

## Term Information

Effective Term Spring 2021  
*Previous Value* Spring 2020

## 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)?

Offering this class in an online format allows improved 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 history department and the university to provide increased educational opportunities to all students. Providing permanent online course options that most effectively work with students' needs also promotes enhanced enrollment possibilities within the History Department, as this will generate revenue. Overall, this change to permit full online delivery is consistent with the History Department's goals of greater outreach to students, 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	4125
Course Title	Seminar in Latin American History
Transcript Abbreviation	Sem LatinAm Hist
Course Description	Advanced research and readings on selected topics in Latin American History.
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>No, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Seminar

**COURSE CHANGE REQUEST**  
4125 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
09/01/2020

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Grade Roster Component	Seminar
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, a grade of C or above in History 2800, and any 3000-level History course; or permission of instructor.
Exclusions	
Electronically Enforced	Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

## Requirement/Elective Designation

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

## Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none"><li>• Students will become proficient in the research methodology and writing styles of historians focusing on Latin America.</li></ul>
Content Topic List	<ul style="list-style-type: none"><li>• Topics will vary and will focus on issues in the study of Latin American History</li></ul>
Sought Concurrence	No

## Attachments

- Hist 4125.docx: ASC Tech Checklist  
*(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)*
- History 4125 Syllabus.doc: In person syllabus  
*(Syllabus. Owner: Heikes, Jacklyn Celeste)*
- DL History 4125 syllabus Revised.docx: Revised DL syllabus  
*(Syllabus. Owner: Heikes, Jacklyn Celeste)*

## Comments

- See 8-12-20 email to B. Elmore and J. Heikes *(by Oldroyd, Shelby Quinn on 08/12/2020 03:11 PM)*
- Adding in-person syllabus. *(by Elmore, Bartow J on 07/08/2020 02:27 PM)*

**COURSE CHANGE REQUEST**  
4125 - Status: PENDING

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**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	07/08/2020 02:05 PM	Submitted for Approval
Revision Requested	Elmore, Bartow J	07/08/2020 02:27 PM	Unit Approval
Submitted	Heikes, Jacklyn Celeste	07/08/2020 02:30 PM	Submitted for Approval
Approved	Elmore, Bartow J	07/08/2020 02:30 PM	Unit Approval
Approved	Heysel, Garrett Robert	07/08/2020 10:27 PM	College Approval
Revision Requested	Oldroyd, Shelby Quinn	08/12/2020 03:11 PM	ASCCAO Approval
Submitted	Heikes, Jacklyn Celeste	08/18/2020 03:33 PM	Submitted for Approval
Approved	Elmore, Bartow J	08/19/2020 10:05 AM	Unit Approval
Approved	Heysel, Garrett Robert	08/19/2020 09:43 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	08/19/2020 09:43 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

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COLLEGE OF ARTS AND SCIENCES

# **SYLLABUS: HISTORY 4125**

## **SEMINAR IN LATIN AMERICAN HISTORY**

### **SPRING 2021**

## **Course overview**

### **Instructor**

Instructor: Prof. Stephanie Smith  
Email address: [smith.4858@osu.edu](mailto:smith.4858@osu.edu)  
Phone number: 614-292-6216  
Office hours: MW 10:00-11:00AM  
Office Location: CarmenZoom

### **Course Coordinator**

### **Course description**

This course analyzes twentieth-century revolutions and revolutionaries in Latin American to better understand the history and meanings of revolutionary actions, as well as U.S. involvement, in various Latin American countries. We will begin with the Mexican Revolution, and then move to more recent twentieth century uprisings and events, such as those in Guatemala, Cuba, Chile, among others. The students will discuss the causes of revolution, their changing historical nature, and finally revolutionary outcomes. Throughout the class we will pay close attention to concepts of class, gender, race and ethnicity to better understand the inclusion of various peoples into the revolutionary experience. We also will look at the historical participants of revolutionary actions, such as Che Guevara and guerilla movements, to explore participation from the ground level up.

