NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus.

Oregon State University Ecampus

Instructor: Dr. Cari Maes,
Email: cari.maes@oregonstate.edu
4 Credits

*Latin America is very fond of the word ‘hope.’ We like to be called the continent of hope.*
-Pablo Neruda, Chilean poet

Course Description: This course explores the evolution of cultural, economic, political, and social landscapes across Latin America in the post-independence era. Students will examine the processes of nation-building across the region with close attention to the formulation of social hierarchies along the lines of class, gender, language, and race/ethnicity. Students will analyze a variety of primary sources ranging from music and art to political speeches and print media to trace the contours Latin America in the modern period. The course also provides an overview of the various paradigms scholars have used to understand Latin America and its people in the modern period. Particular attention will be given to the methodological challenges of incorporating the voices and experiences of marginalized groups such as Afro-Latin Americans, indigenous populations, women, immigrants and migrants, and members of other marginalized communities. Students will also reflect on the ways in which disporic communities and culture from Latin America intersect with their lives.

This course fulfills the Baccalaureate Core Category: Perspectives: Cultural Diversity and the Liberal Arts Core Humanities and Non-Western categories

Required Texts: *note all 3 required books are available FREE through OSU Valley Library*

- Other assigned readings will be posted on Canvas-see course schedule

NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus.

Baccalaureate Core Learning Outcomes: Perspectives-Cultural Diversity

1. Identify and analyze characteristics of a cultural tradition outside of European /American culture.
Students will examine the roles Afrodescendants and indigenous peoples have played in shaping culture, politics, and society in Modern Latin America. Specific focus will be given to the social hierarchies and conceptualizations of race/ethnicity unique to the region. Texts, lectures, and discussions will illustrate how and why these groups have organized revolutionary political movements, impelled human rights’ and social justice initiatives, and forged transnational alliances with other marginalized groups.

Students will analyze the interconnections and differences between Latin American and U.S. American culture by reading about and discussing the experiences of diasporic communities in the United States, such as immigrants and migrant laborers.

2. Demonstrate an understanding of how perspectives can change depending on cultural or historical contexts.

Students will engage with the evolving relationships between peoples, cultures, and nation states within the hemisphere. Students will read and discuss the cultural and social legacies of the interaction between Europeans and indigenous groups, African slavery, colonial rule, and Catholicism and will assess how these shaped the emergence of modern nation states, the course of economic development, social hierarchies, and the cultural landscape of Latin America.

Students will examine how the geostrategic location of Latin America has shaped its relationship to the United States by reading about and discussing specific examples of diplomatic engagement, policy formulation, as well as cultural and economic exchange.

3. Describe aspects of Non-Western culture that influence or contribute to global cultural, scientific, or social processes.

Students will weigh the contributions of Afrodescended and indigenous community leaders, writers, artists, and activists to global movements related to politics, human rights, science/social science, art and culture.

Students will trace the processes of development and globalization in the post-independence period to evaluate how Latin American peoples, products, and culture create impacts around the world.

Course Guidelines

- Please conduct yourself with respect and civility in your interactions with peers and the instructor.

  As Carlos Fuentes (Mexican writer) says, "Recognize yourself in he and she (and they) who are not like you and me."

  And Oprah Winfrey, "Not everyone was raised at your house."

- Notify me early about any changes in your status that might affect your performance in the class. I am happy to accommodate you, but it is often difficult to do so when students notify me of a need or problem at the last minute.

- Late work will have points deducted (determined by the nature of the assignment) unless you talk to me beforehand and have a documented reason.

- All written work should be submitted in Word (not PDF) with 12-pt font and double-spacing.

- Participation is key to learning in this class. Please read and actively participate. You all have cool insights as citizens of the world, so please share them and likewise respond to those of your peers.

  As Octavio Paz (Mexican writer) wrote,  
  
  Man (or woman) does not speak because he thinks; he thinks because he speaks. Or rather, speaking is no different than thinking: to speak is to think.

