

CENTER FOR INTERNATIONAL PROGRAMS & SUSTAINABILITY STUDIES

Course Title: Contemporary Latin American History

Course code: HIS 2302

Total contact hours & credits: 48 hours 3 credits

Pre-requisites: None

Spring 2020

### Course Description

This course is a survey of the main events of the Latin American History after its independence. Topics include the historical causes and effects of the independence, some of the main issues on social, economic and political problems and the main historical leaders in modern Latin America.

This is a theoretical-practical course and it seeks to clarify the following question:

- How to describe the processes of the contemporary history of Latin American in the analysis of the main political, economic and social events of the region?

In order to respond the query, we will study the following generative topics:

- Introduction to precolonial and colonial Latin America
- The Wars for Independence and Territory
- Main political and social concepts in contemporary Latin America
- Main political and social movements in contemporary Latin America
- Foreign Investment and Intervention
- The Rise of Communism and Guerrilla Warfare
- The Cold War

The course will promote the following skills:

Along the course, the following skills will be fostered:

- Ability to describe the main events that affect the history of Latin America.
- Ability to recognize who were the main leaders of the modern Latin American History.
- Ability to analyze the importance of the colony period and the independence in the development of the Latin American countries.
- Ability to determine the general causes and effects of the international intervention in the political, economic and social issues of the Latin American countries throughout their history.

- Ability to define the cultural and ethnic background of the Latin American countries.

Values and attitudes

- Teamwork and leadership
- Systemic thinking
- Logical and communicative intelligence
- Problem solving
- Learning how to learn
- Empathic and reliable negotiation

Competencies, criteria and evidence

At Veritas University competencies are reflexive and integrated actions that respond to the professional profile and to context issues, ideally and ethically, through the integration of abilities, skills and knowledge. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course.

Competencies	Key competences	Evidence of learning
Discipline Describes the processes of the contemporary history of Latin America to analyze the main political, economic and social events of the region.	Recognizes the main political, social, and economic events that affect the history of Latin America.	Reading comprehension of Primary Sources Class discussions Glossaries Case Studies Timeline
	Identifies general causes and effects of the events of the Latin American countries throughout their history	Concept Maps Essay Timeline
	Determines the historic international intervention in the political, economic and social issues of the Latin American	Timeline Case Studies Class Discussions
Core/Generic		

Integrates knowledge, skills and attitudes to learn continuously and through one's life pursuing an efficient development in the knowledge-based society.	Learning to learn	Case Studies
Builds the necessary knowledge, skills and attitudes to learn how to communicate orally and in written form in the different disciplines that make up the curriculum.	Communicate thoughts of the discipline orally, in an iconic way, and in written form.	Class discussions Oral Presentations Essays
Integrates the necessary knowledge, skills, and attitudes to learn teamwork and leadership techniques.	Execute teamwork and leadership.	Timeline Case Studies
Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication techniques.	Relate well to others Manage and solve conflicts Negotiate reliably and empathetically Speak responsibly Listen attentively	Research Project Oral Presentation

## CONTENTS

### Unit 1: Introduction to Contemporary Latin American History

- o Colonial Period
  - Political, Social and Economic Organization
  - Introduction to pre-Columbian History
  - The Viceroyalties
  - The social pyramid
  - The “Encomienda”

### Unit 2: Latin American Independence

- Causes and Effects of the Independence.
- Mexican Independence: The Cry of Dolores
- Central America
- Haiti
- South America

### Unit 3: The XIX Century’s Territorial Wars, Foreign Intervention and the Ruling Oligarchies

- o Territorial Wars
  - The War of the Triple Alliance
  - The War of the Pacific
- o USA Intervention
  - Manifest Destiny and the Monroe Doctrine
  - William Walker invasion in Central America
  - The Spanish American War
- o The Oligarchies
  - Conservatives vrs liberals
  - The Caudillos

