

Term Information

Effective Term Spring 2024

Course Change Information

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

Adding 100% DL Approval for this course

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

We are going to be offering this course online in SP24.

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	2105
Course Title	Latin America and the World
Transcript Abbreviation	Latin Amer & World
Course Description	Latin America's relationship with the World since independence (1825) focusing on cases of direct and indirect U.S. intervention as well as European influences and globalization.
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 Greater or equal to 50% 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	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or GE foundation writing and info literacy 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	Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:

Historical Study; Global Studies (International Issues successors); Historical and Cultural Studies

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	<ul style="list-style-type: none">• Students critically examine the political, economic, social, cultural and philosophical development in Latin America.
Content Topic List	<ul style="list-style-type: none">• Independence• Monroe Doctrine• Mexican-American War• Spanish-American War• Roosevelt Corollary• Panama Canal• Dollar Diplomacy• Good Neighbor Policy• Cuban Revolution• The Cold War• Counterinsurgency• Revolution• NAFTA• Globalization and neo-liberalism
Sought Concurrence	No

COURSE CHANGE REQUEST
2105 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/12/2023

Attachments

- 2105 DL Cover Sheet.pdf: DL Cover Sheet
(Cover Letter. Owner: Getson, Jennifer L.)
- 2105 DL Syllabus.docx: Syllabus - DL
(Syllabus. Owner: Getson, Jennifer L.)
- 2105 Syllabus In-person.docx: Syllabus - In-Person
(Syllabus. Owner: Getson, Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	10/01/2023 03:56 PM	Submitted for Approval
Approved	Soland, Birgitte	10/01/2023 09:47 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/12/2023 05:04 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/12/2023 05:04 PM	ASCCAO Approval



Syllabus

History/2105

Latin America and the World

Autumn 2023

3 Credit Hours

Online, Synchronous

Course overview

Instructor

- Name
- Email Address
- Phone Number
- Course Zoom Link
- Office Hours
 - Zoom Link

Note: My preferred method of contact is email.

Course description

This course will examine Latin American nations' international relationships, focusing especially on United States foreign policy and political, economic, and cultural influence in Latin America. The course will cover the independence of Latin American republics and end of European colonialism, nineteenth-century Latin American integration into international markets, the age of U.S. imperialism, the Cold War, and current multipolar international relations. Topics will include cases of



direct European and U.S. intervention in Latin America as well as indirect influence in the form of loans, military training, diplomacy, and culture. The course will also examine the ways in which Latin American nations responded to and resisted foreign intervention and influences. This course fulfills General Education goals.

General education goals and expected learning outcomes

New GE: Foundations – Historical and Cultural Studies

As part of the Historical and Cultural Studies category of the new General Education curriculum, this course is designed to prepare students to be able to do the following:

1. Successful students will critically investigate and analyze historical ideas, events, persons, material culture, and artifacts to understand how they shape society and people.
 - a. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
 - b. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
 - c. Use historical sources and methods to construct an integrated perspective on at least one historical period, event, or idea that influences human perceptions, beliefs, and behaviors.
 - d. Evaluate social and ethical implications in historical studies.

This course will satisfy these goals and ELOs in the following ways:

This course will satisfy these goals and ELOs in the following ways:

1. Critically examine theories of history, and historical methodologies



2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context.
4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects

Legacy GE: Historical Studies

As part of the Historical Studies category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

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

This course will satisfy these goals and ELOs in the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political,



economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context.

4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects

Legacy GE: Diversity – Global Studies

As part of the Historical Studies category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

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

This course will satisfy these goals and ELOs in the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in Latin America.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today.



5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

The History Major and Minor

Please note: If you are, have, or are planning to take two or more history courses at the 2000-level or above, and are currently neither a history major nor a history minor, you may earn a history minor with relatively little additional coursework. Only 12 credit hours (four 2000-and-above courses, at least two of which must be at the 3000 level or higher) are required for the history minor and six of these hours may overlap with general education requirements. Please see <http://history.osu.edu/undergrad/minor> and for additional details see Raymond Irwin (irwin.8@osu.edu) with specific questions. Your major advisor will also be able to add the minor for you.

