

**Richard W. Slatta, HI 216 Latin America since 1826
(human rights focus) Fall 2003**

Course Justification

Much of the history of the United States has been bound up with the history of other Western Hemisphere nations, particularly so in the twentieth century. HI 216 gives students an introduction to the cultures of Latin America and to their recent history.

Proposed Revisions

The proposed revision is the creation of new learning outcomes and means of assessing those outcomes to meet the new GER objectives as set forth by the CUE.

Enrollment for the Last 5 Years

Fall 1998	34
Spring 1999	60
Fall 1999	31
Spring 2000	61
Fall 2000	28
Spring 2001	52
Fall 2001	60
Spring 2002	27
Fall 2002	53
Spring 2003	53

Resources Statement: N/A

Consultation With Other Departments: N/A

Student Learning Outcomes

By the end of this course, you will be able to:

1. analyze and explain the impact of major historical forces and events that shaped the region, with special attention to human right abuses and issues.
2. evaluate and critique primary and secondary historical sources, including those on the Internet.
3. organize logical historical arguments, supported by specific evidence.
4. write logical, interpretative historical essays phrased in clear, logical, active-voice prose.
5. evidence growth in critical thinking (the higher levels of Bloom's taxonomy) and in cognitive level (based on William G. Perry's model). [See descriptions of Bloom and Perry in the syllabus below].

GER Category Objectives

This course fulfills the History GER (General Education Requirements). “Each course in the history category of the GER will provide instruction and guidance that help students to:

1. understand and engage in the human experience through the interpretation of evidence from the past situated in geotemporal context; and
2. become aware of the act of historical interpretation itself, through which historians use varieties of evidence to offer perspectives on the meaning of the past; and
3. make academic arguments about history using reasons and evidence for supporting those reason that are appropriate o the field of study.”

GER Conceptual/Content Student Learning Outcomes

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Means of Evaluating GER Student Learning Outcomes

Numbers in parentheses refer to percentage of total grade (%) and to the learning outcomes listed above.

You will demonstrate your achievement of the above learning outcomes through:

1. **Speaking Assignments:**
 - a. A group research project (6.25%), with oral presentations, on human rights issues, individuals, and case studies throughout Latin America (1, 2, 3, 5)
 - b. Instructor and student-led small-group and full-class discussions (6.25%) of written assignments, documentary films, music, historical artifacts, and other materials (1, 3, 5)
 - c. Current events reports (3.75%), based on the Latin American Press links above (2)
2. **Writing Assignments:**
 - a. Critical annotated bibliographies of research materials for group projects, including the critical evaluation of web sites (part of group report, 2)
 - b. One-page Thought Questions (TQs, 18.75%) Brief 250 word written responses to specific questions on historical documents and human rights issues. You will engage in role playing in some questions, taking on the character of a historical figure. (1-5)
 - c. Longer (1200-1800 word) analytical essays (37.5%, 1-5)

3. **Both Speaking and Writing**: In-class editing, critique, revision, and discussion of writing assignments (part of participation, 2, 5)

HI 216F Fall 2003 The Struggle for Human Rights in Latin America

Professor Richard W. Slatta Email: Slatta@ncsu.edu Tel. 919-513-2229
 Class meets in HA 174 T Th 9:50-11:05 [locked—I'll be there to open up]
 Office Hours in HA 127: T Th 11:15-12:30 and by appointment

Course Summary, Description, and Objectives

HI 216 examines the major institutions, structures, and processes in Latin America’s historical development since independence in the early 19th-century. One major course theme focuses on the problem of and responses to human rights abuses in the region. After examining the historical roots of deep conflicts in the region, you will delve into the individuals, processes, and institutions involved in human rights issues. You will analyze a wide range of primary source materials, from human rights reports to firsthand testimonies to exile interviews and expert analyses. In groups, you will explore and report on specific cases of human rights abuses and issues in both the 19th and 20th centuries. You will fit these human rights themes into the broader major periods and processes of Latin American history so that you understand clearly the forces that have caused and perpetuated abuses. You will identify how long-standing structural features of Latin America’s political and economic institutions as well as foreign influences have contributed to human rights abuses over time. On a cheerier note, we will also explore Latin American and Latino culture, including music and film.

