



HIST-142: HISTORY OF LATIN AMERICA SINCE 1820

Also listed as: HIST-142H

Effective Term

Fall 2026

BOT Approval Date

04/10/2025

Discipline

HIST - History

Course Number

142

Course Title

History of Latin America Since 1820

Short Title

Latin Amer Since 1820

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

No

**Fully Online Delivery Requirements:**

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

HIST-142H

C-ID (Admin Only)**CB 00**

CCC000655439

Course Title

Honors History of Latin America Since 1820

Approved Cal-GETC Area**Approved Second Cal-GETC Area****Approved Third Cal-GETC Area****Catalog Description**

This course surveys the history of Latin America from the nineteenth-century independence revolutions to the present, emphasizing Latin American nations' attempts at modernization and their international relationships, especially with the United States. It also examines how modernization affected issues pertaining to race, gender and cultural traditions.

Requisites**Recommended Preparation**

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000 or concurrent enrollment in ENGL-C1000.

Codes**TOP Code (CB 03)**

2205.00 - History

**CIP Code**

54.0199 - History, Other.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
History (Masters Required)	End

GE Information**Check GE Types Requested**

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas**Approved Cal-GETC Area**

AREA-4

Learning Objectives**Learning Objectives**

Learning Objective
1. Explain the uneven development of modern Latin American societies using historical theories (eg. modernization, dependency, neo-colonialism, etc.).
2. Assess the effects of nineteenth-century European liberalism, imperialism and neo-colonialism on the development of modern Latin American nations.
3. Analyze and compare the effects of twentieth century liberal, socialist and Marxist ideologies on the development of contemporary Latin American nations.
4. Analyze and compare the causes and the effects of twentieth-century Latin American revolutions.
5. Assess regional differences in the development of modern states in Latin America.
6. Analyze the manner and degree to which religion, gender, race and ethnicity affected the development of modern Latin American societies.
7. Evaluate the relationship of modern Latin America to the United States and the rest of the world.
8. Develop and test a thesis related to a significant factor in the development of modern Latin American cultural, political, social, or economic systems.

Honors ObjectivesFor the honors component of the course, students will:

- 1) develop advanced-level research skills through the completion of a major research project
- 2) improve their academic writing and oral presentation skills
- 3) critically analyze primary source readings or secondary academic sources concerning major issues and interpretations of the history of Latin America since 1820

Learning Outcome Information**Course Learning Outcomes**

Learning Outcome
1. The student will demonstrate clear and precise communication on culturally relevant material through written analysis, use of evidence, and discussion of the history of modern Latin America.

2. The students will analyze the impact of class, gender, ethnicity, culture, economics, and politics as they relate to the history of modern Latin America to demonstrate historical understanding and cultivate social awareness.
3. The students will demonstrate the ability to make connections and relations between the societal developments in different historical eras and locales as it pertains to the history of modern Latin America.

Content

Course Lecture Content

- I. Introduction: Why study Latin American history?
 1. Extremely large region of even greater cultural and geographic diversity than the United States.
 2. Its close economic, social, and political ties to the US.
 3. The large number of US citizens who are of Latin American descent.
- II. Theoretical approaches to studying Latin American history.
 1. Modernization theory
 2. Dependency theory
 3. Core-periphery
 4. Neo-colonialism
 5. Neo-liberalism
 6. Marxist analysis of systems of production v. class structure
- III. Legacy of colonialism
 1. Development of Hegemonic Institutions and Practices
 2. The Church's Patriarchal institutions
 3. Racialization of society
 4. Acculturation and Transculturation
- IV. Motives for independence movements
 1. Economic (control by Spain)
 2. Racial (slavery)
 3. Political (liberal republicanism)
- V. Effects of independence
 1. End of slavery
 2. Native American resistance
 3. Rise of the military/caudillismo
 4. Relationship to international economy/free-trade imperialism
 5. Liberals v conservative
- VI. Regional case study: Mexico
 1. Political History
 - a. 1821-1850: conservative era controlled by church and military.
 - b. Mexican American War, 1847 weakens conservatives
 - c. La Reforma: 1850-1875
 - d. War of the Reform 1858-1861: Benito Juarez and the liberals take power
 - e. French rule under Emperor Maximilian: 1864-1867
 - f. Liberals return to power and declare the "restored republic"
 - g. Dictatorship of Porfirio Diaz: 1876-1911
 - h. The Mexican Revolution: 1911-1917
 - i. Cristero Rebellion: 1926-1928 Formation of the National Revolutionary Party
 - j. Reforms of Lazaro Cardenas: 1935-1940
 - k. National Revolutionary Party reformed into the Party of the Mexican Revolution
 - l. Party of the Mexican Revolution reorganized into the Institution of the Revolutionary Party
 - m. Import-substitution industrialization
 - n. Chiapas revolt

