

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number HIST 270 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Application to Gen Ed menu: Cultural Literacy.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

					COUNCIL ³					
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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COUNCIL ³												
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³								
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

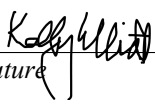
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 _____ <i>Signature</i>	09/14/2022 _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of faculty senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	HIST 270 Introduction to Latin American Studies (note: The course number has been changed from 370 to 270 during Spring 2022, effective in 2022-23 catalog year)
Terms offered:	Fall or Spring
Catalog description:	An introduction to Latin American societies and cultures, as well as to the Minor in Latin American Studies. While the course privileges dynamics of power and domination, it does so around four thematic pillars: land and nature, mestizaje/hybridity, religiosity, creativity, and globalization.
Course prerequisites:	ENGL 111 and 112, Cornerstone
Cross-listed courses:	-

*Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	
Other general education menus on which the course appears or you are applying for:	Arts & Humanities

Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

This course explores the diversity of Latin American cultures within a historical framework. Students explore how historical and cultural contexts shape Latin America worldviews, language, and socioeconomic structures, with special attention to assumptions about rank, status, caste, and gender. Such explorations also include critical analyses of divergent perspectives on a variety of cultural phenomena, e.g., late 20th-century Liberation Theology. Students examine factors that have shaped hybrid identities in arenas like religiosity and artistic expression.

Prerequisites

The prerequisites for this course (ENGL 111 and 112 and Cornerstone) are intended only to ensure that students in the class are prepared for academic writing (e.g., primarily to aid students and advisors in sequencing.) HIST 270 is intended for students of any major who are interested in the history, cultures, and languages of Latin America, with special emphasis on hybridity in religious identities and in the arts.

An Intro to Latin American Studies course provides important foundational curriculum and representation at ACU as we move towards an identity as a Hispanic-serving institution and offers insights to all students, regardless of major or career path, that equip them for more informed and culturally sensitive leadership and service, especially here in Texas.

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, “nepotism” in collectivistic contexts, aesthetic values in a certain historical period, etc.).
 - **Demonstrate how social and historical contexts shape a community’s worldview or cultural commitments.**

- Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
- Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
- Through measurable assessments, compare the cultural perspectives of another culture with those of a student's own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - **Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.**
 - **Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.**
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
 - Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).

- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
 - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
 - Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
 - Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
 - **Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.**
 - Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
 - Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
 - No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
 - No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
 - No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
 - Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.
Outcome B2	Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity. Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
Outcome B3	Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.

Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Learning Outcomes (Area to Be Assessed)	Measures (Assessment Artifact)
Outcome B1: Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.	In exam essay form , students demonstrate a clear understanding of how historical conditions shaped movements for agrarian reform in the 19 th to 21 st centuries.
Outcome B2: Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.	Student poster presentations will demonstrate a contextualized appreciation of music, ritual, art, theatre, or religiosity from one or more regions of Latin America.
Outcome B3: Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.	In brief essay form , examine how attitudes, structures, and mechanisms of social inequality shaped the personal experience of writers or cultural producers (e.g., Carolina Maria de Jesus, Sor Juana Inés de la Cruz, Ernesto Guevara)

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.

Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.
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Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

Introduction to Latin America Studies (HIST 270)
Prof. Ronald J. Morgan – Fall 2020

Contacting Dr. Morgan

Email: rxm03c@acu.edu

Office: Ad Building 324

History Dept. Phone: 674-2370

Course Times and Places

Mondays 6:00-8:40 p.m.

Residential Classroom (Montevideo)

Office Hours: by appointment

Course description

Using a historical framework, this **3-hour course** provides an introduction to Latin American societies and cultures, as well as to the Minor in Latin American Studies. While the course privileges dynamics of power and domination, it does so around four thematic pillars: land and nature, mestizaje/hybridity, religiosity, and national identity. The course learning format consists of a mix of lecture, classroom discussion of historical readings, and creative presentations on various cultural topics.

Dr. Morgan welcomes students from any major who are interested in the topic. His intended student audience includes individuals seeking to fulfill university requirements. The course also serves all majors in History, Social Studies teaching, History One-Field Teaching, and Global Studies, as well as minors in Latin American Studies and Global Studies. Prerequisites include ENGL 111, ENGL 112, and Cornerstone.

The course will be offered face-to-face on the Abilene and Montevideo campuses, as well as online.

Statement of Institutional Mission

The Mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. The College of Arts and Sciences at ACU educates students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education. And the Department of History and Global Studies seeks to examine the experiences of humankind, stimulate thought concerning historic ideas, movements, and institutions, and promote ethical standards in keeping with the Christian faith.