This course is offered through Oregon State University Extended Campus. For more information, contact:

Web: ecampus.oregonstate.edu  
Email: ecampus@oregonstate.edu  
Telephone: 800-667-1465
**Student Services**
Students needing additional services and support should contact the instructor early on in the term. You may also explore the links to services on this site: http://ecampus.oregonstate.edu/services/student-services/

**Students with Disabilities**
Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 800-667-1465 option #1

*Note: even if you are not registered with DAS, feel free to talk with me individually about any concerns you have or particular modes of learning that may help you succeed in the course.

**Academic Dishonesty**
*Note on citations: WHEN IN DOUBT, CITE! By placing your name at the top of a document you are claiming that all text on that page is authored by you unless it is attributed to another source with a citation.

For this class, students should adhere to the Chicago Manual of Style for citations: http://www.chicagomanualofstyle.org/tools_citationguide.html

Copying or borrowing heavily from another writer is never worth it—don’t waste your time. Online tools make it easy to identify poached writing. Students found utilizing scholarship without citation will receive an F on the assignment. It is not worth wasting your time, nor that of your peers and instructor. If you are considering copying and pasting from the internet instead of completing an assignment on your own, please just email me to tell me you are in a pinch and we will figure out a solution together.

Academic dishonesty is prohibited and considered a serious violation of the OSU Student Conduct Code. Academic dishonesty is defined as an act of deception in which a student seeks to claim credit for the work or effort of another person, uses unauthorized materials, or fabricates information in any academic work or research, either through the students own efforts or the efforts of another. For more information see: http://oregonstate.edu/studentconduct/offenses

**Assignments**
This course comprises several, small weekly assignments meant to stimulate interaction between class members. You will find descriptions of these weekly assignments, their due dates, and point values in the course schedule.

**Midterm: Preliminary Research for Time Capsule**
This midterm is intended to help you start gathering items for the final project. For the midterm students will submit the following:

- 3 Primary Sources
- 1 Primary Source analysis worksheet. Select one of the 3 primary sources to analyze using the worksheet provided.
- 2 images with an accompanying paragraph explaining the images and your rationale for selecting them.
 2 films with an accompanying paragraph explaining the films and your rationale for selecting them. Note: you do not need to have seen these films in their entirety, but you do need to read about them to be able to explain why you have chosen them.
 2 secondary sources with an accompanying paragraph explaining these scholarly works and your rationale for selecting them. Again, you do not need to have read the works in their entirety, but you can find book reviews or read portions of these works available online.
*You will find helpful weblinks for finding these items in PAGES-MIDTERM RESOURCES

Final Project: Time Capsule
Students will create a “time capsule” that serves as a representation of Modern Latin America and comprises several components:
 A map identifying the geography of modern Latin America (this can be creative and does not need to conform to conventional notions of national, political, or linguistic boundaries—See Gareth Jones’ article)
 A collection of 5 images (artwork, media, photographs, other visual sources) that represent modern Latin America
 A collection of 5 primary sources that provide key insights into specific historical phenomena, and/or cultural, political, social elements of modern Latin America
 A list of 5 films that convey/deal with prominent themes or issues in modern Latin American history
 A bibliography of 10 secondary sources (scholarly articles or books)
 A 4-5 page essay that explores the rationalizations for the materials you selected for inclusion in the time capsule.
You should work on compiling your items throughout the term. The midterm will give you a chance to receive feedback on your preliminary research. You will find links to helpful websites to gather these items in PAGES-FINAL PROJECT RESOURCES

Grading Scale:
Here is a link to OSU’s grading policies:
http://catalog.oregonstate.edu/ChapterDetail.aspx?key=75#Section2885
This can give you an idea of the grade breakdown

Total points possible for the course: 800

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Course Schedule

Week One: Introductions and Latin America as ‘Place’ and ‘People’

Learning Objectives:
Main Objective:
Students will engage with the fundamental question ‘Where is Latin America?’ by evaluating scholarly arguments in assigned texts and expressing their own perspectives by building individual maps and writing an explanatory essay.

