

## Term Information

Effective Term

*Previous Value*

*Summer 2012*

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Online teaching approval

**What is the rationale for the proposed change(s)?**

Enhancing the delivery mode for this course offers an opportunity to expand the potential student enrollment base and effectively reach new audiences, both within and beyond the university. Offering this class in an online format further allows access to a diverse group of students—those who may not be able to attend in-person classes because of personal circumstances and/or geographical location—and thus allows the university to provide greater educational access to all students. Overall, this change to permit full online delivery also is consistent with the History Department's goals of expanding enrollment, greater outreach to new student constituencies, and flexibility in instructional/pedagogical approaches. The shift to permit DL designation for this course will not entail any additional fiscal or logistical commitments on the part of the instructor or Department.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

n/a

**Is approval of the request contingent upon the approval of other course or curricular program request? No**

**Is this a request to withdraw the course? No**

## General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2125
Course Title	The History of Latin America Through Film
Transcript Abbreviation	Latin Amer in Film
Course Description	Latin American history from the pre-colonial era to the present as depicted in film, including the analysis of colonialism, revolutions, society, women, and current events. Sometimes this course is offered in a distance-only format.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Recitation, Lecture

Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions	
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

## Course Details

**Course goals or learning objectives/outcomes** • An understanding of Latin American history from pre-colonialism to the present day

[Previous Value](#)

**Content Topic List**

- Colonialism
- Independence
- Society
- Women
- Social Movements
- Resistance
- Dictatorships and Military Regimes
- Revolutions
- Neo-liberalism
- Politics
- Latin America 21st Century

**Sought Concurrence**

No

[Previous Value](#)

Yes

**Attachments**

- Hist 2125 checklist.docx: ASC Tech Checklist  
*(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)*
- HIST 2125 Online GE Assessment Plan.docx: Assessment Plan  
*(GEC Course Assessment Plan. Owner: Heikes,Jacklyn Celeste)*
- DL History 2125 Syllabus REvised.docx: Revised DL syllabus  
*(Syllabus. Owner: Heikes,Jacklyn Celeste)*

**Comments**

- See 7-29-20 email to B. Elmore and J. Heikes *(by Oldroyd,Shelby Quinn on 07/29/2020 03:12 PM)*
- Per your request *(by Elmore,Bartow J on 06/16/2020 04:25 PM)*
- This course has not been taught in person so there are no in-person syllabi to compare it to. *(by Heikes,Jacklyn Celeste on 06/16/2020 02:59 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	06/16/2020 02:59 PM	Submitted for Approval
Revision Requested	Elmore,Bartow J	06/16/2020 04:25 PM	Unit Approval
Submitted	Heikes,Jacklyn Celeste	06/16/2020 04:32 PM	Submitted for Approval
Approved	Elmore,Bartow J	06/16/2020 05:23 PM	Unit Approval
Approved	Heysel,Garett Robert	06/16/2020 06:15 PM	College Approval
Revision Requested	Oldroyd,Shelby Quinn	07/29/2020 03:12 PM	ASCCAO Approval
Submitted	Heikes,Jacklyn Celeste	08/11/2020 04:03 PM	Submitted for Approval
Approved	Elmore,Bartow J	08/12/2020 11:11 AM	Unit Approval
Approved	Heysel,Garett Robert	08/18/2020 12:53 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	08/18/2020 12:53 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

# **SYLLABUS: HISTORY 2125**

## **THE HISTORY OF LATIN AMERICA THROUGH FILM**

### **AUTUMN 2020**

## **Course overview**

### **Instructor**

Instructor: Dr. Stephanie Smith  
Email address: smith.4858@osu.edu  
Phone number: 614-292-6216  
Office hours: TR 10:00AM-11:00AM via Carmen Chat  
Office Location: 340 Dulles Hall

### **Course Coordinator**

### **Course description**

HIST 2125, the History of Latin America Through Film, explores the history of Latin America as represented through the media of film, as well as how film has portrayed the people, politics, and cultures of Latin America in return. The class considers how and why various historical topics have been depicted in movies, how the historical events were interpreted through the filmmaker's imagination, and to what extent the film version reflected the reality of the historical episode. When used in conjunction with textbooks, primary sources, and articles, chapters, and/or monographs, films are a useful tool to analyze themes such as the constructed nature of history, and the interpretation and contextualization of historical sources.