- o. U.S. imposed neo-liberalism

2. Economic History

- a. Attempts at modernization/positivism/cientificos
- b. Exploitation by foreign interests
- c. Exploitation of the Indians and peasants
- d. Nationalization of the oil industry
- e. Import-substitution industrialization
- f. "Hard money policies"
- g. North American Free Trade Agreement

3. Social History

- a. *meztizaje*
- b. *indigenismo*
- c. Zapatistas
- d. *patrias chicas*
- e. *machismo*
- f. Drug War

VII. Regional case study: Central America and the Caribbean

1. Influence of the United States

- a. Monroe Doctrine, Manifest Destiny, William Walker, Occupation of Cuba
- b. Roosevelt Corollary, Occupation of Dominican Republic, Panama Canal, Dollar Diplomacy, United Fruit Company
- c. Rio Treaty/Organization of American States, Bay of Pigs Invasion, Operation Just Cause
- d. Neo-liberalism, Iran-Contra Affair, War on Terror

2. Dictators/Revolutions/Revolutionary Leaders

- a. Anastasio Somoza
- b. Sandinista National Liberation Front, Augusto Cesar Sandino, Daniel Ortega
- c. Las Catorce, Medellin Conference
- d. liberation theology, Arnulfo Romero, Farabundo Marti Liberation Front
- e. Fulgencio Batista, Cuban Revolution, Fidel Castro, Ernesto "Che" Guevara

3. Economic history

- a. Plantation Economies
- b. Extensive production of cash crops for export
- c. Concentration of land ownership in very few hands
- d. Inadequate subsistence farming
- e. Mobilization and control of rural labor

4. Social History

- a. Plantation Societies create underdeveloped economies vulnerable to changes in the international market and institutional rigidity resistant to change.

VIII. Regional case study: Peru

1. Political History

- a. Following independence faced obstacles of weak economy and a bankrupt government supported by foreign investors
- b. Tax burden placed on the Indians who were forced to pay the *contribucion de indigenas*
- c. The War of the Pacific (1879-1883)
- d. Formation of American Revolutionary Alliance Party (1930s), Victor Raul Haya de la Torre
- e. The Velasco Regime (1968-1975)
- f. The National System for Support of Social Mobilization
- g. Shining Path, Abimael Guzman (1980)
- h. Movimiento Revolucionario Tupac Amaru (1984)
- i. Cambio 90/Alberto Fujimori (1990)

2. Economic History (chief exports)

- a. 1840s to 1890s: guano

- b. 1890s to 1930s: rubber, sugar, cotton, wool, copper, and petroleum
- c. 1930s to 1970s: sugar, copper, and cotton
- d. 1970s to present: cocaine

3. Social History

- a. Majority of the population are mestizos
- b. Large underclass of native speaking Indians
- c. Few people of African descent
- d. Japanese immigrants play a significant role

IX. Regional case study: Argentina

1. Political history

- a. After independence liberals and conservatives fight for control of Buenos Aires.
- b. Caudillos and gauchos control of interior
- c. Unification by conservatives, Juan Manuel de Rosas (1829-1852)
- d. Liberals take power (1853-1880), Justo de Urquiz, "conquest of the desert"
- e. Conservatives regain power (1880-1916)
- f. Radical labor movement, Federacion Obrera Regional
- g. Argentina Residency Law (1902)
- h. Social Defense Law (1910)
- i. Radicals rise to power (1916-1930), I
- j. Hipolito Yrigoyen Military government (1930-1989)
- k. Juan Peron (1943-1955)/Justicialismo
- l. Dirty War, Desaparacidos
- m. Neoliberalism
- n. Invasion of the Malvinas
- o. Radicals return to power (1989)
- p. Carlos Menem return to neoliberalism (1990s) Joins Mercosur and the "Pink Tide"
- q. Return to Peronist nationalism (2000)/Nestor and Cristina Kirchner