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Assignment Values and Grading

300 pts= 3 100 pt. 1200 word Essays (37.5% of the total)
 150 pts= 15 10 pt. 250 word Thought Questions (TQs, 18.75%) [You may omit 2 of 17]
 50 pts= Oral Class Report (6.25%)
 30 pts= 3 Current Events Reports (3.75%)
 150 pts= final essay (18.75%)
 70 pts= final quiz (8.75%)
 50 pts= Attendance plus Participation in / Contributions to Class Discussions (6.25%)

=====

800 pts = total pts. possible

I will convert your point total to a percentage: Final grade will be:

A+ 97 A 93 A- 90 B+ 87 B 83 B- 80
 C+ 77 C 73 C- 70 D+ 67 D 63 D- 60 F less than 60%

Required Texts and Online Sources

1. *Latin America in Crisis* by John W. Sherman \$23 at amazon.com Paperback, 1st ed., 217pp. ISBN: 081333540X Westview Press October 2000
2. *Gauchos and the Vanishing Frontier* by Richard W. Slatta paperback, rev. edition. \$27 at amazon.com 271 pp. ISBN: 0-8032-92215-5 University of Nebraska Press, 1992.

You will also use a wide range of online sources to research specific issues, cases, and countries.

- 1.
2. Online syllabus: <http://courses.ncsu.edu/classes/hi300001/hi2160f03.htm>
3. Human Rights Documents:
<http://courses.ncsu.edu/classes/hi300001/bkmarksHR.htm> Online Primary Sources Page: <http://courses.ncsu.edu/classes/hi300001/doclist.html>
4. Latin American Press Reports:
<http://courses.ncsu.edu/classes/hi300001/lapress.htm>
5. Writing Help: Rubric for Writing History Essays
<http://courses.ncsu.edu/classes/hi300001/write.htm>
6. *A Student's Guide to History* by Jules R. Benjamin
<http://www.bedfordstmartins.com/history/benjamin/>

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3. Both Speaking and Writing: In-class editing, critique, revision, and discussion of writing assignments (part of participation, 2, 5)

Research and Discussion Topics and Associated Readings

Note: When instructed to read “documents,” go to your Online Primary Sources page or other designated page and locate the document’s number or the topical heading.

Part 1: How and why we’ll study history: a constructivist, IGL approach

TH 21 Aug Course Introduction/ Getting Acquainted/ Data-gathering exercise

TU 26 Aug Borg History vs IGL (Inquiry-Guided Learning) History and the Construction of Knowledge: How will we approach history? Before coming to class, read “Course Approach and Philosophy” online at <http://courses.ncsu.edu/classes/hi300001/approach.htm> [document 1 at the top of your Online Primary Sources page]. **TQ 1:** How does this approach differ from classes you’ve taken in the past (history or other)?

TH 28 Aug “What is history about and why should we care?” Read documents 2, 3, and 9 on your Online Primary Sources Page (see URL above). We build up our understanding of the past piece by piece, based upon evidence (primary sources) that come down to us from the past. You're trying to explain to a friend attending vocational school (like Wake Tech), why you are "wasting time" by taking a history course. Your friend takes only career-related courses-- nothing not directly related to building and maintaining computer networks. **TQ 2:** Based on the readings, as well as events of your own life and learning, explain why studying history might be useful, even if you won't be a professional historian. Consider both skills learned and any "lessons" you believe that individuals and nations can learn from studying history. If you do not believe that history has such value, explain why not.

TU 2 Sept “Studying Human Rights Issues” Read Sherman ch 1 and documents 5 and 6 on your Online Primary Sources Page. **TQ 3:** You’ve lived your entire life under a military dictatorship in Latin America. Write a letter to Amnesty International explaining which human rights are most important to you and why.

Part 2: Human Rights in Latin America, 1492-1826

TH 4 Sept “The problem of ethnocentrism” **TQ 4:** Read document 10, the reactions of Christopher Columbus to people in the Caribbean, written in 1492-93 (Primary Sources Page). Last name A-M: You are a rival explorer, eager to get support for your voyages from the Spanish monarchs. Write a letter to King Ferdinand and Queen Isabella in which you critically question some of Columbus's descriptions and assumptions about peoples of the Caribbean. Quote specific examples of ethnocentrism and errors that you find. Last name N-Z: You are one of Columbus’s loyal crew and want more funding for future voyages. Write to the Spanish monarchs, explaining the benefits of Columbus’s explorations. Quote specific examples.

TU 9 Sept “Early Human Rights Issues: Treatment of Native Americans” The King of Spain is reconsidering royal policies toward Native Americans. Your job is to advise the King on some of the serious problems and abuses. You will use evidence gathered by a priest who protested Spanish treatment of the indigenous population. You will read a portion of "Devastation of the Indies" (document 12), a criticism of Spanish behavior toward the native population, made during the 1520s. What specific charges does Las Casas make against the *encomenderos* (Spaniards who received royal grants of Indian labor and land)? **TQ 5:** Last name A-H: Read sections 1-4 Last name I-P: Sections 5-8 Last name Q-Z: Sections 9-end All groups identify any remedies that Las Casas proposes (not all sections will have suggested remedies).