Each week students will view a film that explores a variety of topics, including a brief discussion of Latin America's colonial background, independence, society, women, social movements, resistance, dictatorships and military regimes, revolutions, neo-liberalism, politics, and contemporary matters in Latin America. Through their weekly response papers, discussions, and final paper, students will sharpen their analytical skills by comparing the lectures, textbook, primary sources, and articles with the films to uncover possible biases as presented in the films. An analysis of the historical events as depicted in the films also provides students with the

opportunity to consider the origins of crucial contemporary issues and recognize how past events influence today's world.

## Course learning outcomes

### Course Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
  - This knowledge will furnish students with insights into the history of Latin America, and provide a foundation for future comparative understanding of other civilizations.
  - The course also will provide students with scholarly information and an analysis of the relationship of various Latin American countries to other countries, including the United States.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
  - For this class students will analyze the foundations of the enduring cultural and economic connections between Latin American countries and the Western world.
  - Students also will consider current events that affect Latin America today, such as immigration, poverty, and more.
3. Students think, speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
  - Students will analyze historical primary sources in comparison with representations in historical and contemporary films.
  - Students will be required to write papers based on assigned texts, films, discussions, and to document their sources in their papers with proper citations.
  - Students also will analyze historical issues through their participation in weekly discussions.
4. Diversity: Global Studies. Students foster an understanding of the pluralistic nature of institutions, society, and culture across the world in order to help the student become an educated, productive, and principled citizen.
  - Students understand the political, economic, cultural, physical, and social aspects of one or more of the world's nations, peoples and cultures outside the U.S.
  - Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

## GE Course Information

This course fulfills the GE Historical Study and GE Diversity: Global Studies requirements.

- Historical Study
  - Goals
  - Students recognize how past events are studied and how they influence today's society and the human condition.
  - Expected Learning Outcomes

- Students construct an integrated perspective on history and the factors that shape human activity.
  - Students describe and analyze the origins and nature of contemporary issues.
  - Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
- Diversity
    - Goals
    - Students foster an understanding of the pluralistic nature of institutions, society, and culture across the world in order to help the student become an educated, productive, and principled citizen.
    - Expected Learning Outcomes
    - GLOBAL STUDIES
    - Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
    - Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

## Course materials

1. John Charles Chasteen, *Born in Blood and Fire: A Concise History of Latin America*, 4<sup>th</sup> Edition, W.W. Norton & Company, Inc., 2016.

2. John Charles Chasteen, *Born in Blood and Fire: Latin American Voices, A Reader*. 2<sup>nd</sup> Edition, W.W. Norton & Company, Inc., 2016.

The textbook publisher also offers students additional materials online:

<https://digital.wwnorton.com/bornfire4>

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

## Technology skills necessary for this specific course

- CarmenZoom text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

## Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

## Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

# Grading and faculty response

## Grades

Assignment or category	Points
Discussions	22%
Weekly Response Papers	55%
Final Paper Proposal and Sources	3%
Final Paper	20%

<b>Total</b>	<b>100</b>
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*See course schedule, below, for due dates*

## Assignment information

### Weekly Assignments:

#### **1. Discussions: 22% (11 x 2% each), DUE BY FRIDAY NOON**

Discussions will analyze material from the primary sources and lectures. Online discussion is a requirement for this course, and each student is expected to take an active role. All discussions will take place in Carmen/Discussions. Although your conversations can be lively, I will not tolerate personal attacks or other inappropriate forms of communication.

