

BCC Syllabus Template (adopted by the Faculty Senate for Gen Ed courses, 2003; adopted for all BCC courses, 2013; updated and approved for all BCC courses by Faculty Senate, May 8, 2024) Final additions: May 20, 2024

Bergen Community College

Division of Humanities
Department of History

Course Syllabus

HIS 131: Latin America since Independence

An individual classroom syllabus for this course must include as much of the following information as is applicable:

Basic Information About Course and Instructor:

Semester and year:
Section Number:
Meeting Times:
Locations:

Instructor:
Office Location:
Phone:
Departmental Secretary:
[optional] Office Hours:
Email Address:

Course Description:

This is a survey of nineteenth, twentieth, and twenty-first century Latin America. Topics covered will include the early decades of independence, US intervention in Mexico and the Caribbean basin, populist leadership, left-wing guerrillas, military dictatorships, Operation Condor, the Medellín and Cali cartels, Mexican, Central American, and Brazilian gangs, the return of democracy, corruption, machismo, conditional cash transfers, immigration, and the emerging middle class will also be considered.

>General Education Course-- Humanities

Credits: 3 (3 lecture)

Pre-requisites: None

Co-requisites: None

Student Learning Outcomes: As a result of meeting the requirements in this course, students will be able to:

Student Learning Outcome:	Means of Assessment:
1. Demonstrate, in both written and oral discussion, the ability to consider a diversity of viewpoints on early modern Europe, construct and defend a thesis, and revise it effectively as new evidence demands.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.
2. Read and comprehend a variety of primary and secondary sources from Europe in the early modern era, evaluate their perspective and bias, and contextualize them with appropriate detail.	Reading and demonstrated comprehension through writing or discussion of both primary sources and secondary scholarship
3. Develop a methodological practice of identifying, gathering, evaluating, analyzing, synthesizing, interpreting, and citing historical evidence.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.
4. Narrate, in written or oral form, an event from the early modern era in a way that recognizes different perspectives and multiple causation and rejects inevitability.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.
5. Recognize the important political, intellectual, social, and cultural forces that have shaped early modern Europe.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical

	thinking skills.
6. Identify examples of historical change and continuity over time and evaluate their historical significance on early modern Europe.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.
7. Temper moral judgment in historical interpretation with an understanding of historical perspective and the significance of changing cultural context in early modern Europe.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.

For General Education courses:

SLOs:	EL 1	EL 2	EL 3	EL 4	EL 5	EL 6	EL 7	EL 8	EL 9	EL 10	EL 11
1.	x	x									
2.								x			
3.						x		x			
4.	x	x						x			
5.							x	x	x	x	
6.								x			
7.								x		x	x

EL1-Effective Speaking
 EL2-Effective Writing
 EL3-Mathematical Reasoning
 EL4-Scientific Reasoning
 EL5-Technological Competency
 EL6-Information Literacy

EL7-Social-Behavioral Analysis
 EL8-Historical Analysis
 EL9-Humanistic Analysis
 EL10-Intercultural Awareness
 EL11-Moral Literacy

*In accordance with the *Standards for General Education Courses at Bergen*

Community College (2013), all Gen Ed courses are required to address EL1, EL2, EL6, and EL11 (when appropriate), in addition to the ELO that corresponds to its area of study (EL 3-5 and 7-9).

For General Education courses: list a *Signature Assignment*

Signature Assignment criteria

1. At *minimum*, students must write at least one historical analysis essay (3-4 pages) *or give one class presentation (5-10 minutes) requiring the same skills* in each GenEd History course
2. Students must be asked to incorporate a detailed examination of at least one primary source and at least one secondary (preferably scholarly rather than textbook or website) source in that analysis
3. The student must provide historical context for the sources within the larger narrative of the event or historical debate and recognize the perspective and bias of the sources used.
4. The student must demonstrate the ability to construct a thesis and defend it using analysis of these sources
5. The speaking/writing must be clear and well organized

(Assesses course SLOs 1 and 2, and assesses EL1, 2, and 8)

Course Content:

History 131 surveys Latin America from the era of independence until the present day. The course begins with newly independent Mexico, Brazil, Argentina, and Colombia in the early to mid nineteenth centuries. This is followed by a look at Mexico, the Caribbean, and Central America's relationships with the United States during the late nineteenth and early twentieth centuries. Next is a treatment of the region's changing politics and new breed of politicians such as Lázaro Cárdenas in Mexico, Jorge Gaitán in Colombia, Getúlio Vargas in Brazil, and Juan Perón in Argentina. This is followed by Cuba's 1959 Revolution, conservative counterrevolutions in Chile and Argentina, and Operation Condor – the US attempt to stamp out communism in Latin America. The long shadow of Cuba's revolution extends toward left wing guerrilla movements such as the FARC and ELN in Colombia and Shining Path in Peru. This is followed by Latin America's narco economy, which extends from Mexico's border cities to cocaine cultivators and labs throughout South America. Lastly, the course covers current challenges and achievements such as the world's highest homicide rate and conditional cash transfers, which have greatly alleviated the burden of poverty.

