



# WASHBURN HIGH SCHOOL MILLERS

EXCELLENCE IN ACADEMICS, ARTS AND ATHLETICS



## IB HL2 History of the Americas

[romoamericas.blogspot.com](http://romoamericas.blogspot.com)

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For outside-of-class help, please be mindful that Romo teaches ZERO Hour TOK 2 and coaches soccer after school from the beginning of the year into October. His office hour is Period 2, is still around during Period 6, and has 3<sup>rd</sup> Lunch. The BEST way to seek out support from him is via email. During 2<sup>nd</sup> semester, he will also be available AM/PM. Ms Boen will be periodically popping into the classroom during Period 3 to support students needing specific reading, writing, and even some comprehension assistance. Her office is in 217 (Period 2 is her prep hour) and is often available before and after school. Note that BOTH teachers will be assessing your work and progress, so you have two great minds to make sure you do not trip and fall in class!

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## Course Description/Purpose

This is a **year-long** International Baccalaureate (college preparatory) course. We will be examining the regional historical record as well as current topics affecting the region. We will also work on a Historical Investigation. This is a research paper with defined parameters and format. **Students who took HL1 History last year are eligible to take the IB HL History exam.**

The countries of the Americas have great diversity within the region, but ultimately they are linked by geographical and historical circumstances that bind them together.

*How have these individual countries influenced each other?*

*What influences can we still see today?*

Major developments, which include movements for Independence, the Mexican Revolution, the emergence of the Americas in global affairs and its role during the Cold War, will be addressed in this class. The goal of this class is to broaden our understanding of our neighbors to the south, as well as to prepare students to become better writers and researchers of history.

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## Course Goals/Learning Objectives

### Course Outline

#### 1. The Colonial Period

- Historical and cultural context of “the encounter”
- Motives behind and significance of colonization
- political and economic relationship with the colonial powers: Britain, France, Spain, Portugal
- social and economic organization of the immigrant population
- role of religion in the New World
- treatment of indigenous peoples
- the origins of slavery

#### 2. Movements of independence

- causes-political, economic, social, intellectual, religious-and conflicts leading to war
- role of outside powers
- role of the social classes/ slavery
- role of leadership: Washington, Jefferson, Bolivar, San Martin
- the Declaration of Independence
- independence of brazil
- Haitian Revolution and the Republic: Toussaint L’Ouverture

#### 3. The Mexican Revolution, 1910 to 1940

- causes and course of the revolution
  - aims and roles of the leaders, including Zapata and Villa
  - the Constitution of 1917
  - effects: immediate and long term: political, social, economic and cultural role of the USA
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#### 4. Latin American politics in the first half of the 20<sup>th</sup> century

- evolution of nationalism, indigenism, populism
- role of the military
- leaders, single-party states and populism: Vargas, Peron
- nature and effectiveness of dissent

#### 5. Political and economic developments in Latin America after WWII

- Revolutions; causes and effects (political, economic, social, ideological)
- Role of leadership
- The Cuban Revolution and Castro's regime
- Economic changes
- Guatemala, Bolivia, Nicaragua, Chile or a country of the candidate's choice
- Military regimes: causes and effects
- Return to democracy
- The role of the Catholic church

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#### Technology Awareness

Know your school email username and password!

You should become familiar with the class blog.

You will also become familiar with the use of Google Docs.

We will spend a day getting you familiarized with the system during the first two weeks.

Lesson explanations and (some) notes will be available online.

(washburn.mpls.k12.mn.us/romoibamericas)

Cell phone use is NOT allowed, as per Washburn policy.

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#### Required Textbooks/Equipment

You and a brain (borrow one on difficult days, but usually have your own)

Writing instrument (not a knife or stick with which to carve pictures and words)

Notebook/Paper & Binder specific to this course. Stay Organized!

Index Cards (4x6) - have them by the end of the second week. Share!

**The required course text will be distributed during the first week of class:**

Course Companion to the IB Diploma Programme: *History of the Americas*.  
Oxford University Press, 2011.

**Required readings are drawn primarily from the following sources:**

Burns, Bradford E. *Latin America: A Concise Interpretive History*. New Jersey: Prentice Hall, 1994.

Chasteen, John Charles. *Born in Blood and Fire: A Concise History of Latin America*. New York: W.W. Norton & Company, 2001.

Crosby, Alfred. *The Columbian Exchange*. Westport, CT: Greenwood Press, 1972.

Crow, John. *The Epic of Latin America*. Berkeley: University of CA Press, 1992.

Hamill, Hugh. *Caudillos: Dictators in Spanish America*. University of Oklahoma Press, 1992.

Keen, Benjamin. *A History of Latin America*. Boston: Houghton Mifflin, 1996.

Keen, Benjamin. *Latin American Civilization*. Westview Press, 1999.

Nash, Jeffrey. *The American People*. New York: Pearson Longman, 2004.

Skidmore, Thomas and Smith, Peter H. *Modern Latin America*. New York: Oxford University Press, 5<sup>th</sup> edition.

Zinn, Howard. *A People's History of the United States: 1492 – Present*. New York: Harper Perennial, 1999.