2. Economic history

- a. Buenos Aires dominates foreign trade, manufacturing, urban labor
- b. Interior plains (pampas): wheat and cattle
- c. Great Depression causes foreign market for beef products to collapse and the nation enters long period of economic and political bankruptcy.

3. Social History

- a. Argentina never developed a peasantry due to elimination of the Indians and gauchos making land available for development without the social and political tensions that usually developed in Latin America around claims to the land.
- b. In Buenos Aires 60% of population were manual laborers. Many were foreign born anarchists and socialist exiles whose radical views affected electoral politics.

X. Regional Case History: Brazil

1. Political History

- a. 1807-1814: Napoleonic Wars in Europe forces monarchy flees to Brazil.
- b. After defeat of Napoleon aristocracy breaks with Portugal and declares independence c. 1888: slavery ended (Golden Law)
- d. 1889 the military forces Dom Pedro II to abdicate ending the empire
- e. 1889-1930: Federal government of the First Republic
- f. The "politics of the governors" and "rule of the colonels"
- g. 1930-1945: regime of Getulio Vargas, Import-substitution industrialization, Estado Novo, merit system. New labor code
- h. 1930s: Rise of fascism and socialism
- i. Integralism, Plinio Salgado
- j. National Liberation Alliance d. 1946-1964
- k. The Second Republic, 1961-1964

- l. Rise of the left, Joao Goulart
 - m. Rule of the Generals, 1964-1994
 - n. US supported "Brazilian Miracle" 1968-1974
 - o. 1994-present: Luis Inacio (Lula) da Silva, Family Grant, Alignment with Pink Tide
2. Economic History
- a. Tremendous natural resources have traditionally supported an agricultural-export economy but recent development of industrialization, modernization, and political stability has created the potential to develop into a regional power and a potential world power.
 - b. Early dependence on sugar plantations brought large amounts of African slaves and nation was last in Latin America to free their slaves and to have a liberal government.
 - c. 1930s: Vargas makes first attempt at large scale industrialization via import-substitution industrialization.
 - d. 1968-1974: "Brazilian Miracle" funded by huge amounts of US aid
 - e. Policies of President Luis Inacio (Lula) da Silva restrain inflation and pay off foreign debt and modernizes the economy through export of soy beans and expanded ethanol production from sugar cane.
 - f. 1980-present: Challenges to neo-liberalism and US hegemony, El Banco del Sur
3. Social History
- a. Sugar production and mining operations creates small economic elite and large slave class
 - b. Allegiance to monarchy retards growth of liberal reforms
 - c. Small ruling elite leads

Honors Content

The topics to be covered in History 142H are the same as those covered in History 142. Additionally, the honors component of History 142 will encourage students to work above the survey level to explore issues pertaining to the history of Latin America since 1820 with greater depth and complexity. In doing so, honors students will analyze current research and historical concerns in modern Latin America.

Additional primary sources or academic journal articles for reading, summary, and review could include: Latin American and Latinx Philosophy: A Collaborative Introduction#2019 Robert Eli Sanchez Jr.#(Editor); The Politics of Decolonial Investigations (On Decoloniality)#2021 Walter D. Mignolo; or Born in Blood and Fire: Latin American Voices John Charles Chasteen#editor.

Topics to explore in greater depth might include: Neo-colonialism, Raul Prebisch and Dependency theory, or a regional case study of a particular Latin American country not covered in class.

Methods of Instruction

Method

Discussion

Integration

Students will use collaborative learning exercises to discuss primary source documents and questions and controversies surrounding major developments in modern Latin American history. Discussions could cover such topics as the reasons for the popularity of socialism in Latin America as opposed to North America or the persistence of the resistance of indigenous peoples.