#### **Student will be assigned groups for their discussions.**

Students are required to respond to the posted discussion prompts for each discussion session. If you want to earn the highest grade for each of the discussions, you must do the following:

- Watch the weekly film and lecture, and read the text and primary sources.
- Answer each of the prompts for the weekly discussion. Remember that the questions will address the primary sources and lectures. A couple of words is NOT sufficient. You must write at least a paragraph (5-7 sentences) to get credit. Retroactive credit WILL NOT be given after the module closes.
- You must post before seeing your colleagues' replies.
- Post your answers to the prompts by **noon on Friday** to give your colleagues the opportunity to read and respond to your comments on time.
- After submitting your initial post by noon on Friday, you should return to the discussion board to read and comment on your colleagues' posts before the **discussion board closes at 11:59 PM on Sunday.**
- You should post at least two responses to your colleagues' posts (although you may add more, of course).
- Make sure your responses are clear and thoughtful to stimulate discussion among your group. Stating simply that you agree with someone's statement without explaining why you agree is not enough. Your posts and responses should be lively and creative, but also thoughtful and analytical.
- Remember that the purpose of this exercise is to encourage intellectual exchange between you and your peers, and to learn from them as they learn from you.
- Your grade for **initial posts** submitted after noon on Friday (but before the



discussion board closes at 11:59 PM on Sunday) will be reduced by 50%.

### ***How to initiate discussion***

If you are not familiar with the Carmen/Canvas Discussion Board, follow these instructions. Go to the weekly “Discussion” module. The group you are assigned to should appear. Scroll down to the bottom and click **REPLY**. Paste or compose your comments or responses into the place-holder and click **POST REPLY**.

### ***Subscribe to the Discussion***

You may subscribe to each discussion to be notified when new comments are posted. The **Subscribe button** is located on the bar above the Reply button.

## **2. Response Papers: 55% (11 x 5% each), DUE BY SUNDAY AT 11:59 PM**

Weekly response papers should be 1 page in length, typed, double-spaced, 12-point type, with one-inch margins. Please make sure your name is on your response paper. Please upload your papers using the Submit button for the assignment. You will need to create your document first and then upload it.

To earn the highest grade on your film papers, your papers should be close to the one page limit. Occasionally you may slightly exceed the page limit by 3 or 4 lines--for example, if you need to finish your sentence from the previous page. However, an important writing skill is to be able to answer the prompts concisely and succinctly, with focused and precise answers. As a hint to writing focused papers, my suggestion is to first write out your paper and not worry too much about the length. Then start cutting, rewriting, and rereading until you have the appropriate one-page length. I've also offered the rubric as a guide. Additionally, your paper should have short, topic sentences that guide the reader through your paper, and also reflect the different rubric sections.

Besides an analysis of the films, your response papers should incorporate relevant material from your textbook and your primary source reader.

On the Response Module, you will find specific prompts and questions for you to address in your paper. You also will find response paper rubric, which provides the criteria for grading.

### ***Rubric for writing your response papers***

Although only 1 page long, your response papers should include the following:

#### **Introduction (20 pts)**

- 1) Your introduction should provide the title of the film and its country of origin, and readings you will discuss.
- 2) The introduction should describe the type of film you viewed; for example, documentary, animated feature, fictional narrative.
- 3) Your introduction also will include the thesis—or main argument—of the film.

#### **Body of Paper (40 pts)**

- 1) You should address each of the response paper prompts in the body of your paper.
- 2) This section also will utilize the primary source(s).

#### **Conclusion (20 pts)**

- 1) In your conclusion you will provide your analysis of the film as an historical source.
- 2) You also will sum up your paper.

### **Overall Guidelines (20 pts)**

- 1) Your paper should be well-written, with topic sentences and free from misspellings and other grammar issues.