TH 11 Sept “Another Human Rights Issue: Racism and the Enslavement of Africans” Read Sherman prologue, ch 2 In something of an unhappy irony, Las Casas, "Defender of the Indians," urged that Spain import African slaves in order to spare Native Americans. **TQ 6:** You are representatives to an international conference debating whether to abolish the African slave trade. Prepare a short speech. Everyone: Read document 44, 2 anti-slavery poems and an explanation of the nature and varieties of racism. Note that even when a majority of individuals may not be racist, institutions and social pressures can perpetuate racism for a very long time. A-M: Read documents 40 and 41 Summarize and critique these pro-slavery arguments. N-Z: Read documents 42 and 43. Summarize and critique these anti-slavery arguments. We will read these speeches in class in debate format.

TU 16 Sept First Major Essay Due, 1200 words: Read documents 21 through 35. Using examples and brief quotations from at least 10 of these documents, identify specific conditions and complaints that may have motivated Latin Americans to rise up against their colonial masters. [Use endnotes to cite the documents that you use. Use last name and short title in your notes. (Bolívar, “Proclamation of June 15, 1813”). Briefly identify anyone that you cite or quote.]

Part 3: Independence and Elite Control of the Masses in the 19th Century

TH 18 Sept “Nineteenth-Century Elite Control,” Read Sherman ch 3-4 Class Discussion: Be able to explain the means by which the elite controlled and limited the options of the masses. (Make certain that you understand this topic. It will come up again and again.)

TU 23 Sept “Women’s Rights and Roles in Latin America” **TQ 7:** It’s the year 1876: The first feminist congress of Latin American women is meeting. You are a delegate. Prepare your remarks on how and why discrimination and machismo reduce opportunities for women. Also identify any hopeful signs of improvement. Read Slatta, *Gauchos*, ch 4-5 and document 65, the 1876 statement by an Argentine feminist.

TH 25 Sept Perceived characteristics of gauchos as outcasts; ethnocentrism **TQ 8:** Read Slatta, *Gauchos*, intro, ch 1-5 Last Name Q-Z: Identify negative traits often attributed to gauchos. Note examples of ethnocentrism. A-H: Identify positive traits often attributed to gauchos. I-P: How and why did such conflicting views arise? Think creatively and

sociologically. That is, consider the background and experiences of the people who are giving descriptions of gauchos.

TU 30 Sept “Impact of technological change” Discussion (no written assignment) Read Slatta ch 9. Be prepared to discuss the impact of technology on gaucho life.

TH 2 Oct “History and Myth” Read Slatta, ch 10 and 11; document 4, and online essay “Frontier Myths and History” at <http://courses.ncsu.edu/classes/hi300001/lectures59.htm#9> . **TQ 9** Why do myths arise? Give specific examples.

TU 7 Oct 1200 word Essay 2 Due: “Elites versus Masses” Read Slatta ch 6-9 and documents 58 through 65. Identify and give specific examples of major problems for the Latin American masses. Explain why these problems existed. Cite specific examples from gaucho life and from at least four of the online documents. Use endnotes and short document titles to show where you got your evidence.

TH 9 Oct Fall break, no class

TU 14 Oct No Class—Instructor in Austria

TH 16 Oct View film “War of 1898” Take notes for use on next TQ.

Part 4: 20th-Century responses to continued elite domination

“Growing US Influence in Latin America” **TQ 10** Use your notes from the film and read documents 72 through 77. Citing at least 3 of the documents: Last name A-M Summarize the arguments in favor of war against Spain. Last name N-Z: Summarize the arguments against going to war against Spain in Cuba.

“Revolution in Mexico” Read documents 84 through 88. You are a *New York Times* reporter, sent to cover the unfolding Mexican Revolution. Prepare your news story. **TQ 11** Explain the revolution's major causes, including the goals and complaints of several major revolutionary leaders, as revealed in the documents. In your conclusion, summarize the response of the Diaz regime to the criticism and attacks. Who has more convincing arguments, Diaz or the revolutionaries? Why?

“Counter-revolutionary forces” Read Sherman, ch 5 and the Universal Declaration of Human Rights [accessible from the top of your Human Rights page—see URL above.] **TQ 12** Give examples of how military dictatorships in Latin America have violated the principles of the Universal Declaration.