Secondary Objectives:
- Engage with fellow classmates and instructor to familiarize themselves with each other
- Review course requirements, content, and schedule
- Familiarize themselves with prevailing paradigms for understanding Latin America as a ‘place’ and a ‘people’
- Debate and discuss various meanings and representations of Latin America as a ‘place’ and a ‘people’

Reading:
Gareth A. Jones, “Latin American Geographies,” pgs. 5-23 (C)
Price and Cooper, “Competing Visions, Shifting Boundaries: The Construction of Latin America as a World Region” pgs. 113-122 (c)

Assignments:
1. Brief Introductory Narrative
   *Post to Discussion Board "INTRODUCTIONS" by Sunday 10pm*
   Students will post a brief narrative about themselves that includes information about their background, academic interests, extracurricular interests/activities, reason for taking this course, knowledge of and/or experience with Latin America as a ‘place’ and ‘people,’ and at least one major question they hope to answer about Modern Latin America by the end of the course.

2. Read and Comment on Narratives
   *Post your comments by Sunday 10pm*
   Students will read their peers’ profiles and post comments/replies to at least 3 narratives in the discussion board. Students are free to respond to comments/replies as well.

3. Map and Explanatory Essay
   *Post essay to Assignments “Where is Latin America?” by Sunday 10pm*
   Students will create a map of Latin America using the map-creation software provided. You should shade the areas of the map they conclude to comprise Latin America. If you decide to reject this regional term, you should formulate a new term and explain you rationale in the essay.

4. Read and Comment on Mapping Essays
   *Post your comments by Sunday 10pm*
   Students will read at least 2 peers’ essays and post comments/replies in the discussion board. Students are free to respond to comments/replies as well.

   Students should reflect on the following questions prior to creating the map:
   - What areas of our hemisphere have been conventionally identified as ‘Latin America’?
   - What characteristics do these areas share in terms of geography, language, culture, history, etc?
   - What characteristics defy the assimilation into a single region with the shared label, ‘Latin America’?
Which characteristics are the most important for defining a region? (Which ones will you use to create the map?)

Each student will write an explanatory essay that encapsulates what he/she depicts on the map. The essay should address the main rationale for defining the boundaries of the region (i.e. which characteristics were used and why?). Additionally, students should reflect on any difficulties encountered in creating the map. In other words, students should discuss why it is so hard to define a region and identify it on a map and should discuss any particular issues related to their own mapping experience.

Assessment:

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<td>Read and Comment/Post</td>
<td>5</td>
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<tr>
<td>Map Activity</td>
<td>30</td>
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<tr>
<td>Essay</td>
<td>20</td>
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<tr>
<td>Read and Comment/Post</td>
<td>10</td>
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</tbody>
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Points Possible Week One: 75 points

Week Two: Modern Latin America-Common Histories and Foundations

Learning Objectives
Students will:
- Examine and evaluate historiographical arguments about the commonalities that have defined Latin America as a region with a shared history
- Understand and debate the idea that Latin American has a common past and the notion that a shared past prefigures a common present/future
- Learn and discuss the major paradigms used by historians to formulate narratives of Modern Latin American history
- Build skills for writing a critical essay that evaluates a theoretical approach or paradigm in the discipline of history
- Practice peer editing and providing feedback to peers in a constructive manner

Reading:
Marshall Eakin, “Does Latin America Have a Common History?” (C)
Skidmore and Smith, excerpts, pgs. 42-62 (C)
Jose Moya, “Latin America-The Limitations and Meaning of a Historical Category,” pgs. 1-19 (C)

Assignments:

1. Response Writing
   *Post in ‘Response Writing’ Assignment Folder by Sunday 10pm*
   Respond to one of the following quotes with a 1-2 page essay. Reflect on the central thesis presented in Eakin’s first article. Think about whether, as Eakin argues, the idea of historical
commonality and universality are rooted in a particular historical period or whether these ideas apply today:

- “Nothing more than a geographical reality? And yet it moves. In actions, unimportant at times, Latin America reveals each day its fellowship as well as its contradictions; we Latin Americans share a common space, and not only on the map... Whatever our skin color or language, aren’t we all made of assorted clays from the same multiple earth?” Eduardo Galeano
- “It is a grandiose idea to think of consolidating the New World into a single nation, united by pacts into a single bond. It is reasoned that, as these parts have a common origin, language, customs, and religion, they ought to have a single government to permit the newly formed states to unite in a confederation. But this is not possible. Actually, America is separated by climatic differences, geographic diversity, conflicting interests, and dissimilar characteristics.” Simon Bolivar (Jamaica Letter, 1815)

