**WINONA STATE UNIVERSITY**

**GENERAL EDUCATION PROGRAM APPROVAL FORM**

Routing form for General Education Program Course approval.

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<tr>
<th>Department Approval</th>
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<tbody>
<tr>
<td>Matthew Lindaman</td>
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<tr>
<td>Date 2-21-12</td>
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<td>e-mail address</td>
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<tr>
<th>Dean's Recommendation</th>
<th>Yes</th>
<th>No*</th>
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<tr>
<td>Date 2-21-12</td>
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Please notify department chair via e-mail that curricular change has been recorded.

[Revised 7-13-11]
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<tr>
<td><a href="mailto:mindamana@winona.edu">mindamana@winona.edu</a></td>
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[Revised 7-13-11]
WINONA STATE UNIVERSITY
REQUIRED CHECKLIST FOR ALL CURRICULAR PROPOSALS
Course or Program: History 105

This checklist enables A2C2 representatives to endorse that their departments have accurately followed the Process for Accomplishing Curricular Change. For each course or program proposal submitted to A2C2, this checklist must be completed, signed by the submitting department's A2C2 representative, and included with the proposal when forwarded for approval. Peer review of proposals is also strongly advised, e.g., departments should discuss and vote on the proposals as submitted to A2C2, rather than on just the ideas proposed or drafts of proposals.

If a proposal fails to follow or complete any aspect of the process, the Course and Program Proposal Subcommittee will postpone consideration of the proposal and return it to the department's A2C2 representative for completion and resubmission. Resubmitted proposals have the same status as newly submitted proposals.

Note: This form need not be completed for notifications.

1. The appropriate forms and the "Approval Form" have been completed in full for this proposal. All necessary or relevant descriptions, rationales, and notifications have been provided.
   Completed

2a. The "Financial and Staffing Data Sheet" has been completed and is enclosed in this proposal, if applicable.
   Completed

2b. For departments that have claimed that "existing staff" would be teaching the course proposed, an explanation has been enclosed in this proposal as to how existing staff will do this, e.g., what enrollment limits can be accommodated by existing staff. If no such explanation is enclosed, the department's representative is prepared to address A2C2's questions on this matter.
   Completed

3. Arrangements have been made so that a department representative knowledgeable of this proposal will be attending both the Course and Program Proposal Subcommittee meeting and the full A2C2 meeting at which this proposal is considered.
   Completed

   Name and office phone number of proposal's representative: Greg Schmidt 5408

4. Reasonable attempts have been made to notify and reach agreements with all university units affected by this proposal. Units still opposing a proposal must submit their objections in writing before or during the Course and Program Proposal Subcommittee meeting at which this proposal is considered.
   Completed

5. The course name and number is listed for each prerequisite involved in this proposal.
   Completed

6. In this proposal for a new or revised program (major, minor, concentration, etc.), the list of prerequisites provided includes all the prerequisites of any proposed prerequisites. All such prerequisites of prerequisites are included in the total credit hour calculations.
   Completed

7. In this proposal for a new or revised program, the following information for each required or elective course is provided:
   a. The course name and number.
   b. A brief course description.
   c. A brief statement explaining why the program should include the course.
   Completed

8. This course or program revision proposal:
   a. Clearly identifies each proposed change.
   b. Displays the current requirements next to the proposed new requirements, for clear, easy comparison.
   Completed

9. This course proposal provides publication dates for all works listed as course textbooks or references using a standard form of citation. Accessibility of the cited publications for use in this proposed course has been confirmed.
   Completed

Department's A2C2 Representative or Alternate

Date: 2/20/12

[Revised 9-05]
WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department: History

Course No: History 165

Course Name

Credits

Prerequisites: None

GEP Goal Area(s):*

CORE GOAL AREAS

Goal 1: Communication

Goal 3: Natural Science

Goal 4: Mathematics/Logical Reasoning

Goal 5: History and the Social and Behavioral Sciences

Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

Goal 7: Human Diversity

Goal 8: Global Perspective

Goal 9: Ethical and Civic Responsibility

Goal 10: People and the Environment

* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories:

XX Applying for Goal Area 5

Intensive:

1. Writing

2. Oral Communication

3. a. Mathematics/Statistics

b. Critical Analysis

Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a General Education Program Approval Form.