“Revolutions in Cuba and Central America” Read Sherman, ch 6 and documents 109 through 113 Discussion (no TQ): What caused these revolutions? Student group reports

“Liberation Theology, a religious responses to human rights abuses” Read Sherman ch 7 and two documents found at <http://courses.ncsu.edu/classes/hi300001/bkmarks.htm> [Click on number 11 and then choose 2 items.] **TQ 13** Student group reports

Part 5: Contemporary Problems and Future Directions

TH 13 Nov Essay 3 Due, 1200 words Read Sherman, ch 5, 8, 9 and documents 94 though 106. Review Gauchos book. Identify the problems (and their causes) faced by the Latin American masses during the 20th century. You must cite evidence from at least 6 online documents—use endnotes. In your final 250-word conclusion, compare and contrast the causes of 20th century problems with those faced by gauchos during the 19th century. Student reports

TU 18 Nov Taking Foreign Policy Underground: The Reagan/Bush Iran-contra Scandal You are a prosecutor, working for the US Justice Dept., investigating the Iran-contra scandal. Go to document 120 and use at least three of the source links there. **TQ 14** Identify the types of crimes committed by members of the Reagan/Bush administration (suspected, charged or convicted). Give examples of specific people and their actions. Student reports

TH 20 Nov “Fighting the Drug Wars” You are a policy advisor to President Bush. Prepare a policy brief for the president. Search the Internet for relevant quality information. **TQ 15** A-M: Summarize your suggested policies for US drug policy within Latin America (production/supply/ transport issues). N-Z: Summarize your suggested policies for domestic US drug policies (demand, distribution within the US Student reports

TU 25 Nov “Rain Forest Preservation” Read at least 3 items under 12 on <http://courses.ncsu.edu/classes/hi300001/bkmarks.htm> You are attending an international conference on environmental issues. Prepare a summary of the major issues below, according to your last name. **TQ 16** A-M: Explain the benefits of rain forest preservation in the Brazilian Amazon and elsewhere to the people of Latin America. N-Z: Explain why rain forest preservation in Brazil and elsewhere important to people living in the United States. Student reports

TH 27 Nov Thanksgiving No Class

TU 2 Dec “The US and Latin America’s Future” Sherman ch 8-10 and epilogue **TQ 17:** You are a US State Dept. official. Outline a strategy the US should follow to combat major problems and to promote greater human rights in Latin America.

TH 4 Dec 1500-1800 word Final Essay Due: Review ALL the readings and your notes for the semester. Identify and categorize 1. The major reasons for (causes of) human rights abuses during the past five centuries in Latin America. 2. The major types of abuses (nature of the actions, against whom?). In both cases, provide specific evidence

and quotations from primary sources. You must cite evidence from at least 8 Primary Sources page documents. Identify your sources with endnotes.

TU 9 Dec 9AM-10AM (NOT 8!) discussion of final essay question and **Final Quiz** over Sherman ch 8 to end and student reports.

Course Skills, Philosophy, Generic Study Skills

Your Job: Acquire and Practice “Real World” Skills

Some students think of college as largely unrelated to the “real world.” Wrong! College-- even history courses -- should provide expectations and assignments that prepare students for the “real world.” Think of this course as a “real world” job. You have responsibilities, just as you would on a paying job.

1. Get to work on time every day. If you are late, you are absent. Late arrivals disrupt our crowded classroom. Important announcements are given at the beginning of class. Quizzes are given during the first 15 minutes of class. If you arrive late, you will not receive extra time nor will you be given a makeup quiz. If you can't arrive to class consistently on time, **DROP!**

Attendance Policy: If you miss a class, you must provide a written excuse authored by someone else (employer, physician, lawyer, clerk of the court, etc.) explaining why you could not attend. You must submit these written excuses upon your return to class. **For each unexcused absence beyond one, I will deduct 5 percentage points (out of 100%) from your final average. No exceptions.** If you cannot attend class without fail, take a correspondence or distance learning course instead.

I apply The of official NC State University Academic Policies and Procedures: Attendance Regulations enacted Fall 1997
http://www.ncsu.edu/provost/academic_policies/index.html . “Regular attendance at classes, laboratory period and examinations is expected of all students. Teachers in 100- and 200-level courses must keep a record of attendance throughout the semester, and they may use reasonable academic penalties [see above] commensurate with the importance of the work missed because of unexcused absences. “Excuses for **anticipated absences must be cleared with the instructor before the absence.** Excuses for emergency absences must be **reported to the instructor as soon as possible, but not more than one week** after the return to class.”

