

California State University, San Bernardino
College of Arts & Letters and College of Social & Behavioral Sciences

LAS 2000: Introduction Latin American Studies Course Schedule

Course Learning Outcomes. Upon successful completion of this course, students will be able to:

CO1: Present how different disciplines approach the study of Latin America

CO2: Distinguish between various theoretical concepts as they relate to Latin America

CO3: Explain why social movements emerge and how they advocate for change

CO4: Examine how culture, politics and economics affect the environment

CO5: Explore the connection between family and country of origin

CO6: Uncover various forms of evidence relating to the existence of migrant communities

CO7: Analyze the process of place making in Latin America

Course Schedule

*Please note: Since each unit of credit presumes one hour of class time and two hours of preparation, a four-unit course would require a minimum of **12 hours per week of the student's time**. Sociological*

For grading criteria on all assignment, review Rubrics in the LAS 2000 Blackboard course site under "Grades, Rubrics, & Grading Policy" located on the left-hand navigation menu.

Module and Date	Module Topic and Learning Objectives	Activities	Due Dates
Module 1 [date range]	<p>Topic: Introduction to Latin American Studies Part 1</p> <p>By the end of this module, each student will be able to:</p> <p>MO1. Interpret the approach to Latin American studies through the perspective of different disciplines and personal</p>	<ul style="list-style-type: none"> • Review Course Syllabus • Complete M1 Syllabus Quiz • View M1 Video Stories • Post/Reply to Discussion Forum: M1 Meet Your Peers 	<p>Due Friday by 11:59 PM</p> <ul style="list-style-type: none"> • Post to Discussion Board M1 <p>Due Sunday by 11:59 PM</p> <ul style="list-style-type: none"> • Reply to a Peer Discussion M1 • Complete M1 Syllabus Quiz

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	stories (CO 1)		
Module 2 [date range]	<p>Topic: Introduction to Latin American Studies Part 2</p> <p>By the end of this module, each student will be able to:</p> <p>MO1. Interpret the approach to Latin American studies through the perspective of different disciplines and personal stories (CO 1)</p>	<ul style="list-style-type: none"> • View M2 Videos • Submit M2 Journal Reflection 	<p>Due Sunday by 11:59 PM</p> <ul style="list-style-type: none"> • Submit M2 Journal Reflection
Module 3 [date range]	<p>Topic: Regions and themes in studying Latin America</p> <p>By the end of this module, each student will be able to:</p> <p>MO1. Differentiate between regional approaches to studying Latin America. (CO1)</p> <p>MO2. Contrast the regional and thematic approaches of studying places. (CO1)</p> <p>MO3. Appraise which approach to studying Latin America is compelling. (CO1)</p>	<ul style="list-style-type: none"> • View M3 Lecture • Review table of contents (TOC) • Post/Reply to Discussion M3 • Submit M3: Placing Latin America Paper • View M3 Wrap Up Video 	<p>Due Friday by 11:59 PM</p> <ul style="list-style-type: none"> • Post to Discussion Board M3 <p>Due Sunday by 11:59 PM</p> <ul style="list-style-type: none"> • Reply to a Peer Discussion M3 • Submit M3: Placing Latin America Paper
Module 4 [date range]	<p>Topic: Identity, Race and Literature in the 19th-century Brazil</p> <p>By the end of this module, each student will be able to:</p>	<ul style="list-style-type: none"> • View M4 Lecture • Read M4 Short Story - Machado de Assis • Post/Reply to Discussion M4 • View M4 Wrap Up Video 	<p>Due Friday by 11:59 PM</p> <ul style="list-style-type: none"> • Post to Discussion Board M4 <p>Due Sunday by 11:59 PM</p> <ul style="list-style-type: none"> • Reply to a Peer

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	<p>MO1. Discuss 19th century Brazilian history through a literary lens. (CO1,2)</p> <p>MO2. Interpret literary texts through close readings. (CO1,2)</p> <p>MO3. Demonstrate a critical thinking perspective of historical, political and social processes through a humanist lens. (CO1,2)</p>		Discussion M4
Module 5 [date range]	<p>Topic: Legacy of Racism and Inequality in Brazil</p> <p>By the end of this module, each student will be able to:</p> <p>MO1. Describe the legacy of racism and inequality in the Brazilian context. (CO1,2,4)</p> <p>MO2. Explain different forms and manifestations of racism and inequality in the Brazilian context. (CO1,2,4)</p> <p>MO3. Interpret and formulate questions of historical, political and social processes through a humanist lens. (CO1,2,4)</p>	<ul style="list-style-type: none"> • View M5 Lecture • Read M5 Short Story - Machado de Assis: "Father Against Mother" • Read M5 Article - "In Brazil, a New Rendering of a Literary Giant Makes Waves" • View M5 Film • Post/Reply to Discussion M5 • View M5 Wrap Up Video 	<p>Due Friday by 11:59 PM</p> <ul style="list-style-type: none"> • Post to Discussion Board M5 <p>Due Sunday by 11:59 PM</p> <ul style="list-style-type: none"> • Reply to a Peer Discussion M5
Module 6 [date range]	<p>Topic: Politics, Identity, Inequality by literature (Mexico)</p> <p>By the end of this module, each student will be able to:</p>	<ul style="list-style-type: none"> • View M6 Lecture • Read M6 Short Story - They Have Given Us the Land • Submit M6 Paper - They Have Given Us the Land • Read M6 Article, The Agrarian Phase of the 	<p>Due Friday by 11:59 PM</p> <ul style="list-style-type: none"> • Post to Discussion Board M6 <p>Due Sunday by 11:59 PM</p>