#### ***How to access the films***

Films are available online through the OSU library, or on the OSU's Secured Media Library at <https://drm.osu.edu/>. You will need to log in with your OSU username and password to the Secured Media Library home. There you will see anything assigned to you on the Overview page or on the Assigned Playlists page.

You may need to download the appropriate software to view the videos, also made available through the media library: <https://drm.osu.edu/media/>. Please contact their help desk if you have any problems streaming the movies. From their website you can access a "Help" tab, and/or their phone number is **614 688-4357**.

For issues with films through the OSU library, please contact them directly at **614 292-6785**.

#### ***Film MPAA (Motion Picture Association of America) ratings***

To help provide guidance for the films you will view, all film ratings, as well as additional notes concerning content, are included on the weekly Overview Page. Although I have chosen the films carefully, a few of the films are rated R. Because this is an online class, please feel free to fast forward or skip sections that contain images you may find difficult. Please also feel free to contact me with any questions in this respect.

### **3. Final Paper Proposal, Sources: 3%, DUE BY SUNDAY, NOVEMBER 29 BY 11:59 PM**

Your proposal should be 1 page in length, typed, double-spaced, 12-point type, with one-inch margins. You will upload your proposal via the "Final Paper Proposal" link in Week 14, or go to "Assignments."

The proposal briefly will summarize your final paper, including any sources you will use. Your proposal should include your thesis, and will specify your final paper's main points. Your proposal will include an introduction, body, and conclusion.

### **4. Final Paper: 20% DUE ON FRIDAY, DECEMBER 11 BY 11:59 PM**

For your 5-page final paper you will create and write a film treatment, or short summary of a film, based on a Latin American historical event of your choice. Keep in mind that this is your film, as you would imagine it, and not a discussion of a film that already exists. For example, how would you conceive of a historical film based on the Cuban Missile Crisis? Would you create a documentary? A fictional narrative? A dark comedy or a drama? In addition to our text and primary sources, your film treatment should be based on at least two primary and/or secondary sources on the subject; these could be newspapers, books, and articles.

#### ***Guide for writing your final paper***

Your final paper should include the following:

1. A working title of the film on your title page (which also does not count towards your total pages—please do NOT number your title page). Your title also will include your name as well.
2. An introduction that includes the main thesis of your film, the historical event (including

the years), the type of film you will create, and its key characters. This is the “who, what, when, why, and where” of your film. Your introduction should be 1 paragraph.

3. The body of your paper will present your film divided into three acts:
  - A. Act 1 sets the scene and the main issues at play. This is the set-up, or the introduction to the historical event. For example, what were the events that led to the Cuban Missile crisis in the United States and Cuba?
  - B. Act 2 discusses the actual historical event itself. What occurred during the crisis?
  - C. Act 3 resolves the movie. For example, what happened at the resolution of the Cuban Missile Crisis?
4. Your paper should have a conclusion (1 or 2 paragraphs) that analyzes the potential and limitations of the medium of film to interpret history as portrayed in your film. What were the strengths and the shortcomings in being able to communicate the crucial historical concepts?
5. And lastly, you will need to include a bibliography that lists your sources with full publication dates on a final page (which does not count towards your total pages).

You will upload your final paper via the “Final Paper” Module. Your paper should be 5 pages long, typed, double-spaced, 12 point type, with one inch margins. Overall, your paper should be well-written, with topic sentences and free from misspellings and other grammar issues.

When you quote or paraphrase any publications, you should properly cite the material. This can be done either with a **foot- or endnote** or with an **in-text citation**. However, you should avoid lengthy quotes. For citation help from the Ohio State library on proper footnotes and bibliographies, see <https://guides.osu.edu/c.php?g=605168&p=4194384>

## Late assignments

### Late Assignments:

Students should turn in their papers at the scheduled date and time. However, given the exceptional circumstances of the global pandemic, please feel free to discuss your specific situation with me.