DE Adaptations for MOI

The instructor will use the CMS to create threaded discussions on subjects that require students to analyze, interpret, and discuss primary source documents and questions and controversies surrounding major developments in modern Latin American history. Each student will be required to post a response to the discussion topic and make subsequent posts that engage the views of other students. Instructor will make comments to further the discussion or make corrections and/or post a summary of the debate that reviews the issues raised by the students and adds the instructor's perspective to the online debate. All online discussions will meet accessibility standards.

Method

Lecture

Integration

Utilizing supporting visual materials (e.g. computerized images, maps, or white board), lectures will introduce key concepts and information about the history of modern Latin America as it evolved from independence, to the development of nation states, to the creation of modern societies. In addition, the instructor will expand upon information provided in the course materials in such a way as to enhance the ability of the student to appraise the historical impact of individuals such as Benito Juarez, Getulio Vargas, Eva

Peron, Fidel Castro; or political movements such as the Cristero revolt, Sandinistas, Zapatistas, and the Pink Tide; and the role of religion, race, and ethnicity in creating Latin American culture and society.

DE Adaptations for MOI

Online lectures which cover key course content such as the influence of the United States in the development of modern Latin America may be delivered by slide presentations, real-time video/audio/teleconferencing, video/audio recordings and/or readings utilizing other features within the CMS. Lectures may incorporate supplemental materials available through MSJC Library or other online resources. Hybrid course offerings may include lectures in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. All lecture materials and delivery methods must meet accessibility guidelines.

Method

Projects

Integration

The instructor will both discuss in class and provide written instructions explaining the methods, sources, and goals for research projects to be done outside of class. The goal of these projects is for the students to acquire additional knowledge about a select topic in modern Latin American history such as the imperialism and influence of the United States, and to analyze and interpret the material researched in the form of an extended essay or multimedia presentation. The instructor will guide this process throughout while aiding students in their acquisition of key historical skills. The instructor might choose to focus the student's attention to the perspectives and contributions of historically underrepresented groups (e.g. Indigenous peoples, women, enslaved peoples, etc.) to arrive at a deeper understanding of the various experiences of people in the creation of modern Latin America.

DE Adaptations for MOI

The instructor will provide written instructions via the CMS explaining the methods, sources, and goals for a research project through which students will acquire additional knowledge about a select topic in the history of modern Latin America and to analyze and interpret the material researched in the form of an extended essay or multimedia presentation. The instructor will make an adjustment for accessibility needs.

Method

Film/video Viewing and Discussion

Integration

Class lectures will be supplemented with films that recreate significant events in modern Latin American history and enhance student appreciation for the historical forces that shaped modern Latin America. Films could cover such topics as the Mexican Revolution, World War II fascism, Cuban Revolution, Chiapas revolt.

DE Adaptations for MOI

Instructor will supplement lectures by using the CMS to post films and other visual materials that recreate significant events in modern world history and enhance student appreciation for the development of Latin America. The films/documentaries will be made available using the CMS and will meet accessibility standards.

Additional Methods of Instruction for Honors

Method: Small-Group Discussion Integration: Guided small group discussions in the honors course will provide a forum for instructors and students to discuss the field of history and historiography as well as analyze and interpret assigned readings or films to gain a deeper understanding of key concepts (decolonization), people (Juan and Eva Peron), and events (World War II) that have shaped modern Latin American history. These discussions can also cover student progress on research projects including research proposals, sources, thesis statements, outlines, and rough drafts as well as peer-reviews of these assignments. Students will meet as a group or individually with the instructor a minimum of once a month for a minimum of four meetings over the course of the semester.

Method: Service Learning Project Integration: Service learning at history institutions (UCSB Latin American and Iberian Studies Program), museums (Museum of Latin American Art), or similar locations will help students gain hands-on experience in areas that pertain to the field of history. This will be useful to students making decisions about major and career choices and will encourage them to seek out additional volunteer or internship opportunities after the conclusion of the course.

Method: Oral Presentations Integration: Oral presentations will provide honors students the opportunity of presenting their research projects to their honors colleagues or the regular class to facilitate the development of their presentation and communication skills.

