

Approval Chart for Curriculum Changes

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

Course Number HIST 370 or Degree Plan(s) _____

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

New course -- see attached

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	UAC	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 or 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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COUNCIL ³										
	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.

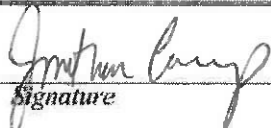
⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation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

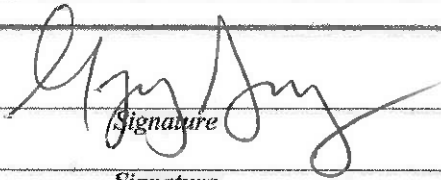
⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	9 January 2020 Approval date
Signature	Approval date

College Academic Council(s)	
 Signature	2-21-2020 Approval date
Signature	Approval date

Dean(s)	
 Signature	2/26/2020 Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

Application for a New Course v10.5

Instructions:

Sequence:

- Consult with the Registrar's Office to discuss the degree plan and course number.
- Complete the New Course Application
- Create the course Syllabus – *See the associated Syllabus Checklist*
- Submit both paper and electronic versions of the Application and Syllabus to Instructional Design Director, Berlin Fang
- *Adams Center schedules review appointment within ten days of receipt of all items*
- Meet with Adams Center Instructional Design team
- Make any necessary changes to application / syllabus
- Obtain the Library Review
- Obtain Preliminary Approval Signatures (Department Chair, Deans)
- Gather all attachments to application
- Submit to College Academic Council
- Submit to Teacher Education Council (if applicable)
- Submit to UGEC/UUAC/Grad Council (as required)

The course developer completes this application with supporting documentation (Section IV) and approval signatures of department chair and college dean (Section V) before the new course is reviewed by any academic council. **If the course is to be cross-listed, be certain to obtain signatures from all participating departments.**

Syllabus Checklist v10.5

Course ID_HIST 370__Attached_____

Developer_Ronald J. Morgan_____

NOTE: It is not necessary to submit this checklist with the New Course Application. It is provided to assist the course developer in ensuring that all essential syllabus elements are addressed. The checklist is used by the Adams Center in syllabus review. All items below are required unless otherwise marked.

About the Course " Course number and title " Credit hours " Semester and year " Meeting time and place " Pre-requisite/co-requisite About the Instructor(s) " Name and title or rank " Office location " Phone number(s) " Email address " Office hours / contact expectations Mission Statements " ACU mission statement " College mission statement " Departmental mission statement " Personal mission statement (optional) Unique Christian Perspective " Description of how learning and Christian faith are integrated in the course Course Content " Catalog description " Intended audience " Outline of topics " Format of course/types of activities student should expect in the course Teaching/Learning Methods and Format of Class Sessions " Description of the types of activities students should expect in the course Materials " Required and optional materials, including textbooks, etc.	Learning Objectives/Competencies " Specific competencies stated in measurable terms " Assignments or instruments that will be used to assess the competencies. Assessment/Grading Criteria " Complete and accurate details of factors and elements that will comprise the final grade. " Weight or point value of all graded elements " Grading scale with expectations for letter grades " Extra credit opportunities (optional) University Policies " Special needs policy - ADA " Academic integrity policy (recommended) " Title IX policy (recommended) Course Policies " Expectations and consequences regarding: - o Attendance and Tardiness - o Participation - o Course specific academic integrity policy (optional) Course Calendar (Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.) " Exam dates " Assignments " Due dates and other deadlines - o Late assignment/exam policy " Schedule of readings and topics " Statement to reserve right to modify the calendar as necessary
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Writing Course Competencies

	Competency	Measurement Instrument
	<i>Instructions:</i> Competencies should be observable and measurable, and stated in terms of student performance. In some cases it might be valuable to complete the sentence “Students will be able to. . .” If the competencies are primarily cognitive, consider using Bloom’s Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the more rare instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.	<i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect. <i>Note that this is distinct from the Measurement Standard which provides some detail about what constitutes valid and acceptable student performance.</i>
Ex. 1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
Ex. 2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional. . .	Field Instructor Evaluation
Ex. 3	Integrate terminology from literary history into writing	Research Paper