Remember that you won't be able to submit late work to Carmen once the module has closed. Therefore, you must email me so that we can figure out the best plan for moving forward.

-- After a documented event, students also are required to make up missed work within three days of returning to school unless agreed upon differently by the student and the professor.

**Without an appropriate excuse, late work will be downgraded by one-half letter grade for each day it is late. Work that is four or more days late will not be accepted.**

You will not be given credit for late discussions once the discussion board closes.

### **Incomplete Grade**

I only will assign an incomplete grade if you have suffered a debilitating injury or a life altering loss, which **must** be documented, and you have completed a significant portion of the course work. If this is not the case, you will be assigned the grade earned.

### **Grade Reconsideration:**

A student who wishes reconsideration of their grade for a discussion, response paper, or any other assignment should submit the assignment to the instructor, accompanied by a written exposition that explains why the grade is not an accurate appraisal of the work. Appeals must be initiated within 3 days after the grade was posted. In reviewing grade, the instructor may raise, confirm, or lower the grade.

Please note, however, that given the short turnaround for the final grades, there will be no exceptions for the final paper.

## **Grading scale**

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## **Faculty feedback and response time**

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### **Grading and feedback**

For large weekly assignments, you can generally expect feedback within **7 days**.

### **E-mail**

I will reply to e-mails within **24 hours on school days**.

### **Discussion board**

I will check and reply to messages in the discussion boards every **24 hours on school days**.

# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions:**  
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums:**  
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

# Other course policies

## Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

## Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

## Academic integrity policy

### Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

## Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)



## Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug 25 - 30	<p><b><u>Lecture: General discussion of Latin American History and Introduction to the Course</u></b></p> <p><b>Film:</b> None</p> <p><b>Textbook:</b> Timeline, XII-XIII; Chapter 1 (pp. 1-16)</p> <p><b>Primary Source Reader:</b></p> <ol style="list-style-type: none"> <li>1) "Preface" (pp. ix-x)</li> <li>2) "Chronicles of the Encounter" (pp. 1-3)</li> </ol> <p><b>No Response Paper</b></p> <p><b>Discussion:</b> Please introduce yourself to your group (see Carmen for instructions)</p>
2	Aug 31 – Sept 6	<p><b><u>Lecture: Colonial Encounters</u></b></p> <p><b>Film:</b> "The Mission" (OSU Library)  <a href="https://library.ohio-state.edu/record=b8771186">https://library.ohio-state.edu/record=b8771186</a></p> <p><b>Textbook:</b> Chapter 2 (pp. 17-53)</p> <p><b>Primary Source Reader:</b></p> <ol style="list-style-type: none"> <li>1) "A Brief Account of the Destruction of the Indies" (pp. 12-17)</li> <li>2) "An Account of The Guaraní Missions," (pp. 56-59)</li> </ol> <p><b>Response Paper 1</b></p> <p><b>Discussion 1</b></p>
3	Sept 7 - 13	<p><b><u>Lecture: Colonialism and its Legacies</u></b></p> <p><b>Film:</b> "I, The Worst of All" (Yo, la peor de todas) (OSU Library)  <a href="https://osu.kanopy.com/video/i-worst-all-0">https://osu.kanopy.com/video/i-worst-all-0</a></p> <p><b>Textbook:</b> Chapter 3 (pp. 54-93)</p> <p><b>Primary Source Reader:</b></p> <ol style="list-style-type: none"> <li>1) "The First New Chronicle" (pp. 44-51)</li> </ol> <p><b>Response Paper 2</b></p> <p><b>Discussion 2</b></p>
4	Sept 14 - 20	<p><b><u>Lecture: Independence into the Nineteenth-Century</u></b></p>