Method: Field Trips Integration: Students will engage in academic inquiry and discussions of history topics by visiting a museum exhibition, going to a film screening, or attending an academic lecture at a nearby university or museum. Museum visits will encourage students to draw parallels between the past and contemporary society while films and lectures provide a means of experiencing history through a variety of mediums beyond the classroom.

Method: Journals: Student will be directed to compose a journal on assigned readings and writing assignments. Journal writing will assist students in understanding and reflecting on important subjects of the course and will help students organize their own questions and comments that can be used in class discussions.

Method: Interviews: Student will conduct an interview of an individual whose life or professional experiences relate to the themes or subject matter of History 142H. Students will collaborate with their instructor to select an appropriate person to interview, develop a set of interview questions, review interview protocols, and decide on the best way to preserve and present their interview findings to the instructor or the class. Students will submit a one-page reflection that includes what they learned from the interview experience and how their findings fit in or challenge current historical perspectives.

Methods of Evaluation

Method

Research Projects

Integration

Using a variety of library materials (journal articles, books, primary and secondary source documents, etc.) and visual media from Internet sources, students will work singly or in assigned groups to acquire additional knowledge about a select topic in modern Latin American history. Topics might literature and art as forms of resistance and rebellion. Students will interpret the information gained from their research in an analytical essay or multimedia presentation that will be graded, using a rubric, on the quality of the sources, the validity of the content of their research, as well as their interpretation and analysis of it.

DE Adaptations for MOE

The instructor will use the CMS to post materials explaining how to use a variety of library materials (journal articles, books, primary and secondary source documents, etc.) and visual media from Internet sources, for students to acquire additional knowledge about a select topic in early world history. The students will interpret the information gained from their research in an analytical essay or multimedia presentation that will be submitted via the CMS and will be graded on the quality of the sources, the validity of the content of their research, as well as their interpretation and analysis of it. Instructor feedback will be provided within two weeks of submission through the CMS, including, but not limited to, gradebook comments, discussion forum, live stream meeting, chat feature or inbox messaging. Hybrid course offerings may include evaluation and interpretation of research in face-to-face environments utilizing methods and feedback outlined in Methods of Evaluation and/or through the course management system as described in DE Methods of Evaluation. All materials, delivery, and instructor/student communication must meet accessibility and confidentiality guidelines.

Method

Exams/Tests

Integration

Exams/Tests will be given that may consist of essay questions requiring students to demonstrate analytical thinking or short answer, multiple choice, or true/false questions requiring students to demonstrate competence with factual information related to key ideas, events, and theories of the development of modern Latin America. At least one exam must be an essay-based exam. Students will be evaluated on their ability to demonstrate a knowledge of major events, personalities, and institutions; evaluate major interpretive historical theories; and analyze the outcomes of major historical developments in the history of modern Latin America.

DE Adaptations for MOE

Exams and/or tests administered fully online will be administered and evaluated through CMS. Hybrid course offerings may include exams/tests in a face-to-face setting as outlined in Methods of Instruction or through the CMS as outlined in DE Methods of Instruction. The format may include multiple choice, short answer, essay or other format. Exams/tests will be evaluated based on the demonstration of identification, understanding and application of major topics as described in Course Content in alignment with Learning Objectives. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system within two weeks of submission. All exams/tests must meet accessibility guidelines.

Method

Papers

Integration

Students will demonstrate the ability to synthesize information from the lecture, discussions, films, and readings by organizing evidence and specific information into a coherent response to a major question in modern Latin American history, and produce clear and logically argued analyses in an interpretive essay. Topics might include an analysis of how globalization has affected the development of post-World War 2 Latin America; contemporary issues regarding race, class, gender and ethnicity in the creation of modern Latin American societies. The assignment will be graded on content, analysis, and the use of sources.

DE Adaptations for MOE

Instructor will use the CMS to post detailed instructions for assignments that require students to demonstrate the ability to synthesize information from the lecture, discussions, films, and readings by organizing evidence and specific information into a coherent response to a major question in modern Latin American history, and produce clear and logically argued analyses in an interpretive essay. The assignments will be submitted via the CMS and graded on content, analysis, and the use of sources. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system within two weeks of submission

Evaluation of Honors assignments

Honors students must successfully complete the regular course and honors assignments to receive honors credit.