Department Contact Person for this Proposal:

Peter Henderson

Phone: 541-4

e-mail address: phenderson@winon.edu

[Revised 9-6-11]
C. COURSE OUTLINE:

Major Topic 1: Indigenous Civilizations a) archeological theories. b. the Maya, Inka, and Aztecs.
Major Topic 2: Conquest or Encounter a. Columbus and the Exchange, b. Cortez and the Aztecs, c. Pizarro and the Inka
Major Topic 3: Creating Multi-Ethnic Societies, a. imperial administration, b. the economy, c. the racial hierarchy, d. women and gender roles
Major Topic 4: Decline, Reform, and Rebellion a. the seventeenth century, b. Bourbon reforms, c. indigenous rebellions of the 1780s
Major Topic 5: Independence a. causes, b. Mexico and Brazil, c. South America
Major Topic 6: State Formation Issues and Models, 1820-1870, a. government, b. the economic debate, c. role of the church, d. questions of race
Major Topic 7: Modernization and Progress, 1870-1930, c. change in Argentina b. the Mexican case, c. Brazil, d. anti-positivism, e. scientific racism
Major Topic 8: The Revolution models, 1930-present. A. Mexico, Venezuela, and Bolivia, b. the Cuban Revolution of 1959; Communism and the United States;
Major Topic 9: The Reform Model, a. The populists in Argentina and Brazil, b. Mexico, 1940-1976

D. Learning Outcomes (General)

Departmental

Students will be able to:

a) Articulate, verbally and in writing, an analysis of the historical record, using secondary and primary source material; (skill)
b) Use higher order thinking skills, including identification of change over time, point of view, causality, and compare/contrast to engage the historical record; (skill)
c) Develop the understanding that history is actually an ongoing interpretative debate and not a series of short answers; (skill)
d) Identify various lenses from which to view the past and engage in the historical record including but not limited to culture, diplomacy, environment, the arts, social institutions, religion, intellectual thought, race, gender, economics, and labor (knowledge);
e) Recognize enduring and contemporary questions while engaging in the past (knowledge).
Learning Outcomes (MN Transfer Curriculum)
Goal 8- Global Perspectives
Students will be able to:

a) Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions;
b) Demonstrate knowledge of cultural, social, religious and linguistic differences;
c) Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution;
d) Understand the role of a world citizen and the responsibility world citizens share for their common global future.

Application for Category 5 Learning Outcomes (MN Transfer Curriculum)
Students will be able to:

a) Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
b) Examine social institutions and processes across a range of historical periods and cultures;
c) Use and critique alternative explanatory systems or theories;
d) Develop and communicate alternative explanations or solutions for contemporary social issues.

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<tr>
<th>Learning Objective</th>
<th>Learning Opportunity</th>
<th>Assessment &amp; Evaluation</th>
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<tr>
<td>a) Employ methods and data that historians and social scientists use to investigate the human condition</td>
<td>a) Students will learn about the analytical methods historians use to critique documents and secondary texts. Students will analyze the changes that occur in the human condition from the classical indigenous civilizations (Inka, Aztec, and Maya) through the Spanish encounter and conquest, independence, and to the debates about how to achieve modern nationhood during the nineteenth and twentieth centuries.</td>
<td>a) Students will read and discuss critically the three basic chronological eras in Latin American history: the colonial era, the nineteenth century, and the twentieth century. Students will read and discuss primary documents and watch visual materials from each of these periods, and may be assessed through short essay, multiple choice, or identification questions that allow students to think about the way that historical experiences and the human condition change from the time of the great classical civilizations of the pre-Hispanic past to the present.</td>
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</table>
b) Examine social institutions and processes across a range of historical periods and cultures

b) Students will learn about the social, political, and economic institutions that characterize pre-Hispanic civilization, the age of the encounter, the colonial period including its reforms and rebellions, the age of independence, the changes that occur during the nineteenth century quest to establish effective states, and the options available in the twentieth century to achieve a more equitable society, including, but not limited to, Revolution, reform, populism and neo-liberalism.

b) Students will read and discuss critically models of institutions and processes throughout the history of Latin America. In addition to ongoing classroom participation, students may be assessed through periodic essay examinations or assigned papers through which they can demonstrate their understanding of the basic conceptual models that inform particularly nineteenth and twentieth century Latin American history.

c) Use and critique alternative explanatory systems or theories

c) Students will learn about different interpretations of the historical periods listed above. Students will learn about the contrasting liberal and conservative models of state formation that led to considerable discord in the nineteenth century. Students will also learn about twentieth century models of modernization, revolution, and social change in the principal Latin American nations.

c) Students will read and discuss critically different interpretations of key issues in Latin American history. In addition to ongoing class discussion and debate, students will be expected to react to different interpretations of Latin American history when assessed through essay examinations, multiple choice examinations, short identification, or short theme papers.
<table>
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<th>d) Develop and communicate alternative explanations or solutions for contemporary social issues.</th>
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<td>d) Students will learn about the different points of view taken by historical figures in Latin America about issues such as politics, economics, race, class and gender.</td>
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<tr>
<td>d) Students will be expected to participate and share their learning with classmates in group discussions about nineteenth and twentieth century social issues. In addition, students will be expected to apply what they have learned in their readings and in discussion to hypothetic issues raised on examinations, be they in essay, multiple choice, short answer, or take-home formats.</td>
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History 165
LATIN AMERICAN HISTORY
Fall, 2011

