Welcome to **Latin America Civilization.** The current process of globalization affects Latin America, as it does other regions, by encouraging the rapid mobilization of goods, people, and ideas. Traditional scholarship has largely reduced Latin America to a peripheral place within the Western civilization. In this narrative, Latin America appears quite behind the political and economic ideals that Western Europe and US represent. The purpose of this class is to enrich our knowledge of Latin America by tracing the origins of our current globalization process, which actually began in the late fifteenth century, and examining the role of Latin America in such process.

The creation of Latin America involved the creation of New and Old Worlds, an interchange of European, African, and American elements of culture and goods that took place in a context of violence and power. The political separation from the Iberian monarchies did not represent the end of conflict or power struggles. The new independent countries had to face new political, economic, and cultural challenges to become those nations we recognize today.

During the term we will:

- Understand that the current process of globalization began with the Spanish encounter of the New World.
- Recognize this globalization process involved Asian elements in addition to European, African, and American ones.
- Interpret unconventional sources such as music, poetry, and online art expositions that will demonstrate global processes in Latin America.
- Critically examine the historical process Latin American countries underwent from the later fifteenth century.

By the end of the course, you will be equipped to critically engage with questions such as:

- How the encounter of the New World peoples and the newcomers shaped the development of Latin America?
- What were the key historical processes that affected Latin American countries’ politics, economies and societies?
- How colonial rule has shaped Latin America’s contemporary political alliances, economic phenomena, race relations, gender relations, and intellectual and spiritual.
• How larger historical processes, such as modernization, neocolonialism and neoliberalism, have impacted Latin American countries?

COURSE OBJECTIVES
By the end of the semester, you should be able to discuss the development of Latin America regimes and societies, and how historical processes shaped similar countries in different ways.

After completing this class, students will be able to:
• Course Objective 1 (CO1). Assess key events, central themes, and questions pertaining to Latin American history.
• CO2. Gain experience reading and analyzing written arguments by engaging with a variety of types of sources.
• CO3. Learn and apply the techniques of writing an argumentative, thesis-driven and evidence-based paper

This is a Humanities Tier 2 course that counts towards your University Core Curriculum requirement. UCC Humanities courses teach the following:
• CO4. Critical thinking, interpretation of information from a variety of sources, and cultural literacy.
• CO5. Competence in reflecting critically upon the human condition, as it was and as it was understood throughout history, and how it has changed through time.

This is also a Global Learning Foundations course that counts towards your Global Learning graduation requirement. One of the themes of this course will therefore be the ways that different groups of people interacted over the period covered by the course. Upon successful completion of this course, students will be able to do the following:
• CO6. Students will construct an evidence-based argument demonstrating how local, regional, national, and global factors shaped the interactions of two or more countries/regions in Latin America. (Global Awareness)
• CO7. Students will construct an evidence-based argument that integrates multiple perspectives on an issue in Latin American History. (Global Perspective)
• CO8. Students will consider different perspectives on a problem or controversy related to Latin American History and attempt to reach a resolution about it. (Global Engagement)

This course fulfills your historical foundations core requirement (for history majors) and the University Core Curriculum’s Gordon Rule with Writing Requirement (for all students). In order to meet these requirements, you must achieve a grade of C or better; not C-. To help you meet these goals, I will
offer you some writing guidelines, we will practice writing during the term, and writing will make up a significant portion of your final grade.

*SUMMER A & C: Remember last day to drop courses or withdraw from the University without incurring financial liability from tuition and fees is May 18, 2020*

**Instructor:**
Dr. Judith Mansilla, Department of History
Phone: (305)348-2225
Office: DM 371B
Email: Jmansill@fiu.edu
Office Hours: By Skype, Zoom, or phone (email in advance to set meeting)

**Required Textbook:**

**Recommended Material:**

**Paper 1:**

**Paper 2:**

**Paper 3:**

*Instructor will provide all additional materials*
Course Expectations
This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students

Students are expected to:
- Review the getting started information page located in the course content
- Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum
- Take the practice quiz to ensure that your device is compatible with LockDown Browser (more information about this software below)
- Interact in class with instructor/s and peers
- Review and follow the course calendar
- Log in to Canvas, to review the course content, 3 times per week
- Submit weekly analytical comments by the corresponding deadline
- Respond to emails within 2 days
- Submit assignments by the corresponding deadline

The instructor will:
- Log in to the course pages 3 times per week
- Respond to emails within 2 days, excluding weekends. Emails sent on Fridays may be replied by Monday or Tuesday
- Grade assignments (papers and comments) will be available 14 days after the assignment deadline. Do not inquire about your grade before these 2 weeks.