2. **Paradigm Critique.**

*Post in ‘Paradigm Critique’ Assignment Folder by Sunday 10pm*

Select a paradigm that has been used to study modern Latin America (list provided based on lecture notes). Write 1-2 page critique essay of the paradigm identifying its limitations or problems. Suggest appropriate revisions to the paradigm, argue for its wholesale rejection, or make the case for the use of an alternate paradigm.

3. **Peer Review:**

*Post your completed Peer Review Rubric to “Peer Review Rubric” by Sunday 10pm*

Students will be assigned a paper to Peer Edit. Use the guide and rubric provided to provided feedback on the peer paper you read.

**Assessment:**

- Response Writing: 25 points
- Paradigm Critique: 25 points
- Peer Review: 25 points

**Points Possible Week Two: 75 points**

**Week 3: Independence**

**Learning Objectives:**

Students will:

- Identify the main causal factors that impelled independence movements in Latin America
- Evaluate the ideas of independence being a 'rupture' with the past or a ‘continuation’ of the past
- Examine specific social segments whose lives provide evidence of the ideas of ‘rupture’ and ‘continuation’
- Analyze the disjuncture between independence-era ideologies, such as liberalism, and social realities in 19th-c Latin America
- Explore the processes by which newly-independent nations constructed national identity

**Reading:**

Dawson, Independence Narratives, 9-34  
Sarah Chambers, “What Did Independence Mean for Women?”  
Selected Independence documents on Canvas
Assignments

1. **Read and Short Answer**
   Select one of the three documents listed below. Analyze the document according to the primary source analysis guide provided (just make notes, you do not need to write something for this). Then, answer the following questions in a paragraph or so.
   a. Which line or passage stands out most to you? Why? What is the author communicating in that line or passage?
   b. How does the author utilize the term *America or Americans* in the text? What meanings do you think the author attributes to this term?
   c. Does this document present independence as a rupture with the past or does it present independence as a continuation?
   d. Google the name of the author. What is the most common information you find? Just include a few of the major points of information you see on the top 3 or 4 sites in your google search.

   Documents:
   Jamaica Letter, Simon Bolivar (link provided)
   Message to Angostura, Simon Bolivar (link provided)
   Sentiments of the Nation, Father Morelos (link provided)

2. **Independence Celebrations in Latin America-MINI Research Project**
   **Assignment Folder by Sunday 10pm**
   Students will select a country in Latin America and investigate how that country commemorates its independence. You will compile a list of resources that includes at least 3 websites and 5 scholarly sources (articles, books, etc-not Wikipedia). Then, you will write a brief description of how independence day is celebrated each year. This essay should be about 300-500 words.

3. **Read, Reflect, and Post *By Sunday 10pm**
   Students will read at least 4 posts and then will post a response (about a paragraph) reacting to the following:
   a. What common features do you find in the celebrations?
   b. Are there common ‘heroes’ of independence mentioned in these descriptions?
   c. Do these celebrations present independence as a rupture or a continuation?
   d. Do you think we need tell independence history through the lens of a ‘hero’ or through a narrative that presents independence as an effort inspired and carried out by a single, elite male? Why/why not?

**Assessment:**
Read and Short Answer 25
Mini Research Project 25
Read and Respond 25

Points Possible Week Two 75
Week Four: Society and Social Thought in Modern Latin America

Learning Objectives:
Students will
- Identify and evaluate historical social divisions in Latin America
- Compare and contrast the meanings of social status and role of race in defining status in the United States and in Latin American countries
- Engage with canonical writings on culture, race, and society by intellectuals in the 19th and 20th centuries
- Engage with history of multiracial society in Latin America using visual sources

Reading:
Alexander Dawson, Chapter 3 (59-80)
(c)
Selected first-person narratives: Francisco Manzano (slave narrative), Maria (indigenous woman narrative), Martin Fierro (gaucho narrative), Jose Marti (Creole elite narrative) (C)
Gilberto Freyre, The Masters and the Slaves-excerpts (C)
Jose Vasconcelos, La Raza Cosmica-excerpts (C)