Department of History Grievance Policy

Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the department, who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (Levi.18@osu.edu). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department's grievance resource officer. For additional information see the Office of Undergraduate Education and the Office of Student Life: Student Advocacy Center.



How this online course works

Mode of delivery

This course is 100% online. This is a completely asynchronous online course. Everything for it will be uploaded to the course's Carmen site. Typically, there will be materials for two lectures presented every week (Monday-Sunday), just like in an in-person class.

For all lectures, there will be a video lecture by the instructor that last between 45-60 minutes, with PowerPoint slides. All files of the Powerpoint slides for each lecture will also be uploaded to the course site. For those who prefer reading materials, there will also be a pdf transcript of full notes for each lecture, including references to texts of the original source passages that we are reading for the class where appropriate.

Pace of online activities

This course is divided into weekly modules that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:



Participating in online activities

You are expected to log in to the course in Carmen every week. (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.

Live Sessions/Office Hours

There are no required live sessions and office hours are optional.

Discussion Posts

As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

Course 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. A more conversational tone 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.

Protecting and saving your work

Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Course materials and technologies

Textbooks

Required

1. Peter H. Smith. *Talons of the Eagle: Dynamics of U.S.-Latin American Relations*, 3rd. ed. New York: Oxford University Press, 2007. ISBN 978-0195320480.
2. Robert H. Holden and Eric Zolov, eds. *Latin America and the United States: A Documentary History*. New York: Oxford University Press, 2000. ISBN: 978-0195129946.
3. Louis A. Pérez Jr., *The War of 1898: The United States and Cuba in History and Historiography*. Chapel Hill: The University of North Carolina Press, 1998. ISBN 978-0807847428.
4. Eldon Kenworthy. *America/Américas: Myth in the Making of U.S. Policy Toward Latin America*. University Park: The Pennsylvania State University Press, 1995. ISBN: 978-0271014159.

Any additional readings will be available on the Carmen website.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT



Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:



- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Lecture Quizzes	10%
Discussion Posts	20%
Short Papers (10% each)	20%
Exams (Midterm and Final) (15% each)	30%
Research Paper	20%



Assignment Category	Points and/or Percentage
Total	100%

Description of major course assignments

Assignment #1 Lecture quizzes

- **Description**

For every lecture, there will also be a very brief quiz assignment (usually 5 very short, factual questions) which you must take just to show that you have “attended” each one. Scores on the quizzes will form the “Attendance” portion of the final grade. Since there are two lectures a week, there will typically be two quizzes a week, unless noted otherwise on the course schedule. Both quizzes will be available on Monday at noon when the module opens, and will be due by Sunday at 11:59pm. There is no time limit for completing the quiz once started.

- **Academic integrity and collaboration guidelines**

You must complete the quizzes by yourself, without any external help or communication. The quizzes are not timed and are open-book and open-note, so you may consult your materials during the quiz.

Assignment #2 Discussion Posts

- **Description**

For discussion, I will post a number of discussion questions based on the readings and lectures for each week. You must post 2



messages on any of the 2 questions assigned for that week. You may certainly post more than 2 messages per week, but only your 2 strongest posts will count. At the end of the semester, your 3 lowest discussion scores will be dropped. At least one of your posts must be responding to a classmate.

Your first post of the week is due on Wednesday at 11:59m and your second post of the week is due on Sunday at 11:59pm. At least one of your posts must be responding to a classmate's post.