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	<p>MO1. Identify links between political processes and cultures in regards to hegemonic and legitimizing institutions and how nations construct identity. (CO 1-3,5)</p> <p>MO2. Discuss types of discourses used in the Mexican Revolution and their consequences. (CO 1-2, 4-5)</p> <p>MO3. Explain the economic contingencies associated with historical and political context. (CO 1, 3-5)</p> <p>MO4. Demonstrate critical thinking of socio-political crisis during the Post-revolutionary period in Mexico. (CO 1-5)</p>	<p>Mexican Revolution of 1910-1920</p> <ul style="list-style-type: none"> • Post/Reply to Discussion M6 • View M6 Wrap Up Video 	<ul style="list-style-type: none"> • Reply to a Peer Discussion M6 • Submit M6 Paper - They Have Given Us the Land
<p>Module 7 [date range]</p>	<p>Topic: Politics, Gender, Inequality and Violence through Drama and Film (Colombia and Chile)</p> <p>By the end of this module, each student will be able to:</p> <p>MO1. Explain the economic contingencies associated with the historical/political violence of Colombia and Chile. (CLO1, 2, 3,4,5)</p> <p>MO2. Analyze types of discourses used to portray</p>	<ul style="list-style-type: none"> • View M7 Lecture, Colombia • Read M7 Short Story - The School Teacher [La Maestra] • Read M7 Article, Revolutionary reflections Theatre of the Oppressed as a political method • View M7 Lecture, Chile • Watch M7 Movie, Machuca • Post/Reply to Discussion M7 • View M7 Wrap Up Video 	<p>Due Friday by 11:59 PM</p> <ul style="list-style-type: none"> • Post to Discussion Board M7 <p>Due Sunday by 11:59 PM</p> <ul style="list-style-type: none"> • Reply to a Peer Discussion M7

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	<p>the violence and consequences during the period of “La Violencia” in Colombia (CLO 2, 4, 5)</p> <p>MO3. Identify major elements of the social/political crisis during the period of dictatorship of Pinochet. (CO 3,4)</p> <p>MO4. Demonstrate critical thinking skills of culture and national paradigms based on theoretical texts, films and theatrical works. (CLO1, 2, 3,4)</p>		
Module 8 [date range]	<p>Topic: Midterm</p> <p>By the end of this module, each student will be able to:</p> <p>MO1. Explain how concepts of Latin American from a geography, literature, film, and/or theater approach intersect. (CO1-5)</p>	<ul style="list-style-type: none"> • View Midterm Poster Guide • Submit Midterm Poster • Complete M8 Journal Reflection 	<p>Due Sunday by 11:59 PM</p> <ul style="list-style-type: none"> • Submit Midterm Poster Project • Complete M8 Journal Reflection
Module 9 [date range]	<p>Topic: City and Country in Latin America</p> <p>By the end of this module, each student will be able to:</p> <p>MO1. Outline the process of urbanization in Latin America. (CO7)</p> <p>MO2. Contrast the process of urbanization with changes in the countryside.</p>	<ul style="list-style-type: none"> • View M9 Lecture • Submit M9 Case Study Paper • Submit M9 City and Country in Latin America Infographic • View M9 Wrap Up Video 	<p>Due Sunday by 11:59 PM</p> <ul style="list-style-type: none"> • Submit M9 Case Study Paper • Submit M9 City and Country in Latin America Infographic