#### Unit 4: The XX Century's Dictatorships

- o The Panama Canal
  - The Beginning of the Construction by the French.
  - US intervention in Panama Independence
  - US Panama Canal Construction
  - Brief History of Panama in the 20<sup>th</sup> Century.
    - Martyr's Day
    - Torrijos's Regime
    - Noriega's Regime
- o Dictatorship in Dominican Republic
  - The Trujillo Regime
  - The Biography of the Butterflies Sisters.
- o Argentina Populism and Dictatorship
  - Peronism
  - The Dirty War "Desaparecidos"

#### Unit 5: The XX Century's Revolutions, Guerrillas and Communism

- o The Mexican Revolution in 1910
  - Main causes
  - Revolutionary Leaders (Emiliano Zapata, Francisco Madero and Pancho Villa)
  - The Agrarian Reform
- o The Cuban Revolution and Communism
  - The Platt Amendment
  - The Cuban Revolution
  - Biographies: Fidel Castro and Ernesto "Che" Guevara.
  - Castrismo and communism
- o Central América in the XX Century
  - The USA intervention
  - Dictatorships and Civil wars in Nicaragua, Honduras, Guatemala and EL Salvador
  - The Banana Republics
  
- o The Colombian Guerrillas and the Drug Cartels

- La Violencia
- The FARC and paramilitaries
- The Drug Cartels

### Unit 6: Costa Rica Democratic Tradition

- The Development of a Democratic and Free Country
- Costa Rica and the abolishment of its Army

### Methodology

The methodology used in this course is conceived as an analysis and synthesis process that will use each activity to obtain an understanding of the historic importance of Contemporary Latin America.

The glossary, the primary source analysis, argumentative essay and the concept maps will serve to corroborate learning. Sharing with other students and providing bases for the importance of history in the evolutionary process of human development will serve to develop the competency-based education skills of learning to learning, investigation, comparison, communication and teamwork.

Teamwork is promoted through class discussion, presenting techniques, and the case studies, where learning is developed via teacher guidance. Individual work, like essays, allow to practice skills of analysis, reflection and synthesis. The role of the teacher will be as a moderator and facilitator of the learning and teaching process, allowing the build-up and autoregulation of the learning from the students.

### Learning strategies

The following learning strategies will be executed:

- Essay

An essay as an academic writing tool allows each student to express opinions, interpret, and evaluate one or more topics by formally including adequate justification. The point is to show evidence of research and to demonstrate the ability to compose argument explanations clearly. The essay is an individual and original piece of writing.

- Primary Resource Reports

Students will exercise the capacity of critical thinking, and oral and written expression through the presentation of reports and discussions about reading of primary resources.

- Historic Concept Maps

Students will generate a concept map that exemplifies most of the important events of Latin American countries. Student will develop synthesis skills and critical thinking by summing concepts and theories that interconnect.

- Case Studies

Learning through case studies about social, economic and political historic analysis of different events of a Latin American country will allow student to do a profound analysis of the main historic processes of a specific country of Latin America (not studied in class). The

case study method promotes the learning of three basic aspects: the management of knowledge, reflective practice and contemplation and design of solutions. Two case studies will be explored and evaluated.

- Timeline

Students will build a timeline that summarizes the main events and processes of the Contemporary Latin American History. This will develop the ability to recognize the main historic events.

Educational resources

In order to guarantee good development of the course, therefore, to guarantee learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other school equipment for weekly sessions, and readings provided by the educator. All of these complement the suggested projects and provide the students with higher possibilities of knowledge own ship. Most of the lessons will take place in the classroom.

During independent work periods students will be able to attend the institution.

A campus library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection for students, educators, and staff is provided on campus, which gives students the possibility to work not only in the library or computer labs, but also around campus. The online learning resource platform (Canvas) in provided with the sources, assignment, calendar and grading of the class.  
<https://veritascr.instructure.com/profile>

Learning evaluation

In order to make the course program better, competencies-based evaluation compiles and evaluates evidence by considering feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

RUBRICS	PERCENTAGE VALUE
Primary Sources Report (1)	5%
Concept Maps (3)	30%
Essays (1)	10%
Timeline	25%
Case Studies (2)	30%
Total	100%

# Rubrics

## Rubric to evaluate a Primary Source Report

The analysis of 1 Primary Sources (Emiliano Zapata “Plan de Ayala”) allow to understand the different claims, ideologies or beliefs of the Latin American History Leaders.