A strong discussion post must meet the following conditions: 1) it must respond directly to one of the discussion questions posted for the week; 2) if other people (including the instructor!) have already posted to a question before you, your post must advance the discussion by responding to at least one other previous post, and without ignoring or simply repeating what any of the other posts have said as well; 3) the post must utilize information from at least one of the readings; 4) it must make a reasonable historical argument; 5) it must be approximately 200-300 words long. A weaker post might be one that gets too off-topic, or merely repeats what other people have already said, or fails to use the readings, or shows a poor understanding of history, or is simply too short to make a thorough contribution.

- **Academic integrity and collaboration guidelines**

Your written assignments, including discussion posts, should be your own original work. You may ask another person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Assignment #3 Exams

- **Description**

The exams will consist of two sections of assessment: 1) short-answer identifications, in which student must identify a selection



of important terms and explain their historical significance, and 2) a long essay question in which students must analyze a given issue or topic in greater depth and sophistication. A study guide will be distributed a few days prior to the exam which will address the details, structure, and content of the exam. In particular, the study guide will give you a list of possible essay questions in advance.

- **Academic integrity and collaboration guidelines**

Like the quizzes, the exams are open-note/open book, but must be completed alone. Discussing the exam with peers would be a violation of the academic integrity policy. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted exam.

Assignment #4 Short Papers

- **Description**

Students will be required to write two 3-4 page analytical papers, the first about the Pérez book, the second about the Kenworthy book. For each paper, students will have a choice of topics relating to each text. The papers must be detailed and use Chicago documentation style with endnotes. All papers must be posted to Carmen by 11:59pm on the Sunday that they are due. More details about the papers will be announced in Carmen.

- **Academic integrity and collaboration guidelines**

Your essay should be your own original work. You are encouraged to use the OSU Writing Center for help on your papers before you turn them in but no one else should revise or rewrite your work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper. Please follow the Chicago Manual of Style to cite the ideas and words of your paper.

Assignment #5 Research Paper



- **Description**

Students will write an 8-10 page research paper on a topic on U.S.-Latin American relations of interest to you. A paper proposal and bibliography is due on XXX. Students will present their research topics to the class on XXX and XXX. Final papers are due XXX..

- **Academic integrity and collaboration guidelines**

Your essay should be your own original work. You are encouraged to use the OSU Writing Center for help on your papers before you turn them in but no one else should revise or rewrite your work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper. Please follow the Chicago Manual of Style to cite the ideas and words of your paper.

Late assignments

All course assignments (quizzes, discussion contributions, exams, and paper) must be completed to pass the course. Penalties (usually 1% of final score for assignment per day late) will be issued for late submissions.

Grading Scale

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D



- Under 60: E

Instructor 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 614-688-4357(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.

Preferred contact method

Students should feel free to contact the instructor at any point during the semester if they have questions about the course or about history more generally (of course I am happy to meet during office hours as well!). E-mail is the quickest way to contact the instructor with pressing questions, but major concerns should be reserved for office hours. When you e-mail, please be sure to put the course number in the subject line so I know which course you are enrolled in, begin with a respectful salutation, and be sure sign your name. I will reply to emails within 24 hours on days when class is in session at the university. I do not regularly check my email on the weekends.

Discussion Board

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

Academic policies

Academic integrity policy



See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

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 at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the



Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:
<https://mcc.osu.edu/about-us/land-acknowledgement>

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 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.



Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

*** Weekly quizzes will**

*** All Papers and Exams are due at 11:59pm on the Sunday of the week they are due.**

*** Every week, the first discussion post is due by Wednesday at 11:59pm and Friday at 11:59pm.**

Week	Date	Topics	Readings/Assignments
1	8/21 – 8/27	Introduction, Latin American Independence, From British to U.S. Sphere of Influence	Holden and Zolov, documents 1, 2, 3, 4, 5 and 10.
2	8/28 – 9/3	The Mexican-American War	Smith, 20-36. Holden and Zolov, documents 7, 8, 11, 14, 15, 16, 17 and 18.



