed On: [Not Yet Reviewed]

Dean of the College

Recipient Name: [PAUL TAYLOR](#)

Department: (Not Available)

Position: Dean of the College

Campus: UNIVERSITY PARK CAMPUS

Title:

Concur: [Not Yet Reviewed]

Comments: [Not Yet Reviewed]

Reviewed On: [Not Yet Reviewed]

SCCA Subcommittee Review

Recipient Name: [ALLISON ALBINSKI](#)

Department: (Not Available)

Position: SCCA Subcommittee Review

Campus: UNIVERSITY PARK CAMPUS

Title:

Concur: [Not Yet Reviewed]

Comments: [Not Yet Reviewed]

Reviewed On: [Not Yet Reviewed]

Recipient Name: [JOY ROBERTSON](#)

Department: (Not Available)

Position: SCCA Subcommittee Review

Campus: UNIVERSITY PARK CAMPUS

Title:

Concur: [Not Yet Reviewed]

Comments: [Not Yet Reviewed]

Reviewed On: [Not Yet Reviewed]

Recipient Name: [KADI CORTER](#)

Department: (Not Available)

Position: SCCA Subcommittee Review

Campus: UNIVERSITY PARK CAMPUS

Title:

Concur: [Not Yet Reviewed]

Comments: [Not Yet Reviewed]

Reviewed On: [Not Yet Reviewed]

SCCA Review

Recipient Name: [ALLISON ALBINSKI](#)

Department: (Not Available)

Position: SCCA Review

Campus: UNIVERSITY PARK CAMPUS

Title:

Concur: [Not Yet Reviewed]

Comments: [Not Yet Reviewed]

Reviewed On: [Not Yet Reviewed]

Recipient Name: [JOY ROBERTSON](#) **Department:** (Not Available)
Position: SCCA Review **Campus:** UNIVERSITY PARK CAMPUS
Title:

Concur: [Not Yet Reviewed]
Comments: [Not Yet Reviewed]
Reviewed On: [Not Yet Reviewed]

Recipient Name: [KADI CORTER](#) **Department:** (Not Available)
Position: SCCA Review **Campus:** UNIVERSITY PARK CAMPUS
Title:

Concur: [Not Yet Reviewed]
Comments: [Not Yet Reviewed]
Reviewed On: [Not Yet Reviewed]

Faculty Senate Review

Recipient Name: [ALLISON ALBINSKI](#) **Department:** (Not Available)
Position: Faculty Senate Review **Campus:** UNIVERSITY PARK CAMPUS
Title:

Concur: [Not Yet Reviewed]
Comments: [Not Yet Reviewed]
Reviewed On: [Not Yet Reviewed]

Recipient Name: [JOY ROBERTSON](#) **Department:** (Not Available)
Position: Faculty Senate Review **Campus:** UNIVERSITY PARK CAMPUS
Title:

Concur: [Not Yet Reviewed]
Comments: [Not Yet Reviewed]
Reviewed On: [Not Yet Reviewed]

Recipient Name: [KADI CORTER](#) **Department:** (Not Available)
Position: Faculty Senate Review **Campus:** UNIVERSITY PARK CAMPUS
Title:

Concur: [Not Yet Reviewed]
Comments: [Not Yet Reviewed]
Reviewed On: [Not Yet Reviewed]

Curricular Information

Blue Sheet Item #:

Review Date:

SCRID Numbers

(HIST 179):

UPLOADED DOCUMENTS:

Context Type: Syllabus

File Description: HIST 179 Lat-Am Since 1820 GE Syllabus

File Name: HIST 179 Modern Latin America GE syllabus 1-4-18.pdf

Proposal ID: 6070 created on 2/9/2018 8:43 AM

UPLOADED DOCUMENTS FOLLOW:

Syllabus History 179 Latin-American History Since 1820

Course Abbreviation and Number: Lat-Am Since 1820 **HIST 179**

Credits: **3**

Prerequisites/Co-requisites/Concurrent Requirements/Recommended Preparation:
None

Course Attributes/Designations: General Education: **GH; BA; IL**

General Education Learning Objectives:

KEY LITERACIES – *the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.*

Students will acquire literacy in the history of Latin America from 1820 to the present through readings, lecture, informal and formal discussion, as well as a variety of assignments drawing on different media and speaking to a variety of contexts. The course provides students with a long view of general trends in the history of the region including the political rise of the military leaders (caudillos) throughout Spanish America following the wars of independence, the difference between developments in Spanish American and Portuguese America, the shift from the political rule of colonial Iberian Empires to the neocolonial economic control enjoyed by the British and the US in the late 19th and early 20th century, and the rise of nationalism, populism, socialism and military rule in the 20th century. Course assignments require students to analyze significant events and trends in their national, regional, and global contexts, and learn how to make meaningful historical comparisons. In the development of their literacy students learn about the geography and demography of Latin America and the experiences of Latin American societies in the colonial and postcolonial historical periods. The course instructs students about continuity and change in Latin America's global role from the colonial period until today, and relates political history to developments and trends in economy, society, and culture.