Write an essay with a critical analysis including the following points:

- 1) Summary of the Document: (1-2 paragraphs) main purpose, main objectives, main claim of the author, main arguments.
- 2) Critical Analysis of the Discourse: (2-3 paragraphs)
  - Strong or weak arguments
  - If the document is intelligent (clever and reasonable) or emotional (passionate, inspiring, bias)
  - Is the document well organized and drafted?
  - If the document accomplishes it purpose.

\* Justified your analysis using examples of the text.

### 3) Format:

- The essay should be 5 to 6 paragraphs long, in times new roman, 12 fonts at 1.5 space.
- Include and introduction (purpose of the analysis and general description of the document - who, when, where, why) and a conclusion.
- Attention to spelling and composition.

Indicator	Excellent	Good	Insufficient	%	Observations
<u>Summary:</u> Presents, in a complete and clear way all to point required to summaries the document (main purpose, main objectives, main claim of the author, main arguments)	2	1.3	0.6	2	
<u>Critical Analysis:</u> Develops a deep analysis of the discourse were all the points required are covered, explained and justified with examples of the document. (fallacies, counterarguments, intelligent, emotional, organized)	2	1.3	0.6	2	

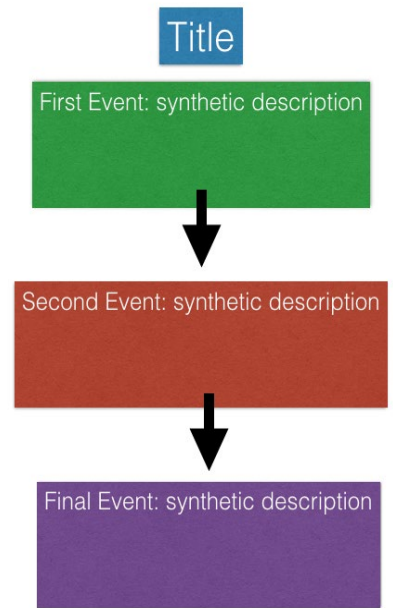
<u>Format:</u> Includes an introduction and a conclusion as specified.	0.5	0.30	0.15	0.5	
<u>Format:</u> 5 to 6 paragraphs long, in times new roman 12 font at 1.5 space. Fluid and clear composition. Attention to correct spelling.	0.5	0.30	0.15	0.5	
Total				5	

Rubric to evaluate a concept map: Chain of Events Organizer

The Concept Map will be a tool to demonstrate analysis and reasoning ability. This organizer is used to describe the stages of events. Present the information in a clear, synthetic manner using a Chain of Events Organizer.

3 Concept Maps will be created form the following Topics:  
Choose 3 of these 6 options.

- Panama Canal
- Argentina Populism and Dictatorship
- Nicaraguan Dictatorships and Guerrilla War
- Cuba: The Road to Communism
- Colombia: USA Intervention, Drugs and Guerrillas
- Costa Rica: Peace tradition and Democracy



Description:

1. Use the following example as a guide to create the maps.
2. Use colors to differ the main events with the other events.
3. Describe each event or idea in a summary, synthetic manner.
4. Use the Power Points presentations and the compulsory reading material to build the charts.
5. Add a bibliography: You should include and use the reading sources and power points provides in class. APA Format

Indicator	Excel lent	Good	Insuffici ent	%	Observati ons
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Information is presented in a summaries and synthetic manner.	2	1.35	0.65	2	
Includes all the <u>important concepts</u> (main events and details) required by the teacher.	4	2.5	1.35	4	
<u>Bibliography</u> : Uses of compulsory use of reading sources and power points provides by the teacher. APA format.	1	0.50	0.35	1	
<u>The Format</u> is clear, organized and of easy reading. Colors are used to differ the topics and the hierarchical structure.  Attention to spelling and composition.	3	2	1	3	
TOTAL				10	

### Rubric to evaluate an essay

The essay aim to determine the differences and similarities of the different historic processes of the Contemporary Latin American History.