Week	Date	Topics	Readings/Assignments
			Pérez, 1-22.
3	9/4 – 9/10	Racism and Imperialism, The Spanish-American War	Smith, 36-42. Kenworthy, 1-29. Holden and Zolov, documents 21, 24, 25, 26, 27, 28 and 29. Pérez, 23-80.
4	9/11 – 9/17	An American Lake, Gunboat Diplomacy	Pérez Paper Due Smith, 43-65. Holden and Zolov, documents 30, 32, 33, 34, 35, 36 and 37. Pérez, 81-133.
5	9/18 – 9/24	Semi-Colonialism and Nationalism: Cuba, Dollar Diplomacy	Holden and Zolov, documents 40, 41, 44, 45, 46, 47, 48 and 49.
6	9/25 – 10/1	Good Neighbors	Paper Proposal and Bibliography Due Smith, 65-80.



Week	Date	Topics	Readings/Assignments
			Holden and Zolov, documents 53, 54, 55, 59, 60 and 62.
7	10/2 – 10/8	The Cold War, The Alliance for Progress	Smith, 113-147. Holden and Zolov, documents 68, 69, 70, 72, 80, 83 and 85.
8	10/9 – 10/15 **** AUTUMN BREAK ****	Guatemala and Operation Success	Midterm Exam Due Smith, 148-153. Holden and Zolov, documents 74 and 75. * Only one lecture and discussion post due this week (Autumn Break). Both due Wednesday at 11:59pm.
9	10/16 – 10/22	The Cuban Revolution and U.S. Responses	Smith, 153-161. Holden and Zolov, documents 78, 81, 82 and 84.
10	10/23 – 10/29	The CIA and Counterinsurgency,	Smith, 161-167.



Week	Date	Topics	Readings/Assignments
		Covert Intervention in Chile	Holden and Zolov, documents 90, 91, 92 and 97. Kenworthy, 1-54.
11	10/30 – 11/5	Crisis in Central America	Smith, 167-180. Holden and Zolov, documents 107, 108, 109, 110 and 113. Kenworthy, 54-174.
12	11/6 – 11/12	Dictatorships in South America	Kenworthy Paper Due Smith 181-210. Holden and Zolov, documents 102 and 103.
13	11/13 – 11/19	Debt and the Washington Consensus, Drugs and Insurgency	Smith, 213-240 and 241-272. Holden and Zolov, documents 105, 114, 115, and 116.



Week	Date	Topics	Readings/Assignments
14	11/20 – 11/26 **** THANKSGIVING BREAK****	Latin America and the New World Order?	Smith, 273-304 and 337-368. Holden and Zolov, documents 118, 119 and 120. * Only one quiz and discussion post this week, due to Thanksgiving break. Both due Wednesday at 11:59pm.
15	11/27 – 12/3	No new assignments: work on research papers.	Research Papers Due * No lecture quizzes this week
Finals	12/4 – 12/14		Final Exam Due

History 2105 / Fall 2012

Latin America and the World

M-W X:XX-X:XX, Galvin Hall XXX

3 Credit Hours

Dr. Stanley E. Blake

Office: Galvin 460H

Phone: (419) 995-8643

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Office Hours: XXX, XXX, and by appointment.

Course Description:

This course will examine Latin American nations' international relationships, focusing especially on United States foreign policy and political, economic, and cultural influence in Latin America. The course will cover the independence of Latin American republics and end of European colonialism, nineteenth-century Latin American integration into international markets, the age of U.S. imperialism, the Cold War, and current multipolar international relations. Topics will include cases of direct European and U.S. intervention in Latin America as well as indirect influence in the form of loans, military training, diplomacy, and culture. The course will also examine the ways in which Latin American nations responded to and resisted foreign intervention and influences. This course fulfills General Education goals.

General Education Requirements:

This course fulfills the following GE requirements: 1) "Historical Study," 2) "Culture & Ideas or Historical Study," 3) Open Option, and 4) "International Issues".