		<p><b>Film:</b> “Like Water for Chocolate” (Como agua para chocolate) (OSU Library)  <a href="http://library.ohio-state.edu/record=b8080038">http://library.ohio-state.edu/record=b8080038</a></p> <p><b>Textbook:</b> Chapters 4 and 5 (pp. 94-159)</p> <p><b>Primary Source Reader:</b></p> <ol style="list-style-type: none"> <li>1) “A Taste of Independence” (pp. 69-72)</li> <li>2) “Life in Mexico: Frances Calderón de la Barca” (pp. 103-107)</li> <li>3) “A Mexican Self-Portrait” (pp. 122-128)</li> </ol> <p><b>Response Paper 3</b></p> <p><b>Discussion 3</b></p>
5	Sept 21-27	<p><b><u>Lecture: Mexico and the Mexican Revolution</u></b></p> <p><b>Film:</b> “The Frozen Revolution” (México, la revolución congelada)          (Secured Media Library)</p> <p><b>Textbook:</b> Chapters 6 and 7 (pp. 160-231)</p> <p><b>Primary Source Reader:</b></p> <ol style="list-style-type: none"> <li>1) “The Perils of Progress” (pp. 146-148)</li> <li>2) “Inauguration of the Railway from Mexico City to Texcoco”          (pp. 148-152)</li> </ol> <p><b>Response Paper 4</b></p> <p><b>Discussion 4</b></p>
6	Sept 28-Oct 4	<p><b><u>Lecture: Art in Latin America, Frida Kahlo and Diego Rivera</u></b></p> <p><b>Film:</b> “Frida” (OSU Library)  <a href="https://library.ohio-state.edu/record=b8770809">https://library.ohio-state.edu/record=b8770809</a></p> <p><b>Textbook:</b> Chapter 8 (pp. 232-265)</p> <p><b>Primary Source Reader:</b></p> <ol style="list-style-type: none"> <li>1) “Reactions Against Neocolonialism” (pp. 184-186)</li> </ol> <p><b>Response Paper 5</b></p> <p><b>Discussion 5</b></p>
7	Oct 5-11	<p><b><u>Lecture: U.S.-Latin American Relations and the Good Neighbor Policy</u></b></p> <p><b>Films:</b> “Good Neighbor Policy Shorts”</p> <p><b>Textbook:</b> Chapter 9 (pp. 266-275)</p> <p><b>Primary Source Reader:</b></p>

		<p>1) "Facing the Barbarians" (pp. 190-193)  2) "Cold War Visions" (pp. 250-252)  <b>Response Paper 6</b>  <b>Discussion 6</b></p>
8	Oct 12-18	<p><b><u>Lecture: The Cuban Revolution</u></b></p> <p>Library)</p> <p><b>Film:</b> "I Am Cuba" (Soy Cuba) (Secured Media Library)</p> <p><b>Textbook:</b> Chapter 9 (pp. 282-292)  <b>Primary Source Reader:</b>  1) "The African Roots of Cuban Music" (pp. 247-249)  2) "Guerrilla Warfare" (pp. 284-286)  3) "Diary of a Guerrilla" (pp. 292-297)  <b>Response Paper 7</b>  <b>Discussion 7</b></p>
9	Oct 19-25	<p><b><u>Lecture: Guatemala and Central America</u></b></p> <p>Library)</p> <p><b>Film:</b> "When The Mountains Tremble" (OSU Library)  <a href="https://osu.kanopy.com/video/when-mountains-tremble">https://osu.kanopy.com/video/when-mountains-tremble</a></p> <p><b>Textbook:</b> Chapter 9 (pp. 275-282; 293-295); Chapter 10 (314-327)  <b>Primary Source Reader:</b>  1) "Declassified Message: CIA" (pp. 257-262)  2) "Memory of Fire" (pp. 277-283)  <b>Response Paper 8</b>  <b>Discussion 8</b></p>
10	Oct 26-Nov1	<p><b><u>Lecture: Chile, Allende, and the Democratic Socialist Alternative</u></b></p> <p>(OSU Library)</p> <p><b>Film:</b> "The Battle of Chile" (La batalla de Chile) (OSU Library)  <a href="http://docuseek2.com.proxy.lib.ohio-state.edu/cart/product/730">http://docuseek2.com.proxy.lib.ohio-state.edu/cart/product/730</a></p> <p><b>Textbook:</b> Chapter 10 (pp. 309-314)  <b>Primary Source Reader:</b>  1) "Confessions of a Torturer" (pp. 306-311)  <b>Response Paper 9</b>  <b>Discussion 9</b></p>