Professor's Perspectives on Christian Teaching and Learning

Dr. Morgan's primary goal in teaching university students is to help form Christian adults who, through their ability to think critically and globally, as well as to write clearly, will make more useful contributions to the human community. His approaches and methods, therefore, are focused on forming such Christians.

Morgan's philosophy of teaching includes the goal of internationalizing students' outlooks on the world. During his years as director of ACU in Oxford, that goal was easy to make explicit; in his current role on the Abilene campus, he continues to make it a priority in the classroom.

In his view, the study of history should be both intellectual and moral; professor and students should use their critical thinking capacities not only to describe what happened in the past, but also to discerningly cast judgments on moral good and evil, frankly identifying failures as well as triumphs, injustices as well as important ethical and political achievements. For Western Christians, the study of global history invites participants to cultivate the spiritual virtue of humility, to learn from the wisdom of the non-Christian, non-Western "Other," and to acknowledge both the virtues of our civilization and its failures and sins of our own civilization, as well as its virtues. Ideally, participants develop the discernment to cast both a critical and an empathetic eye to the human past, an objectivity that will enable us to evaluate more evenly the human present and future.

Required Readings

John Charles Chasteen, *Born in Blood & Fire*, 3rd ed. New York and London: W. W. Norton & Company, 2011. ISBN: 978-0-393-91154-1

_____. *Born in Blood & Fire: Latin American Voices*. New York and London: W. W. Norton & Company, 2011. ISBN 978-0-0393-93558-5

Additional readings from other sources will be posted in Canvas.

Student Learning Outcome & Measures for Humanities

Students will successfully demonstrate competencies (left column) through completion of the work detailed in the right column.

Learning Outcomes to be Assessed	Measures (Assessment Artifact)
<u>Outcome A2</u> : Listen to, understand, and critically evaluate rhetorical claims.	In a series of discussion posts , students critically analyze rhetorical claims from a variety of primary sources.
<u>Outcome C2</u> : Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.	In a critical essay , students bring contextual analysis to their reading of documents like <i>Respuesta a Sor Filotea</i> , <i>Motorcycle Diaries</i> , or <i>Child of the Dark</i> .
<u>Outcome B1</u> : Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	In exam essay format , students explain historical phenomena like the latifundia system and agrarian reform movements or the presence of cultural hybridity across the long history of the region.

Student Learning Outcome & Measures for Cultural Literacy

Students will successfully demonstrate competencies (left column) through completion of the work detailed in the right column.

Learning Outcomes (Area to Be Assessed)	Measures (Assessment Artifact)
<u>Outcome B1</u> : Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.	In essay exam form , students demonstrate a clear understanding of how historical conditions shaped phenomena like the politics of land reform in the 19 th to 21 st centuries.
<u>Outcome B2</u> : Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.	Student poster presentations will demonstrate a contextualized appreciation of music, ritual, art, theatre, or religiosity from one or more regions of Latin America.
<u>Outcome B3</u> : Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.	In a critical essay , examine how attitudes, structures, and mechanisms of social inequality shaped personal experience of writers or cultural producers (e.g., Carolina Maria de Jesus, Sor Juana Inés de la Cruz, Ernesto Guevara)

Course Calendar

Note: Assignment in right column is due on the corresponding date in the left column. Dr. Morgan will periodically post additional readings in Canvas. Notice that some assignments are due on Wednesdays and Fridays as a way to space your work through the week.

Key to abbreviations on the calendar:

BBF = Chasteen's *Born in Blood and Fire* (the main textbook)

Voices = Anthology of primary sources (*Born in Blood and Fire: Latin American Voices*)

SAS = Ronald J. Morgan, *Spanish American Saints and the Rhetoric of Identity, 1600=1810*

Φ Online quiz must be completed before class on this date.

DP – Discussion Post on primary source readings due before class on this date.