## Course learning outcomes

### Course Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
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.

## Course materials

### Assigned Readings

1. John Womack, *Zapata and the Mexican Revolution* (New York: Vintage Books, 1970). Available online through the OSU library.
2. Thomas G. Paterson, *Contesting Castro: The United States and the Triumph of the Cuban Revolution* ((New York and Oxford: Oxford University Press, 1994). Available online through the OSU library for up to 3 simultaneous users.
3. Stephen Schlesinger and Stephen Kinzer, *Bitter Fruit: The Story of the American Coup in Guatemala*, Revised and Expanded (Harvard University David Rockefeller Center for Latin American Studies; Rev Exp edition, December 30, 2005).
4. Peter Winn, *Weavers of the Revolution: The Yarur Workers and Chile's Road to Socialism* (New York: Oxford University Press, 1989).
5. Victoria González and Karen Kampwirth, eds. *Radical Women in Latin America: Left and Right* (University Park, Pennsylvania: The Pennsylvania State University Press, 2001). Available online through the OSU library.
6. Rick López, *Crafting Mexico: Intellectuals, Artisans, and the State after the Revolution*. (Duke University Press, 2010). Available online through the OSU library.

Schlesinger and Kinzer's *Bitter Fruit* and Winn's *Weaver of the Revolution* can be found at the OSU Barnes and Noble Bookstore, or online at Amazon or Abebooks. The remaining four books can be found as e-books at The Ohio State University Library; hardcopies also can be purchased from the OSU Barnes and Noble Bookstore, or online at Amazon and other locations.

PLEASE NOTE: although *Contesting Castro* exists as an e-book via the OSU library, only 3 simultaneous users can access the book at a time. If 3 people already are using the book, you will be put into a queue or you can check back later.

## Other fees or requirements

This class will meet via zoom synchronously each week on **Thursday afternoons** for 1 hour 20 mins. for presentations of the weekly material. Additionally, students also will participate in asynchronous weekly online discussions on Carmen and will upload weekly response papers.

## 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

## Necessary equipment

- Computer: current Mac (OS X) or PC 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
Attendance/Participation in Zoom Meetings	10%
Carmen Discussions	20%
Readings Response Papers	30%
Zoom Presentation	10%
Final Paper	30%
<b>Total</b>	<b>100%</b>

*See course schedule, below, for due dates*

## Assignment information

Materials and lessons for this course are offered in a weekly module format. In order for the class to work together as a cohesive community, you will be limited to the module for each week and not able to move ahead of the class schedule.

The weekly module will be available at 9:00am Monday morning and will close at 11:59pm on Sundays.

Each week students will:

1. Read the appropriate material (page numbers listed in your syllabus and Readings Module).
2. View the online lecture video(s) to introduce the week's materials and offer historical background.
3. Participate in a weekly zoom meeting.
4. Participate in the online discussions on Carmen. I will provide discussion prompts.
5. Upload a response paper to the weekly readings. I will offer specific questions for the students to address.

### Announcement Page

You will begin the week's activities by reading the appropriate announcements. Here you will find any relevant information and/or updates for that week.

### The Modules

After reading the Announcement Page, you should proceed to the Modules, where you will find the Overview Page that discusses the weekly assignments.

From Modules you also can find the Readings Page, where you will see a list of the weekly readings. You also will find the readings listed in your syllabus. Here I will upload any additional readings (relevant articles or chapters) for the week.

Next, from Modules you will find the Lecture Video and additional videos.

On Modules you also will see you will see the Discussion Page, which will provide question prompts to help start your weekly group discussions.

On Modules you will find the Reading Response Paper links, which provides a guide for your reader response papers.

And finally, you also will see Final Paper link on Modules.

### **Weekly Assignments:**

**1. Attendance/Participation 10%:** Attendance is required for **every** weekly zoom meeting, and will be taken at the **beginning** of each class. If you need to miss a class, please talk to me beforehand, and present an official written excuse when you return.

This class is designed as a seminar, and requires **active class participation** and discussion by every student for each class. To participate well in class, you will need to keep up with the reading material. Your attendance/participation grade will be based on attendance, and regular informed contributions to class discussion.

