

imperialism, rebellion, and revolution, authoritarianism and democracy, human rights, globalization, migration, and U.S.-Latin American relations. Students will emerge from this course with a deeper understanding and appreciation of Latin America's connection to the world and the major role that Latin Americans have had in shaping human history. Students in this course will be able to better understand the history of the Americas and to think critically about the historical origins of contemporary issues such as social and political movements in Latin America, U.S.-Latin American relations, and Latin American migration.

III. Statement of Course Need

- A. Modern Latin American History is a course that teaches students the interconnected history of the Americas, broadening their sense of American history and exploring connections across region, border, and time period. As more Americans are developing an appreciation for the importance of US-Latin American relations, and as more and more U.S. residents trace their heritage to other parts of the Americas, it becomes increasingly important that we learn our shared history of the western hemisphere. Furthermore, this course is widely offered in history and humanities departments across the nation, it meets the College's general education goals, contributes to a more diverse and internationally-oriented curriculum, and will transfer to four-year degree programs as a history, general education, or free elective.
- B. 1. This course generally transfers as a Humanities, Historical Perspective, and Global and Cultural Awareness general education course.

2. This course generally transfers as a liberal arts program elective.

IV. Place of Course in College Curriculum

- A. Free Elective
- B. This course serves as a General Education course in Humanities, Historical Perspective, and Global and Cultural Awareness.
- C. This course meets a program requirement for various programs".
- D. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, www.njtransfer.org; b) for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

- A. Colonialism, Revolution, and Independence
- B. Slavery and Abolition
- C. Economic Development, Dependency, and Neocolonialism
- D. Political Development: Caudillos and Populism
- E. Imperialism and Resistance
- F. Mexican Revolution
- G. Cuban Revolution
- H. U.S.-Latin American Relations in the Cold War: Revolution and Counterrevolution

- I. U.S. Economic Policy and Relations with Latin America
- J. Authoritarianism, Democracy, and Human Rights
- K. International Migration
- L. Globalization and Neoliberalism
- M. Contemporary Indigenous and Environmental Movements

VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes:

At the completion of the course, students will be able to:

1. Identify and locate primary and secondary sources to be used in explaining the past. (GE-NJ 1, 7, IL,*)
2. Analyze historical evidence in order to evaluate historical events and their connection to the present. (GE-NJ 1, 7,*)
3. Evaluate a particular case or country study and draw conclusions about broader historical processes across borders and time periods. (GE-NJ 1, 7, 8, *)
4. Explain and analyze the major changes in Latin American history from the early nineteenth century through the present. (GE-NJ 1, 7, 8, *)
5. Identify the major regional variations in Latin America and describe the key reasons for differences among states and regions and support conclusions with evidence. (GE-NJ 1, 7, 8, *)
6. Demonstrate and assess the relevance of modern Latin American history to other parts of the world and to other peoples. (GE-NJ 1, 7, 8, *)
7. Evaluate the ethical implications of political or economic factors in modern Latin America (GE-NJ ER*) (*Embedded critical thinking)

Course Learning Outcomes: See above.

1. See above.
2. Weigh arguments from experts in the field (including guest speakers).

C. Assessment Instruments

- A. research paper or oral report identifying appropriate resources and using information effectively and effectively (IL and ER)

- B. presentations
- C. in-class debates on the pragmatic and ethical impacts of selected policies (ER)
essays
- D. exams (ER)
- E. journals
- F. response writing

VII. Grade Determinants

- A. essays
- B. research papers and projects
- C. examinations
- D. presentations
- E. response papers
- F. in-class discussion and debate
- G. reading quizzes

VIII. Texts and Materials

Virginia Garrard, Peter V.N. Henderson, and Bryan McCann, *Latin America in the Modern World*. Oxford University Press, 2019.

Sources for Latin America in the Modern World, Nicola Foote, ed. Oxford University Press, 2019.