Abilene Christian University

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	HIST 370
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Ronald J. Morgan
2	Course Teacher	Ron Morgan
3	Course Title	Introduction to Latin American Studies
4	Course Abbreviation (if title is over 30 characters)	Intro to Latin American Studies
5	College	Arts & Sciences
6	Department	History & Global Studies
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	NA
11	Maximum number of hours credit	NA
12	Explanation for variable credit	NA
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	NA
13c	Course contact hours - Practicum	NA
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	NA
13f	Course contact hours - Online	NA
13g	Course contact hours - Colloquium	NA

13h	Course contact hours – Field Experience	NA
13j	Course contact hours - Internship	NA
13k	Course contact hours - Research	NA
13m	Course contact hours - Workshop	NA
13n	Course contact hours – Other (specify)	NA
14	Instructor Workload	20% (3 hours)
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	Historical 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 five thematic pillars: land and nature, <i>mestizaje</i> /hybridity, religiosity, creativity, and globalization.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	ENGL 111, 112, CORE 110
19	List any co-requisites	NA
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any	No

	special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	
22a	How often will it be offered? Fall	Fall
22b	How often will it be offered? Spring	NA
22c	How often will it be offered? Summer	Summer
23	Frequency? All, odd, or even years?	Once or twice annually.
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2020
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	YES. For minor in Latin American Studies (new minor to be presented to councils during Spring 2020).
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	Does not apply.
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught. (Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	Not as such. This course integrates pre-modern and modern LA history into a one semester survey.

29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	The course overlaps with topics covered in HIST 478, 479, and 490, but without the topical depth and intense research courses of those. This course will also reach out to non-HIST majors and be fulfill two Univ. Req's.
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II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This will be the foundation course for new minor in Latin American Studies; will be added to two Univ. Req. menus. And will fulfill a variety of "selections" options in several BA degree plans and minors: Majors: HIST, HSST, HSTT, and GLST; Minors in Peace & Social Justice, History, Global Studies, and Gender and Multicultural Studies.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	This course brings more attention to social & ethnic diversity, particularly Latino/Hispanic peoples. It serves as entry-level course for minor in Latin American studies. The course will serve both majors and non-majors.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	The course will fulfill 300-499 needs of majors, be required for those doing Minor in Latin American Studies, & serve general student population Historical Literacy requirement. Pre-reqs: ENGL 111, 112 & Cornerstone
2	State the overarching course goal(s) in performance terms.	

2. Competencies and Measurements

Historical Literacy: Competency	Historical Literacy: Measurement
Show knowledge of the building blocks of Latin American history: key persons, events, concepts, or movements.	Periodic online quizzes and essay exam.
Analyze and explain causality, continuity and change, and periodization in Latin America's history.	Essay exam(s).
Interpret historical documents within their original historical contexts.	Written posts and classroom discussions of primary source documents.
Demonstrate an ability to identify and explain complexity in a single historical document.	In essay form, analyze a key theme in Ernesto Guevara's <i>Motorcycle Diaries</i> .
Recognize and critique the process of historical narrative creation through the creative arts.	Student presentations on art, music, and other cultural movements will examine social, national, and ethnic themes expressed via the artistic expressions.
Cultural Awareness: Outcome	Cultural Awareness: Measurement
Consider the historical perspectives of others with differing world views	In essay form, analyze a key theme in Ernesto Guevara's <i>Motorcycle Diaries</i> .
Ask complex questions about the beliefs, values, and practices of other cultures; articulate answers to those questions that reflect flexible cultural understanding	Student presentations on art, music, and other cultural movements will examine socio-political themes such as anti-Yankee imperialism, economic nationalism, revolutionary social change, etc.
Demonstrate ability to reflect on own cultural rules and biases	In final exam essay, explain how your personal social and faith location have shaped your reading of an assigned primary source document, as well as how the perspectives expressed in that document have challenged the preconceptions you brought to the course.

