This course navigates students through major historical, political, social, and economic moments and developments in the region labeled as Latin America. The course begins with the encounter and developments between European empires, with emphasis on the Spanish and Portuguese Empires, and the indigenous population of the Western Hemisphere during the 15th and 16th century. The course also takes into account the construction and development of the Spanish and Portuguese colonial society, the course of independence, the creation of the nation-state, the influence of foreign powers and major international wars, and the changing political environment of the 19th, 20th, and 21st century.

JUSTIFICATION FOR COURSE:

Update/revise course in accordance with Program Review Curriculum Offerings

PREREQUISITES:

COREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES:

History

MATERIAL FEE: Yes [ ] No [x] Amount: $0.00

CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [x] Credit - Not Degree Applicable [ ]

GRADING POLICY: Pass/No Pass [x] Standard Letter [x] Not Graded [ ] Satisfactory Progress [ ]

OPEN ENTRY/OPEN EXIT: Yes [ ] No [x]

TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[x] Not Transferable[ ]

BASIC SKILLS STATUS: Yes [ ] No [x] LEVELS BELOW TRANSFER: Not Applicable

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable

NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E

REPEATABLE ACCORDING TO STATE GUIDELINES: No [x] Yes [ ] NUMBER REPEATS:

REQUIRED FOR DEGREE OR CERTIFICATE: No [ ] Yes [x]

Associate of Arts: Liberal Arts: Emphasis in Arts and Humanities(Associate in Arts)
Associate of Arts: Liberal Arts: Emphasis in Social and Behavioral Sciences(Associate in Arts)
HISTORY(Associate in Arts for Transfer)
History(Associate in Arts for Transfer)

GE AND TRANSFER REQUIREMENTS MET:

IGETC Area 3: Arts and Humanities

3B: Humanities
IGETC Area 4: Social and Behavioral Sciences
   4F: History
CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages
   C2 - Humanities
CSU GE Area D: Social, Political, and Economic Institutions
   D3 - Ethnic Studies
   D6 - History

PROGRAM LEVEL LEARNING OUTCOME(S) Supported by this course:

describe the structure, pace, and causal agents of changing historical contexts.

employ interpretative skills to reach reasoned conclusions from historical evidence.

evaluate cultural, socio-political, and economic contexts through historical time.

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Demonstrate proficiency in research, analytical, and communication skills necessary to present
   compelling and original arguments displaying a critical understanding of historical context, cause/effect,
   and/or change and continuity. Analysis should draw on both primary and secondary historical sources.
   (Critical thinking skills SLO).

2. Exhibit knowledge and understanding of the course content by major areas through written work and/or
   other forms of testing consistent with college level expectations. (Application of knowledge SLO).

3. Appraise the value of historical knowledge for understanding more recent and/or comparable issues,
   events, and trends. (Relevance of History SLO).

COURSE OBJECTIVES:

1. Identify the major historical periods (pre-colonization, colonial era, independence, post-independence,
   nation-state, and 20th/21st century) as well as the changing course of politics (pre-colonial/post-colonial,
   isolationism, fascism/eugenics, populism, socialism/communism, neo-liberalism, etc.) in the region.

2. Assess Latin America's complex relationship between local level developments and the transnational
   processes, including the influence of the United States in the region, while also taking into consideration
   the development, identification, and transformation of race, gender, class, and environment.

3. Analyze a series of primary sources such as personal narratives, maps of the era, speeches,
   photographs, monuments, art, music, and film as well as secondary sources from literature and
   academic articles and monographs.

4. Formulate essential questions, pose new interpretations, and conduct research using historical
   evidence.

5. Recognize the importance of conflicting interpretations and contextualize the past on its own terms.

6. Analyze the dynamics of change over time in order to explain historical causality and preserve
   contingency in the past.

7. Evaluate the consequences of historical decisions and reflect on the relevance of debatable issues in
   the modern day.

COURSE CONTENT:
LECTURE CONTENT:

Part One: Pre-/Colonization (15th-16th Century):
1. Social and political environments in Europe prior to 1492 and the rise of the merchant class
2. Mesoamerica, prior to 1492
3. Christopher Columbus and voyages to Western Hemisphere
4. Colonization and control of commodities
5. Role of religion in the "New World"
6. Native enslavement and native wars against colonizers
7. African enslavement and forced exportation to the "New World"

Part Two: The Colonial Era (16th-19th Century):
1. Role of the mission system in Spanish America
2. Role of sugar and coffee in the "New World" economic market
3. Gender roles and social expectations in Spanish and Portuguese colonial society
4. Rise of escaped-slave communities, resistance, and "Whiteness"
5. Role of syncretism in different parts of Latin America
6. Viceroyalties in the "New World" and changing political factions in Europe
7. Local identity and the creoles of the "New World"

