



Center For International Programs and Sustainability Studies

Course name: Contemporary Latin American History

Course code: HIS-2302

Total contact hours: 48 Hours

Pre-Requisites: None

COURSE DESCRIPTION

This course is a survey of the main events of the Latin American History after its independence. Topics include the historical causes and effects of the independence, some of the main issues on social, economic, and political problems and the main historical leaders in modern Latin America.

AUDIENCE

This course is structured for International Students attending the Study Abroad program at Universidad Veritas. However, courses are not exclusive to foreigners so a few native students could enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelors in Sustainability Management.

This is a theoretical-practical course, and it seeks to clarify the following question:

How to describe the processes of the contemporary history of Latin American in the analysis of the main political, economic, and social events of the region?

To respond the query, we will study the following generative topics:

- Introduction to precolonial and colonial Latin America.

- The Wars for Independence and Territory.
- Main political and social concepts in contemporary Latin America.
- Main political and social movements in contemporary Latin America.
- Foreign Investment and Intervention.
- The Rise of Communism and Guerrilla Warfare.
- The Cold War.

Along the course, the following skills will be fostered:

- Ability to describe the main events that affect the history of Latin America.
- Ability to recognize who were the main leaders of the modern Latin American History.
- Ability to analyze the importance of the colony period and the independence in the development of the Latin American countries.
- Ability to determine the general causes and effects of the international intervention in the political, economic and social issues of the Latin American countries throughout their history.
- Ability to define the cultural and ethnic background of the Latin American countries.

The following **values and attitudes** will be promoted among students:

- Teamwork and leadership.
- Systemic thinking.
- Logical and communicative intelligence.
- Problem solving.
- Learning how to learn.
- Empathic and reliable negotiation.

COMPETENCIES, CRITERIA AND EVIDENCE

The competencies for the Veritas University are reflexive and integral actions that respond to the professional profile and to the problems of the context, with suitability and ethical commitment, integrating the know-how, the know-how, and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competencies, linked to their criteria and evidence of performance for this course:

Competencies	Key competences	Evidence of learning
Discipline Describes the processes of the contemporary history of Latin America to analyze the main political, economic and social events of the region.	Recognizes the main political, social, and economic events that affect the history of Latin America.	Reading comprehension of Primary Sources Class discussions Glossaries Case Studies Timeline
	Identifies general causes and effects of the events of the Latin American countries throughout their history	Concept Maps Essay Timeline
	Determines the historic international intervention in the political, economic and social issues of the Latin American	Timeline Case Studies Class Discussions

Core/Generic		
Integrates knowledge, skills and attitudes to learn continuously and through one's life pursuing an efficient development in the knowledge-based society.	Learning to learn	Case Studies
Builds the necessary knowledge, skills and attitudes to learn how to communicate orally and in written form in the different disciplines that make up the curriculum.	Communicate thoughts of the discipline orally, in an iconic way, and in written form.	Class discussions Oral Presentations Essays
Integrates the necessary knowledge, skills, and attitudes to learn teamwork and leadership techniques.	Execute teamwork and leadership.	Timeline Case Studies
Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication techniques.	Relate well to others Manage and solve conflicts Negotiate reliably and empathetically Speak responsibly Listen attentively	Research Project Oral Presentation

COURSE CONTENTS

Unit 1: Introduction to Contemporary Latin American History

- a. Colonial Period:
 - Political, Social and Economic Organization
 - Introduction to pre-Columbian History
 - The Viceroyalties
 - The social pyramid
 - The “Encomienda”

Unit 2: Latin American Independence

- Causes and Effects of the Independence.
- Mexican Independence: The Cry of Dolores
- Central America
- Haiti
- South America

Unit 3: The XIX Century’s Territorial Wars, Foreign Intervention and the Ruling Oligarchies

- a. Territorial Wars:
 - The War of the Triple Alliance
 - The War of the Pacific
- b. USA Intervention:
 - Manifest Destiny and the Monroe Doctrine
 - William Walker invasion in Central America
 - The Spanish American War
- c. The Oligarchies:
 - Conservatives vs. liberals

