

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## American Public University System

*The Ultimate Advantage is an Educated Mind*

### Department of History and Military Studies

**HIST360**

**History of Latin America**

**3 Credit Hours**

**Eight Weeks**

**Prerequisite(s): None but HIST300 recommended**

The course materials, assignments, learning outcomes, and expectations in upper level (300-400) undergraduate courses assume that you have completed lower level (100-200) History courses to develop content knowledge and skills necessary for research, writing, and critical thinking.

Students who have not fulfilled these requirements or awarded transfer credit should strongly consider completing these requirements prior to registering for upper level courses.

#### Table of Contents

<a href="#">Instructor Information</a>	<a href="#">Evaluation Procedures</a>
<a href="#">Course Description</a>	<a href="#">Grading Scale</a>
<a href="#">Course Scope</a>	<a href="#">Course Outline</a>
<a href="#">Course Objectives</a>	<a href="#">Policies</a>
<a href="#">Course Delivery Method</a>	<a href="#">Academic Services</a>
<a href="#">Course Materials</a>	

#### Instructor Information

**Instructor:**

**Email:**

**Office Hours:** Please e-mail to make an appointment.

[Table of Contents](#)

#### Course Description

This course is a survey course of Latin American History. The subject is approached from two very different perspectives. The primary text offers a comprehensive overview of Latin American history and theories important to the study of Latin America. The second textbook is a journalist's perspective that gives the student an overview of the history of individual Latin American countries.

#### Course Scope

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The course surveys the past and present of Latin America, and then hones in on the student's particular interest in the subject: social, political, historical, military, economic or pure history. The readings offer an overview of the region's history, and then proceed to examine several countries more closely each week. Additional perspective will be gained by examining short historical pieces, both first and secondary sources, which encourage the student to think critically about what they are reading. Students will evaluate these readings and answer specific questions in Discussion Groups. Discussions will delve into diverse issues in Latin American history. Subsequently, students will submit essays that expand on and deepen this discussion, and finally a research paper on a topic of interest to the individual student.

[Table of Contents](#)

### Course Objectives

The successful student will accomplish the following learning objectives for this course:

- CO-1: Assess the salient issues in colonial Latin American history.
- CO-2: Interpret historical documents.
- CO-3: Analyze the importance of geography in the region.
- CO-4: Appraise the role of the U.S. in Latin American history.
- CO-5: Evaluate the viability of democracy in Latin America.
- CO-6: Examine the impact of Caudillos and their influence on modern Latin American society.
- CO-7: Explain colonialism and neo-colonialism.

[Table of Contents](#)

### Course Delivery Method

This History course, delivered via distance learning, is eight weeks long and enables students to complete academic work in a flexible manner. Course materials and access to an online learning management system are available to each student. Assignments for this class include quizzes / exams ( non-proctored), written assignments, and discussion boards.

***PLEASE Keep In Mind This Is An Upper Level course, so course work and readings will be heavy.***

In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus.

**You are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.**

### LESSON PACKETS

The Lesson Packet is a huge resource for you as the student. Access the packet weekly for assignments and lectures.

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## ANNOUNCEMENT SECTION

The announcement section is the section that opens up to you every time you enter the classroom. Here you will find what is on the agenda for the week and when assignments due.

## WRITTEN ASSIGNMENT INSTRUCTIONS

All written assignments are due on Sundays. **Please upload all assignments as word documents and submit for grading. Do not copy and paste any written assignment into the student comment section.** When you upload the assignment, you must select the box “Submit for Grading.”

## DISCUSSION BOARD DIRECTIONS

All Discussion Board postings occur in the discussion board and specific due dates are in the Course Outline section of this syllabus.

APUS operates in the [Eastern Time Zone](#) and all assignments are due **by 11:59 Eastern** on the due date. Take this into consideration if you are not in the Eastern Time Zone.

**All assignments are due as posted in the syllabus. I will accept late assignments with a penalty after the first late assignment, which gets one “free pass.” Assignments 1 week late are deducted 25 percent of the grade. Two weeks results in a deduction of 50 percent. Anything later than that will receive a zero. There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies.**

[Table of Contents](#)

## Course Materials

## REQUIRED TEXTS

- [Latin America 2009](#) by Robert T. Buckman. Harpers Ferry, West Virginia: Stryker-Post Publications, 2008. Print.
- [A History of Latin America](#) by Benjamin Keen and Keith Haynes. Boston: Houghton Mifflin Harcourt Publishing Company, 2009. Electronic book.
- Additionally, access to Internet research is required. See Web Resources in the classroom for some suggested sites and Course Folders for E-Bibliography.