If you are taking the class Credit Only or Satisfactory/ Unsatisfactory, you are responsible for all assignments, and you must earn at least a C- average (70%) to receive credit.

2. Get the task done on time-- submit assignments on time. Papers are due at the beginning of class on the dates specified Short thought papers (TQs) submitted one class late for **half credit with an excused absence.** (The other half of the credit is for participating in discussion.) Net Forums may not be posted late. The instructor must be notified ahead of time for excused absences, such as official school activities or job interviews. Major papers are penalized 5 points per day up to two days late. After two days NO late papers are accepted. **Yes, this means plan ahead--another real-world skill well worth developing. Students failing to submit 5 or more assignments on-**

time automatically fail the course.

3. Have the equipment for the job.

A. Buy and use a pocket stapler. This modest investment could save your skin (or whatever). Professors handle a huge volume of student papers each semester. If I lose a page that is not stapled, it's your problem. Staple all assignments of more than one page--do not bother with covers or binders--they're a pain to handle; pages fall out. You may print pages on both sides if you wish.

B. Use a fresh printer ribbon. I will return for reprinting any assignment not as dark and clear as this syllabus. 10% penalty [There are famous, blind historians--I do not care to be another one.]

C. Practice Safe Computing! Watch your print quota, make backup files of all papers. We are a technological university. No computer-related excuses are acceptable. Obtain and apply the computing skills necessary. A computer "excuse" is no more valid than "my dog ate..."

4. Develop the skills for the job.

A. Become skilled in all types of research from the library to the Internet.

B. Develop a clear, logical thinking and writing style. I will help you.

C. Learn to use the full power of computers, including grammar and spell checkers, online information sources, and electronic communication.

5. Get the help you need for this and every course. Even the Lone Ranger got help from Tonto. NCSU provides many labs and centers to help you with writing, study habits, personal problems, computer literacy, and more. You paid for these services--use them. The following locations provide "Walk-in Writing Assistance": Undergrad Tutorial Center in 126 Nelson; Metcalf classroom; Sullivan classroom. If you have a special learning need, inform the instructor. You may also email writing questions to grammar@ncsu.edu.

I will make reasonable adjustments in course assignments to accommodate students with physical or learning disabilities. I follow University guidelines regarding Disabled students. NC State is subject to the Department of Health, Education, and Welfare regulations implementing Section 504 of the Rehabilitation Act of 1973. Section 504 provides that: "No otherwise qualified handicapped individual in the United States. . . shall, solely by reason of his handicap be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

6. Complete essays and other assignments according to course requirements

All assignments must be typed, double-spaced, stapled, and printed in ink as dark as this syllabus. The essays that you write test your ability to analyze and synthesize information. Your essays must draw upon relevant material from assigned readings, lectures, Internet sites, and class discussions. These essays must be submitted in person in class on the day due, and you must attend class to receive credit. Stick to the allotted word limit, plus or minus 10 percent.

You may submit legibly handwritten TQs. If you print a TQ, double space it. We

will discuss thought questions (TQs) in class. You must hand your papers in during class time and attend class on the day due to receive credit.

7. Be honest. Obey the University Honor Pledge: Please do not take the Reagan/Bush lies during the Iran-Contra affair as a role model. Do not hold Enron executive lies and Arthur Andersen accounting as your guide. Liars and cheaters get caught and suffer the consequences. Why not save the hassle and act honorably? Accept and act upon this statement: "I have neither given nor received unauthorized aid on this test or assignment." Honesty is not an archaic concept; it is an essential trait of a decent, productive human being. I expect complete honesty from all students. I assume that you have lived up to the honor code on all tests and assignments. Plagiarism on research projects [using the ideas or words of others without proper attribution] will result in a failing grade. Except for assaulting another person, plagiarism is the most heinous crime that a college student can commit. Do not do it! [Plus, with sophisticated electronic tools, it's very easy to catch.]

My Job: Encourage Your Participation and Learning

Neither learning nor life is a spectator sport. Intellectual exchanges involving all students and the instructor enrich learning for all. Studying history involves an accumulation of knowledge about the past and an understanding of the forces that shape the past and present. But we must also learn to communicate that knowledge, in writing and orally, to others. You must be ready to share your analyses in class. Obviously, you must be IN class to participate, so regular attendance is necessary.

Many quiz questions are based on classroom activities. Essays require that they apply knowledge of general themes & concepts developed in lectures and discussions. You must also support your interpretation of events with historical specifics gleaned from the readings and video presentations.