- The Caudillos

Unit 4: The XX Century's Dictatorships

- a. The Panama Canal:
 - The Beginning of the Construction by the French
 - US intervention in Panama Independence
 - US Panama Canal Construction
 - Brief History of Panama in the 20th Century:
 1. Martyr's Day
 2. Torrijo's Regime
 3. Noriega's Regime
- b. Dictatorship in Dominican Republic:
 - The Trujillo Regime
 - The Biography of the Butterflies Sisters.
- c. Argentina Populism and Dictatorship:
 - Peronism
 - The Dirty War "Desaparecidos"

Unit 5: The XX Century's Revolutions, Guerrillas and Communism

- a. The Mexican Revolution in 1910:
 - Main causes
 - Revolutionary Leaders (Emiliano Zapata, Francisco Madero and Pancho Villa)
 - The Agrarian Reform
- b. The Cuban Revolution and Communism:
 - The Platt Amendment
 - The Cuban Revolution
 - Biographies: Fidel Castro and Ernesto "Che" Guevara.
 - Castrismo and communism
- c. Central América in the XX Century:

- The USA intervention
- Dictatorships and Civil wars in Nicaragua, Honduras, Guatemala and EL Salvador
- The Banana Republics
- d. The Colombian Guerrillas and the Drug Cartels
 - La Violencia
 - The FARC and paramilitaries
 - The Drug Cartels

Unit 6: Costa Rica Democratic Tradition

- The Development of a Democratic and Free Country
- Costa Rica and the abolishment of its Army

METHODOLOGY

The methodology used in this course is conceived as an analysis and synthesis process that will use each activity to obtain an understanding of the historic importance of Contemporary Latin America.

The glossary, the primary source analysis, argumentative essay and the concept maps will serve to corroborate learning. Sharing with other students and providing bases for the importance of history in the evolutionary process of human development will serve to develop the competency-based education skills of learning to learning, investigation, comparison, communication and teamwork.

Teamwork is promoted through class discussion, presenting techniques, and the case studies, where learning is developed via teacher guidance. Individual work, like essays, allow to practice skills of analysis, reflection and synthesis. The role of the teacher will be as a moderator and facilitator of the learning and teaching process, allowing the build-up and autoregulation of the learning from the students.

EDUCATIONAL RESOURCES

To guarantee good development of the course, therefore, to guarantee learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other school equipment for weekly sessions, and readings provided by the educator. These complement the suggested projects and provide the students with higher possibilities of knowledge ownership. Most of the lessons will take place in the classroom.

During independent work periods students, will be able to attend the institution.

A campus library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection for students, educators, and staff is provided on campus, which gives students the possibility to work not only in the library or computer labs, but also around campus. The online learning resource platform (Canvas) is provided with the sources, assignment, calendar and grading of the class.
<https://veritascr.instructure.com/profile>

LEARNING EVALUATION

To make the course program better, competencies-based evaluation compiles and evaluates evidence by considering feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

ASSIGNMENTS	PERCENTAGE VALUE
Class Activities and Participation <ul style="list-style-type: none"> • Participate in Class Discussions • Participate in group work and reading comprehension questionnaires. 	10%
Concept Maps (2)	20%
Essays (1)	15%
Timeline	25%
Case Studies (2)	30%
Total	100%

LEARNING STRATEGIES AND RUBRICS

1. Class discussions

Students will exercise the capacity of critical thinking, and oral expression through class discussions about the case studies presented by their classmates, round tables developed by the teacher. Also, students will work in teams to discuss the readings assign for each class, and then share. Students should participate in discussions at least 4 times. Their participation should be clear, concise, related to the topic discussed and exposing critical analysis and problem-solving skills that will enrich the conversation.

Indicator	Excellent	Good	Insufficient

Participates in clear, concise, and related to the topic discussed.	2	1.35	0.65
Express ideas with a critical analysis and problem-solving skills.	2	1.35	0.65
Participates in at least 4 discussions.	3	2	1
Total	10		

2. Essay

An essay as an academic writing tool allows each student to express opinions, interpret, and evaluate one or more topics by formally including adequate justification. The point is to show evidence of research and to demonstrate the ability to compose argument explanations clearly. The essay is an individual and original piece of writing.

The essay aim to determine the differences and similarities of the different historic processes of the Contemporary Latin American History.