Research papers and multimedia projects will be assessed on clarity of argument and presentation, originality of thesis, supporting evidence, the number and types of references consulted, depth of analysis, historical accuracy, and quality of writing.

Oral presentations will be evaluated based on lucidity, organization, critical thinking, and originality of argument.

Honors class discussions or written analysis of a supplemental reading will be judged based on student preparedness as well as the ability of students to summarize, critically analyze, and provide their own perspective on the assigned readings.

For service learning projects, students will be evaluated on their completion of the agreed upon number of volunteer hours as well as the quality of the reflection paper that integrates academic source material and their service learning experience, the number and types of references consulted, depth of analysis, organizational structure, grammar, and the connection back to themes associated with the course.

Journal writings, oral histories, museum field trip assignments, and film assignments will be assessed based on quality, organization, accuracy, and how well they address and further illuminate the subject matter of the course.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Historical Research Essay: Collect academic resources from accredited, peer reviewed sources and write a 1500-2000 word research paper on an approved topic relating to the history of modern Latin America. All sources will be cited and formatted using one of the major citation styles such as MLA, APA, or Chicago style. Sample essay prompt: Analyze, compare, and contrast the ideas and ideals of Marxist-Leninist socialism with those of Getulio Vargas and Che Guevara. This paper is to be cited and formatted using the Manual of Chicago Style Citations. The essay will be assessed for a historically defensible thesis statement, supporting evidence, and historical analysis.

How assignment will be adapted in online format

The parameters for this assignment, along with relevant links, will be posted as an assignment in the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within two weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Video or website project: Research an approved topic such as Mexican Murals, the art of Frida Kahlo, or magic surrealism; and create a substantial and educational video or website regarding their research findings. Videos should be no shorter than 10 minutes long, and websites should have a minimum of 6 pages. Full citations for all research and images must be included in the video credits or on a "Resources" page on the website. The video will be assessed for accuracy, clarity, and creativity.

How assignment will be adapted in online format

This assignment will be posted in the CMS and students will be given the option of posted a video of their presentation or recording the audio for submission. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within two weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Immersive historical role-playing project: Engage in an immersive role-playing experience that require students to take on roles of historical characters and debate important issues of the time period under study such as post-World War II politics. The role-playing assignment will be assessed based on accuracy and participation.

How assignment will be adapted in online format

This assignment will be posted in the CMS and students will be given the option of providing a written response, posting a video of or recording audio for submission. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within two weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Discussion Posts via CMS: Using the CMS, post responses to a discussion board prompt regarding a specific topic or prompt. Students are expected to also respond to other students' posts. These discussion board posts can then be used as a starting point for in-class discussions on topics such as a debate about the practice of terrorism by the Shining Path in Peru. The discussion posts will be assessed for accuracy, and historical analysis of the topic.

How assignment will be adapted in online format

Using the CMS, students post will respond to a discussion board prompt regarding a specific topic or prompt. Students are expected to also respond to other students' posts. These discussion board posts can then be used as a starting point for course discussions on topics such as race, gender and ethnicity. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within two weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Small-group discussion exercises: For this assignment the focus will be on the struggles and opportunities of a historically marginalized community—Peruvian women. First, read selected passages from *Women's Citizenship in Peru: The Paradoxes of Neopopulism in Latin America* by Stephanie Rousseau. Next, form small groups, either in-class or on-line, and complete activities such as think-pair-share. Finally, share out your discussion with the rest of the class.

The small-group discussions will be assessed for use of historical analysis and use of supporting evidence.

How assignment will be adapted in online format

Using the "Group" or "Break-out Room" function within the CMS, students will form small groups, read assigned materials or watch videos and then complete activities which will include dialoguing online with members of the same group and/or other groups. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within two weeks of submission. Any material for students and communications must meet accessibility guidelines.

Honors Assignments**Assignment**

Students will complete all regular course requirements for History 142 and be graded according to the standards used for the rest of the class. Beyond that, honors students will complete requirements A) as well as B) or C). Assignments D), E), F), or G) below are optional and one optional assignment may be required at discretion of the instructor.