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**Classroom  
Procedures/Policies**

Be a respectful participant by listening to and sharing with your peers.  
 Be on time to class. If you arrive late, be as inconspicuous as possible.  
 Keep hats, jackets, headphones, or any other distractions in your locker.  
 Washburn's "No Cell from Bell to Bell" Policy will be strictly enforced.  
 Keep the critters away and leave food outside of class. Beverages are fine.  
 Completed work should be neat and legible. I can see beautiful Kandinsky and  
 Pollack paintings at home.

Class Participation

Students are encouraged to contribute to class discussions. Be prepared to  
 LEAD discussions at least once per quarter during Friday Forums.  
 Class participation provides the opportunity to practice speaking and  
 persuasive skills, as well as the ability to listen. Comments that are vague,  
 repetitive, unrelated to the current topic, disrespectful of others, or without  
 sufficient foundation will not be evaluated. Focus on the *quality!*

**Assignments  
And  
Assessments**

Lectures: Consider them more as guided discussions. Participate & take notes!  
 Friday Forums: Participation in class discussions facilitates greater depth of  
 understanding and personalizes course content.

Examinations: There will be two in-quarter exams and one Final Exam. You  
 have one week to make up a missed exam due to an *excused* absence.

Weekly WIL (*What I Learned* this past Week): You should take 15-30 minutes  
 at the end of each week to reflect on what you did and what you gained (if  
 anything) from being in my class during the past week. Include not only  
 what you enjoyed, but maybe what bothered you. Sum up with advice about  
 what should be kept, changed, or removed. There is no *RIGHT* or *WRONG*  
 and *Weekly WILs* will be scored using the following scale:

- 5% = Shows Mastery by being able to not only recall information, but  
 also usefully apply it across time, place, people, etc.
- 3% - 4% = Shows Achievement by being able to recall information, but  
 connections are limited or non-existent.
- 1% - 2% = Something is submitted but student is unable to cite specifics  
 or sufficient content of topic, theme, or content relevant to the week.
- 0 = Student did NOT submit *Weekly WIL*.

Use the following vocabulary & topics:

<u><b>Analyze/Examine</b></u>	<u><b>Identify/Recognize</b></u>	<u><b>Describe/Explain</b></u>
Compare & Contrast	Stages/Steps	Characteristics
Conflicts	Events	How & Why
Demographics	People	Consequences
Significance		(Impact & Results)

Be mindful of the following Categories and Content Focus within each:

Category	Content Focus			
<b>Political</b>	Ideology	Policy	Domestic	Foreign
<b>Economic</b>	Industry	Strata	Trade	Education
<b>Social</b>	Gender	Age	Class	Religion



**Assignments  
And  
Assessments**  
*(continued)*

Assignment Category Weight:

- 10% Formative = Notes & Classwork
- 10% Formative = Friday Forum Presentation & Debate Presenters
- 10% Summative = Historical Investigation & Senior Project
- 10% Summative = Mid-Term Exam 1 (after 3 weeks)
- 10% Summative = Mid-Term Exam 2 (after 6 weeks)
- 20% Summative = Final Exam (end of term)
- 30% Summative = Weekly WIL (6 x 5% each)
- +10% = "Extra Credit" WILs, Participation & Peer Support

Historical Investigation

- Q1) Topic, Question (due mid-Sept) & Annotated Bib due end of Q1
- Q2) Outline & final question (Dec 20th). Rough draft due end of Q2
- Q3) Peer Edit (due Feb 2nd) & Final Draft (due Feb 12th)
- Q4) Senior Project (Group Presentations during May due to AP & IB tests)

Grade Scale

A = 92%	B+ = 83%	C+ = 73%	D+ = 63%	<i>Anything less than</i>
A- = 87%	B = 79%	C = 69%	D = 58%	<i>a D should be done</i>
	B- = 76%	C- = 65%	D- = 50%	<i>again*</i>

Absences: Students will have 1-3 days to make up any missed work for each excused day of absence.

Be responsible! I try to not have classwork due on Mondays or the first day after a break. But do not plan to put things off until the last moment and then find yourself unable to submit completed work. There is a 2-day "oops" window, but do not abuse it! Be proactive if you need more time.

\*Opportunities to retake are limited and will be addressed on a case-by-case basis. If you do everything, you will not earn less than a D.

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All students are expected to adhere to the Washburn High School and Minneapolis District Citywide Discipline Policy, designed to promote a safe and respectful learning environment. For more information about your rights and responsibilities consult your Washburn Student/Parent Handbook.

**Academic Integrity:  
Plagiarism/Consequences**

It is expected that members of this class will observe strict policies of academic honesty and will be respectful of each other. Any instances in which cheating, including plagiarism and unauthorized use of copyrighted materials, computer accounts, or someone else's work is determined, will be referred to Student Services and will be investigated to its full extent.

Consider providing a definition of plagiarism and examples if desired or referring students to Washburn's Academic Honesty Policy (online).

*Any form of cheating (copying, texting, notes, plagiarism, roving eyeballs, etc.) will result in automatic failure of assignment and further punishment to be determined by administration and parent/guardian after a conference.*

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