I. CATALOG INFORMATION

A. Discipline: HISTORY

B. Subject Code and Number: HIST M164

C. Course Title: History of Latin America

D. Credit Course units:
   Units: 3
   Lecture Hours per week: 3
   Lab Hours per week: 0
   Variable Units: No

E. Student Learning Hours:
   Lecture Hours:
   Classroom hours: 52.5 - 52.5
   Laboratory/Activity Hours:
   Laboratory/Activity Hours 0 - 0
   Total Combined Hours in a 17.5 week term: 52.5 - 52.5

F. Non-Credit Course hours per week

G. May be taken a total of: 1 2 3 4 time(s) for credit

H. Is the course co-designated (same as) another course: No Yes
   If YES, designate course Subject Code & Number: 

I. Course Description:
   Provides a comprehensive survey of Latin American history focusing on the development of cultural, economic, and political practices and experiences in various Latin American nations. Examines United States-Latin American relations.

J. Entrance Skills
   *Prerequisite: No Yes Course(s)
   *Corequisite: No Yes Course(s)
   Limitation on Enrollment: No Yes
   Recommended Preparation: No Yes Course(s)
   Other: No Yes
II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

<table>
<thead>
<tr>
<th></th>
<th>Methods of evaluation will be consistent with, but not limited by, the following types or examples.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>describe and compare the historical and cultural development of American and Iberian societies at the time of contact.</td>
</tr>
<tr>
<td>2</td>
<td>analyze and assess the means of physical and cultural domination of the Americas by the Spanish and Portuguese in the 16th century.</td>
</tr>
<tr>
<td>3</td>
<td>describe and explain features of race, culture, and gender in colonial Latin America.</td>
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<tr>
<td>4</td>
<td>analyze and assess the cultural activities and artistic expression of the various peoples of Latin America and how they changed over time.</td>
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<tr>
<td>5</td>
<td>identify and appraise the reasons for Latin American independence.</td>
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<tr>
<td>6</td>
<td>outline political, economic and social movements in Latin America since independence.</td>
</tr>
</tbody>
</table>
### BOOK REVIEWS

- Describe and evaluate the political, social, and economic opportunities and obstacles in forming Latin American nations in the nineteenth and twentieth centuries.

- Examine the political, social, and economic relationship between the United States and Latin America in the nineteenth and twentieth centuries.

- Demonstrate the ability to contextualize and interpret primary and secondary texts, images, or audio sources, and to compose an argument which uses them, as appropriate, for support in understanding Latin American civilization.

### COURSE CONTENT

<table>
<thead>
<tr>
<th>Estimated %</th>
<th>Topic</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.00%</td>
<td>Part III: Latin America in the Nineteenth Century</td>
<td>4, 6, 7, 8, 9</td>
</tr>
<tr>
<td></td>
<td>A. Constructing the Nation-State</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Imagined communities through heroes, maps, and literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Economic Development and Integration into the Global Economy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Economic neo-colonialism</td>
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<tr>
<td></td>
<td>C. Cultural Continuity and Change in the Nineteenth Century through</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Cultural neo-colonialism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Indigenismo</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Political, Cultural, and Economic Encounters and Exchanges</td>
<td></td>
</tr>
<tr>
<td></td>
<td>between the United States and Latin America</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. U.S. expansion and interventions in Latin America</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Latin American migrations to and experiences in the United States</td>
<td></td>
</tr>
</tbody>
</table>