### **2. Asynchronous Discussions on Carmen: 20% (10 x 2% each), DUE BY SUNDAY at 11:59 PM**

Discussions will analyze material from the weekly readings and lectures (when applicable).

Online discussion is a requirement for this course, and each student is expected to take an active role. Although your conversations can be lively, I will not tolerate personal attacks or other inappropriate forms of communication.

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 lecture (when applicable) and read the assigned materials.
- Answer each of the prompts for the weekly discussion. A couple of words is NOT sufficient. You must write at least 2 paragraphs (5-7 sentences each) 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 Thursday** to give your colleagues the opportunity to read and respond to your comments on time.
- After submitting your initial post by noon on Thursday you should return to the



discussion board to read and comment on your colleagues' posts before the **discussion board closes at 11:59pm 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 Thursday (but before the discussion board closes Sunday at 11:59pm) 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.

### **3. Reading Response Papers 30% (10 x 3% each): DUE BY THURSDAY AT NOON**

Each week you will write and upload a response paper (1-2 pages) over the assigned readings for the week. Your paper should be typed, double-spaced, 12-point type, with one-inch margins. In these papers you should present a brief summary of the main points and arguments of the reading, and analyze the relevance of the scholar's points. What was the main thesis of the piece?

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.

**4. Presentations 10%:** You will be responsible for one class presentation during our zoom meetings. On this day you also will lead the class discussion following the presentation. Be creative! You may organize a debate, for example, or coordinate the class in a discussion of key political figures through role-playing. Additionally, you also could discuss current events in Latin America. The total time for your presentation and discussion will be around 25-30 minutes.

**5. Final Project Presentation:** You will be required to present your final paper topic to the class during our zoom meeting. Your presentation will be around 10 minutes in length, and you should prepare it as a formal presentation. In your presentation you will discuss your arguments, primary and secondary sources, how you became interested in the topic, your findings on your topic, among other details. Students will have the opportunity to ask questions.

**5. Final Paper 30%: DUE ON WEDNESDAY, APRIL 28 BY 11:59 PM**

Your paper should address one important question or topic discussed in class. While you may include the books assigned from class, I expect that you also will utilize outside primary and secondary sources. I will talk with you about your topic, and also will provide a paper handout.

Your paper should be 8-10 pages in length, typed, double-spaced, 12-point type, with one-inch margins. This will be a formal research paper, and you also should include a title page and page numbers (not on the title page). In addition, you also 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.

**Guide for writing your Final papers:** Your papers should include the following:

1. A title page (which also does not count towards your total pages—please do NOT number your title page). Your title page also will include your name as well.
2. An introduction that states your thesis, the titles and authors of the books, articles, and primary sources you used for the paper. You also will discuss briefly the historical event (including the years) you will discuss. Your introduction should be 1 paragraph.
3. The body of your paper with topic sentences.
4. Your paper should have a conclusion (1 or 2 paragraphs) that sums up your arguments.
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).
6. Overall, your paper should be well-written, with topic sentences and free from misspellings and other grammar issues.
7. 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

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.

## Missing assignments

**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.**

Because you will not be able to submit late work to Carmen, you must email me to discuss your situation.

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.