## Recommended References:

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional.*
- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007

**IMPORTANT NOTE:** The Department of History and Military Studies requires conformity with the traditional [University of Chicago Style Manual and its Turabian offshoot](#). Citations will follow traditional footnote / endnote attribution.

**Students in History and Military Studies classes cannot use Wikipedia or encyclopedias – this includes online encyclopedias.**

## Recommended References:

The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual

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because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf). **NOTE - The classroom only supports .doc, .docx, and .rtf files.** Please visit Adobe for a free copy of [Adobe Reader](#).

[Table of Contents](#)

## Evaluation Procedures

Your grade will be based on several discussion questions, a final paper, and a final exam.

**Discussion Board Postings** are a critical component of all History and Military History classes. Studies indicate that students who participate in discussion boards increase their retention on the particular subjects by over 40 percent compared to only reading the text. Your answer to Discussion Board questions should be a **minimum of 500 and maximum of 800 words**.

While composing your answer, use proper English. Do not use abbreviations or contractions. Before you post the answer, check your grammar; please note that the way you talk is not the way that you need to write your answer. Lastly, ensure that you do not have any spelling errors. It is often best to compose your posting in a word program and after you check it for grammar and spelling, copy it into the discussion board posting. Check your posting after copying it: Educator sometimes changes some of your text, particular symbols.

**Discussion Board Participation** is **key** to helping you gain a greater comprehension of the topics. As such, you must read at least three postings by your fellow students and respond to them with a **substantial posting of 150 to 300 words**. Therefore, you will have one initial answer and 3 participation posts, resulting in at least 4 posts per discussion week. Please make every effort to check for comments on your submission by your fellow students and answer any of their questions. Your grade on discussion board participation is from your comments to your fellow students and the answers you provide to any questions that they have of you. As in the Discussion Board Posting, English is important and your writing must be clear and free of errors. When you respond to classmates, confine your comments to the subject matter; do not critique their grammar.

Responses do not have to be compiled into a word document. I will grade them from the DB.

A **Research Paper**, by its very design, will test your ability to construct a well-written paper that shows your comprehension of the topic through analysis of various resources. For many students, writing a research paper can be one of the most intimidating assignments that they will face in a class. In reality, a research paper is only a series of tasks using several intellectual skills. Once you understand this assignment not as a large paper that requires weeks of research and writing, but a series of skills, the easier writing the paper will be. As addressed earlier, the initial step in writing the paper is choosing the topic, the second is choosing a bibliography (your sources), and the third step is creating an outline. You will complete all three of these steps in the Research Proposal Paper, which you should view as a work in progress. The next steps include gathering information from your sources to assist you in writing the paper, keeping notes of your sources, and writing a rough draft. As you write the rough draft, if you use any of the information from your sources word-for-word you must cite the source. If you read the information and write it in your own words and it is not common knowledge, then you must cite the source because you are paraphrasing someone's information.

The research paper must include a cover page with your name, course number and title (HIST360 – History of Latin America), instructor's name, and date. You must also include footnotes and a bibliography at the end of your paper. **Footnotes should be used to document all information that is not common knowledge.** Your research paper will be 7-10 **pages in length excluding your title page and bibliography (work cited pages)**. ***Your bibliography must have a minimum of 5 sources.***

**Quizzes and Exams** This class has a final exam.

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**Submission of assignments** require you to save the written assignment in the proper manner – lastname.course.assignment, for example, SmithHIST360ResearchPaper or Fulano\_Checkpoint1.