11	Nov 2-8	<p><b><u>Lecture: Argentina's Dirty War</u></b></p> <p>Film: "<i>Messenger on a White Horse</i>" (OSU Library)  <a href="https://osu.kanopy.com/video/messenger-white-horse">https://osu.kanopy.com/video/messenger-white-horse</a></p> <p>Textbook: Chapter 10 (pp. 296-309)  <b>Primary Source Reader:</b>  1) "History of Peronism" (pp. 255-257)  <b>Response Paper 10</b>  <b>Discussion 10</b></p>
12	Nov 9-15	<p><b><u>Lecture: Resisting Dictatorship</u></b></p> <p>Film: "No" (Secured Media Library)  Textbook: Chapter 11 (pp. 328-336)  <b>Primary Source Reader:</b>  1) "They Won't Take Me Alive" (pp. 301-306)</p> <p><b>Response Paper 11</b>  <b>Discussion 11</b></p>
13	Nov 16-22	<p><b><u>Lecture: Brazil, Poverty, and Social Conditions in Latin America</u></b></p> <p>Film: "The Second Mother" (Que horas ela volta) (OSU Library)  <a href="https://osu.kanopy.com/video/second-mother">https://osu.kanopy.com/video/second-mother</a></p> <p>Textbook: Chapter 11 (pp. 336-356)  <b>Primary Source Reader:</b>  1) "Arid Lives" (pp. 230-234)  2) "Message to the Workers" (pp. 252-254)  <b>No Response Paper</b> (Please work on final paper proposal and sources)  <b>No Discussion</b> (Please work on your final paper proposal and sources)</p>
14	Nov 23-29	<b><u>Final Paper Proposal and Sources Due</u></b>
15	Nov 30- Dec 6	<p><b><u>Lecture: Latin America Today and Into the Future</u></b></p> <p>Film: "Which Way Home" (OSU Library)  <a href="http://docuseek2.com.proxy.lib.ohio-">http://docuseek2.com.proxy.lib.ohio-</a></p>

		<a href="http://state.edu/cart/product/158">state.edu/cart/product/158</a> <b>Textbook:</b> None <b>Primary Source Reader:</b> None <b>No Response Paper</b> (Please work on your final paper) <b>No Discussion</b> (Please work on your final paper)
<b>16</b>	<b>Dec 7-9</b>	<b><u>Final paper</u></b>

**FINAL PAPER: DUE ON FRIDAY, DECEMBER 11 BY 11:59 PM**

GE ASSESSMENT PLAN FOR HIST 2125, HISTORY OF LATIN AMERICA THROUGH FILM (ONLINE)

**A. Historical Studies**

**ELO 1: Students construct an integrated perspective on history and the factors that shape human activity.**

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: Questions will appear on the film response and final papers to assess students' ability to construct an integrated perspective on history and the factors that shape human activity. They also have weekly discussions to debate these issues.

Sample: Some have argued that the Good Neighbor Policy in 1933 helped to forge important cultural, political, and economic connections between Latin American and the United States, while others have characterized U.S. policy towards L.A. countries during this time as patronizing and controlling. Utilizing your assigned film, as well as material from the text, lecture and assigned primary sources, please discuss the complex issues involved.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, integrated and self-aware understanding of history and the factors that shape human activity.	Demonstrates adequate and integrated understanding of history and the factors that shape human activity.	Demonstrates modest understanding of history and the factors that shape human activity.	Demonstrates little or no understanding of history and the factors that shape human activity.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

**ELO 2: Students describe and analyze the origins and nature of contemporary issues.**

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: questions will appear on the film response or final papers to assess students' ability to describe and analyze the origins and nature of contemporary issues.

