

CBM003 ADD/CHANGE FORM

COURSE CODE: 50

Undergraduate Council  
 New Course  Course Change  
Core Category: VPA-Critical Effective Fall 2008

or  Graduate/Professional Studies Council  
 New Course  Course Change  
Effective Fall     

1. Department: History College: CLASS

RECEIVED SEP 12 2007

2. Person Submitting Form: Susan Kellogg Telephone: 713.743.3085

APPROVED OCT 17 2007

3. Course Information on New/Revised course:

- Instructional Area / Course Number / Long Course Title:  
HIST / 4371 / LATIN AMERICAN HISTORY THROUGH FILM
- Instructional Area / Course Number / Short Course Title (30 characters max.):  
HIST / 4371 / LAT AMER HISTORY THRU FILM
- SCH: 3.00 Level: JR CIP Code: 5401010001 Lect Hrs: 3 Lab Hrs: 0

4. Justification for adding/changing course: Successfully taught as a selected topics course

5. Was the proposed/revised course previously offered as a special topics course?  Yes  No

If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:  
HIST / 4396 / LATIN AMERICAN HISTORY THROUGH FILM
- Content ID: 289948 Start Date (yyyy3): 20033

6. Authorized Degree Program(s): B.A. History

- Does this course affect major/minor requirements in the College/Department?  Yes  No
- Does this course affect major/minor requirements in other Colleges/Departments?  Yes  No
- Are special fees attached to this course?  Yes  No
- Can the course be repeated for credit?  Yes  No

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title

     /      /     

• Start Date (yyyy3):      Content I.D.:     

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)

Cr: 3. (3-0). Prerequisites: Junior standing or consent of instructor. Description (30 words max.):  
Explores the history of Latin American thought through a variety of films made by Latin Americans and others, and the history of Latin America.

10. Dean's Signature: 

Date: 9/12/07

Print/Type Name: Sarah Fishman

U N I V E R S I T Y of H O U S T O N  
CORE CURRICULUM COURSE REQUEST

Originating Department/College: History

Person making request: Susan Kellogg Telephone: 33118

Dean's signature: \_\_\_\_\_ Date: \_\_\_\_\_

I. General Information:

Course number and title: Latin American History through Film

Complete catalog description (NOT required if attached to CBM 003 form):  
\_\_\_\_\_  
\_\_\_\_\_

Category of Core for which course is being proposed (mark only one):

- Communication
- Communication: Writing Intensive Experiences in the Disciplines
- Mathematics
- Mathematics/Reasoning (IDO)
- Natural Sciences
- Humanities
- Visual/Performing Arts Critical
- Visual/Performing Arts Experiential
- Social/Behavioral Sciences
- U.S. History
- American Government

II. Objectives and Evaluation (respond on one or more separate sheets):

Call 3-0919 for a copy of "Guidelines for Requesting and Evaluating Core Courses"  
or visit the website at [www.uh.edu/academics/corecurriculum](http://www.uh.edu/academics/corecurriculum)

- A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see Guidelines). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.
- B. Specify the processes and procedures for evaluating course effectiveness in regard to its goals.
- C. Delineate how these evaluation results will be used to improve the course?

**SVP. Effective 9/20/05. Replaces all previous forms, which may no longer be used.**

- A. See syllabus.
- B. In order to evaluate the effectiveness of the course in meeting the objectives for Visual and Performing Arts (Critical), students will do an additional course evaluation designed to analyze achievement of the exemplary educational objectives. In addition, the instructor will evaluate written assignments to examine how well the work demonstrates student learning about these objectives.
- C. Evaluation results will be used to improve the delivery of lecture material, the structuring of class discussions, and the nature of reading and written assignments.

History 4396  
Latin American History through Film (W, 4-7)  
Prof. Kellogg  
Spring 2006

AH 524, 713-743-3085  
skellogg@uh.edu  
Office hours, W 1-2 or  
by appointment

Latin American history is one of deep, often cataclysmic change, including: Conquest, forced conversion, revolution, searing poverty, and class and racial inequality. Yet custom, love of family, and the valuing of racial and ethnic diversity are also themes that run through the region's history. All these themes provide the ingredients for the drama inherent in the histories of the countries of the region, drama that filmmakers have depicted in a great number of movies treating important issues and events in Latin American history. By watching, analyzing, and critiquing a series of films made by Latin American, North American, and European filmmakers about Latin America, we will examine the dialectical relationship between Latin American cinema and Latin American history. By dialectical, I refer to the idea that Latin American history has shaped the nature of films and film making of the region and Latin America's films not only have a history but have influenced the history of many nations of Latin America.