<u>Grade Instruments:</u>	<u>Points</u>	<u>% Final Grade</u>
Forums		50%
Research Paper	25%	25%
Final Exam	25%	25%
TOTAL	100	100%

[Table of Contents](#)

### Grading Scale

Please see the [Student Handbook](#) (click here) to reference the University’s grading scale

[Table of Contents](#)

### Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s) and Web-Activities</u>	<u>Assignment(s) and Discussion Boards</u>
1	Introductions, Early civilizations colonial history	CO 1: Assess the salient issues in colonial Latin American history.  CO 3: Analyze the importance of geography in the region.	Lectures Keen & Haynes, pp. 7-75 (68 pages) *  Buckman: 12-21 Approximate total: 77 pages	Post to the virtual introduction board
2	Colonial history, History of South America; effect of geography on history, independence movements.	CO 1: Assess the salient issues in colonial Latin American history. CO 3: Analyze the importance of geography in the region.	Lectures Keen & Haynes, pp.77-118 (41 pages)  135-176 (41 pages) 82 pages  Buckman Chapters on Paraguay 295-305 & Uruguay 335-341 (16 pages)  Approximate total: 98 pages	<b>Discussion Board initial response due Friday, participation posts due Sunday</b>
3	Continue Independence	CO 5: Evaluate the	Lectures	<b>Discussion Board initial</b>

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	history of South America, neo-colonialism, viability of democracy Positivism	viability of democracy in Latin America. CO 7: Explain colonialism and neo-colonialism.	Keen & Haynes, pp 178-195 (17 pages)  235-265, 268-271 (33 pages)  Buckman: Chapters on Bolivia 56-69, & Ecuador 161-172  Approximate total: 74	<b>response due Friday, participation posts due Sunday</b>
4	Race and Nationalism	CO 4: Appraise the role of the U.S. in Latin American history CO 6: Examine the impact of Caudillos and their influence on modern Latin American society	Buckman: Mexico 219-269 (49 pages)  Keen & Haynes, pp 274-334 (60 pages)  Approximate total: 109 pages	<b>Discussion Board initial response due Friday, participation posts due Sunday</b>
5	History of South America, impact of U.S. intervention, nationalism	CO 4: Appraise the role of the U.S. in Latin American history	Read Lecture Keen & Haynes, pp 339-376, 400-418 (37 pages)  Buckman: Colombia 110-126, Venezuela 342-362, (36 pages)  Approximate total: 73	<b>Discussion Board initial response due Friday, participation posts due Sunday</b>
6	History of Central America impact of insurgencies, U.S. intervention Marxism	CO 2: Interpret historical documents CO 4: Appraise the role of the U.S. in Latin American history CO 5: Evaluate the viability of democracy in Latin America. CO 6: Examine the impact of Caudillos and their influence on modern Latin American society.	Read Lecture Keen & Haynes, pp 216-218, 265-268, 438-466 (31 pages)  Buckman: Costa Rica 127-131, Panama 283-294 Honduras 213-218 El Salvador 173-180 Nicaragua 270-282  Guatemala 181-196 (49 pages)  Approximate total: 80 pages	<b>Discussion Board initial response due Friday, participation posts due Sunday</b>
7	History of Hispaniola, Cuba & Neoliberalism	CO 3: Analyze the	Read lecture Keen & Haynes,	<b>Discussion Board initial response due Friday, participation posts due Sunday</b>

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		importance of geography in the region CO 4: Appraise the role of the U.S. in Latin American history.	Pp 376-397 (21 pages) 468-520 (52 pages)  Buckman: Haiti 202-212, Dominican Republic 154-160  Approximate total: 89 Optional: Buckman: Cuba 132-153	<b>Research paper due by Sunday Evening</b>
8	Analyze topic of interest to student.	Apply all learning objectives	Keen & Haynes, pp 559-586  523-586 (63 pages)  Optional: Belize, Guyana, Jamaica, Suriname T & T and the dependencies	<b>Final Exam due by Sunday.</b>

\* all page amounts are estimates (659 total)

[Table of Contents](#)

## Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

## WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. The format is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

## CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow the Chicago Manual of Style guidelines. The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

## LATE ASSIGNMENTS

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Late policy:

One week late receives 75 percent credit

Two weeks late receives 50 percent credit

Greater than two weeks late receives 0 credit

**Please review the Quill and Musket Volume 1, under Proram Policies within the Course Materials section of the classroom for more information.**

### NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), : ), ☺

### DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

[Table of Contents](#)

## Academic Services

### ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online

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Library. From the Online Library home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

[Table of Contents](#)