I recognize that most of you will not go on to seek doctorates in Latin American history (although I can certainly help you if that is your goal.) Thus I have built lots of "real-world" workplace skills and demands into this course. You will learn good, basis research and writing skills essential to any job in our information age. You will learn to take responsibility for your actions and to meet requirements placed upon you- again real-life demands for any employment. Yes, things come up. It is your responsibility to get the job done anyway.

You come to college with a variety of motives. I will try to motivate you to learn about history, assist you in developing communication and interpersonal skills, and help you hone the skills and strategies in learning that will pay off throughout your life. I will treat you with fairness. Fair treatment is equal treatment. Do not look for special favors or extra breaks. I lay out the class rules clearly, and I expect all of you to abide by them. This course will also teach you to evaluate historical evidence & arguments & to think critically. You should recognize & reject fallacious "explanations" based on ideological or partisan prejudice. You will gain the ability to make logical historical arguments & to evaluate and organize supporting historical evidence.

Generic Study Tips

University life can be a BIG change from high school or small college life. I hope the following advice helps you adjust to & handle your university courses.

1. SET PRIORITIES -- studies first; fun second. Reverse these will have a fun, but very short, academic career.
2. STUDY ANYWHERE AND EVERYWHERE. Put every spare moment to use, on a bus, waiting for class, etc.
3. GET ORGANIZED, BUDGET YOUR TIME. Constantly check course syllabi. Begin assignments well in advance. Use a scheduling calendar to help visualize your time commitments
4. TAKE GOOD NOTES. Pay attention to what professors and books emphasize. Don't try to write down & remember everything. Learn to identify what is most significant in a given course.
5. BE RESPONSIBLE FOR BIG AND SMALL STUFF. Meet deadlines. Get to class on time.
6. SPEAK UP. Ask questions. Answer questions. Be curious. If you don't understand something, ask. Tap into intellectual life while you have the chance.
7. COOPERATE (but don't collude). Study together. Discuss assignments & class issues with one another. Ultimately, however, submit your own work.
8. TEST YOURSELF. Use the thought questions, notes, & assignments to give yourself sample exams. Test your own knowledge.
9. WHEN IN DOUBT, DO MORE. No one excels by just getting by.
10. BE IN CLASS; it's where the action is. You or your parents pay money for your education--be here to take advantage of it. Not so long ago, who thought they'd care where Kabul is or what al-Quida or al-Queda is—or even how to spell it? Be ready. Get global.

Benjamin S. Bloom's Taxonomy of Cognitive Levels

(1956; adapted from <http://faculty.washington.edu/krumme/guides/bloom.html>) Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. This chart shows the levels of cognitive skill demonstrated, ranging from the lowest (knowledge) to the highest (evaluation). In to the your assignments, strive to apply higher-order thinking skills. They're the most important--the most challenging--but also the most fun!

Categories: (with Outcome-Illustrating Verbs)

1. **Knowledge** of terminology, specific facts, generalizations, theories and other information. You must recall (often by memorization) previously learned information. **Sample verbs:** define; describe; enumerate; identify; label; list; match; reproduce; select.
2. **Comprehension:** Showing a grasp or understanding of what the information memorized in 1 above means. **Verbs:** classify; cite; describe; estimate; explain; give examples; restate (in your own words); summarize.
3. **Application:** Applying (using) previously learned information in new and concrete situations to solve problems that have single or best answers. **Verbs:** administer; articulate; chart; collect; compute; construct; determine; establish; extend; implement; operationalize; prepare; report; show; transfer; use; utilize.

4. **Analysis:** Breaking a body of information into its component parts. Examining (and trying to understand) the organization and structure of such information. Developing conclusions by identifying motives or causes, making inferences, and/or finding and citing evidence to support generalizations. **Verbs:** break down; correlate; diagram; differentiate; distinguish; illustrate; infer; point out; prioritize; separate; subdivide.
5. **Synthesis:** Creating a new, original interpretation or presentation based by applying prior knowledge and skills. **Verbs:** adapt; categorize; combine; compile; compose; create; design; devise; formulate; generate; incorporate; integrate; intervenes; rearrange; reconstruct; reorganize; revise; structure; validate.
6. **Evaluation:** Judging or critiquing the value, validity, accuracy, and merit of a prior analysis or synthesis. Evaluating the logic of the argument, the soundness of the supporting evidence, and comparing the argument with others. **Verbs:** appraise; compare and contrast; conclude; criticize; critique; decide; defend; interpret; judges; justify.