Assignments:
Short Papers (1200 words, approximately 3 pages): This course requires you to write three (3) short papers in response to a question you will receive at least 2 weeks before the deadline. Your paper should have a thesis statement and be built around an argument. Your thesis statement will be your response to the question you receive for that specific assignment and should be stated in the introductory paragraphs. Build your argument and provide examples in following paragraphs. Reserve the last paragraph to strongly affirm, after showing evidence, your thesis statement.
Do not copy without the express written consent of the instructor.

For more guidelines refer to the “Writing a Great History Paper” file, available in Canvas. Check the Paper Rubric to find what criterion I will use for grading your papers.

**Quizzes:** You will be quizzed on the content of the assigned readings every week. Each quiz will consist of 5 multiple-choice questions. Quizzes will be available from Wednesday noon (12:00pm) until Friday mid-night (11:59pm). In order to take the quiz, you will be required to download the LockDown Browser software to your device. You will be able to access the quiz only ONCE. If you navigate out of the quiz, you will be logged-out and your quiz submitted AS IS. You will not be able to take the quiz again. You will only have 20 minutes to complete each quiz. I will only count the top 4 quiz grades towards the final grade.

You must take at least 4 quizzes during the term. You can choose to miss the remaining ones. If you decide to take them all, I will only consider the top 4 for the final grade. If you enroll late (after the first week of classes) and miss one or more quizzes, you will HAVE to complete the remaining ones. I will not open any quiz for late enrolled students.

**Weekly Analytical Comments:** Every week, you will see a primary source or short reading listed under Analytical Comment. You need to analyze its content and write your comment in ONE paragraph (between 100-200 words). In your answer to the question I will post along the document, you must include examples from the material to show you have both read the document/material and understood its content. You will have access to the document every Monday at 12pm, and comments are due every Wednesday at 11:59pm.

You must complete at least 4 comments during the term. You can choose to miss the remaining ones. If you decide to take them all, I will only consider the top 4 for the final grade. If you enroll late (after the first week of classes) and miss one or more comments, you will HAVE to complete the remaining ones. I will not accept late submission.

**Community Engagement Activity (Global learning):** This last activity of the term will give you the opportunity to exchange ideas and perspectives with your classmates. You need to work in teams of at least two members. The maximum number of members in a team is five.

The instructor will provide you access to the virtual exhibitions of three major museums in Peru, Mexico, and Argentina. In these exhibitions, you will see various pieces of art, most of them paintings. Choose one that was made before 1940, in Latin America or by a Latin American artist. Look at the description of
the piece of art, where you will find information about the author, year of production, and/or place. You can google these data to get more info about the piece you chose.

In a 300-word reflection report, you need to explain how the piece you selected has served to enhance your learning of Latin America. What specific topic or topics covered in the course have been reinforced by the visual support offered by your selected piece.

Only one of the group’s members must submit the report. Just list all members of the team at the beginning of the document. Make sure to add a photo of the piece selected, and its description.

Citations: You must provide reference of all sources used in your assignments. Use Chicago Style Citations.

Class Policies:
Grading: It is your responsibility to keep track of your own performance in this course. I am always willing to suggest ways in which you can perform at your best. Encourage you to email me if you have questions or inquiries about the class’ activities and papers. We can schedule Skype, Zoom and/or phone appointments. The appropriate time to discuss your performance in the course is DURING the semester, NOT at the end of the semester. Incompletes, in general, will NOT be given.

<table>
<thead>
<tr>
<th>Grade Distribution:</th>
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</tr>
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<tbody>
<tr>
<td>3 Short Papers</td>
<td>20% each / 60% total</td>
</tr>
<tr>
<td>4 Quizzes</td>
<td>15% total</td>
</tr>
<tr>
<td>4 Weekly Analytical Responses</td>
<td>15% total</td>
</tr>
<tr>
<td>Community Engagement Activity</td>
<td>10%</td>
</tr>
</tbody>
</table>

*Grading Rubric will be available online*

Grading Scale:
A = 100-93
A- = 92.99-90.0
B+ = 89.99-87.0
B  = 86.99-83.00
B- = 82.99-80.00
C+ = 79.99-77.00
C  = 76.99-70.00
D  = 69.99-60.00
F  = 59.99 or less
Do not copy without the express written consent of the instructor.

If you wish to discuss a specific grade that you received, you must: 1) wait at least 24 hours after receiving the evaluation of your work and 2) submit a written statement (by e-mail) explaining your question or doubts about the grade.