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected 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.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past
3. Through reading in primary and secondary sources and in-depth class discussion,

students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context

4. Students will carry out in-depth analysis in a final paper comparing distinct historical Moments, social movements and their effects

International Issues (contains two subcategories: “Non-Western or Global,” and “Western (Non-United States)”

Goals:

International Issues coursework helps students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for International Issues:

History courses develop students’ knowledge of how past events influence today’s society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in Latin America.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues.
They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today’s globalized world.

Requirements:

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 the student.

Grading:

1. Attendance and participation—10% of final grade. Your attendance and participation is crucial to the success of this course. I will allow two absences from class over the course of the semester; further absences will result in a reduction of your participation grade. Attendance will be taken during each class.
2. Short papers—10% each, 30% of final grade. Two 3-page papers on assigned readings for the course. I will provide more details for each assignment in class. Due dates are noted below.
3. Midterm and final Exams—15% each, 30% of final grade. The exams will consist of short identifications and essay questions. A short review will be held in class before each exam. The midterm exam is XXX. The take-home final is due XXX. The final is not cumulative. There are no makeup exams.
4. Research Paper—30% of final grade. A 10-12 page research paper on a topic on U.S.-Latin American relations of interest to you. Students must meet with me by XXX to discuss topics and sources. A paper proposal and bibliography is due on XXX. Students will present their research topics to the class on XXX and XXX. Final papers are due XXX. Paper proposals and presentations will be graded and will figure as 25% of final paper grade. I will provide more details in class.

Please note that you must complete all exams and papers in order to receive a grade for the class. Since the University does not record D- grades, a student earning a course average below 64.5 will receive the grade of “E” for the course. Letter grade equivalents are as follows: A+: 96.5 and above; A: 96.4-92.5; A-: 91.4-89.5; B+: 89.4-86.5; B: 86.4-82.5; B-: 82.4-79.5; C+: 79.4-76.5; C: 76.4-72.5; C-: 72.4-69.5; D+: 69.4-66.5; D: 66.4-64.5; E: 64.4 and below.

Pre-requisites:

English 1110.xx Pre- or co-requisite

Required Texts:

- Peter H. Smith. *Talons of the Eagle: Dynamics of U.S.-Latin American Relations*, 3rd. ed. New York: Oxford University Press, 2007. ISBN 978-0195320480.
- Robert H. Holden and Eric Zolov, eds. *Latin America and the United States: A Documentary History*. New York: Oxford University Press, 2000. ISBN: 978-0195129946.
- Louis A. Pérez Jr., *The War of 1898: The United States and Cuba in History and Historiography*. Chapel Hill: The University of North Carolina Press, 1998. ISBN 978-0807847428.
- Eldon Kenworthy. *America/Américas: Myth in the Making of U.S. Policy Toward Latin America*. University Park: The Pennsylvania State University Press, 1995. ISBN: 978-0271014159.

Please note that there are additional readings marked in the syllabus with an asterisk (“*”) which are available through the course Carmen website: <http://carmen.osu.edu>.

Class Schedule:

Week 1 Introduction, Latin American Independence, From British to U.S. Sphere of Influence
Smith, 1-20.

Holden and Zolov, documents 1, 2, 3, 4, 5 and 10.

Week 2 The Mexican-American War

Smith, 20-36.

Holden and Zolov, documents 7, 8, 11, 14, 15, 16, 17 and 18.

Pérez, 1-22.

Week 3 Racism and Imperialism, The Spanish-American War

Smith, 36-42.

Kenworthy, 1-29.

Holden and Zolov, documents 21, 24, 25, 26, 27, 28 and 29.

Pérez, 23-80.

Week 4 An American Lake, Gunboat Diplomacy

Smith, 43-65.

Holden and Zolov, documents 30, 32, 33, 34, 35, 36 and 37.

Pérez, 81-133.