The objectives of this class include:

1. Demonstrating the scope and variety of films made in and about Latin America.
2. Understanding these works as expressions of individual, political, and human values as these were held by and about Latin Americans of different times and places.
3. Understand the historical, sociological, cultural, and aesthetics contexts shaping the production of films from a variety of Latin American countries.
4. Learning how to analyze such films from a critical perspective (i.e., to go beyond simply asking "Did I like the film?").
5. Asking what shapes the viewpoints and efforts of Latin American filmmakers, what demands are placed upon them intellectually and socially and how do these viewpoints and demands shape their cultural productions?
6. Asking what kinds of aesthetic principles influence the production of film and how films relate to the production of other kinds of art and literature, but especially other kinds of visual arts.
7. Learning an appreciation for forms of cinema very different from that produced in Hollywood and that speak to an array of places, politics, and social conditions different from the North American experience.

Please note that in depicting this history, many of the filmmakers use violence and sexuality, sometimes in dramatic, even shocking, ways. All of the films shown are chosen on the basis of their relevance to a historical understanding of Latin America and its cinema and are required viewing.

#### Reading

Donald Stevens, *Based on a True Story*

Edwin Williamson, *The Penguin History of Latin America*

### Assignments

Your final grade will be based on the following:

**Attendance (10%):** You are expected to attend and be on time for all classes. While I am sympathetic to the many demands on your time, given that seeing the films is a basic requirement (and the films function as texts), you must be in class. Attendance will be taken each week. Everyone is allowed *one* absence (but this does not mean your journals can be missing an entry, and you are responsible for screening the film if you miss it—keep in mind that many of the films are not easy to find). For 2 absences, I will lower this grade by a full grade. For 3, you will a 0 for the attendance grade, and beyond 3 you will be dropped from the course (and risk failing if you reach this number after the last day to drop, April 4; please note Jan. 30 is the last day to drop so that the class will not count towards the Texas Enrollment Cap).

**Journal (25%, 25%):** You are to keep a journal with an entry for each film we watch. Each entry should be the equivalent of at least 3 typed or printed pages and should identify the central theme or issue dealt with in that film, your critical response, as well as an analysis of the film's historical accuracy and/or the way the film uses history to address its theme/s. You may draw on either of the books or other readings (books, articles, websites), but ALL sources used must be identified. Please note that plagiarism of any kind is unacceptable and *university guidelines will be followed*. These can be found both in the Undergraduate Catalog (available on-line at <http://www.uh.edu/academics/catalog/> and in the Student Handbook. I will read the journals twice and you will receive 2 grades that will each count 25%. I will collect the first journal assigned on March 22 and the second will be due on Wednesday, May 5 (this is to give you time to do the entry for the final film).

**Quizzes (25%):** There will be two quizzes, one March 8, the other on April 26. These will be brief, multiple-choice tests based primarily on the assigned chapters of Williamson's *Penguin History*. I will provide more information on their format before the first one.

**Group Project (15%):** The class will be divided into groups of 3-4 students who will view a film not shown as part of the class and produce an cinematic and historical analysis similar to the articles in *Based on a True Story*. This project is due on Wednesday, May 5.

### Class Meetings, Films, and Reading Schedule

January	18	Introduction to the Class
	25	Columbus (S). chs. 1 and 2; Williamson (W), chs. 1 and 2
February	1	Conquest (S. ch.3; W, chs. 3 and 4)
	8	A Colonial Poet in Mexico (S. ch.4)
	15	Indians in Missions in Paraguay (S, ch.5; W, chs. 5 and 6)
	22	Patriarchy in 19 <sup>th</sup> -Century Argentina (S. ch.6; W, ch.7)
March	1	Images of Africans and Slavery (S, ch.7; W, ch.8)
	8	Images of Africans and slavery (W, ch.9; QUIZ)

- 15 Spring Break
- 22 Revolutionizing Women's Roles in Cuba (S. ch.8; W. ch.12: JOURNALS DUE)
- 29 A Changing society in Early 20<sup>th</sup>-Century Brazil (S, ch.9; W, ch.11)
- April 5 Love and the Mexican Revolution (S. ch.10; W, ch.10)
- 12 Family, Politics. and History in Argentina (S, ch.11; W. ch.13)
- 19 Family, Politics. and History in Argentina
- 26 Children and Poverty in Brazil (S, ch.12; W. ch.15: QUIZ)

Journals and group projects are due on W, May 5. No late assignments will be accepted.