A) Assigned readings beyond the scope of the regular section of History 142. Additional primary sources or academic journal articles will be assigned for reading, summary, and review. Example primary source readings from *The Argentina Reader: History, Culture, Politics and Central America: A Natural and Cultural History* on JSTOR. In consultation with the instructor, students may also select an academic journal article, chapter of a book, or primary source excerpt related to their research project for the Honors class to read, analyze, and discuss. Students will lead an Honors class discussion while also submitting a one to two-page analysis of their selected reading. The written analysis will include a summary, critical analysis, and if appropriate, examination of how the reading informs the student's own research project.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Honors supplemental readings will facilitate discussion, encourage reflection, and help students prepare to complete their major research project for the course.

Assignment

B) A research project that the student selects in consultation with the instructor. Research may be conducted in a university library or the equivalent and should be based on primary sources, secondary sources, major interpretive books, and articles. A minimum of ten academic sources must be referenced in the 10-12 page paper. Research papers will be assessed on clarity of argument and presentation, originality of thesis, supporting evidence, the number and types of references consulted, depth of analysis, historical accuracy, and quality of writing.

The instructor may organize student peer reviews of their research proposals, thesis and outlines, or rough drafts of their projects. Students will also submit a 250-word abstract of their work. Research project topics could include (but are not limited to) the Mexican Revolution, American imperialism in Latin America, the rise of fascism and socialism in the period 1930-1950.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The Honors paper will enhance a student's research and writing skills as they select a topic, develop an argumentative thesis based on source evidence, outline their analysis, and produce a final paper.

Assignment

C) A service-learning project in consultation with the instructor. Service learning can be differentiated from other volunteer experiences by its focus on the integration of academic learning and providing a service to one's community. Students will volunteer at a local history institution, museum, organization wishing to document its own history, or similar location for a total of 10 hours over the course of the semester and enrich their volunteer experience by reading three articles related to historical preservation sites, museology, the politics of the visual representation of history, or articles relevant to the goals or mission of the organization in which the service learning is completed. Students will submit a 4-7 page reflection paper that connects their volunteer experience to themes addressed in the course and assigned readings as well as incorporates reference to a minimum of three academic sources. Students will submit a log of their hours signed by an employee of the institution where they are volunteering. They may wish to share the content of their reflection with the institution where they volunteered in the form of a lecture, presentation, or suggested action plan that the instructor and other honors students in the course are invited to attend.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

A service learning project will provide an Honors student with the opportunity to work within their community, apply their research knowledge, and connect their academic training with their real-world experience at the service learning institution.

Assignment

Honors students will be expected to complete one of Assignments D), E), F) or G).

D) A 10-15 minute oral presentation of the final research project given to their fellow honors students or to the entire History 142 class. The presentation will include the thesis, supporting evidence, and significance of the project.



Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The oral presentation assignment provides a forum for Honors students to showcase their research projects with their class community and facilitate discussion of the significance of their research findings.

Assignment

Honors students will be expected to complete one of Assignments D), E), F) or G).

E) Interview an individual whose life or professional experiences relate to the themes or subject matter of History 142. Students will collaborate with their instructor to select an appropriate person to interview, develop a set of interview questions, review interview protocols, and decide on the best way to preserve and present their interview findings to the instructor or the class (e.g. a brief write-up of their interview, a short oral presentation, or a report of their findings to an historical organization that collects oral histories provided the interviewee grants permission). Students will submit a one-page reflection that includes what they learned from the interview experience and how their findings fit in or challenge current historical perspectives.

Required or Optional

Optional

Honors Core Values

Leadership

Justify how the assignment reflects the Leadership Core Value

Organizing an interview with a professional in the field will require Honors students to develop leadership skills as they select, organize, implement, report, and reflect on the significance of the interview conducted.

Assignment

Honors students will be expected to complete one of Assignments D), E), F) or G).

F) Write, draw, or produce an info-graphic in a journal on assigned readings and writing assignments. Journal writing/drawing will assist students in understanding and reflecting on important subjects of the course such as the North American Free Trade Agreement, Bay of Pigs incident, Argentina's Dirty War; and will help students organize their own questions and comments that can be used in class discussions.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The journal assignment will encourage reflection on challenging academic source materials and themes addressed in the Honors section of the course.