Date	Topic	Assignment
M 23 Aug	Introduction to the Course Mapping Latin America	BBF Ch.1
W 25 Aug	Indigenous Foundations	BBF 17-22
F 27 Aug	Indigenous Foundations	
M 30 Sept	The <i>Reconquista</i> tradition in Iberia	BBF 22-9
W 1 Sept	New World Encounter	BBF 38-43; Díaz del Castillo, Nahual Poet (<i>Voices</i> 1-3, 23-6, 31-2)
F 3 Sept	Narratives of conquest & foundation (Lienzos; <i>relaciones geográficas</i>)	BBF 43-52; DP: Las Casas. <i>Historia de las Indias</i> and <i>Destruction</i> (<i>Voices</i> 12-7)
M 6 Sept	First Spanish generations	Morgan, SAS, 3-12; “New Laws of 1542”
W 8 SeptΦ	Brazil's planter society	BBF 29-38, 75-82; Vieira (in Canvas)
F 10 Sept	Evangelization & Indigenous Xnity	BBF 62-75 DP: <i>Voices</i> 33-51, 56-9
M 13 Sept	No Class: Dr. Morgan's annual Spotlight lecture in Cornerstone	BBF 55-61; mp4 on colonial economies
W 15 Sept	Las Castas	BBF 82-9; Morgan, SAS, Ch.6
F 17 Sept	No class	Lavrin, “Female Religious”
M 20 Sept	Independence in fits and starts	Essay Option 1: See Guide for Critical Essay on marginality and resistance in Sor Juana's <i>Respuesta a Sor Filotea</i> BBF 82-93, BBF Ch.4
W 22 Sept	Exam 1	
F 24 Sept	Post-colonial challenges	BBF Ch.5; Morgan article (in Canvas)
M 27 Sept	Ideology of Progress, Part 1	BBF Ch.6; Sarmiento (<i>Voices</i> 111-117)
W 29 Sept	Ideology of Progress, Part 2	Articles by Amestoy and Corpus
F 1 Oct	Neo-colonialism	BBF Ch.7; DP: Altamirano & Arguedas (<i>Voices</i> 146-8, 148-52, 235-41)
M 4 Oct	Challenges to Neo-colonialism: The Mexican Revolution	BBF 239-43; View “The Storm that Swept Mexico” (See Canvas for details)
W 6 Oct	Economic Nationalism and ISI	BBF 243-51
F 8 Oct	Cultural Nationalism	BBF 232-8, 246-9; DP: Rossi, Ortiz (<i>Voices</i> 216-8, 209-12, 247-9)
M 11 Oct	Political populism	BBF 249-75; Vargas, Perón (<i>Voices</i> 252-7)
W 13 OctΦ	<i>Indigenismo</i> as ideology & politics	Mariategui (in Canvas)
F 15 Oct	The US in Latin America to 1950	Vargas Vila (<i>Voices</i> 190-3); Guevara (Canvas)
M 18 Oct	Discussion of Primary Sources	
W 20 Oct	No class meeting	Complete poster proposal
F 22 Oct	Fall Break – No Class meeting	Poster proposal due midnight on Oct.24

M 25 Oct	Revolutionary trends before Cuba	BBF 275-82; CIA & Galeano (<i>Voices</i> 250-2, 257-62, 277-83)
W 27 Oct	Exam 2	
F 29 Oct	No Class	Work on Annotated Bibliography
M 1 Nov	Revolution in Cuba	BBF 282-91
W 3 Nov	Cuba (continued)	TBA
F 5 Nov	Reaction	Essay Option 2: Critical Essay on marginality and resistance in Carolina Maria de Jesus's <i>Child of the Dark</i> . BBF 296-314 Stage 1 of Annotated Bib due at midnight
M 8 Nov	Reaction	Uruguay's Tupamaros (<i>Voices</i> 297-301)
W 10 Nov	Revolution in Central America	
F 12 Nov	No class – Complete Culture project bibliography for Monday	
M 15 Nov	Liberation Theology	Annotated Bibliography due by 1 pm
W 17 Nov	Testimonies of revolution and counter-revolution	DP: Alegria and Guzmán (<i>Voices</i> 284-6, 301-11)
F 19 Nov	Latin American since 1990	
M 22 Nov	TBA	Upload Posters
W 24 Nov	Thanksgiving Break	
F 26 Nov	Thanksgiving Break	
M 29 Nov	Poster Presentation sessions	Live presentations
W 1 Dec	Poster Presentation sessions	Live presentations
F 3 Dec	Poster Presentation sessions	Live presentations
R 9 Dec 8:00-9:45	Final Exam (essay format)	

Earning your Grade

A student's *final grade* reflects his/her innate intellectual abilities, skill development, mastery of subject matter, and work ethic. In this course, final letter grade is calculated based on the following scale: A=90-100, B=80-90, C=72-80, D=65-72, and F reflects a course average below 65%.

- I. Participation (12%)
 - a. Attendance (6%)
 - b. Contributions to classroom discussion (6%)
- II. Discussion Posts on primary sources (14%). Guidelines in Canvas.
- III. Online quizzes (10%). Guidelines in Canvas.
- IV. Poster Presentation on Cultural Identities. Details in Canvas (25%)
 - ~~a. Annotated Bibliography of research (12.5%)~~
 - ~~b. Poster and Oral Presentation (12.5%)~~
- V. Two Mid-term Exams (3x12 = 24%)
- VI. Final Exam (15%)

For policies on Attendance, Late or Missed Work, Academic Integrity and other University Policies, see the unnumbered Module labeled “General Resources & Course Guidelines”