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - _____ a. full publication information; label **Undergraduate**.
 - _____ b. full publication information; label **Graduate**. Indicate number of pages required.

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

Ernesto (Che) Guevara, *The Motorcycle Diaries*. FOURTH ESTATE; (1996). ISBN-10: 1857023994. ISBN-13: 978-1857023992

Shawn William Miller, *An Environmental History of Latin American* (New Approaches to the Americas). Cambridge University Press, 2007. ISBN-10: 0521612985. ISBN-13: 978-0521612982.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

RM: I have highlighted in purple the items we need to procure before submitting this application.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

Introduction to Latin America Studies (HIST 370/GLST 370)
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 five thematic pillars: land and nature, mestizaje/hybridity, religiosity, creativity, and globalization. The course learning format consists of a mix of lecture, classroom discussion of historical readings, and experiential learning activities like the group presentations on cultural topics (art, music, film).

Dr. Morgan welcomes students from any major who are interested in the topic. His intended student audience includes individuals seeking to fulfill the University Requirement for Historical Literacy or Cultural Awareness with a challenging 300-level course. The course also serves all majors in History, Social Studies teaching, History One-Field Teaching, 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
 Ernesto (Che) Guevara, *The Motorcycle Diaries*. FOURTH ESTATE; (1996). ISBN-10: 1857023994. ISBN-13: 978-1857023992
 Shawn William Miller, *An Environmental History of Latin American* (New Approaches to the Americas). Cambridge University Press, 2007. ISBN-10: 0521612985. ISBN-13: 978-0521612982.

On occasion, additional readings may be posted in Canvas.

Overall Learning Outcome & Competencies for Historical Literacy or Cultural Awareness
Students will successfully demonstrate competencies (left column) through completion of the work detailed in the right column.

Historical Literacy: Competency	Historical Literacy: Measurement
Show knowledge of the building blocks of Latin American history: key persons, events, concepts, or movements.	Periodic online quizzes and essay exam.
Analyze and explain causality, continuity and change, and periodization in Latin America's history.	Essay exam(s).
Interpret historical documents within their original historical contexts.	Written posts and classroom discussions of primary source documents.
Demonstrate an ability to identify and explain complexity in a single historical document.	In essay form, analyze a key theme in Ernesto Guevara's <i>Motorcycle Diaries</i> .
Recognize and critique the process of historical narrative creation through the creative arts.	Student presentations on art, music, and other cultural movements will examine social, national, and ethnic themes expressed via the artistic expressions.
Cultural Awareness: Outcome	Cultural Awareness: Measurement
Consider the historical perspectives of others with differing world views	In essay form, analyze a key theme in Ernesto Guevara's <i>Motorcycle Diaries</i> .
Ask complex questions about the beliefs, values, and practices of other cultures; articulate answers to those questions that reflect flexible cultural understanding	Student presentations on art, music, and other cultural movements will examine socio-political themes such as anti-Yankee imperialism, economic nationalism, revolutionary social change, etc.
Demonstrate ability to reflect on own cultural rules and biases	In final exam essay, explain how your personal social and faith location have shaped your reading of an assigned primary source document, as well as how the perspectives expressed in that document have challenged the

preconceptions you brought to the course.

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*.

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

Che = *Motorcycle Diaries*

Miller = *Environmental History of Latin America*

Φ Online quiz must be completed by midnight on this date. (Quizzes beyond January TBA.)

Research or Writing steps in right column: See details for requirements on p.5 of syllabus.