Assignments:
1. Photo Narrative.
   Post your Narrative by to “Social Hierarchy Narrative” by Sunday 10pm
   Using one of the photographs provided you will write a fictional narrative from one of the following perspectives (about 400-600 words). The essay should describe the scene depicted in the story and include interesting details from the perspective of the narrator you select. Select one of the following to compose a first-person observation or narration:
   a. European Travel Writer: you will compose a first-person account of the social category you have selected. Write a fictional narrative in which you describe in as much detail as possible your observations of the people you encounter on your travels. Write a brief explanatory essay (1-3 paragraphs) to accompany your narrative. The essay should comprise the rationale you used to include specific details about the lifestyles, social conditions, and interactions of the social category you are describing.
   b. First-Person Narrative: you will select a fictional persona (feel free to give yourself a name/identity) and compose a narrative that explores that person’s life experiences, social conditions, and interactions with others in his/her community. Write a brief explanatory essay (1-3 paragraphs) to accompany your narrative. The essay should comprise the rationale you used to create your narrative. Examples: you could choose to write the narrative from the perspective of an indigenous woman, an African slave child, a plantation master, a priest, an independence-era soldier, a Creole elite, a market woman, an indigenous mine worker, etc.

2. Read and Respond to 2 Narratives *Due Wednesday (Week 4) by 10pm
   In the discussion board labeled, “Narrative Discussions” post responses to at least 2 (2 are counted for credit, but feel free to do more) of the social hierarchy narratives. You should consider the
ways in which the narratives effectively capture the sentiments and experiences of the persona selected.

3. **Analyze and Free-Write: *Post to “Watch and Free Write” Due Sunday by 10pm***

   Students will select one of the primary sources assigned in the reading for the week. You will do a free-write of about 300-500 words that focuses on your own unique analysis of the source. You can use the source analysis guide. You should also think about how the source is useful for our understanding of 19th-century Latin America.

3. **Read and Respond to 3 Free-Writing Essays: Due Wednesday (Week 4) by 10pm.**

   **Assessment:**

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**Week Five: Black in Latin America**

**Learning Objectives:**

   Students will:
   - Familiarize themselves with the racial landscape of Latin America through the lens of the African diaspora
   - Compare and contrast the situation of Afro-descended peoples in different nations and between Latin America and the United States
   - Evaluate the policies and practices of exclusion and marginalization of Afro-descended peoples
   - Examine the cultural legacies and social imprints of slavery and African influence

**Reading:**


**Assignments:**

1. **Watch and Free Write *Due Sunday by 10pm in Watch and Free Write Folder***

   Select one of the documentaries available on either youtube.com or pbs.com (links provided in Canvas). Write a 300-500 word reaction to the film. This does not have to be a structured essay and should be your subjective reaction to the content presented.

2. **Read and Respond *Respond by Wednesday (next week) by 10pm***

   Read at least 3 of your peers’ Free Written Reactions and post replies.

3. **Book Response Essay *Due Wednesday (next week) by 10pm***

This course is offered through Oregon State University Extended Campus. For more information, contact:

*Web: ecampus.oregonstate.edu*  
*Email: ecampus@oregonstate.edu*  
*Telephone: 800-667-1465*
You may select one of the following to complete this assignment:
  a. Write a 800-1000 word standard book review in which you address at least 3 main points raised in Gates’ work. Your book review can be a critique, but it should not simply be a summary of the text. DO NOT SUMMARIZE. Think critically about what you read and saw in the documentary and react.
  b. Respond to the following question:
     i. Why do we see such clear patterns across Latin America when it comes to the marginalization of people of African descent and the obscuring (sometimes blatant hiding) of black identity? What, in your opinion, are the major reasons we see these patterns so starkly?

