

Course Information



Latin American Studies

INTL 2240-001

Fall 2025

Course Section Information

Days: MW

Time: 10am-11:45am

Campus: Taylorsville

Classroom: AAB 122

Course Description

Interdisciplinary and international course about Latin America. Geography and history explore sociopolitical dynamics. Ecologies of Knowledges and social justice provide a counterpoint to canonical and hegemonic perspectives increasing student's intercultural proficiency. Cultural documents augment student's research in geography, history, politics, religion, language and other cultural studies. It is recommended that students take SPN 2999 in the same semester as this course.

Semester: Fall & Spring

Course Prerequisites/Co-requisites

None

Textbooks, Readings, and Course Materials

Authors: Materials available on Canvas

Title: Materials available on Canvas

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Course Student Learning Outcomes

- Students will interpret the term “Latin America” from perspectives of geography, history, literature, culture, and sociolinguistics.
- Students will identify social and economic hierarchies in the region that inform power struggles for different individuals and social groups in search for social justice.
- Students will compare and contrast similar key historical trends and periods between countries and regions that inform present-day issues in Latin America.
- Students will interpret literary and cinematographic material to analyze its connections to the social and political struggles in Latin America.
- Students will name major geologic features of the countries included in Latin America.
- Students will recognize and explain the Ecologies of Knowledge framework in contrast to hegemonic or canonical epistemologies.
- Students will conduct independent research, synthesize it, and present their findings accurately and cogently both orally and in writing. Students will communicate their understanding of course material and concepts in Canvas and in-class discussions and will reflect meaningfully on their learning process for their ePortfolio.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Introduce Yourself	Discussion	0

Coursework & Assignment Descriptions

Weekly Recap Video 15%

Class Notes 15%

Canvas Discussions 15%

Participation 15%

Map Assignment 10%

Filméxico 5%

Final Project 15%

Final Reflection 10%

WEEKLY RECAP VIDEO: Each student will record and upload a video to the appropriate Canvas assignment. The video needs to be at least 10 minutes long, where they use their class notes to explain, expand, paraphrase, and link the weekly materials and in-class discussions. The goal is to re-tell in their own words, at an academic level, their understanding of the topics covered. This will require that you take good notes when you prepare and study before coming to class. As this is a hybrid course, it requires that you spend additional time at home preparing and studying for this class. Once you have your preparation and study notes (from when you do your homework), you will come to class and ask questions to make sure you understand and have good command of the learning materials. Also, take notes of the lecture. Actively participate in in-class activities. Then, at the end of the week, record your video linking your notes, questions, answers, in-class

comments and conversations, reflections, etc. As the semester progresses, you will need to also make references to how the materials from the different weeks relate to each other and build on each other. The video needs to show your face, you may look at your notes a few times, but you may not read. Remember this is an academic assignment, as such, make sure you present yourself in a professional manner.

CLASS NOTES: Each student needs to take notes during classes, lectures, and in-class activities. You need to have at least 4 pages of notes per week. It needs to be hand-written. At the end of each week, you will take a picture of your notes, and then, upload them and submit them on Canvas. The better your notes, the easier it will be to record your weekly recap video. Also, you need to include your notes from when you prepare for each class. This is a hybrid course. You need to read/watch the material that appears assigned for each day of class. This does not mean that you understand it well enough to take a test. It means that you have general comprehension on the day's topic, have questions prepared ahead of time, have an idea of what it is about. A good way to prepare your notes is to identify at least 10 new words per reading. This is an academic course, most likely, your vocabulary will be challenged and grow as you learn and talk about topics you might have not learned about in the past.

CANVAS DISCUSSIONS

Original posts are due before each class period on the day in which they are assigned and must be a minimum of 300 words (this will ensure students have posts to respond to each week). Response posts are due by Wednesday each week and must be a minimum of 100 words. During week 1 students should introduce themselves under Canvas/Discussions/Week 1 Introductions. Posts should include at minimum 1. Name; 2. Country of origin; 3. Any travel in Latin America; 4. First thoughts that comes to mind when you think about Latin America and the Caribbean; 4. Motivations and expectations in taking this course. Online discussion boards are for the purpose of fostering student reflection; therefore, posting should reflect an analytical approach and not simply repeat other people's work. Students should cite research and course material in their posts. Students should incorporate quotes from other student responses as a way of synthesizing and extending the conversation. Also, keep in mind that forum discussions are public, and care should be taken when determining what to post.