No class meeting or Holiday	Monday class meetings	Various non-meeting due dates
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Date	Topic	Assignment
M 28 Aug	Introduction to the Course Mapping Latin America	Read Intros to BBF & Miller
W 30 Aug	Indigenous Foundations	Read BBF Ch.1 & Miller Ch.1 (see reading guide notes in Canvas)
F 1 SeptΦ	Conquest	Quiz: BBF Ch. 2
M 4 Sept	Conquest (cont'd)	Read: Miller Ch.2 Read & Post: <i>Voices</i> Chs.1-2 (Each week, see team assignment in Canvas.)
F 8 SeptΦ	Extraction & Neo-Mercantilism	Read: Miller Ch.3 Quiz: BBF Ch.3
M 11 Sept	Late colonial period	Read: Miller Ch.4
F 15 SeptΦ	Independence	Read & Post: BBF Ch.4 & <i>Voices</i> Ch.4
M 18 Sept	Progress, Neo-Colonialism	Read & Post: <i>Voices</i> (See Canvas)
F 22 SeptΦ	Neo-colonialism	Quiz: BBF Ch.5, Miller Ch.5
M 25 Sept	Cultural Nationalism	Read & Post: Che, Reactions vs. N-C
W 27 Sept	Nationalism, Democracy, and State Activism in Uruguay & Argentina	Read <i>Voices</i> TBA (including chapter from Thomas Wright)
F 29 Sept	Exam 1	
M 2 Oct	Land & Nationalism (Mexico, Peru)	Read & Post: Mariategui (Canvas)
W 4 Oct	Perón and ISI growth	
M 9 Oct	Introduction to Ernesto Guevara	Read Che ("Firefighters..." - "This time...")
F 13 OctΦ	<i>Motorcycle Diaries</i>	Quiz: BBF Ch. 6; Read: Che (TBA)
M 16 Oct	<i>Motorcycle Diaries</i>	Read: Che (TBA)
W 18 Oct	Guatemala	Read: <i>Voices</i> TBA
F 20 OctΦ	Discuss <i>Motorcycle Diaries</i> Essays	MD papers due
M 23 Oct	Discuss <i>Motorcycle Diaries</i> Essays	
W 25 Oct	Revolution in Cuba	Read BBF Ch.8
F 27 Oct	Revolution in Cuba	
M 30 Oct	Reaction: National Security States	Read: BBF Ch.9
W 1 Nov	Reaction: National Security States	Read: <i>Voices</i> Ch.9
F 3 NovΦ	Cold War in Central America	Read BBF Ch.10
M 6 Nov	Cold War in Central America	
F 10 Nov	Neo-liberalism across the region	

M 13 Nov	Exam 2	
F 17 Nov	Cultural movements and national identities	
M 20 Nov	Group work	
W 22 Nov	Thanksgiving Break	
F 24 Nov	Thanksgiving Break	
M 27 Nov	Arts and national identities	Team presentation
W 29 Nov	Arts and national identities	Team presentation
M 4 Dec	Arts and national identities	Team presentation
M 11 Dec	Arts and national identities	

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 (34%)
 - a. Oral: contributions to classroom discussion and small group work on primary sources (10%)
 - b. Written posts on primary sources (14%)
 - c. Online quizzes (10%)
- II. Essay on *Motorcycle Diaries* (20%). Assignment requirements TBA in Canvas.
- III. Team Presentation: Arts and National Identities (10%)
- IV. Essay Exams (2x18 = 36%)

Written Posts: Students will analyze and interpret primary historical documents in their socio-historical context. This will be done individually and as part of a team. (See your team assignment under "Announcements" in Canvas.)

Step 1: As individuals, read the document and make notes on it.

Step 2: Post written summary and analysis in Canvas by the 5 p.m. deadline on Mondays. (See *Guidelines for Primary Source Written Posts* under Module 1 in Canvas).

Step 3: As a group, discuss your source **during class time** before sharing insights with the class. (Note: This will form part of your oral participation grade.)

Quizzes: There will be 6 to 8 open-note, open-book quizzes during the semester. Most weeks, the quiz will be available in Canvas starting Monday at 11 p.m., closing Friday at midnight. Make-ups are not allowed, but I will drop the lowest score.

Two essay exams administered in class time.