**Participation:** You are required to complete at least four (4) weekly responses, four (4) quizzes, and three (3) papers. Failure to complete any of these assignments will affect your final grade.

**Late Policy:** All assignments are due **AT MIDNIGHT OF THE DUE DATE.** Quizzes and comments will be closed by the deadline. If you miss one of these assignments, you will not be able to complete them late.

Papers may be accepted up to 4 days late. One-third of a letter grade will be reduced for each day a paper is late, including weekends, unless you obtained an extension from me, IN ADVANCE. **No late assignments will be received during and after the last week of classes.**

Always try to submit your paper at least 30 minutes before the deadline to avoid technical issues. If you are unsuccessful to submit your paper because of Canvas issues, 1) email the paper to me right away, and 2) contact Canvas support to create a case. Canvas will investigate the issue to determine if it was a technical issue on its side, so they will reopen the assignment link for you. Instructors cannot upload students’ papers on Canvas.

**Academic Dishonesty:** According to FIU student handbook (p.11) “In meeting one of the major objectives of higher education, which is to develop self-reliance, it is expected that students will be responsible for the completion of their own academic work.” In this class, academic dishonesty is not tolerated. Academic dishonesty includes, but is not limited to, plagiarizing (presenting someone else’s work as yours), cheating on assignments or the final exam. If students do not adhere to these good practices, the penalty will vary from a zero on the assignment to failure in the course, and it may lead to a report in your academic profile.

**Tools to Succeed**

**Support:** I look forward to working with you this semester. Remember, I am available to answer questions. You can also email me to set an appointment (by Skype, Zoom, and/or phone) at a convenient time to meet.
Writing your Papers: You will NOT be allowed to rewrite your papers. Nonetheless, I am willing to read drafts of them. You must submit your paper drafts at least 48 hours before the deadline so I may have time to read them and provide any feedback.

History Tutors: There are several history students working at the Department of History (DM 392), whose job is to tutor students in history classes. They are experienced upper-level history majors and graduate students who can help with papers’ outline, organization, and revision. You can set an appointment for an in-person or online tutoring meeting at the Department of History website: https://history.fiu.edu/tutoring/preparing-for-your-appointment/

You can only reserve ONE (1) slot at a time. Even if the system allows you to reserve more than one, the administrators will delete any additional appointments. Once you complete one appointment you can reserve another one. If you cancel or do not show up to an appointment, your name will be added to the list of those students who are not allowed to use the tutoring services. Please, use this service wisely.

Students with Disabilities: If you have or believe you might have a disability-related need for schedule modification in this course, contact the Disability Resources Center (http://drc.fiu.edu). I will be happy to work with you and with them to support your learning skills in the best way possible. Even if you do not need special accommodations, I highly advise you to let me know if you have a special condition that might affect your performance in this class.

Accommodations: If you foresee any possible problems to fulfill any of the requirements of this course—on-time submission of assignments—please contact me, to make any arrangements. Don’t wait until the last week of classes to bring up something you anticipated.

*I reserve the right to change the syllabus if necessary*

Schedule
Week 1 (May 11-15)
- Age of Exploration
- The Conquest of the great American civilizations
Read:

Additional material:
Columbian Exchange

**Week 2 (May 18-22)**
- Ruling the New World
- Imported and Native Institutions

Read:
- Burkholder, Rankin, and Johnson, *Exploitation, Inequality, and Resistance*, 55-84.

Additional Material:
- Guaman Poma’s drawings, available at:

Paper 1 is due on Saturday May 24, by 11:59pm.

**Week 3 (May 25-29)**
- Trade and production
- Colonial Society

Read:
- Burkholder, Rankin, and Johnson, *Exploitation, Inequality, and Resistance*, 98-134.

Additional material:
- Miscegenation [https://www.smith.edu/vistas/vistas_web/units/surv_mestizaje.htm](https://www.smith.edu/vistas/vistas_web/units/surv_mestizaje.htm)

**Week 4 (June 1-5)**
- Political Crisis in the Spanish Empire
- Independence
Read:


**Weekly Comment:**

Juan Bautista Alberdi: “Bases y Puntos de Partida para la organización política de la república Argentina (1852). Except in English.

Paper 2 is due Sunday June 7, by 11:59pm

**Week 5 (June 8-12)**

- State Formation
- Building Nationalism

Read:


**Weekly Comments**


**Week 6 (June 15-19)**

- Modernization
- Neocolonialism

Read:


**Weekly Comment:**


Paper 2 is due Saturday June 20, by 11:59pm