25.00%

<p>| Part IV: Latin America in the Twentieth Century | 4, 7, 8, 9 |
| Part IV: Latin America in the Twentieth Century | 4, 7, 8, 9 |
| A. Political Revolutions in Latin American Nations | 4, 7, 8, 9 |
| 1. Economic and civic nationalism in action | 4, 7, 8, 9 |
| 2. Causes and consequences in various Latin American nations | 4, 7, 8, 9 |
| B. Economic Competition and Complementarity with the United States and Europe | 4, 7, 8, 9 |
| 1. Increasing U.S. hegemony in Latin America | 4, 7, 8, 9 |
| 2. Latin America in the World and the World in Latin America | 4, 7, 8, 9 |
| 1. U.S. political, economic, and cultural influence in Latin America | 4, 7, 8, 9 |
| 2. Causes and consequences of Latin American migration to the | 4, 7, 8, 9 |</p>
<table>
<thead>
<tr>
<th>U.S. and beyond</th>
<th>Part I: Age of Empires</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Latin American economic and cultural influence in the world.</td>
<td>A. Pre-1492 Americas</td>
</tr>
<tr>
<td></td>
<td>1. Political, economic, and social organization, artistic and literary development</td>
</tr>
<tr>
<td></td>
<td>B. Pre-1492 Iberian Peninsula</td>
</tr>
<tr>
<td></td>
<td>1. Political, economic, and social organization, artistic and literary development</td>
</tr>
<tr>
<td></td>
<td>C. European Expansion and the Conquest of the Americas</td>
</tr>
<tr>
<td></td>
<td>D. Colonial Latin America: Institutions, Economies, and Cultures</td>
</tr>
<tr>
<td></td>
<td>1. Transculturation and syncretism in material culture</td>
</tr>
</tbody>
</table>

| 25.00%          | Part II: The Independence of Latin America |
|-----------------| A. The Enlightenment and the Bourbon Reforms |
|                 | 1. Political, economic, and artistic developments in Europe and Latin America |
|                 | B. The Spanish American Revolutions |
|                 | 1. Independence in Central America |
|                 | 2. Independence in South America |
|                 | C. Creating New Nations |
|                 | 1. Post-colonial political economy |
|                 | 2. Fragmented identities |

| 25.00%          | IV. TYPICAL ASSIGNMENTS |
|-----------------| A. Writing assignments |
|                 | Writing assignments are required. Possible assignments may include, but are not limited to: |
|                 | 1. write an argumentative paper, utilizing primary and secondary source documents, on a topic such as social, political, and economic causes of the independence movements of the 19th century. |
|                 | 2. research and write papers on topics such as race in Latin America. |
|                 | 3. review of a primary or secondary source document such as a monograph, biography, or historical novel on topics such as the conquest of the Americas. |
|                 | 4. write a critical summary of a visit to an historic site or museum. |

<table>
<thead>
<tr>
<th>B. Appropriate outside assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate outside assignments are required. Possible assignments may include, but are not limited to:</td>
</tr>
<tr>
<td>1. complete the readings from supplemental primary source documents, secondary source monographs, journal articles, handouts, or Internet websites pertinent to class discussion and/or writing assignments as determined by the instructor.</td>
</tr>
<tr>
<td>2. prepare written and/or oral presentations on topics such as the role of women in modern Latin America.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Critical thinking assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking assignments are required. Possible assignments may include, but are not limited to:</td>
</tr>
<tr>
<td>1. compare and contrast primary source documents to evaluate authorship.</td>
</tr>
<tr>
<td>2. compare and contrast the integration of Latin American nations into the global economy.</td>
</tr>
</tbody>
</table>
| participate in class and small group discussions debating the impact of indigenous
V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- **Distance Education** – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- **Lecture/Discussion**
- **Laboratory/Activity**
- **Other (Specify)**
  - Debates
  - Small group projects
  - Guest lectures
- **Optional Field Trips**
- **Required Field Trips**

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- **Essay Exam**
- **Classroom Discussion**
- **Skill Demonstration**
- **Problem Solving Exam**
- **Objective Exams**
- **Participation**
- **Reports/Papers/Journals Projects**
- **Other (specify)**

Primary document analysis

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS


VIII. STUDENT MATERIALS FEES

☐ No  ☑ Yes

IX. PARALLEL COURSES

<table>
<thead>
<tr>
<th>College</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCSB</td>
<td>HIST 8</td>
<td>Introduction to History of Latin America</td>
<td>4</td>
</tr>
<tr>
<td>CSU Northridge</td>
<td>HIST 161</td>
<td>Survey of the History of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>UC Irvine</td>
<td>HISTORY 70D</td>
<td>Problems in History: Latin America</td>
<td>4</td>
</tr>
<tr>
<td>UC Riverside</td>
<td>HIST 75</td>
<td>Intro to Latin America</td>
<td>4</td>
</tr>
</tbody>
</table>