One essays with the following topic: Describe the main historic process and transitional events of the History of Latin America from its Independence Wars until the establishment of the new nations during the XIX Century.

#### Description:

Explain the most important historic events and processes that culminated with the Nations of Latin America and the definition of their territories. Make sure you add the following points in the analysis:

- Independence Wars
- Territorial Wars
- USA Intervention
- Ruling Oligarchies

**Structure:** An introduction (purpose, general presentation of the subject, main idea and clear objectives), main topics and facts that support the topics, arguments and contributions and a conclusion.

**Format:** The essay should be at least 8 paragraphs long, in times new roman 12 with 1.5 spacing.

**Bibliography:** Add a bibliography (APA) with at least 3 resources (2 compulsory reading sources and 1 external source). The notes and PowerPoint form class and be used as additional sources.

Indicator	Excellent	Good	Insufficient	%	Observations
<u>The introduction:</u> includes the purpose, general presentation of the subject, main idea and clear objectives.	1	0.5	0.35	1	
<u>Contributions:</u> Consistent, serious and convincing personal contributions are presented on the topic of the essay. At least two original and applicable contributions to the topic are presented.	2	1.35	0.65	2	
<u>Arguments and secondary ideas</u> are presented in a logical order that makes the author's ideas easy and interesting to follow.	2	1.35	0.65	2	
<u>Topics</u> All topics are included in the essay. All ideas presented are related to the topic and presented with clarity and objectivity. These are not repeated nor are there any gaps.	2	1.35	0.65	2	
<u>Conclusion:</u> is solid and summarizes the main point and ideas of the essay.	1	0.5	0.35	1	

<u>Bibliography:</u> Compulsory use of the reading sources provide in class and the power points. At least 1 external source should be included as well.	1	0.5	0.35	1	
<u>Format:</u> Includes all the aspect required by the teacher. Attention to spelling and composition.	1	0.5	0.35	1	
Total				10	

### Rubric to evaluate the Timeline (Group Project)

In order to recognize and determine the main processes and movements of the Latin American History a Timeline will be built.

#### Description:

1. 25 to 35 events representing these processes should be included.
2. An outline would be prepared in class, to present as a first draft to the teacher.
3. Then the events will be presented in chronological order and in an organized way in a Timeline format. The timeline will be submitted to the teacher.
4. Result of the timeline will be present in class by the group in a creative way. Either of the following examples could be used to present the timeline: video, drama, plastic art, poetry, song, or game.
5. The timeline will include the main events of the Latin American History from the 19th Century until today:
  - main economic activities
  - regimes, wars, civil wars, guerrillas, revolutions
  - international intervention
  - capitalism, communism and socialism

Indicator	Excellent	Good	Insufficient	%	Observations
<u>Outline:</u> a draft in a format of outline was developed in class with the help of all group members to determine the events for the timeline.	4	2.5	1	4	

<u>Information:</u> 25 to 35 events were chosen that represented the most important processes of Latin American History	5	3	1	5	
<u>Format:</u> the events were presented in chronological order and in a comprehensive and organized way. Information was well synthesized.	3	2	1	3	
<u>Content:</u> the events chosen summarizes the most important processes, political and social movements and changes and the most important conjunctions of Latin American History	3	2	1	3	
<u>Oral Presentation</u> -The timeline was presented in a creative and innovating way. The idea was different and original. -There is mastery of concepts and these are transmitted effectively. -The presentation was well organized and fluid. *Evaluated by classmates	5	3	1	5	
<u>Teamwork</u> Collaborative work: everyone put the same amount of work and created the timeline as a team. No fragmentation of the work.  Contributive work: Active participation of members with ideas and contributions.  Respect: tolerance, conflict resolution, and respect towards partners.  Creativity: all members contributed with new, original and innovating ideas.  Organization: every member work in a clean, organized and on schedule agenda.	5	3	1	5	

*evaluated by the students.					
Total				25	

Rubric to evaluate a Case Study (Group Project)

**Topics:** Student will choose two of these topics and work in groups

- The Trujillo Regime and the Mirabal Sisters
- Chile: From a communist president to a Rightwing Regime
- The Haitian regime of the Duvalier's
- The Banana Republics of Central America and the Caribbean
- The Guatemalan Civil War (Government vs. Guerrillas)
- The Mozote Masacres in EL Salvador
- The Mexican Dirty War
- Neoliberalism in Latin America
- Nicaragua Today
- Venezuela Today

Description:

The cases will be summarized according to the main actors, events, issues, dates and outcomes (and according to answering the following pattern for case study analysis: who was involved, where, when, what happened, how and why?).