Assessment:

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Week Six: Latin America and the United States

Learning Objectives:

Students will:

- Evaluate the interrelated histories of the United States and Latin America using specific case studies
- Examine the balance of hemispheric power by assessing US imperialism and intervention in Latin America
- Analyze primary sources related to the US diplomatic and military history in Latin America
- Assess the legacy of US involvement in Latin American politics, culture, and society, as well as perceptions of Latin America held by North Americans, by discussing contemporary relations via media and primary sources

Reading:
Dawson, pgs 137-160
Greg Grandin, "How Latin America Saved the United States from Itself" 11-51

Assignments:

1. **Political Cartoon Analysis *Due Sunday by 10 pm in Cartoon Analysis Folder***
   Students will select two political cartoons from the collection provided. You will put each into its historical context (a paragraph or so describing the when, where, what-situating the cartoon in the past-thinking about “What was going on in the world when this cartoon was created?”). Then you will compare/contrast the representations of US/Latin American relations depicted in the cartoons. Think about how both regions are characterized and what those characterizations say about the balance of power and of the state of diplomacy between the two regions in that time period. Finally, you should evaluate how this genre of primary source informs our understanding of the historical relationships between the US and Latin America. Are political cartoons useful...
pieces of evidence? What are the advantages/disadvantages of using them to inform us about a particular period of time or event? The essay should be about 500-700 words long.

2. **Discussion Board Post and Respond (respond to at least 3 peers)-Due by Wednesday (next week) by 10pm**
   Students should post responses to the following questions:
   - What is meant by the phrase, “When the US catches a cold, Latin America sneezes?” Give 2 examples of when this metaphor has reflected reality in the past two centuries.
   - Should we frame the history of the US’s relationship to Latin America as a “David vs. Goliath” dynamic in which the US has dominated over its southern neighbors or should we focus on how Latin Americans have resisted imperialism and intervention? Give examples from the reading to support your claims.

3. **Watch and React (and Post)* Due by Wednesday (next week) by 10pm**
   - Students will watch either the Simpsons in Brazil clip or the Tres Caballeros clip (provided on Canvas) and will give their personal reactions. Students should focus on the ways in which Latin America is represented. What do these representations tell us about the relationship between the US and Latin America and about the ways in which North Americans perceive Latin America and its peoples?

**Assessment**: Cartoon Analysis (40), Discussion Post (15), Watch and React (20)= Total 75 points

**Week Seven: Revolutions: Spotlight on Cuba, Guatemala, and Mexico**

**Learning Objectives:**
Students will
- Examine the Mexican Revolution of 1910, the Guatemalan Revolution of 1944, and the Cuban Revolution of 1959, looking particularly at their causes and consequences
- Analyze primary accounts from a variety of perspectives to ascertain how revolution affected multiple levels of society
- Assess the role of the United States in these events and the impact on the balance of power in the region

**Reading:**
Dawson, 189-220 “A Decade of Revolution in Cuba”
John Lear, “No Vamos a la Revolucion” 174-198 (CANVAS)
Background on the Guatemalan Coup of 1954 (link on Canvas)
*Selected documents from Guatemala (linked on Canvas)

**Assignments**
1. **Diary Entry and Image Slideshow *Due Wednesday (next week) 10pm**
   Students will select one of the revolutions covered this week and will write a fictional diary entry from the perspective of someone witnessing or involved in the political movement. Be creative—you can be a civilian, or an armed rebel, or a deposed leader, or a child. You will write
a 1 page diary entry describing your observations or experiences. Then, you will create a powerpoint presentation of images that encapsulate your experiences. Again, be creative! You can use some of the links provided to find images. You can either post your text diary entry as a Word document, paste the text into the powerpoint slide, or record your voice into the slideshow.

2. **Read and Post *Due by Sunday (next week) 10pm**
   Respond to at least 4 of your peers’ diary entries/image slideshows.

3. **Final Project Check In**
   Post an update on your progress. Post any questions you have about how to proceed with the time capsule. Post preliminary findings as well.