One essays with the following topic: **Describe the main historic process and transitional events of the History of Latin America from its Independence Wars until the establishment of the new nations during the XIX Century.**

Description:

Explain the most important historic events and processes that culminated with the Nations of Latin America and the definition of their territories. Make sure you add the following points in the analysis:

- Independence Wars

- Territorial Wars
- USA Intervention
- Ruling Oligarchies

Structure: An introduction (purpose, general presentation of the subject, main idea and clear objectives), main topics and facts that support the topics, arguments and contributions and a conclusion.

Format: The essay should be at least 8 paragraphs long, in times new roman 12 with 1.5 spacing.

Bibliography: Add a bibliography (APA) with at least 3 resources (2 compulsory reading sources and 1 external source). The notes and PowerPoint form class and be used as additional sources.

3. Historic Concept Maps: Chain of Events Organizer

Students will generate a concept map that exemplifies most of the important events of Latin American countries. Student will develop synthesis skills and critical thinking by summing concepts and theories that interconnect.

The Concept Map will be a tool to demonstrate analysis and reasoning ability. This organizer is used to describe the stages of events. Present the information in a clear, synthetic manner using a Chain of Events Organizer.

Two Concept Maps will be created form the following Topics: Choose 2 of these 5 options.

- Panama Canal
- Argentina Populism and Dictatorship
- Nicaraguan Dictatorships and Guerrilla War
- Cuba: The Road to Communism
- Colombia: USA Intervention, Drugs and Guerrillas

Description:

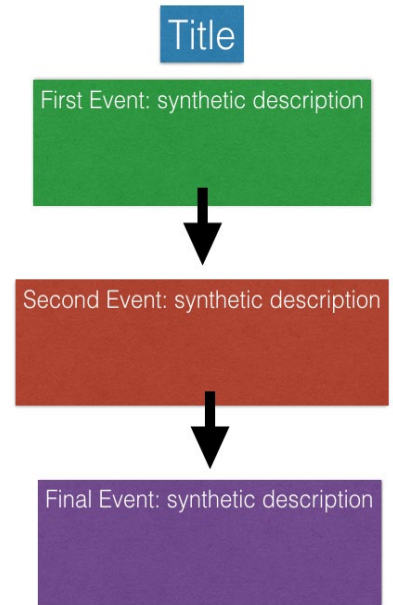
1. Use the following example as a guide to create the maps.
2. Use colors to differ the main events with the other events.
3. Describe each event or idea in a summary, synthetic manner.
4. Use the Power Points presentations and the compulsory reading material to build the charts.
5. Add a bibliography: You should include and use the reading sources and power points provides in class. APA Format

4. Case Studies (Group Project)

Learning through case studies about social, economic, and political historic analysis of different events of a Latin American country will allow student to do a profound analysis of the main historic processes of a specific country of Latin America (not studied in class). The case study method promotes the learning of three basic aspects: the management of knowledge, reflective practice and contemplation and design of solutions. Two case studies will be explored and evaluated.

Topics: Student will choose two of these topics and work in groups

- The Guatemalan Civil War: (Government vs. Guerrillas)
- EL Salvador Civil War



- The Mexican Dirty War
- Honduras Civil War
- The Trujillo Regime and the Mirabal Sisters
- Chile: From a communist president to a Rightwing Regime
- Haiti and the Duvalier Regime

Description:

The cases will be summarized according to the main actors, events, issues, dates and outcomes (and according to answering the following pattern for case study analysis: who was involved, where, when, what happened, how and why?).

The major issues will be highlighted and illustrated with clear examples from the case studies or similar cases. Major events and historic contents will be extracted and discussed for its relevance and meaning. Students will choose the case studies according to their interests within the following areas.

Students will identify the problematic and major contentious issues, evaluate, discuss, and report on the solvability of the case. Solutions will be provided based on observations, similar cases, and discussion outcomes.

A written report will be presented including:

- a. Introduction, content and conclusions.
- b. A bibliography (APA format) will be included with at least 5 scholarly resources. Quotes should be correctly cited (APA Format).
- c. Use Arial 12 font in 1.5 spacing.
- d. 4 to 6 pages long.

Oral Presentation:

- e. Length of the presentation: 20 minutes
- f. Visual Aid: PowerPoint, videos and music
- g. Every member of the group should present.
- h. Include questions and activities for classmate participation.

5. Timeline (Group Project)

Students will build a timeline that summarizes the main events and processes of the Contemporary Latin American History. This will develop the ability to recognize the main historic events.