Please note: 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 or reader response paper should submit the assignment to me, 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 the grade, I 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*.
- **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	Jan 11-17	<p><b><u>Lecture: Introduction to the Course</u></b></p> <p><b>Discussion:</b> Please introduce yourself to your group (see Carmen for instructions)</p> <p>For a map of Latin America see: <a href="http://www.lib.utexas.edu/maps/americas/latin_america.gif">http://www.lib.utexas.edu/maps/americas/latin_america.gif</a></p>
2	Jan 18-24	<p><b><u>Topic: What is a revolution?</u></b></p> <ol style="list-style-type: none"> <li>1. John Foran, <i>Taking Power</i>, pp. 5-29. (Theorizing revolutions)</li> <li>2. Carmen: Timothy P. Wickham-Crowley, <i>Guerrillas &amp; Revolution in Latin America</i> (Chapter 1)</li> <li>3. Additional readings TBA</li> </ol> <p><b>Presentation 1</b> <b>Discussion 1</b> <b>Response Paper 1</b></p>
3	Jan 25-31	<p><b><u>Topic: Who are the revolutionaries? Why do people rebel?</u></b></p> <ol style="list-style-type: none"> <li>1. Carmen: Eric Selbin, <i>Modern Latin American Revolutions</i> (Chapter 1: Social Revolution and the Role of the Individual)</li> <li>2. Carmen: Timothy P. Wickham-Crowley, <i>Guerrillas &amp; Revolution in Latin America</i> (Chapter 2: Who Are the Guerrillas?)</li> <li>3. Additional readings TBA</li> </ol> <p><b>Presentation 2</b> <b>Discussion 2</b> <b>Response Paper 2</b></p>
4	Feb 1-7	<p><b><u>Topic and Lecture: The Mexican Revolution Part 1</u></b></p> <ol style="list-style-type: none"> <li>1. John Womack, <i>Zapata and the Mexican Revolution</i> (Part 1)</li> <li>2. John Foran, <i>Taking Power</i>, pp. 34-46. (Mexican revolution)</li> </ol> <p><b>Presentation 3</b></p>



		<p><b>Discussion 3</b> <b>Response Paper 3</b></p>
5	Feb 8-14	<p><b><u>Lecture: The Mexican Revolution Part II</u></b></p> <ol style="list-style-type: none"> <li>1. John Womack, <i>Zapata and the Mexican Revolution</i> (Part 2)</li> <li>2. (Handout on the Mexican revolution)</li> </ol> <p><b>Presentation 4</b> <b>Discussion 4</b> <b>Response Paper 4</b></p>
6	Feb 15-21	<p><b><u>Lecture: The Cuban Revolution</u></b></p> <ol style="list-style-type: none"> <li>1. Thomas G. Paterson, <i>Contesting Castro</i>: (complete)</li> <li>2. John Foran, <i>Taking Power</i>, pp. 57-65. (Cuban revolution)</li> </ol> <p><b>Presentation 5</b> <b>Discussion 5</b> <b>Response Paper 5</b></p>
7	Feb 22-28	<p><b><u>Lecture: Guatemala</u></b></p> <ol style="list-style-type: none"> <li>1. Stephen Schlesinger and Stephen Kinzer, <i>Bitter Fruit: The Story of the American Coup in Guatemala</i> (complete)</li> <li>2. John Foran, <i>Taking Power</i>, pp. 167-168; 197-198; 214-215.</li> </ol> <p><b>Presentation 6</b> <b>Discussion 6</b> <b>Response Paper 6</b></p>
8	Mar 1-7	<p><b>During this week you will meet with me to discuss your final paper</b></p>
9	Mar 8-14	<p><b><u>Lecture: South America and Revolution (Chile)</u></b></p> <ol style="list-style-type: none"> <li>1. Peter Winn, <i>Weavers of the Revolution: The Yarur Workers and Chile's Road to Socialism</i> (complete)</li> <li>2. John Foran, <i>Taking Power</i>, pp. 158-163; 174-181. (Chile)</li> <li>3. John Foran, <i>Taking Power</i>, pp. 209-211. (Shining Path,</li> </ol>

		Peru) <b>Presentation 7</b> <b>Discussion 7</b> <b>Response Paper 7</b>
<b>10</b>	<b>Mar 15-21</b>	<b>Spring break- no assignments or readings</b>
<b>11</b>	<b>Mar 22-28</b>	<b><u>Women in Revolution in Central America</u></b>  1. Victoria González and Karen Kampwirth, eds. <i>Radical Women in Latin America</i> , pp. 1-131. 2. John Foran, <i>Taking Power</i> , pp. 65-74; 190-196. (Nicaragua)  <b>Presentation 8</b> <b>Discussion 8</b> <b>Response Paper 8</b>
<b>12</b>	<b>Mar 28- Apr 4</b>	<b><u>Revolutionary Culture</u></b>  1. Rick López, <i>Crafting Mexico: Intellectuals, Artisans, and the State after the Revolution</i> (complete)  <b>Presentation 9</b> <b>Discussion 9</b> <b>Response Paper 9</b>
<b>13</b>	<b>Apr 5-11</b>	<b><u>Latin America Today: The Revolution Against Drugs</u></b>  1. “EZLN Demands at the Dialogue Table” 2. “The Deadly Harvest of the Sierra Madre”  <b>Presentation 10</b> <b>Discussion 10</b> <b>Response Paper 10</b>
<b>14</b>	<b>Apr 12-18</b>	<b><u>Presentation of Final Projects (Group 1)</u></b>
<b>15</b>	<b>Apr 19-25</b>	<b><u>Presentation of Final Projects (Group 2)</u></b>