### Assessment

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**Points Possible 75**

### Week Eight: Dictatorships and Dirty Wars

**Learning Objectives:**

Students will

- Explore the commonalities and differences between different dictatorships in the latter half of the 20th century
- Assess the national and international political conditions that gave rise to these regimes
- Examine the impacts on everyday citizens—paying particular attention to their victimization by the regime and the ways in which they resisted
- Evaluate the legacies of the dictatorship period—looking specifically at judicial processes and modes of healing

**Reading:**

Dawson, 221-252 and 253-258
Margaret Power, “Repression and Resistance” 235-259
Nunca Mas excerpts (Canvas)

### Assignments

1. **Poem/Song Analysis Essay *Due Sunday by 10pm**
   Read the article linked in the folder on the Victor Jara case in Chile. Students will read/listen to Victor Jara’s Last Poem written in the Chile Stadium and will assess the ways in which it represents the voice of the people victimized by the military dictatorship. Students should compose an essay that explores their personal reactions to the writing, but also evaluates its meanings in the context of violent repression. What is the power of this type of genre of primary source? What is exceptional about this historical source? The essay should be about 500-700 words.
2. Discussion Board (Prompt: Rios Montt case article-linked in Canvas) *Due Wednesday (next week) by 10pm
   Students will answer the following question and respond to at least 4 of their peers answers. What are the most important or impactful modes of healing from the violence perpetuated by military dictatorships? Truth commissions? Cultural expression? Adjudication/conviction of responsible regime officials? Other? The idea is for you to brainstorm which modes of healing you think are most effective and why?

3. Watch and React: Threads of Hope *Due Sunday by 10pm
   Compose a brief reaction to the film, of about 300-500 words.

Assessment
Poem/Song Analysis 35
Discussion Board 20
Watch and React 20
Points Possible 75

Week Nine: Diaspora and Latin America

Learning Objectives
Students will
- Examine the history of human movement between Latin America and the United States
- Assess the cultural, political, and social impacts of cross-cultural interaction, migration, and immigration
- Explore individual experiences of transnationality
- Analyze primary sources related to diasporic communities and human movement

Reading:
Dawson, 258-276
Seth Holmes, 1-87

Assessment

1. Votive Painting Image Analysis (links provided)* Due Sunday 10pm
   Students will select 2 votive paintings to analyze/compare/contrast in an essay of about 500-700 words. The essay should explore the ways in which the border crossing experiences are represented by the artist. Students should compare/contrast the images depicted in their selected votives.

2. Discussion Question Post *Due Sunday 10pm
   Post a discussion question for each of the first four chapters of Seth Holmes book. Then, answer at least 5 of your peers’ questions. These should be critical, thought-provoking questions. (not, “where did the researcher stay during his fieldwork?”)
3. **Dayani Cristal Film-Watch and React** *Due Week 10 by Sunday 10pm*
Students will screen the film, *Who is Dayani Cristal?* Between this week and week 10. You should post a response of about 300-500 words to the discussion board. You can think about the ways the film intersects with Holmes’ research.

**Assessment**
- Votive Painting Analysis 35
- Discussion Board 20
- Film Review 20

Points Possible 75

**Week 10: Diaspora Continued-and Presentations**

**Learning Objectives (cont’d from previous week)**

**Reading:**

Seth Holmes, 87-197

**Assessment**

1. **Discussion Question Post *Due Sunday 10pm***
   Post a discussion question for each of the final chapters of Seth Holmes book. Then, answer at least 5 of your peers’ questions. These should be critical, thought-provoking questions. (not, “where did the researcher stay during his fieldwork?”)

2. **Mapping Activity**
   Students will re-do the mapping activity from Week One-now armed with more knowledge about the history of modern Latin America. Identify on the map where you now think Latin America is located. Then, write a brief explanation of your selection and describe what has changed since the beginning of the term.

3. **Final Project “Mini Presentation”**
   Students will present their projects (can still be a work-in-progress). You should share as much of your power point slides as you have completed. Your peers will provide feedback (I will send you the list of peer editor pairs/triads). You should provide a post in the discussion board about your progress, describe the selections you have made thus far, and any challenges or questions you still have. Final projects are due by Thursday 10pm of Finals Week.

**Film Review also due this week-finish watching Dayani Cristal if you have not done so already**
TECHNICAL ASSISTANCE:
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.
- COURSE DEMO
- GETTING STARTED

COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found HERE.

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Please see the Ecampus website for policy information on refunds and late fees.