Part Three: The Independence Period (19th Century):
1. Transformations of political identities and the Imagined Community
2. Rise of Liberalism and its effect on the population
3. Rise of major revolutionary creoles throughout Spanish America
4. The "bloodless" revolution in Brazil
5. Abolition and stratification in post-independence Latin America
6. Wars for independence in Latin America
7. U.S. expansion and Latin America's engaging of the international market

Part Four: The 20th/21st Century:
1. European and United States economic and political colonialism
2. The role of European and U.S. businesses in Latin America
3. The Mexican Revolution, World War I and Latin America
4. The rise of indigenismo and artistic productions of the era
5. The role of Populism, import substitution, Fascism, World War II in Latin America
6. Revolution, Anti-Communism/Socialism, Third World Liberation
7. Neo-liberalism, Dependency Theory, and Magical Realism
8. Late 20th Century Dictatorships and the Cold War in Latin America
9. Changing economies, LGBT rights, indigenous rights, women's rights
10. Role of the black market: the Drug Wars
11. The success and failure of the Bolivarian Revolution, the Socialist Democracies, and Latin America's Left
METHODS OF INSTRUCTION:

A. Lecture:
B. Online:
C. Independent Study:
D. Hybrid:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments

Readings for History G150 will generally include a college-level survey textbook, a collection of separate readings, and a book-length primary source. The survey textbook will serve as a secondary source and as a supplement to course lectures. The collection of separate readings will serve as analysis of primary source documents and comprehension of historical argument/theory. The book-length primary source will serve as extended analysis and a research paper assignment in the context of the assigned readings or other secondary source background.

Out-of-class Assignments

Required readings from primary and secondary sources, exercises, and written responses as required by the instructor.
Term paper or class presentation on topic approved by instructor. Preferred emphasis on multi-cultural aspects.

The take-home research paper will assess the students’ ability to analyze a book-length primary source, formulate historical questions, acquire information concerning the historical time and place, and to report on historical implications. The instructor will choose a book-length primary source from the section Optional Textbooks in this course outline and assign an in-depth document analysis/research paper of approximately 6-8 pages/1,800-2,500 words.

Writing Assignments

Objective multiple-choice tests: the multiple choice tests will assess the students’ historical comprehension of the course lectures and secondary source readings.
Short essay exams and class assignments: the short essay exams will assess the students’ analysis of historical people, events, ideas, and issues and their interpretation of historical primary sources. Students will be directed to focus on the analysis of historical significance rather than the memorization of historical facts.

Blue-book essay examinations and research paper: the in-class blue-book essay examinations will assess the students’ ability to take a stance on a controversial question/issue in the History of Latin America and to formulate a cogent historical argument corroborated by concrete historical evidence and primary sources. The take-home research paper will assess the students’ ability to analyze a book-length primary source, formulate historical questions, acquire information concerning the historical time and place, and to report on historical implications.

METHODS OF STUDENT EVALUATION:

Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations
Report
Oral Presentations
Demonstration of Critical Thinking:

Students shall demonstrate their ability to think critically by means of essay examinations and written research assignments which will require them to analyze, compare, contrast, explain, evaluate, and synthesize historical information and material as directed by the course instructor. Such essay examinations and written research assignments will be an important and integral component of every History G150 course.

Required Writing, Problem Solving, Skills Demonstration:

Objective multiple-choice tests: the multiple choice tests will assess the students’ historical comprehension of the course lectures and secondary source readings.
Short essay exams and class assignments: the short essay exams will assess the students’ analysis of historical people, events, ideas, and issues and their interpretation of historical primary sources. Students will be directed to focus on the analysis of historical significance rather than the memorization of historic facts.
Blue-book essay examinations and research paper: the in-class blue-book essay examinations will assess the students’ ability to take a stance on a controversial question/issue in the History of Latin America and to formulate a cogent historical argument corroborated by concrete historical evidence and primary sources. The take-home research paper will assess the students’ ability to analyze a book-length primary source, formulate historical questions, acquire information concerning the historical time and place, and to report on historical implications.

TEXTS, READINGS, AND RESOURCES:

TextBooks:

Other:
1. Alicia Partnoy, *The Little School*
   - Rigoberta Menchu, *I, Rigoberta: An Indian Woman in Guatemala*
   - Bartolome de las Casas, *A Short Account of the Destruction of the Indies*
   - Junot Diaz, *The Brief Wondrous Life of Oscar Wao*
   - Isabel Allende, *The House of Spirits*
   - Gabriel Garcia Marquez, *One Hundred Years of Solitude*
   - Ernesto Guevara, *Motorcycle Diaries*
   - Octavio Paz, *The Labyrinth of Solitude*
   - Carlos Fuentes, *The Diary of Frida Kahlo: An Intimate Self-Portrait*

LIBRARY:

Adequate library resources include: Print Materials
Non-Print Materials
Online Materials

Comments:

Attachments:

*Attached Files*