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	(CO7)		
Module 10 [date range]	<p>Topic: Mining Conflicts in Ecuador and Peru</p> <p>By the end of this module, each student will be able to:</p> <p>MO1. Identify and describe why farmers and indigenous people oppose mineral extraction. (CO 3)</p> <p>MO2. Identify the cultural resources that people use to defend water and lands from mineral extraction. (CO 4)</p>	<ul style="list-style-type: none"> • View M10 Lecture, Part 1 • View M10 Video, Maxima Acuña • View M10 Video, Ecuador: Water or Gold • Read M10 Article, The Treasure of Cajamarca—and Other Peruvian Curses • View M10 Lecture, Part 2 • Read M10 Article, The Price of Gold in the Twenty-First Century • Read M10 Article, Defending Life • Post/Reply to Discussion M10 • Complete M10 Quiz • View M10 Wrap Up Video 	<p>Due Friday by 11:59 PM</p> <ul style="list-style-type: none"> • Post to Discussion Board M10 <p>Due Sunday by 11:59 PM</p> <ul style="list-style-type: none"> • Reply to a Peer Discussion M10 • Complete M10 Quiz
Module 11 [date range]	<p>Topic: Women and Mining Conflict in Ecuador and Peru</p> <p>By the end of this module, each student will be able to:</p> <p>MO1. Describe how women use their gender-based roles to challenge mineral extraction. (CO3)</p> <p>MO2. Describe the multiple meaning of the “Pachamama” and how it is used in women's anti-mining activism. (CO 4)</p>	<ul style="list-style-type: none"> • View M11 Lecture • View M11 Video, Defenders of the Pachamama • Read M11 Article, Mad Women • Submit M11 Reflection Paper • View M11 Wrap Up Video 	<p>Due Sunday by 11:59 PM</p> <ul style="list-style-type: none"> • Submit M11 Reflection Paper
Module 12 [date range]	<p>Topic: Migration Process</p> <p>By the end of this module,</p>	<ul style="list-style-type: none"> • Read M12 Article, Rumbaut • View M12 Lecture • Complete M12 Quiz 	<p>Due Friday by 11:59 PM</p> <ul style="list-style-type: none"> • Post to Discussion

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	<p>each student will be able to:</p> <p>MO1. Define migrant communities. (CO 2,4,5)</p> <p>MO2. Describe how migrant communities form. (CO 4,5,6)</p> <p>MO3. Explain how migrant communities are sustained. (CO 5,6)</p>	<p>Migration</p> <ul style="list-style-type: none"> • Submit M12 Annotated Bibliography • Submit M12 Language • Post/Reply to Discussion M12 • View M12 Wrap Up Video 	<p>Board M12</p> <p>Due Sunday by 11:59 PM</p> <ul style="list-style-type: none"> • Reply to a Peer Discussion M12 • Submit M12 Annotated Bibliography • Submit M12 Language
Module 13 [date range]	<p>Topic: Transnationalism</p> <p>By the end of this module, each student will be able to:</p> <p>MO1. Describe transnationalism. (CO 2)</p> <p>MO2. Explain how people, groups, and resources are involved in the creation of transnationalism. (CO 4,5)</p> <p>MO3. Explain how transnationalism contributes to social change. (CO 4,5,6)</p>	<ul style="list-style-type: none"> • Read M13 Article, Salsa and ketchup • View M13 Lecture • Read M13 Article, Transnationalism and HTA • Complete M13 Quiz Types of Migration • Complete M13 Quiz Mexican Connection • Complete M13 Quiz Levitt and Religious Ties • Post/Reply to Discussion M13 • View M13 What is a Mapping/Infographic • Submit M13 Mapping/Infographic • View M13 Wrap Up Video 	<p>Due Friday by 11:59 PM</p> <ul style="list-style-type: none"> • Post to Discussion Board M13 • Complete M13 Quiz Types of Migration • Complete M13 Quiz Mexican Connection • Complete M13 Quiz Levitt and Religious Ties <p>Due Sunday by 11:59 PM</p> <ul style="list-style-type: none"> • Reply to a Peer Discussion M13 • Submit M13 Mapping/Infographic
Module 14 [date range]	<p>Topic: Final Poster Project</p> <p>By the end of this module, each student will be able to:</p> <p>MO1. Present how concepts of Latin American from a geography, literature, film,</p>	<ul style="list-style-type: none"> • View Final Poster and Video Presentation Guide • Begin Final Poster and Video project 	<p>Final Poster and Video Presentation Due in Module 16</p>

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	theater, anthropology, and sociology approach intersect. (CO1-7)		
Module 15 [date range]	<p>Topic: Final Poster Project</p> <p>By the end of this module, each student will be able to:</p> <p>MO1. Present how concepts of Latin American from a geography, literature, film, theater, anthropology, and sociology approach intersect. (CO1-7)</p>	<ul style="list-style-type: none"> • View Final Poster and Presentation Guide • Continue Final Poster and Video project 	<p>Final Poster and Video Presentation Due in Module 16</p>
Module 16 [date range]	<p>Topic: Final Poster Project</p> <p>By the end of this module, each student will be able to:</p> <p>MO1. Present how concepts of Latin American from a geography, literature, film, theater, anthropology, and sociology approach intersect. (CO1-7)</p>	<ul style="list-style-type: none"> • Submit Final Poster and Video Presentation project to Discussion Board M16 • Complete M8 Journal Reflection 	<p>Due Friday by 11:59 PM</p> <ul style="list-style-type: none"> • Post to Discussion Board M16 <p>Due Sunday by 11:59 PM</p> <ul style="list-style-type: none"> • Reply to a Peer Discussion M16 • Complete M8 Journal Reflection