To recognize and determine the main processes and movements of the Latin American History a Timeline will be built.

Description:

1. 25 to 35 events representing these processes should be included.
2. An outline would be prepared in class, to present as a first draft to the teacher.
3. Then the events will be presented in chronological order and in an organized way in a Timeline format. The timeline will be submitted to the teacher.
4. Result of the timeline will be present in class by the group in a creative way. Either of the following examples could be used to present the timeline: video, drama, plastic art, poetry, song, or game.
5. The timeline will include the main events of the Latin American History from the 19th Century until today:
 - Main economic activities
 - Regimes, wars, civil wars, guerrillas, revolutions
 - International intervention
 - capitalism, communism, and socialism

ATTENDANCE

Regarding classes:

1. Students are only allowed a total of two (2) nonconsecutive (back-to-back) class absences. A student shall fail the course if more than two absences are registered.
2. Three late arrivals to class (within the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.
3. In the case of an absence from any assignment evaluated in class (presentations, evaluations, field trips, etc.) a student will be given a grade zero unless an official document is presented within one week of the absence.
4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

Regarding field trips:

5. An unjustified absence on a field trip will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained on presentation of a complementary research assignment, to be agreed upon with the professor, within one week of the field trip.
6. An absence on a field trip may be justified should two course field trips coincide. In such a case, and in order to avoid losing points, students shall be able to opt for carrying out a research assignment.

CODE OF CONDUCT

Professors have the right to expel a student from the classroom should he / she/ they:

1. Be disruptive in the classroom.
2. Behave in a disrespectful way.
3. Be under the influence of alcohol or even smells like alcohol.
4. Be under the influence of any illegal drug.
5. Shows hygiene problems that may disturb other students.

ELECTRONIC DEVICES

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. **Please turn all devices OFF** and put them away when class begins. Devices may be used ONLY when the professor assigns a specific activity and allows the use of devices for internet search or recording.

Those who fail to comply with the rule must leave the classroom for the remainder of the class period. If situation happens again, 10 points will be deducted from the final participation grade.

CIPSS PROGRAM POLICIES

The student must comply with the provisions of the Veritas University student regimen regulation. To consult it you should go to the CANVAS portal and download it.

BIBLIOGRAPHY

- Barros Arana, Diego. (1999). General History of Chile. Chile: Editorial Universitaria
- Brown, Jonathan C. (2004). Latin America: A Social History of the Colonial Period. New York: Wadsworth Publishing Company, 2nd edition 2004
- Galeano, Eduardo. (2013). Las Venas Abiertas de América Latina". Madrid: Siglo XXI.
- Keen, Benjamin. (2009). A History of Latin America. California: Wadsworth.

Molina, Iván. (2000). Costa Rican History. San José: Editorial Universidad de Costa Rica.

Rama, German W. (2001). The Social Politics in Latin America. Chile: Editorial Universitaria

Williamson, Edwin. (2010). The Penguin History of Latin America. New York: Penguin

Books

CHRONOGRAM

Days	CONTENTS	LEARNING STRATEGIES
1 -2	<p>Class Welcome</p> <p><u>Unit 1: Colonial Period</u></p> <ul style="list-style-type: none"> • Political, Social and Economic Organization <ul style="list-style-type: none"> ○ Introduction to pre-Columbian History ○ The Viceroyalties ○ The social pyramid ○ The “Encomienda” 	<p>Course presentation and Reading the syllabus.</p> <p>Fun Questionnaire</p> <p>Organizing group assignments</p> <p>Magisterial class</p>
3	<p><u>Unit 2: Latin American Independence</u></p> <ul style="list-style-type: none"> ○ Causes ○ Haitian Revolution 	<p>Magisterial class</p> <p>Group research discussion (Causes of the Independence)</p> <p>Video Documentary</p>
4-5	<p><u>Unit 2: Latin American Independence</u></p> <ul style="list-style-type: none"> • Mexican Independence: The Cry of Dolores • Central America • Haiti 	<p>Class group work: First practice to build synoptic charts.</p> <p>Presentation of Concept Maps</p>