GLOBAL LEARNING – *the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global,*

regional, and local cultures and systems; and evaluate the implications for people's lives.

Transnational, global, regional, and comparative learning inherently shape this course. It provides a survey of the history of Latin America from 1820 to the present, analyzing significant events and trends in specific local contexts with a view toward demonstrating regional, and global trends and developments. It focuses on the impact of the global economy on the developing nations of 19th and 20th century Latin America and how Latin American states resisted the neocolonial role of the industrial economies of Europe and the US. In lecture and discussion, and through a variety of assignments, the course introduces students to the diversity of social, economic, and cultural life in Latin America and investigates aspects of common and comparatively different historical experiences of imperialism, independence, nationalism, immigration, and modernity. Themes include the economic and cultural legacies of African slavery, of modern widespread immigration from Europe and more recently Asia, as well as the historic and ongoing exploitation of both the Indigenous and Afro-Latin American peoples of the region.

The course teaches students to think about how structures of power are defined by and interact in an arena of urbanization, modernization, and in regional and global competition. They will evaluate the impact of modernity and the global economy on people's lives through the study of a variety of conflicts and political movements, as well as social and cultural developments through a variety of sources.

Course Description:

This course examines the history of modern Latin America from the period of independence in the early nineteenth century until the present day. Students will learn about the geographic and political development of the region, the development of various economic models, and the widespread extraction of labor focusing on African slavery and Indigenous exploitation. The course examines significant events and historical trends in local, national, regional and global contexts. The goal of this class is for students to think critically and analytically about important issues and themes in Latin America, and to understand how historical events have shaped this region. We will look—mostly chronologically—at important historical themes such as social, economic, gender, and racial conditions, as well as politics, focusing on events throughout select Latin American nations and regions.

The course will focus on the following periods: the Independence and post-Independence period of the Spanish Americas (1810-1850); the period of Brazilian Empire (1808-1889); the integration of Latin America into the modern world economy (1850-1914); the rise of oligarchic and military governments (1914-86); Latin America and the US in the Cold War (1945-1989); and concludes with the recent rise of the

Populist New Left and the Conservative Right backlash and violence that has recently threatened many nations of Latin America.

This course fulfills the requirements for Bachelor of Arts: Humanities (BA), International Cultures (IL), General Education: Humanities (GH) and fulfills the requirement for Latin American Studies Major and Minor as well as the general credit requirement for the History Major.

Course Learning Objectives:

This course engages students in a discussion of the history of the people and culture of Latin America, the political and economic institutions of that region, and the modern struggles with race, dictatorship, and economic instability that have challenged modern Latin America.

Additionally, the course will provide students with the conceptual and analytical tools to understand contemporary patterns of racism, class conflict, political mobilization, and gender struggles in Brazil.

These three specific course objectives underscore its scholarly dimensions:

1. Students will gain a knowledge and understanding of the diverse histories of the peoples of Latin America;
2. Students will gain an understanding and knowledge of the domestic, transnational and global political and economic processes that have shaped the lives, labor, institutions and cultures of contemporary Latin America;
3. Students will learn the political and economic structures (e.g. slavery, colonization, racial democracy, industrialization, military dictatorship, populisms, neoliberalism) that have helped to shape modern Latin America.

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

- Demonstrate understanding of Latin America's geographic and political layout, its economic production, and its labor with a specific focus on African slavery.
- identify and evaluate similarities and differences between various countries and regions of Latin America through the comparative consideration of the above-mentioned themes in Modern Latin American history.
- Through short analytical essays, quizzes, exams, and/or active participation in in-class and on-line discussion students will show their understanding of the chronology and historiography of Modern Latin American history.

Course Outline

The following topics will be covered for approximately one week each.

- Background: Colonial Latin America
- The Road to Revolution: Bourbon & Pombaline Reforms in the 18th century
- American Revolution: Independence
- Chaos & Caudillos
- Latin American Slavery
- Progress & Liberalism
- Latin American Race & Neo-Colonialism
- The Rise of Nationalism
- Populism in Argentina and Brazil
- The Roots of Social Revolution
- Military Rule and Economic Miracles
- Cuba and the American Cold War
- Neo-Liberalism
- The Rise and Fall of Brazil's New Left
- The Pink Tide: Chavez, Venezuela and US Hegemony

Assessment:

The method of evaluation and exact grading requirements will necessarily vary by instructor, location and enrollment. Methods of evaluation may include quizzes, tests, essay, in-class and/or on-line exercises, papers, and projects. The assignment distribution in determining grades may be as follows:

Midterm and final exam--45%

Papers--20%

Quizzes--15%

Participation, in class & online activities 20%