2:00PM, MWF
Office: Minne 218
Minne 235
Office Hours: 9-10 MWF
Dr. Henderson
and by appointment
Office Phone: 457-5414
Home Phone 454-8643

This course is designed to provide you with an overview of the major themes of Latin American history from the time of the arrival of the first Native Americans to the present. Taking this historical journey will allow students to examine Latin America's values, traditions, and ideas in order to improve their understanding of the growing interrelatedness of nations, people, and the environment. Lectures will be supplemented with visual aids and small group discussion to accommodate various learning styles.

During the course of the semester, you will learn about the historical development of political, economic, and cultural ideas that change societies and affect international relations. In addition, you will gain a greater understanding of what it means to be a citizen of the world. In so doing, you will learn the methods that historians employ to investigate the human condition, and will be able to discuss and debate alternative explanations for the evolution of contemporary Latin American.

Your grade will be calculated on the following basis. Every student will take the three scheduled examinations, each of which will count as 25% of the final grade. Make-up examinations will be given only if the student produces a signed medical excuse from a physician or a published obituary.

Quizzes and class participation will count for the remaining 25% of the grade. Quizzes on the major books (Powers and Thornton) will count for 5% each, the other, shorter quizzes on the texts will count for 10%, and class participation will count for the remaining 5% of the grade.

The four books for the class can be purchased at the university bookstore. They are:

John Chasteen, *Born in Blood and Fire: A Concise History of Latin America*
Karen Powers, *Women in the Crucible of Conquest*
John Chasteen, *Latin American Voices*
Lawrence Thornton, *Imagining Argentina*

Students are expected to attend every class, to participate in discussions and to adhere to university policies. No academic dishonesty will be tolerated!
The following is a list of proposed topics for lecture and discussion as well as the reading assignments associated therewith. Circumstances may require that we vary from this schedule slightly.

August
22-Introduction, The First Americans
24-The Incas of Peru, Chasteen, Introduction
26- The Maya and Aztecs of Mexico, map quiz
29- Columbus and the Early Explorers
25- Conquest of Mexico, Chasteen, Chapter 1, QUIZ, Voices, Docs. 1-3

September
2- Conquest of Peru
5- Labor Day Holiday, NO CLASS
7 -The Spiritual Conquest, Chasteen, Chapter 2 QUIZ, Voices, Doc. 4-6
9-Forming the New Society
12- Creating an Administration
14- The Colonial Economy
16- Complete Powers Women in the Crucible, QUIZ
19- The Seventeenth Century, Voices, Chapter 2
21- The Eighteenth Century, SLIDE QUIZ
23-FIRST MIDTERM EXAMINATION
26-The Wars for Independence in Mexico
28- Independence in South America, Chapter 3 QUIZ, Voices, Chapter 3
30- Discuss Voices, Chapter 3

October
3- The Failure of Monarchy, Chasteen, Chapter 4 QUIZ
5- Regionalism
7- Caudillismo, Voices Chapter 4
10- Liberal Ideas for Reform: The Case of Argentina
12- Conservative Alternatives: Chile and Ecuador
14- Class Exercise: The Liberal-Conservative Debate
17- Modernization and Positivism, Chasteen, Chapter 5, QUIZ
19- Perils of Progress, Voices Chapter 5
21- Uruguay’s Transformation at Century’s End
24- Race and Gender in the 19th Century, Slide Quiz
26- The Export Economy, Chasteen, Chapter 6, QUIZ
28- The Export Driven Economy, Voices, Chapter 6
31- SECOND MIDTERM EXAMINATION

November
2- The Mexican Revolution of 1910, Voices, Chapter 7
4-Democratic Left-Bolivia and Venezuela, Chasteen, Chptr. 7, QUIZ
7-Depression, World War II, and the Cold War
9-Vargas and Peron: Authoritarian reform
11- No class, Veterans Day
14-The Changing Role of Women, Voices, Chapter 8
16-Depression, World War II and the Cold War,
18- Castro and the Radical Left, Chasteen, Chapter 8, QUIZ
21- Read Thornton, Imagining Argentina, QUIZ
23-25 NO CLASS, Thanksgiving Holiday
28-Drugs and Debts, Voices, Chapter 9
30 Nicaragua and C. A.in the 1980’s, Chasteen Chapter 9, QUIZ

December
2-Argentina, Brazil, and Chavez in Recent Years, Chasteen, Chptr. 10

FINAL EXAMINATION AS SCHEDULED, WEDNESDAY, December 7, at 10:30 AM