Week 5 **Pérez Paper Due** Semi-Colonialism and Nationalism: Cuba, Dollar Diplomacy

Smith, 81-110.

Holden and Zolov, documents 40, 41, 44, 45, 46, 47, 48 and 49.

Week 6 Good Neighbors

Smith, 65-80.

Holden and Zolov, documents 53, 54, 55, 59, 60 and 62.

Week 7 **Midterm Exam**, The Cold War, The Alliance for Progress

Smith, 113-147.

Holden and Zolov, documents 68, 69, 70, 72, 80, 83 and 85.

Week 8 Guatemala and Operation Success

Smith, 148-153.

Holden and Zolov, documents 74 and 75.

Week 9 The Cuban Revolution and U.S. Responses

Smith, 153-161.

Holden and Zolov, documents 78, 81, 82 and 84.

Week 10 The CIA and Counterinsurgency, Covert Intervention in Chile

Smith, 161-167.

Holden and Zolov, documents 90, 91, 92 and 97.

Kenworthy, 1-54.

Week 11 Crisis in Central America

Smith, 167-180.

Holden and Zolov, documents 107, 108, 109, 110 and 113.

Kenworthy, 54-174.

Week 12 **Kenworthy Paper Due** Dictatorships in South America

Smith 181-210.

Holden and Zolov, documents 102 and 103.

Week 13 Debt and the Washington Consensus, Drugs and Insurgency

Smith, 213-240 and 241-272.

Holden and Zolov, documents 105, 114, 115, and 116.

Week 14 Latin America and the New World Order?

Smith, 273-304 and 337-368.

Holden and Zolov, documents 118, 119 and 120.

Week 15 **Student Presentations**

Final Exam: Date, time, and place TBA

Academic misconduct:

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>).

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>

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

I have completed and signed off on the preliminary distance learning review for the ***History 2105 Latin America and the World*** approval proposal. This syllabus provides a clear and transparent overview of the course expectations. I have provided feedback comments on the Cover Sheet (and copied below) and signed it. The instructor and the department have the *option to revise* the syllabus in response to feedback before submitting to the ASCC faculty review committee.

I have a few substantive *recommendations* that I think will improve the course design, add clarity to the syllabus, or support a successful review by the faculty curriculum committee.

- Students see a very wide range of expectations from instructors in discussion assignments and are often confused. Other instructors have reported that specifying a weekly rhythm with separate due dates for initial posts and replies to peers is very helpful in improving the quality of these asynchronous discussions. For example, an initial post (or response to an instructor prompt) is due by Wednesday at 11:59 pm each week and 1 peer response by Sunday at 11:59 pm. This way you are more directly facilitating student interaction by establishing a post and reply rhythm (otherwise there may be a deluge of posts/responses written immediately before the due date and thus not much substantive student interaction).
- Since this is an asynchronous course, I recommend providing more information regarding the administration of quizzes. Specifically, for quizzes how long will they be open each week and what day of the week will they be due for completion? I recommend specifying a weekly consistent rhythm for these, such as “The quizzes will open each week on Monday at noon and close on Saturday at midnight. There is no time limit for completing the quiz once started”
- This course requires significant writing and the instructor encourages students to “ask a trusted person to proofread your assignments before you turn them in”. I recommend considering a peer review component for the course to facilitate this recommendation. The research paper would be a good place for this since students will have varied topics. Our office would be happy to help you setup a good randomized process for assigning peer reviews if you are interested.

The ASC Office of Distance Education strives to be a valuable resource to instructors and departments in the College of Arts and Sciences. In addition to managing the [DL course review](#) process, [hosting ASC Teaching Forums](#), and developing an ever-expanding catalog of [instructor support resources](#), we also provide one-on-one instructional design consultation to ASC instructors interested in redesigning any aspect of their online course. If your department or any of your individual instructors wish to [meet with one of our instructional designers](#) to discuss how we can provide advice, assistance, and support, please do let me know.