The major issues will be highlighted and illustrated with clear examples from the case studies or similar cases. Major events and historic contents will be extracted and discussed for its relevance and meaning. Students will choose the case studies according to their interests within the following areas.

Students will identify the problematic and major contentious issues, evaluate, discuss, and report on the solvability of the case. Solutions will be provided based on observations, similar cases, and discussion outcomes.

A written report will be presented including:

- a. Introduction, content and conclusions.
- b. A bibliography (APA format) will be included with at least 5 scholarly resources. Quotes should be correctly cited (APA Format).
- c. Use Arial 12 font in 1.5 spacing.
- d. 4 to 6 pages long.

Oral presentation:

- e. Length of the presentation: 20 minutes
- f. Visual Aid: PowerPoint, videos and music
- g. Every member of the group should present.
- h. Include questions and activities for classmate participation.

Indicator	Excellent	Good	Insufficient	%	Observations
Explain clearly and in an ordered and structured manner the following: who was involved, where, when, what happened, how and why?	3	2	1	3	
Present an understanding of the major issues and events using clear and concise language (written and spoken). Present at least 10 case study details, for example, illustrative examples, historical context, dates and events, campaigns, policy, law, and outcomes.	3	2	1	3	
Reflect on the main issues, developing your ideas in relation to the moot points, raise concerns and questions, and critically evaluate the case.	2	1.35	0.65	2	
<b>Present a clear and justified solution to the main problem presented in the case study and at least 3 recommendations for policy formation based specifically on the case studies.</b>	3	2	1	3	
<u>Bibliography and citation:</u> in APA format at least 5 resources.	1	0.55	0.30	1	
<u>Format:</u> as required by the teacher.	1	0.55	0.30	1	
<u>Oral Presentation</u> There is mastery of concepts and these are transmitted effectively, and expressed with visual aids (PowerPoint, videos, music, among others). The presentation is fluent and classmate participation was promoted.	2	1.35	0.65	2	
Total				15	

**Punctuality:** All assignment should be present on time for a complete evaluation. **Only one extra day** will be allowed for late submissions with an 80% of evaluation in grading.

### Audience

This course is structured for International Students attending the Study Abroad program at Universidad Veritas. However, courses are not exclusive to foreigners so a few native students could enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelors in Sustainability Management.

### Attendance

Students are only allowed a total of 2 **nonconsecutive** (back to back) absences. The student will fail the course if he/she has more than two absences. Students will have a 0 on any assignment evaluated in class (presentations, evaluations, field trips, etc.) if he/she is absent unless the student presents an official document no later than one week after the absence. If the student presents an authoritative report to excuse the absence, he/she must submit the missed assignment on that same day. An unjustified absence to a field trip will immediately mean losing all of the points assigned to the field trip. If an official document is presented for the field trip absence students will have to present a research assignment to obtain 50% of the points. The only exception to this rule is when two-course field sessions collide in programming. Students can then opt for doing a research assignment not to lose any points.

Three late arrivals to class (15 minutes later) are treated as one absence. If you tend to be late for class, you will lose 25% of your total grade.

### Code of conduct

Professors have the right to expel a student from the classroom should he / she:

- 1) Be disruptive in the classroom.
- 2) Behave in a disrespectful way.
- 3) Be under the influence of alcohol or even smell like alcohol.
- 4) Be under the influence of any illegal drug.
- 5) Hygiene problems that may disturb other students.

### Electronic devices

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is **therefore prohibited during class**. Please turn all devices OFF and put them away when class begins. **Devices may be used ONLY when the professor assigns a specific activity and allows the use of devices for internet search or recording.** Those who fail to comply with the rule must leave the classroom for the remainder of the class period.