William G. Perry, Jr.'s Model of Cognitive Development

adapted from: <http://www.ucalgary.ca/~dabrent/webliteracies/perry.htm>

1. Dualism/ Lowest level: For the Dualist, all knowledge is absolute; there is Truth and Falsity, Right and Wrong, Good and Bad. "For every question there is a simple answer." Authorities are those who have the Answers. Disagreement among them is unthinkable-- facts are facts! Belief systems are givens, unquestioned, unanalyzed. Many dualists operate from an ideological viewpoint, which they accept without question. Deduction rules. Selective application of evidence—only “facts” that fit one’s preconceptions. Rarely ranges beyond Bloom’s levels 1 and 2.

2. Multiplicity/ some progress here: Student still views most knowledge as absolute, as in Dualism. But in some fields or on some questions, we don't have all the answers--yet. We see a hedging admission that knowledge has gray areas, and authorities may not be infallible. But the reaction to this realization may be rather anti-establishment and nihilistic. Values? Ideology? Why have any? Just do what seems right at the time-- "Go with the flow." In response to a low grade on an essay exam, a student may contend that since there is no one right answer, all we have is opinion, and one opinion is just as good as another. Typical of primitive postmodernists. Limited critical thinking ability.

3. Relativism: The student begins trying to negotiate within a growing uncertainty. "I try to present a balanced view, look at the evidence on both [or all] sides, and then come to a conclusion that seems most reasonable"). The context within which facts are viewed is recognized as having a bearing on how those facts will be interpreted. Authorities are recognized as fellow seekers of understanding, different primarily in that they are experienced at making sense of the profusion of knowledge in their fields. During this period, students may feel that belief systems are difficult to think about because so many good arguments exist for any one approach, "no matter how you look at it." Confusion rules, but students attempts mid-level Bloom activities.

4. Commitment to Critical Evaluation: Skilled in critical thinking and rational processes and drawing upon the accumulated learning and experience. The student can commit herself/himself to positions that are sustainable through induction and logic. Student can perform at the. Willingness to acknowledge and accept multiple interpretations or perspectives. Decisions are based on a conscious consideration of alternative explanations as opposed to the blind, uncritical acceptance of the Dualist. Operates on the basis of higher level cognitive skills (Bloom's 5 and 6); not prejudice, preconception, "common sense," [usually neither common nor sensible], or ideology.

Instructions for Current Events Reports and Group Reports

Current Events Reports

Read online newspapers **from Latin America** to find information on current events in Latin America. **Look for stories that have some relationship to our course theme: human rights.** You can reach online newspapers in English, Spanish, and Portuguese by selecting LA Press links at the top of your syllabus. Bring in printed copies of news stories **OR** demo the site in class at three different times during the semester (no more than one per class). We will begin each class with a current affairs discussion, based on these reports. Then we'll try to identify the historical roots of these contemporary issues. (Yes, the past, present, and future are all linked.)

Group Reports

You will each participate in a group report. Select a topic from the list below. Divide up your topic in some logical fashion. You may each select a different country, a different time period, or divide up the topic in some other fashion. Each of you will give a 10-12 minute oral report on your portion of the topic. **Each group** needs to prepare a one-page handout of main points, terminology, and issues to distribution to each student. **Each person** must hand in an annotated bibliography of at least 5 sources. These sources must be scholarly, printed sources or credible Internet sites. You should write a brief (2-3 sentence) annotation for each source used. An annotation is a brief summary and critique of a source. What made the source valuable or important to your report? Did the source have any shortcomings or flaws? You will be graded on the content of your presentation (no deductions for nervousness or style) and on the quality of the handout and sources that you used. You may consult and demonstrate web sites as well, but you **MUST** use at least a minimum of five sources. You may use PowerPoint if you wish.

Topic Options

1. Brazil's Amazon and Indigenous Rights
2. Chiapas, Mexico and Indigenous Rights [Zapatistas/ EZLN]
3. Plight of the Maya in Guatemala [Indigenous Rights]
4. The Drug War: Colombia, Bolivia, Peru, Mexico
5. Women and Human Rights, such as *Arpilleras* of Chile, Madres de la Plaza de Mayo, Argentina
6. Military Dictatorships and Human Rights Abuses [variety of countries]
7. Latin American Nobel Peace Prize winners

- a. Adolfo Pérez Esquivel, Argentina, 1980
- b. Oscar Arias, Costa Rica, 1987
- c. Rigoberta Menchú Tum, Guatemala, 1992

Suggestions on Working in Groups: Cooperative, Collaborative Learning:

1. Why do I assign group projects? First, it's a "real-world" way to work. Even the Lone Ranger worked with Tonto. You need experience in working with a heterogeneous collection of people. Thus you need practice building effective interpersonal skills.
2. Second, "the whole is greater than the sum of the parts." You each bring skills, interests, and energy to a group.
3. Group members should learn from and teach one another. If you're skilled at PowerPoint presentations, teach others how to create them-- don't just do all the work. If you're a savvy Internet surfer, teach others the research skills that you have. If you're creative and imaginative, offer the group suggestions on how to make your presentation more original and interesting.
4. Monitor your own contributions and those of others. You will anonymously evaluate each person's contributions (including your own) at the end of the semester.

Meeting One and After:

1. Get acquainted. Exchange information about one another, including phone numbers and email addresses.
2. Brainstorm. Generate ideas about your project and how to divide it up.
3. Plan your next meeting. What do each of you have to do before meeting two?
4. In future meetings, divide up tasks, exchange suggested information sources, refine your topics and approach, coordinate each piece into a meaningful whole.
5. At deadline approaches, coordinate developing the required handout. Make certain that everyone has five good scholarly sources and an annotated bibliography ready to turn in.

Tips on Talks: How to Prepare and Deliver a Dynamite Oral Report

by Richard M. Felder NCSU Dept. of Chemical Engineering, adapted and used with permission

1. So you've got to give a formal talk in your class--a presentation on a term project or in a laboratory or design course or a class on public speaking. That can be a scary prospect if you're not used to doing things like that. Everybody's nightmare is looking foolish in public, and a public speech seems to most people like a perfect opportunity to do just that.
2. It really shouldn't be that frightening. Almost every day you have the experience of talking when others are listening to you and you don't even think about it--you just do it and it works out fine. There's something about giving a **SPEECH**, though, that gets people into a total panic. I'm not talking about feeling a bit nervous before the talk, you understand: stage fright is perfectly normal and a little of it may even make the talk better. (If you're too relaxed you could seem bored with your topic, and speakers who sound bored lead to audiences who *are* bored.) If your fear goes too far over the line, however, it can cut way down on your ability to communicate.

3. There are a few things you can do to make your talk effective--and if you know it's going to be a good talk, your pre-talk jitters are much more likely to stay under control. Good speakers all learn these tricks sooner or later. Sooner is better than later.

Preparing

1. Prepare a one-page handout of main points for the entire group.
2. Cover the points required. Stick to the topic.
3. Speak to your intended audience at their level. Avoid unnecessary jargon but also avoid material you know will be obvious or trivial to them.
4. Include a clear introduction (preview your talk), body (your key information), and summary (conclusions, recommendations).
5. Consider summarizing the main points in a PowerPoint presentation. Your audience can only absorb a small fraction of what they hear and much more of what they can see.
 - a. Use short bulleted lists, diagrams, and charts. A picture is worth a lot more than a thousand words. Less is more!
 - b. Use large enough type. Anything smaller than 24-point will be hard to see in a large room. Use more pages, with a few big-type points on each page.
 - c. Charts are better than tables. Lower case is better than all capital letters.
 - d. Go for clarity, not multi-colors, in your visuals.
6. Plan a few closing questions. Don't wait for your audience to ask—ask them a thing or two.
7. Rehearse several times; get the timing right. Try to come in at least two minutes under your target time for the presentation. If you're running longer than that, find ways to cut it down. Prioritize information; decide what **MUST** be presented and what can be omitted.

Presenting

1. Never read word-for-word from a script or from PowerPoint slides. Few people have the skill to read directly from a script without putting their audience to sleep. Use the points on the overheads to guide you through the talk. Supplement those points with additional information in your notes.
2. Make frequent eye contact with people in every part of the room. Don't just look at your notes or the screen or the people directly in front of you.
3. Try to sound interested in your subject. If necessary, fake it. An obvious lack of interest on the part of the speaker almost guarantees that the talk will not go well.
4. Keep track of the time. If you see you're running short or long, try to adjust the speed of your presentation to compensate.
5. Ask for questions. Ask if anyone needs a clarification. "Am I going too fast?"
6. If you get questions that you cannot answer, remember that "I'm sorry--I don't know" is a perfectly acceptable answer. Trying to bluff your way is usually a losing proposition.
7. And that's all there is to it. These practices may not make you the world's most spellbinding speaker, but they'll make your talk much better. They also may not make speaking in public one of your favorite experiences, but they'll probably make you feel better about it. Every little bit helps.