Assignment

Honors students will be expected to complete one of Assignments D), E), F) or G).



G) A project outside regular class time designed by the instructor. For example, instructors will lead a field trip to a museum and complete a project associated with an exhibition or permanent collection at the museum. The instructor may wish to collaborate with the education department or one of the curators of the museum to design a guided tour and/or a brief one or two-page activity that is tailored to the specific curriculum of History 142. Other activities could include a visit to one of the California missions, a film viewing or attending an academic lecture at a local university or museum. Students will submit a one to two-page summary of the museum, film viewing, or academic lecture experience as well as their own reflections about what they learned and how it connects to topics and themes addressed in History 142.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Field trips offer students a chance to learn history in academic spaces outside of the classroom, network with professionals in the field, and consider the real-world significance of their research.

Course Materials

Textbooks

Born in Blood and Fire: A Concise History of Latin America, Fifth Edition, 2024 by John Charles Chasteen

Latin America in the Modern World, Second Edition, 2022 Virginia Garrard, Peter Henderson, and Bryan McCann

Smith, Peter H. (2008). Talons of the Eagle: Latin America, the United States, and the World 3rd Oxford University Press. ISBN: 978-0-19-532048-0

Mark A. Burkholder (2018). Exploitation, Inequality, and Resistance: A History of Latin America Since Columbus Oxford University Press. ISBN: 978-0-19-983761-8

Other Resources

Instructors should always supplement the textbook with additional readings in either primary or secondary source materials. Typical examples may include books such as the following: Latin American and Latinx Philosophy: A Collaborative Introduction 2019 Robert Eli Sanchez Jr. (Editor); Women's Citizenship in Peru: The Paradoxes of Neopopulism in Latin America Stephanie Rousseau; The Brazil Reader: History, Culture, Politics Robert M. Levine, John Crocitti editors.

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The study of the history of Latin America since 1820 offers students the chance to explore how race, gender, ethnicity, and culture interacted historically to form Latin American societies. Students will examine how through acculturation, transculturation, and syncretism hybrid societies formed throughout Latin America. They will further be able to explain the influence of patriarchal institutions and traditions on the status of women and the racialization of class structure. The course is designed to incorporate these diverse elements into the content and assignments, encouraging students to study, research, and present on these topics.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The instructor will present course content in different ways to accommodate for visual, auditory, and verbal learning styles. With diverse learners in mind, a variety of reading materials and films will supplement this class. The projects are written to allow students to choose topics that are of interest to them. For face-to-face or online classes, the research project can be presented orally or through a written format. Formative assignments are present the COR as low-risk assignments. This course includes small group and/or discussion activities or assignments that benefit various learning styles.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course will incorporate student-to-student interaction through in-class or online discussions. Students will use collaborative learning exercises to discuss primary source documents and major questions in the history of Latin America since 1820 among themselves enabling them to exchange ideas and to prepare for examinations. Students might also work in small groups online or in-class to peer-review or create presentations.

Explain how the course will incorporate instructor-to-student interaction.

Faculty will deliver lectures and facilitate group discussions or activities. In lecture, faculty will have the opportunity to model sound historical thinking and analysis while encouraging students to make similar connections between course content and student observations as it relates to the history of Latin America since 1820. Faculty will offer feedback on student assignments through video conferencing software, CMS grading functionality, or individual meetings with students.

Explain how the course will incorporate student-to-content interaction.

Students will interact with the content by viewing relevant films and documentaries to provide visual impressions of Latin American history. Lectures, utilizing supporting visual materials (computerized images, PowerPoint presentations, interactive maps) will allow the instructor to develop key concepts. The instructor will use primary and secondary sources to further develop the students understanding of topics essential to the development of Latin American societies. Research Projects will allow students to explore select topics in depth on their own using library materials, films and guidance from the instructor.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course encourages students to reflect on how events in the history of Latin America since 1820 have an enduring impact on contemporary Latin American culture and society. Students will be given the opportunity to reflect on the relevance of course themes to their own lives and how analytical and comparative thinking can serve as transferable skills in other academic disciplines and aid in achieving their career goals.

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