Other possible texts include:

A. John Charles Chasteen, *Born in Blood and Fire: a Concise History of Latin America*, WW Norton, 3rd Edition, 2011.

B. John Charles Chasteen, ed. *Born in Blood and Fire: Latin American Voices*, WW Norton, 2011.

C. Alexander S. Dawson, *Latin America Since Independence: A History with Primary Sources*, New York: Routledge, 2010.

D. Cheryl Martin and Mark Wasserman. *Latin America and Its People*. New York: Pearson Longman, 2005.

E. Thomas E. Skimore and Peter H. Smith, *Modern Latin America*. Oxford University Press, 2000.

F. Charles Arthur and J. Michael Dash, eds. *Libete: A Haiti Anthology*. Princeton, NJ: Marcus Weiner, 1999.

G. David Bacon. *Children of NAFTA: Labor Wars on the US/Mexico Border*, University of California Press, 2004.

H. Bell, Beverly. *Walking on Fire: Haitian Women's Stories of Survival and Resistance*. Ithaca, NY: Cornell University Press, 2001.

I. Charles Bergquist, et al, eds., *Violence in Colombia, 1990-2000: Waging War, Negotiating Peace*. Scholarly Resources, 2001.

J. M. Guzman Bouvard. *Revolutionizing Motherhood: The Mothers of the Plaza de Mayo*. Rowman and Littlefield, 2002.

K. George Allen Collier with Elizabeth Lowery Quaratiello, *Basta! Land and the Zapatista Rebellion in Chiapas*, 3d. ed. Food First Books, 2005.

L. Laurent Dubois, *Haiti: the Aftershocks of History*. Metropolitan Books, 2012.

M. Felipe Fernández-Armesto, *The Americas: A Hemispheric History*, Modern Library, 2006.

N. Juan Gonzalez, *Harvest of Empire: A History of Latinos in America*, Penguin Books, 2011.

O. Richard Gott, *Hugo Chávez and the Bolivarian Revolution*. Verso, 2005.

P. Greg Grandin, *The Blood of Guatemala: a History of Race and Nation*, Duke University Press, 2000.

Q. Greg Grandin, *The Last Colonial Massacre: Latin America and the Cold War*, Updated Edition, 2011.

R. Kelly Lytle Hernandez, *Migra! A History of the U.S. Border Patrol*, University of California Press, 2010.

S. Alfredo Molano, *The Dispossed: Chronicles of the Desterrados of Colombia*. Haymarket Books, 2005.

T. Oscar Olivera and Tom Lewis. *Cochabamba! Water War in Bolivia*. South End Press, 2004.

U. Patricia Politzer, *Fear in Chile: Lives Under Pinochet*

V. C. Peter Ripley, *Conversations with Cuba*. University of Georgia Press, 2001.

W. Pamela Maria Smorkaloff, ed. *If I could Write This in Fire: An Anthology of Literature from the Caribbean*. New York: The New Press, 1994.

X. Jose Vasconcelos, *La Raza Cosmica/The Cosmic Race*

Y. Mark Wasserman, *Everyday Life in Nineteenth Century Mexico: Men, Women and War*, University of New Mexico Press, 2000.

Z. Mark Wasserman, *The Mexican Revolution: a Brief History with Documents*, Bedford St. Martins, 2012.

AA. Angus Lindsay Wright and Wendy Wolford. *To Inherit the Earth: The Landless Movement and the Struggle for a New Brazil*. Food First Books, 2003.

BB. Mathilde Zimmerman, *Sandinista: Carlos Fonseca and the Nicaraguan Revolution*. Duke University Press, 2001.

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

IX. Resources

Students will use library databases and resources and other online databases to access sources and to conduct research.

X. Honors Options

Prerequisites: Minimum GPA of 3.5 and permission of the instructor.

The honors option for this course requires students to engage in the process of historical scholarship, conducting research to locate primary and secondary sources in databases and other online sources, interpreting and analyzing historical evidence, and evaluating and creating historical arguments.

A. General Education and Course Learning Outcomes:

Upon completing the honors option, students will be able to

- a. Evaluate scholarly arguments in journal articles and other secondary sources
- b. Locate, interpret, and analyze primary source material through historical research
- c. Generate an original and nuanced historical argument based on primary and secondary source research findings

B. Honors Option Content:

- a. Use of primary and secondary sources located through research in library and online databases

- b. Creation of a research proposal including an annotated bibliography
- c. Production of a research paper based on research conducted in primary and secondary sources.

C. Assessment Instruments for Honors Option Work

- a. Written reviews of articles and essays
- b. Research proposal and paper

D. Grade Determinants for Honors Option Work
Performance on . . .

- a. Article and essay reviews
- b. Research proposal and paper