Sample question: Utilizing your assigned film, as well as material from the text, lecture and assigned primary sources, analyze the historical factors in Central America that led many to flee the region as immigrants today.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, and self-aware analysis of the origins and nature of contemporary issues.	Demonstrates adequate and critical understanding of the origins and nature of contemporary issues.	Demonstrates modest understanding of the origins and nature of contemporary issues.	Demonstrates little or no understanding of the origins and nature of contemporary issues.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how

strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

**ELO 3: Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.**

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: a question will appear on the film response and final papers to assess students’ ability to speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts. Students also will participate in weekly discussions that directly address assigned primary sources.

Sample question: What are the sources used by scholars and historians to analyze the “Spanish Conquest” of Mexico’s indigenous population in 1519? How does the analysis of these primary and secondary sources lead to different interpretations of the interactions between the Spanish and the Aztecs?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust and critical ability to speak and write about primary and secondary	Demonstrates adequate and critical ability to speak and write about primary and secondary	Demonstrates modest ability to speak and write about primary and secondary	Demonstrates little or no ability to speak and write about primary and secondary



historical sources.	historical sources.	historical sources.	historical sources.
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2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

**B. Diversity- Global Studies**

**ELO 1: Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.**

1. Direct Measure:

Specific Question/Assignment: questions will appear on the film response and/or final papers to assess students' ability to understand the economic, political, cultural, and social dimensions of the past and present societies of Mexico and will learn to weigh the various aspects of these dimensions in their understanding of past and present.

Sample: Utilizing your assigned film, as well as material from the text, lecture and assigned primary sources, discuss the factors that led to the Cuban Revolution. Why did the Cuban people initially support the uprising? And how did the U.S. response to Cuba evolve over time?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the varied aspects of the cultures and communities of Latin America and surrounding regions.	Demonstrates adequate understanding of the varied aspects of the cultures and communities of Latin America and surrounding regions.	Demonstrates modest understanding of the varied aspects of the cultures and communities of Latin America and surrounding regions.	Demonstrates little or no understanding of the varied aspects of the cultures and communities of Latin America and surrounding regions.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students’ input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the

department's Undergraduate Teaching Committee. Assessments will be summarized and used to alter the course for the next teaching.

**ELO 2: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.**

1. Direct Measure:

Specific Question/Assignment: question will appear on the film response or final papers to assess students' ability to be able to situate local events in their global contexts and their ability to understand their own place in this economic context both as US and as global citizens.

Sample: Chile, Argentina, Brazil, and other Latin American countries experienced a series of dictatorships during the 1970s and 1980s. Utilizing your assigned film, as well as material from the text, lecture and assigned primary sources, discuss the factors that led to the dictatorships. How did the countries return to democratic rule?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the role of national and international diversity in shaping their worlds.	Demonstrates adequate understanding of the role of national and international diversity in shaping their worlds.	Demonstrates modest understanding of the role of national and international diversity in shaping their worlds.	Demonstrates little or no understanding of the role of national and international diversity in shaping their worlds.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department's Undergraduate Teaching Committee. Assessments will be summarized and used to alter the course for the next teaching.

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: History 2125**

**Instructor: Stephanie Smith**

**Summary: The History of Latin America Through Film**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Office 365</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• CarmenWiki</li> <li>• Carmen Message Boards</li> <li>• Zoom</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All are available for free
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			OSU accessibility policy is included
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			OSU policy on obtaining these materials is included
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

### Reviewer Information

- Date reviewed: 6/16/20
- Reviewed by: Ian Anderson

**Notes: Good to go!**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.