

Department of Humanities
Dr. Christopher B. Davis
Email: cdavis@sulross.edu
Phone: 830.703.4845
Office: Del Rio, F215
Hours of Availability:
M and W, 12p-4p
F, 12p-2p



Latin American History: Readings and Research

HST 5306
Web Course

Course Description

This course will explore Latin American history over four major chronological eras: pre-colonial, colonial, independence, and modern. The goals for students will be understanding the major trends that shaped the history of the continent as well as examining localized topics, such as individuals or events, that fit in broad context and speak to larger issues.

Course Style

Activities will focus on readings, class discussion, and writing.

Importance of Communication

It is vital that students stay in communication with me as the course progresses. Most struggles students have in college courses can be resolved with simple conversations between student and

teacher. If there are difficulties with concepts or assignments, it is not a cause for embarrassment or panic but an opportunity to improve skills and expand knowledge. Just get in touch. We will work through the issue.

I try to make communication as easy as possible and keep regular hours when I am available to talk. We can meet in person, talk on the phone, or video chat.

If you cannot meet during my hours of availability you can request another time when you are available. Please just email me to set up a time.

Texts

For this course your readings will be made available on Blackboard. See the folder that corresponds with the class day listed on the syllabus.

The resources provided are for your use only for this class. That is why they are being provided via a password protected system like Blackboard. Please do not illegally reproduce or distribute them.

Syllabus

Please keep your syllabus accessible for the entire semester. It will serve as a guide to not only class assignments but also to understand class expectations. If any major revisions have to be made to the class schedule during the semester, I will let you know when to obtain an updated syllabus from Blackboard.

Assignments and Grading

Weekly Response (30%) – For each week you will develop a two-page write up on the week's readings. This write up will be turned in each Thursday on blackboard. The write up is not a book report. I have read the sources and know what they say. The goal in the write up is to break down what you are reading. What is the primary goal of the author? Do they succeed or fail? What sources are they drawing on in their work? Are they missing anything? How does their work fit in the larger context of what others have written on the topic? Feel free to have a unique take in the write up as long as the focus is on breaking down the text.

Teach a Topic (20%) – Beginning in week 3 explore the overall topic through the provided readings. Then on your own explore other sources on the topic and find an academic source of interest that furthers your knowledge and understanding. A likely place to look for sources will be academic journals. You may find an interesting reference in the provided readings, or you

may search a database such as JSTOR. After examining the source, record a short video and tell everyone in the class about what you have discovered. Doing so will expand knowledge for everyone else. More detail will be provided on how to do this.

Essay – Survey of Course Readings (50%) – At the end of the course you will develop a 15-page essay examining the course readings as a whole. Your goal in the essay is to describe how the readings can be seen together so that they provide a larger picture of Latin American history. This is not a historiography since the readings do not directly relate and respond to one another. Think of it as more of a guide to a student of Latin American history. How can they profit from what you have experienced? As part of this essay you will find, examine, and incorporate two monographs that are not part of the assigned readings but relate to the topics covered. This will allow you to give your own spin to the essay as to what you see as critical for a student to know. We will discuss this essay further in coming weeks.

Note 1: It is expected that all writing for the course be well-produced. Organization, style, and grammar are all important. I am more than happy to look at drafts and help you improve writing. Other writing resources such as the writing centers and Smarthinking are also available through the University.

Note 2: There are no extra point opportunities in this course.

University Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

University ADA Statement

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Rio

Grande College-Sul Ross State University, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: kbiddick@sulross.edu.

Class Meetings and Assignments

Week 1

- **Set up week**

Week 2

- **Ancient Latin America I: Prehistory**
 - Readings:
 - See Blackboard

Week 3

- **Ancient Latin America II: Cultures I**
 - Readings:
 - See Blackboard

Week 4

- **Ancient Latin America III: Cultures II**
 - Readings:
 - See Blackboard

Week 5

- **Ancient Latin America IV: Cultures and Change**
 - Readings:
 - See Blackboard

Week 6

- **Colonization: Why Colonize Another Continent?**
 - Readings:
 - See Blackboard

Week 7

- **Colonizers: State and Religion**
 - Readings:
 - See Blackboard

Week 8

- **Colonized: Interactions**
 - Readings:
 - See Blackboard

Week 9

- **Colonies: Structure**
 - Readings:
 - See Blackboard

Week 10

- **Colonies: The Broad Context**
 - Readings:
 - See Blackboard

Week 11

- **Modern Latin America I: Independence**
 - Readings:
 - See Blackboard

Week 12

- **Modern Latin America II: Structure**
 - Readings:
 - See Blackboard

Week 13

- **Modern Latin America III: People**
 - Readings:
 - See Blackboard

Week 14

- **Recent Latin America: The Broad Context**
 - Readings:
 - See Blackboard

Week 15

- **Discussion and Revision of Semester Essay**