**FINAL PAPER: DUE ON WEDNESDAY, APRIL 28 BY 11:59 PM**

**HISTORY 4125**  
**Revolution and Counter-revolution in Latin America**  
**Spring Semester 2019, Days and times**  
**University Hall, 0000**

**Instructor:** Stephanie Smith  
Associate Professor, History

**Office:** Dulles Hall, Room 340

**Office Hours:** 9:30-10:30 Tuesday, Thursday, or by appointment

**Phone:** 292-6216

**Email:** smith.4858@osu.edu

This course analyzes twentieth-century revolutions and revolutionaries in Latin America to better understand the history and meanings of revolutionary actions, as well as U.S. involvement, in various Latin American countries. We will begin with the Mexican Revolution, and then move to more recent twentieth century uprisings and events, such as those in Guatemala, Cuba, Chile, among others. The students will discuss the causes of revolution, their changing historical nature, and finally revolutionary outcomes. Throughout the class we will pay close attention to concepts of class, gender, and ethnicity to better understand the inclusion of various peoples into the revolutionary experience. We also will look at the historical participants of revolutionary actions, such as Che Guevara and guerilla movements, to explore participation from the ground level up.

**Course Objectives**

1. Students recognize how past events are studied and how they influence today's society and the human condition.
2. Students construct an integrated perspective on history and the factors that shape human activity
3. Students describe and analyze the origins and nature of contemporary issues.
4. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

**All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of each student.**

**Websites:**



Handouts, articles, and extra copies of the syllabus can be found on CarmenCanvas: <https://carmen.osu.edu/>

### **Grading:**

**Attendance/Participation:** 10%  
**Group Presentation:** 10%  
**Final Project Presentation:** 10%  
**6 Response Papers:** 30% (5% each)  
**Final Paper:** 40%

### **Assigned Readings**

1. John Foran, *Taking Power: On the Origins of Third World Revolutions* (Cambridge: Cambridge University Press, 2005).
2. John Womack, *Zapata and the Mexican Revolution* (New York: Vintage Books, 1970).
3. Thomas G. Paterson, *Contesting Castro: The United States and the Triumph of the Cuban Revolution* (New York and Oxford: Oxford University Press, 1994).
4. Stephen Schlesinger and Stephen Kinzer, *Bitter Fruit: The Story of the American Coup in Guatemala*, Revised and Expanded (Harvard University David Rockefeller Center for Latin American Studies; Rev Exp edition, December 30, 2005).
5. Peter Winn, *Weavers of the Revolution: The Yarur Workers and Chile's Road to Socialism* (New York: Oxford University Press, 1989).
6. Victoria González and Karen Kampwirth, eds. *Radical Women in Latin America: Left and Right* (University Park, Pennsylvania: The Pennsylvania State University Press, 2001).
7. Rick López, *Crafting Mexico: Intellectuals, Artisans, and the State after the Revolution*. (Duke University Press, 2010).

### **Grade breakdowns:**

A: 92.6 and above; A-: 89.6-92.5; B+: 87.6-89.5; B: 82.6-87.5; B-: 79.6-82.5; C+: 77.6-79.5; C: 72.6-77.5; C-: 69.6-72.5; D+: 67.6-69.5; D: 62-67.5; E: below 62.

Since the University does not record D- grades, a student earning a course average below 62 will receive an E in this course.

**Make-up examinations and late work:** Make-up work will be allowed only in the case of a real emergency, and only if this can be documented with an official written excuse. Do not ask for exceptional treatment.