### Bibliography

- Barros Arana, Diego. (1999). General History of Chile. Chile: Editorial Universitaria
- Brown, Jonathan C. (2004). Latin America: A Social History of the Colonial Period. New York: Wadsworth Publishing Company, 2nd edition 2004
- Galeano, Eduardo. (2013). Las Venas Abiertas de América Latina". Madrid: Siglo XXI.

- Keen, Benjamin. (2009). A History of Latin America. California: Wadsworth.
- Molina, Iván. (2000). Costa Rican History. San José: Editorial Universidad de Costa Rica.
- Rama, German W. (2001). The Social Politics in Latin America. Chile: Editorial Universitaria
- Williamson, Edwin. (2010). The Penguin History of Latin America. New York: Penguin Books

### Course Schedule

Weeks	Contents	Learning strategies
1	<p>Class Welcome</p> <p><u>Unit 1: Colonial Period</u></p> <ul style="list-style-type: none"> <li>○ Political, Social and Economic Organization.</li> <li>▪ Introduction to pre-Columbian History</li> <li>▪ The Viceroyalties</li> <li>▪ The social pyramid</li> <li>▪ The “Encomienda”</li> </ul>	<p>Course presentation and Reading the syllabus.</p> <ul style="list-style-type: none"> <li>-Fun Questionnaire</li> <li>-Organizing group assignments</li> <li>-Magisterial class</li> </ul>
1	<p><u>Unit 2: Latin American Independence</u></p> <ul style="list-style-type: none"> <li>○ Causes</li> <li>○ Haitian Revolution</li> </ul>	<ul style="list-style-type: none"> <li>-Magisterial class</li> <li>-Group research discussion (Causes of the Independence)</li> <li>-Video Documentary</li> </ul>



1-2	<p><u>Unit 2: Latin American Independence</u></p> <ul style="list-style-type: none"> <li>o Mexican Independence: The Cry of Dolores</li> <li>o Central America</li> <li>o Haiti</li> <li>o South America <ul style="list-style-type: none"> <li>• Revolutionary Leaders (Simon Bolivar and San Martín)</li> </ul> </li> <li>• Effect of the Independence Wars</li> </ul>	<p>-Class group work: First practice to build synoptic charts. Presentation of Concept Maps</p>
2	<p><u>Unit 3: The XIX Century: Territorial Wars, Foreign Intervention and the ruling oligarchies</u></p> <ul style="list-style-type: none"> <li>➤ Territorial Wars <ul style="list-style-type: none"> <li>o The War of the Triple Alliance</li> <li>o The War of the Pacific</li> </ul> </li> <li>➤ USA Intervention <ul style="list-style-type: none"> <li>o Manifest Destiny and the Monroe Doctrine</li> <li>o William Walker invasion in Central America</li> <li>o The Spanish American War</li> </ul> </li> <li>➤ The Oligarchies <ul style="list-style-type: none"> <li>▪ Conservatives vrs liberals</li> <li>▪ The Caudillos</li> </ul> </li> </ul>	<p>Magisterial Class and discussion (The USA Intervention)</p> <p>Class activity: Analysis of Cartoons.</p> <p><u>-Glossary (class work to define definitions)</u></p>