	<ul style="list-style-type: none"> • South America • Revolutionary Leaders (Simon Bolivar and San Martín) • Effect of the Independence Wars 	
6	<p>Unit 3: The XIX Century: Territorial Wars, Foreign Intervention and the ruling oligarchies</p> <ul style="list-style-type: none"> • Territorial Wars <ul style="list-style-type: none"> o The War of the Triple Alliance o The War of the Pacific • USA Intervention <ul style="list-style-type: none"> o Manifest Destiny and the Monroe Doctrine o William Walker invasion in Central America o The Spanish American War • The Oligarchies <ul style="list-style-type: none"> o Conservatives vs. liberals o The Caudillos 	<p>Magisterial Class and discussion (The USA Intervention)</p> <p>Class activity: Analysis of Cartoons.</p> <p><u>Glossary (class work to define definitions)</u></p>
7	<p>Unit 4: The XX Century: Dictatorships</p> <ul style="list-style-type: none"> • The Panama Canal <ul style="list-style-type: none"> o The Beginning of the Construction by the French. o US intervention in Panama Independence 	<p>Magisterial Class</p> <p>Group Discussions</p> <p><u>Submission of Essay</u></p>

	<ul style="list-style-type: none"> o US Panama Canal Construction o Brief History of Panama in the 20th Century. 	
8	<p>Unit 4: The XX Century: Dictatorships</p> <ul style="list-style-type: none"> • Argentina Populism and Dictatorships o Peronism o The Dirty War “Desaparecidos” 	<p>Magisterial Class</p> <p>Short Documentary</p> <p>Class Discussion</p>
9-10-11	<p>Unit 5: The XX Century: Revolutions, Guerrillas and Communism</p> <ul style="list-style-type: none"> • The Mexican Revolution in 1910 o Main causes o Revolutionary Leaders (Emiliano Zapata, Francisco Madero and Pancho Villa) o The Agrarian Reform 	<p>Video Documentary and Questionnaire</p> <p>Class Discussion: The Mexican Revolution Art.</p>
12-13	<p>Unit 5: The XX Century: Revolutions, Guerrillas and Communism</p> <ul style="list-style-type: none"> • The Cuban Revolution and Communism o The Platt Amendment o The Cuban Revolution o Biographies: Fidel Castro and Ernesto “Che” Guevara. o Castrismo and communism 	<p>Magisterial Class</p> <p>Group Discussions</p> <p><u>Submission of the Concept Map Panama and Argentina</u></p>

14-15	<p>Unit 5: The XX Century: Revolutions, Guerrillas and Communism</p> <ul style="list-style-type: none"> • Central América in the XX Century <ul style="list-style-type: none"> ○ The USA intervention ○ Dictatorships and Civil wars in Nicaragua, Honduras, Guatemala and EL Salvador ○ The Banana Republics 	<p>Movie</p> <p>Magisterial Class</p> <p>Group Discussions</p> <p><u>Submission of Written Report of Primary Source: Plan de Ayala-July 26th</u></p> <p><u>Submission of First Case Study: Topics</u></p> <ul style="list-style-type: none"> ○ The Guatemalan Civil War (Government vs. Guerrillas) ○ EL Salvador Civil War ○ The Mexican Dirty War ○ Honduras Civil War
16-17	<p>Unit 5: The XX Century: Revolutions, Guerrillas and Communism</p> <ul style="list-style-type: none"> • The Colombian Guerrillas and the Drug Cartels <ul style="list-style-type: none"> ○ La Violencia ○ The FARC ○ The Drug Cartels 	<p>Magisterial Class</p> <p>Group Discussions: The discourses about the FARC.</p> <p><u>Timeline outline draft</u></p> <p><u>-Submission of Case Study II</u></p> <ul style="list-style-type: none"> ○ The Trujillo Regime and the Mirabal Sisters ○ Chile: From a communist president to a Rightwing Regime

		<ul style="list-style-type: none"> ○ Haiti and the Duvalier Regime
19-8	<p><u>Unit 6: Costa Rica democratic tradition</u></p> <ul style="list-style-type: none"> ○ The Development of a Democratic and Free Country ○ Costa Rica and the abolishment of its Army 	<ul style="list-style-type: none"> -Magisterial Class -Group Discussion -<u>Submission of the Concept Map Cuba, Colombia, Nicaragua</u>
19-20	Conclusions	* <u>Timeline Work and Presentations</u>