**Late work will be downgraded by 10% for each day it is late. Work that is late by one week or more will not be accepted.**

I will only 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.

### **Academic Misconduct**

Be forewarned that I will pursue cases of academic misconduct to the appropriate University committee. 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://sja.osu.edu/page.asp?id=1>.

**Plagiarism** is the representation of another’s works or ideas as one’s own: it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct. See this web site for information on plagiarism and writing handouts:

[http://cstw.osu.edu/writingCenter/handouts/research\\_plagiarism.cfm](http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm)

**Warning:** Do not attempt to copy a paper or information off the Web and present it as your own work! This is plagiarism, and will result in an academic misconduct hearing.

### **The Office for Disability Services**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

All information and documentation of disabilities will be kept confidential.

### **Study and Paper Tips:**

☺ Do the assigned readings **before** you come to class. Overall, keep up with the readings.

☺ When writing your paper, keep several things in mind.

1. Strive for good overall paper organization:
  - a. Begin with an introduction, where you state your thesis/argument and briefly tell the reader what your paper will cover. Here you will include the title and author of the book(s) you will discuss.
  - b. Your introduction is followed by the body of the paper, where you will present the body of your evidence through the development of supporting arguments. Remember that your paragraphs should begin with topic sentences.
  - c. Finally, your paper should have a conclusion, in which you once again explain the significance of your question and argument.
2. Strive for good paragraph organization. Begin with a clear topic sentence, which is usually short. Follow with material that either supports or elaborates upon the idea of the topic sentence.
3. Make sure that your paper has a clear progression of ideas from one paragraph to the next.
4. Avoid lengthy quotes. These take up valuable space that is better spent on your own analysis.
5. Avoid contractions, such as don’t and isn’t, in your paper.
6. Minimize use of the passive voice. For example: “The war was begun by peasants” should be “Peasants began the war.” Passive voice makes your writing weak.

7. Once again, avoid plagiarism of any kind.
8. Double-check to make sure that your paper is free of spelling errors, improper grammar, or incorrect punctuation.
9. Make sure that you use footnotes properly.

### **Class Requirements**

**Attendance/Participation:** Attendance is required for **every** class, and will be taken at the **beginning** of each class. You are responsible for attending each and every class since your grade will be adversely affected by any absences. If you need to miss a class, please talk to me beforehand, and present an official written excuse when you return.

This class is designed as a seminar, and requires **active class participation** and discussion by every student for each class. To participate well in class, you will need to keep up with the reading material. Your attendance/participation grade will be based on attendance, and regular informed contributions to class discussion. Remember, I will NOT accept response papers by email; you must attend class to turn in your work.

\*\*\* Please feel free to express your opinion in a constructive manner. Part of the objective of the class is for you to learn how to express your positions on a number of topics in an articulate manner. While you may not agree with everything said in class, you must show respect to fellow classmates.

**Presentations:** You will be responsible for one class presentation. On this day you also will lead the class discussion following the presentation. You will need to do additional research for your presentation and utilize outside sources (you will turn in your list of resources). Be creative! You may organize a debate, for example, or coordinate the class in a discussion of key political figures through role-playing. Additionally, you also could discuss current events in Latin America. The total time for your presentation and discussion will be around 30-35 minutes.

**Final Project Presentation:** You will be required to present your final paper topic to the class. Your presentation will be around 15 minutes in length, and you should prepare it as a formal presentation. In your presentation you will discuss your arguments, primary and secondary sources, how you became interested in the topic, your findings on your topic, among other details. We will talk about your final project presentation more in class.

**Response Papers:** For each class period you will write a response paper (1-2 pages) over the assigned readings for the week. I will **NOT** accept response papers by email attachment. Your paper should be typed, double-spaced, 12-point type, with one-inch margins. In these papers you should present a brief summary of the main points and arguments of the reading, and analyze the relevance of the scholar's points. What was the main thesis of the piece? The papers will be

turned in **during class time only**.

**Final Paper:** Your paper should address one important question or topic discussed in class. While you may include the books assigned from class, I expect that you also will utilize outside sources. I will talk with each of you individually about your topic, and we will talk more about the paper in class.