Course Texts and/or Other Study Materials:

Textbooks change periodically and are assigned as either recommended or required at the discretion of the professor. Whenever possible the most appropriate but cost efficient texts will be used.

Research, Writing, and/or Examination Requirement(s):

The ability to write a cogent, well organized, and evidence-based narrative and to construct and defend a thesis based on historical evidence and scholarly

interpretation are essential skills of the historian. Therefore, the course will require students to read different kinds of source material and to write historical narratives of the past and analysis of these sources. Written exams and additional assignments including essays and analysis papers will be requirements for the course.

Grading Policy:

All written and oral assignments will be graded according to rubrics or instructions provided in advance to students. Written assignments will represent up to 75% of the final grade. The remaining 25% will consist of oral or in class exams.

Both written and oral assignments will be evaluated for use of historical evidence, argument, and clarity of written or verbal expression and organization. Feedback from instructors will be timely and provide substantive comments to support student learning and improvement on subsequent assignments. No late work will be accepted.

Attendance Policy:

BCC Attendance Policy:

All students are expected to attend every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Other College, Divisional, and/or Departmental Policy Statements:

Statement on plagiarism and/or academic dishonesty:

[Academic Matters - Bergen Community College - Acalog ACMS™](#)

Statement on the appropriate use of AI (see the following link for guidance):

[AI-Guidance-Resource-Page.pdf \(bergen.edu\)](#)

ADA statement:

[Disability Services \(Office of Specialized Services\) | Bergen Community College](#)

Sexual Harassment statement:

[HR-003-001.2018-Policy-Prohibiting-Sexual-Harassment.pdf \(bergen.edu\)](#)

Statement on acceptable use of BCC technology:

[Acceptable-Use-Policy.pdf \(bergen.edu\)](#)

Recommended Syllabus Statements from the Office of Specialized Services:

Statement on the purpose and value of faculty office hours.

Accessibility Statement

Bergen Community College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class, complete course requirements, or benefit from the College’s programs or services, contact the Office of Special Services (OSS) as soon as possible at 201-612-5270 or www.bergen.edu/oss. To receive any academic accommodation, you must be appropriately registered with OSS. The OSS works with students confidentially and does not disclose any disability-related information without their permission. The OSS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices.

Student Support Services

Bergen Community College provides exemplary support to its students and offers a broad variety of opportunities and services. A comprehensive array of student support services including advising, tutoring, academic coaching, and more are available online at <https://bergen.edu/currentstudents/>.



Sidney Silverman Library Online Resources:

[Guides BY SUBJECT - LibGuides at Bergen Community College](#)

General Search and Databases: [Library | Bergen Community College](#)

Course Outline

Wee k:	Topic/Activity:	Learning Outcomes:	Assignments/Even ts:
1	Newly Independent Mexico	5,6	Lecture and discussion
2	The Reform War, French Occupation, and Emperor Maximilian	1-7	Early Mexico readings, lecture, and discussion

3	Brazil Under Dom Pedro I and Dom Pedro II	1-7	Brazil readings, lecture, and discussion
4	Spanish Speaking South America	1-7	Lecture and exam review
5	The Porfiriato and Mexican Revolution	1-7	Mexico readings, lecture, and discussion
6	The Caribbean Basin as a US Backyard	1-7	Readings on Nicaragua, Haiti, and the Dominican Republic and essay review
7	Lázaro Cárdenas the Paternalist, and Jorge Gaitán the Positivist	1-7	Readings on Mexico and Colombia, lecture, and discussion
8	Brazil's Getúlio Vargas and Argentina's Juan Perón	1-7	Readings on Vargas and Perón, lecture, and discussion
9	The Cuban Revolution	1-7	Lecture, discussion, and essay review
10	The Fall of Salvador Allende and rule of Augusto Pinochet in Chile	1-7	Lecture and discussion
11	Argentina's Dirty War and Operation Condor	1-7	Readings on Argentina's Dirty War, lecture, and discussion
12	Left Wing Guerrillas in Colombia and Peru	5,6	Lecture, discussion, and essay review
13	The Medellín and Cali Cartels	5,6	Lecture and discussion
14	Drug Trafficking	1-7	Drug trafficking readings, lecture, and essay review
15	Contemporary Latin America	1-7	Contemporary Latin America readings, and final exam essay review

Note to Students: This Course Outline and Calendar is tentative and subject to change, depending upon the instructor.

