

Department of Humanities
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Hours of Availability:
Monday and Wednesday, 2-4:30p
Thursday, 2-6p



Latin American History: Readings and Research

HST 5306
Online Course – Spring 2020

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, 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.

Resources

For this course your readings will be made available on Blackboard under the course week resources tab. See the folder that corresponds with the class week 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. 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 Responses	200 points (20 each)
Teach-a-Topic	100 points (50 each)
Historiography Project	300 points

Your grade will be the number of points you receive on the items listed above divided by the total number of points possible. For example, if you receive 540 points among the assignments that is 540 divided by 600 equals 0.9 or 90%. That is the minimum needed for an A in the class.

Note: There are no extra point opportunities in this course. It is best to keep up with your scores on assignments to know how you are doing.

Participation / Attendance

Our classes are small, so your participation is key.

Student Learning Objectives (SLOs)

- 1) Develop the ability to understand history rather than simply memorize.
- 2) Communicate causes and effects clearly.
- 3) Have the ability to explain the “why” of history instead of just the “who, what, when, and where.”
- 4) Improve short-form writing skills in content, organization, style, and grammar.
- 5) Develop skills in assessing non-textbook material for how it connects to the course content.

Marketable Skills

SLO 1—The history student will demonstrate historical research skills in a logically organized, written paper that is mechanically correct and supported by relevant documentation of historical content.

Marketable skills---Students can identify useful resources from a pool of data.

Students can select and organize data in a relevant manner.

Students can make written presentations to various audiences.

SLO 2—The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.

Marketable skills---Students can utilize data to persuade various audiences.

Students can utilize data to generate and strengthen ideas.

Students can decipher stances adopted by various individuals.

SLO 3—The history student will demonstrate knowledge of American History, World History, and Non-American History.

Marketable Skills---Students can meet deadlines in a successful manner.

Students can discharge responsibilities in an adequate manner.

Students can manage the absorption of data.

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, 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.

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 Weeks and Assignments

Week 1

M – Jan. 13

- **Introduction to Latin American History**

Week 2

M – Jan. 20

- **Ancient Latin America I: Prehistory**
 - Weekly Response 1 due
 - Next Week: Teach-a-Topic 1 – Begin work on topic and video

Week 3

M – Jan. 27

- **Ancient Latin America II: Cultures at their Height**
 - Teach-a-Topic 1 due
 - Next Week: Historiography Project – Topic Ideas List

Week 4

M – Feb. 3

- **Ancient Latin America III: Cultures and Change**
 - Weekly Response 2 due
 - Historiography Project – Topic Ideas List due

Week 5

M – Feb. 10

- **Colonization: Why Colonize Another Continent?**
 - Weekly Response 3 due

Week 6

M – Feb. 17

- **Colonizers: State and Religion**
 - Weekly Response 4 due
 - Next Week: Historiography Project – Secondary Source List

Week 7

M – Feb. 24

- **Colonized: Interactions**

- Weekly Response 5 due
- Historiography Project – Secondary Source List due
- Next Week: Teach-a-Topic 2 – Begin work on topic and video

Week 8

M – Mar. 2

- **Colonies: Structure**
 - Teach-a-Topic 2 due

Week 9

M – Mar. 9

- **Spring Break – No Class**

Week 10

M – Mar. 16

- **Colonies: The Broad Context**
 - Weekly Response 6 due

Week 11

M – Mar. 23

- **Modern Latin America I: Independence**
 - Weekly Response 7 due
 - Next Week: Historiography Project – Short discussion of project challenges

Week 12

M – Mar. 30

- **Modern Latin America II: Structure**
 - Historiography Project – Short discussion of project challenges due

Week 13

M – Apr. 6

- **Modern Latin America III: People**
 - Weekly Response 8 due

Week 14

M – Apr. 13

- **Modern Latin America IV**
 - Weekly Response 9 due

Week 15

M – Apr. 20

- **Recent Latin America: The Broad Context**
 - Weekly Response 10 due

Week 16

M – Apr. 27

- **Historiography Project – Submit final version**