Your paper should be 10-12 pages in length, typed, double-spaced, 12-point type, with one-inch margins. This will be a formal research paper, and you also should include a title page and page numbers (not on the title page). In addition, you also 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).

When you quote or paraphrase any publications, documents, or other sources, you should properly cite the material with a **footnote citation**. (Students should consult the *Chicago Manual of Style* if they have questions about citation form.) However, you should avoid lengthy quotes.

Your final paper is due in my office on **date and time**.

### Course Schedule

#### Week 1

**Jan. 8**            **Introduction.**

#### Week 2

**Jan. 15**            **Session the Main Library with history bibliography, Dr. Linvcove.**

#### Week 3

**Jan. 22**            **What is a revolution?**

1. John Foran, *Taking Power*, pp. 5-29. (Theorizing revolutions)
2. Carmen: Timothy P. Wickham-Crowley, *Guerrillas & Revolution in Latin America* (Chapter 1)
3. Additional readings

Group 1 Presentation

#### Week 4

**Jan. 29**            **Who are the revolutionaries? Why do people rebel?**

1. Carmen: Eric Selbin, *Modern Latin American Revolutions* (Chapter 1: Social Revolution and the Role of the Individual)
2. Carmen: Timothy P. Wickham-Crowley, *Guerrillas & Revolution in Latin America* (Chapter 2: Who Are the Guerrillas?)
3. Additional readings

Group 2 Presentation

#### Week 5

**Feb. 5**            **Mexican Revolution**

1. John Womack, *Zapata and the Mexican Revolution* (Part 1)
2. John Foran, *Taking Power*, pp. 34-46. (Mexican revolution)

Group 3 Presentation

**Week 6**

**Feb. 12**

**Mexican Revolution**

1. John Womack, *Zapata and the Mexican Revolution* (Part 2)
2. (Handout on the Mexican revolution)

Group 4 Presentation

Response Paper 1 Due (over all of *Zapata and the Mexican Revolution*)

**Week 7**

**Feb. 19**

**Cuban Revolution**

1. Thomas G. Paterson, *Contesting Castro*: (complete)
2. John Foran, *Taking Power*, pp. 57-65. (Cuban revolution)

Group 5 Presentation

Response Paper 2 Due

**Week 8**

**Feb. 26**

**Discussion of Final Paper**

Assignment: 1 page précis and bibliography

You will meet with me individually to discuss your final paper.

**Week 9**

**March 5**

**Guatemala**

1. Stephen Schlesinger and Stephen Kinzer, *Bitter Fruit: The Story of the American Coup in Guatemala* (complete)
2. John Foran, *Taking Power*, pp. 167-168; 197-198; 214-215.

Group 6 Presentation

Response Paper 3 Due

**Week 10**

**March 12**

**Spring Break, no class**

**Week 11**

**March 19**

**South America and Revolution (Chile)**

1. Peter Winn, *Weavers of the Revolution: The Yarur Workers and Chile's Road to Socialism* (complete)
2. John Foran, *Taking Power*, pp. 158-163; 174-181. (Chile)
3. John Foran, *Taking Power*, pp. 209-211. (Shining Path, Peru)

Group 7 Presentation



Response Paper 4 Due

**Week 12**

**March 26**

**Women in Revolution in Central America**

1. Victoria González and Karen Kampwirth, eds. *Radical Women in Latin America*, pp. 1-131.
2. John Foran, *Taking Power*, pp. 65-74; 190-196. (Nicaragua)

Group 8 Presentation

Response Paper 5 Due

**Week 13**

**April 2**

**Revolutionary Culture**

1. Rick López, *Crafting Mexico: Intellectuals, Artisans, and the State after the Revolution* (complete)

Group 9 Presentation

Response Paper 6 Due

**Week 14**

**April 9**

**Presentation of Final Projects (Group 1)**

**Week 15**

**April 16**

**Presentation of Final Projects (Group 2)**

**Final paper due in my office:      Date and time**

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

**Course: History 4125**

**Instructor: Stephanie Smith**

**Summary: Seminar in Latin American History**

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: 7/8/20
- 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.