General Policies

Attendance policy: A student does not gain points by attending, but may lose points from the final course average by missing class, as follows: 4 absences = -2; 5 = -5; 6 = -8; 7 = -12; 8 = -18; >9 = fail the course. (Note: I do not distinguish between "excused" and "unexcused" absences; any and all misses are included in one's attendance record. Also, 3 late arrivals will be counted as an absence; after that, each two subsequent late arrivals will count as a miss.)

Late Work: Unless I approve an extension prior to an assignment's due date, a late project will be penalized 1 letter grade for the first day late and one-half letter grade per day for each additional day late up to one week. After that, the assignment, if completed, will receive an "F," (i.e., 55%).

Missing quizzes or exams: The purpose of the online quizzes is to reward class attendance & daily reading, as well as to help you be better prepared for the two essay exams. Each quiz covers lecture

material and related readings from the date of the previous quiz (including readings assigned for the quiz date itself).

Note: I will drop the lowest of your quiz scores; if you miss one, I simply drop that score. There are no make-ups, except for the following exceptions: (1) Absence due to your participation in an official ACU-related activity; you must request a make-up exam **in advance of the date**; (2) Illness or family crisis; you may bring written medical (or otherwise appropriate) proof and arrange to make up the exam within one week of the original exam date. **Be on notice!** No make-up is offered for any personal preference reasons (travel, non-emergency medical, etc. – Before you arrange such things, check your syllabus and avoid exam dates). If you do miss one quiz for an excusable reason, be sure to document the reason for the absence (even though I will drop that 0 score). This will ensure that if you miss a second quiz for an excusable reason, there will be grounds for a make-up quiz.

There will be two essay exams over class lectures, primary source readings, and discussions. These exams will test your knowledge of historical processes and major concepts that have been covered in readings and in lectures. Exam includes both identification of terms and one long essay. An excellent essay will include the following strengths: clear definition of terms or concepts; strong use of historical examples; above-average attention to detail; integration of primary sources into your discussion. There will be very little in-class review; I welcome you to meet with us at our designated office hours.

If you **miss an exam** for an unexcused reason, you will receive a grade of zero. If for one of the above excusable reasons, be sure to document the reason, preferably before the exam date.

Academic Integrity: It is expected that all students will adhere to the University's Academic Integrity Policy. Violations will be addressed as described in the Policy. While the University enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in their life. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review at the Provost's office web site (www.acu.edu/campusoffices/provost) and these offices: Provost, college deans, dean of campus life, director of student judicial affairs, director of residential life, and academic departments. **Consequences for violations** include a score of 0 on the assignment in question and immediate referral to the Dean of Students. A second violation will result in the student being dropped from the course with a grade of F.

Special Needs Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha office directly at (325) 674-2667.

ACU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Technology policy

Please set cell phones to “silent” during class; do not consult phones for text messages. Students may find laptops or ipads useful for in-class work. I expect such technology to serve *exclusively* our

classroom purposes – no facebook or other surfing, please. Students who violate this policy will be advised after class and counted absent for that class period. *Under no circumstances may class sessions be audio or video recorded without the express written consent of the professor.*

Anti-Harassment Policy:

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

Dr. Ronald Morgan
Hardin Admin 324
rxm03c@acu.edu
(325)674-2370

Jan 7, 2020

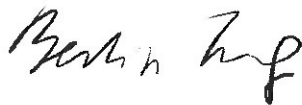
Re: Review of HIST370

Dear Dr. Morgan,

Thank you for submitting the application for course 370: *Introduction to Latin America Studies*. I have reviewed it based on the ACU New Course Application Guidelines. I find the syllabus to be clear, concise and meet the requirements.

Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.

A handwritten signature in black ink, appearing to read "Beth H. Ziegler". The signature is fluid and cursive, with the first name "Beth" and the last name "Ziegler" being the most prominent parts.

Director of Instructional Design, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: January 10, 2020
TO: Dr. Ron Morgan
CC: Dr. Kelly Elliott
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for HIST 370 – Introduction to Latin American Studies

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please contact Melinda Isbell at mgi12a@acu.edu if there are other resources required in the future in support of the course. Thank you for letting us review the course application.