3	<p><u>Unit 4: The XX Century: Dictatorships</u></p> <ul style="list-style-type: none"> <li>➤ The Panama Canal <ul style="list-style-type: none"> <li>○ The Beginning of the Construction by the French.</li> <li>○ US intervention in Panama Independence</li> <li>○ US Panama Canal Construction</li> <li>○ Brief History of Panama in the 20<sup>th</sup> Century.</li> </ul> </li> </ul>	<p>Magisterial Class Group Discussions</p> <p>*Submission of Essay: <u>Describe the main historic process and transitional events of the History of Latin America from its Independence Wars until the establishment of the new nations during the XIX Century.</u></p>
3	<p><u>Unit 4: The XX Century: Dictatorships</u></p> <ul style="list-style-type: none"> <li>➤ Argentina Populism and Dictatorships <ul style="list-style-type: none"> <li>○ Peronism</li> <li>○ The Dirty War “Desaparecidos”</li> </ul> </li> </ul>	<p>Magisterial Class Short Documentary Class Discussion</p> <p><u>Submission of the Concept Map: Panama Canal</u></p>
3-4	<p><u>Unit 5: The XX Century: Revolutions, Guerrillas and Communism</u></p> <ul style="list-style-type: none"> <li>➤ The Mexican Revolution in 1910 <ul style="list-style-type: none"> <li>○ Main causes</li> <li>○ Revolutionary Leaders (Emiliano Zapata, Francisco Madero and Pancho Villa)</li> <li>○ The Agrarian Reform</li> </ul> </li> </ul>	<p>Video Documentary and Questionnaire Class Discussion: The Mexican Revolution Art.</p> <p><u>Case Studies:</u></p> <ul style="list-style-type: none"> <li>• Mexican Dirty War</li> <li>• The Trujillo Regime and the Mirabal Sisters</li> <li>• The Haitian regime of the Duvalier’s</li> </ul>
5-6	<p><u>Unit 5: The XX Century: Revolutions, Guerrillas and Communism</u></p> <ul style="list-style-type: none"> <li>➤ The Cuban Revolution and Communism <ul style="list-style-type: none"> <li>○ The Platt Amendment</li> <li>○ The Cuban Revolution</li> <li>○ Biographies: Fidel Castro and Ernesto “Che” Guevara.</li> <li>○ Castrismo and communism</li> </ul> </li> </ul>	<p>Magisterial Class Group Discussions Class work on Oral Presentation</p> <p><u>-Submission of the Concept Map: Argentina</u></p> <p><u>-Submission of First Written Report of Primary Source: Plan de Ayala</u></p>

6-7	<p><u>Unit 5: The XX Century: Revolutions, Guerrillas and Communism</u></p> <ul style="list-style-type: none"> <li>o Central América in the XX Century <ul style="list-style-type: none"> <li>▪ The USA intervention</li> <li>▪ Dictatorships and Civil wars in Nicaragua, Honduras, Guatemala and EL Salvador</li> <li>▪ The Banana Republics</li> </ul> </li> </ul>	<p>Movie Magisterial Class Group Discussions</p> <p><u>Case Studies</u></p> <ul style="list-style-type: none"> <li>• The Banana Republics of Central America and the Caribbean.</li> <li>• The Guatemalan Civil War (Government vs. Guerrillas)</li> <li>• The Mozote Masacres in EL Salvador</li> </ul>
8	<p><u>Unit 5: The XX Century: Revolutions, Guerrillas and Communism</u></p> <ul style="list-style-type: none"> <li>➤ The Colombian Guerrillas and the Drug Cartels <ul style="list-style-type: none"> <li>o La Violencia</li> <li>o The FARC</li> <li>o The Drug Cartels</li> </ul> </li> </ul>	<p>Magisterial Class Group Discussions: The discourses about the FARC.</p> <p><u>-Second Written Report of Primary Source: Che Guevara Speech at the United Nations</u></p> <p><u>-Submission of the Concept Map Nicaragua</u></p> <p><u>Case Study:</u></p> <ul style="list-style-type: none"> <li>• Chile: From a communist president to a Rightwing Regime</li> </ul>
9-10	<p><u>Unit 6: Costa Rica democratic tradition</u></p> <ul style="list-style-type: none"> <li>o The Development of a Democratic and Free Country</li> <li>o Costa Rica and the abolishment of its Army</li> </ul>	<p>-Magisterial Class -Group Discussion - Timeline outline draft</p> <p><u>Case Studies:</u></p> <ul style="list-style-type: none"> <li>• Neoliberalism in Latin America</li> <li>• Nicaragua Today</li> <li>• Venezuela Today</li> </ul> <p><u>-Submission of the Concept Map Colombia and Costa Rica</u></p>

11-12	➤ Conclusions	<u>*Time Line Work and Presentations</u>
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### General Observations

The student must comply with the provisions of the CIPSS Academic Policies Regime. To consult it you must go to the Veritas website to the CIPSS page to the Home Menu and download it.