PARTICIPATION

Students are expected to come to class prepared with a comprehensive understanding of the assigned readings. This is why you need to schedule the time to do your homework and prepare for the class. Take notes on what you read/watch. Once in class, feel free to ask the questions you have in order to better understand the material. Your participation grade will depend on contribution to class discussion and critical analysis of the materials presented in class. Discussion questions and reactions to the readings will be factored into your participation grade. Attendance is mandatory, and tardiness is unacceptable. Excessive tardiness or absences will adversely affect your overall grade. You are encouraged to ask questions in class. Identify specific parts of the readings or homework that are challenging for you to understand and ask specific questions in class. Asking questions, is a great way to get to get participation points.

MAP ASSIGNMENT

You will work on a creative cartography project about Latin America. You will do a presentation after having your map(s) ready. Instructions on Canvas.

FILMEXICO

You need to attend at least 2 film screenings at Filméxico. This class partners with the Salt Lake Film Society and the cultural tour Filméxico. It presents a unique opportunity for our students, and community at large, to be exposed to other experiences from Latin America, Mexico, and its relation to the world and the United States. You will attend two film screenings and write a 5 page paper analyzing topics from the films and how they link to topics we covered in class, or that we didn't, but you wish we did. Make sure you reference specific scenes from the films while linking it to the materials/modules of the course.

FINAL PROJECT

There are four possible general topics for your final project. You need to choose one, or, if you are already working in an academic field, you may propose your own topic. A) Chinampas. B) Mexican Revolution. C) Operation Condor. D) Filméxico film. Any of these topics are tied to the materials and content of the course. You will work with the instructor to formulate a research question and write your paper. You will write a 7-10 page paper due on the day of their final presentation. The paper should include their own research to delve deeper on this topic and show your growth as a scholar with a sound academic bibliography.

The Presentation: Creativity, Creativity, Creativity! Your job is not to stand in front of the class and read a summary of your paper. You should think of this as an opportunity to educate your classmates about your topic in a fun and engaging style. Visuals are encouraged. You will be graded on the effectiveness of your presentation. Remember to make eye contact with your audience and speak in a clear and loud voice. You should plan 10-15 minutes for your presentation.

SIGNATURE ASSIGNMENT

Provide a reflection (written or in video) where you address the following (5 pages or 10 minutes)

- a. How at the end of this course you are able to demonstrate an understanding of the complexities of identity, including how deeply rooted identity is in culture, language, religion, race/ethnicity, geography and/or relationship to power in Latin America.
- b. How do you explain the different possible definitions for "Latin America?"
- c. What are the main takeaways from this course in terms of some crucial, in your opinion, similarities and differences between the countries in Latin America that help you understand the specificities and intricacies of that region?
- d. With what you have learned in this course, what is your analysis of the term "Latin America?" How do you unpack the term? Make sure to include specific references to readings and topics as you analyze this term.
- e. How your participation in this course, and course assignments, helped you communicate effectively in oral and/or written form about topics beyond -or transcendent of- the borders of the United States, or about the United States in a comparative and/or interpretive framework.
- f. How does the content and knowledge you gained in this course relate to other courses that you are taking or have taken?
- g. Describe the process through which you went to create your final project.
- h. Were there any pertinent connections made in this class, or that you became aware of, between coursework and your personal lives?

CLASS DISCLAIMER

This class may points/history that have been politicized. Students are never required to accept something they do not wish to, but they should be able to become aware of and explain what a scholar said or explain something that science accepts. In a homework question asking for a student's opinion, full credit is possible even if the student does not accept something being discussed. It is important to be able to express yourself clearly. Test questions will be about facts from the readings. Tests will not require the student to pretend to accept or reject something against their conscience.

The content for this course has not been edited to remove language, concepts, or points of view that people may find offensive. The purpose is not to offend, but to provide context of the time and/or situations for when the material was originally written.

Grading Scale

EVALUATION COMPONENTS

100-93% A 92-90% A-

89-87% B+ 86-83% B 82-80% B-

79-77% C+ 76-73% C 72-70% C-

69-67% D+ 66-63% D 62 E

Engagement Plan

- I will respond to email within 48 hours. I will offer feedback on major assignments within 48 hours. The best way to contact me is through Canvas email, as I will prioritize this method over other modes of communication.
- Ask questions in class.

- Please be mindful of online etiquette when emailing me. Please address your emails to "Profe Bloem" or "Dr. Bloem." Avoid greetings like "Hey".

How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

General Education Information

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This course fulfills the above requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

How to Succeed in the Course

Ask questions if readings or instructions are not clear. I want you to succeed in this class and in your academic careers!

I suggest you often use the services of the Student Reading and Writing Services to help with your assignments.

Additional Class Policies

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Course Content Advisory

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative

ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

Academic Integrity

Plagiarism is using 4 or more words in a row that are not your own. Use of AI for assignment submissions is not allowed and will incur in an automatic 0 for the assignment. We use MLA format in this class.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

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Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)