X. MINIMUM QUALIFICATIONS

Courses Requiring a Masters Degree:
Master’s degree in history OR bachelor’s degree in history AND master’s degree in political science, humanities, geography, area studies, women’s studies, social science, or ethnic studies OR the equivalent.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:
   1. This course is designed to be taken either:
      ☑ Pass/No Pass only (no letter grade possible); or
      ☐ Letter grade (P/NP possible at student option)
   2. Degree status:
      Either ☑ Associate Degree Applicable; or ☐ Non-associate Degree Applicable

B. Moorpark College General Education:
   1. Do you recommend this course for inclusion on the Associate Degree General Education list?
      Yes: ☑ No: ☐ If YES, what section(s)?
      ☐ A1 - Natural Sciences - Biological Science
      ☐ A2 - Natural Sciences - Physical Science
      ☑ B1 - Social and Behavioral Sciences - American History/Institutions
      ☑ B2 - Social and Behavioral Sciences - Other Social Behavioral Science
      ☐ C1 - Humanities - Fine or Performing Arts
      ☑ C2 - Humanities - Other Humanities
      ☐ D1 - Language and Rationality - English Composition
      ☐ D2 - Language and Rationality - Communication and Analytical Thinking
      ☐ E1 - Health/Physical Education
      ☐ E2 - PE or Dance
      ☑ F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:
   1. Do you recommend this course for transfer credit to CSU? Yes: ☑ No:
2. If YES do you recommend this course for inclusion on the CSU General Education list?
   Yes: [X] No: [ ] If YES, which area(s)?
   A1 [ ] A2 [ ] A3 [ ] B1 [ ] B2 [ ] B3 [ ] B4 [ ]
   C1 [ ] C2 [X] D1 [ ] D2 [ ] D3 [ ] D4 [ ] D5 [ ]
   D6 [X] D7 [ ] D8 [ ] D9 [ ] D10 [ ] E [ ]

D. University of California (UC) Articulation:

   1. Do you recommend this course for transfer to the UC? Yes: [X] No: [ ]

   2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: [X] No: [ ]

   IGETC Area 1: English Communication
   [ ] English Composition
   [ ] Critical Thinking-English Composition
   [ ] Oral Communication

   IGETC Area 2: Mathematical Concepts and Quantitative Reasoning
   [ ] Mathematical Concepts

   IGETC Area 3: Arts and Humanities
   [ ] Arts
   [X] Humanities

   IGETC Area 4: Social and Behavioral Sciences
   [ ] Anthropology and Archaeology
   [ ] Economics
   [ ] Ethnic Studies
   [ ] Gender Studies
   [ ] Geography
   [X] History
   [ ] Interdisciplinary, Social & Behavioral Sciences
   [ ] Political Science, Government & Legal Institutions
   [ ] Psychology
   [ ] Sociology & Criminology

   IGETC Area 5: Physical and Biological Sciences (mark all that apply)
   [ ] Physical Science Lab or Physical Science Lab only (non-sequence)
   [ ] Physical Science Lecture only (non-sequence)
   [ ] Biological Science
Physical Science Courses
- Physical Science Lab or Biological Science Lab Only (non-sequenlce)
- Biological Science Courses
- Biological Science Lab course
- First Science course in a Special sequence
- Second Science course in a Special Sequence
- Laboratory Activity
- Physical Sciences

IGETC Area 6: Language other than English
- Languages other than English (UC Requirement Only)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES
A. What planned assignment(s) will require library resources and use?
The following assignments require library resources:
Research papers, book reviews and/or journal reviews, oral and/or written reports. Research, using the Library's print and online resources, such topics as the role of women in modern Latin America.

B. Are the currently held library resources sufficient to support the course assignment?
YES: [X] NO: 
If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION
HIST M164: Not Applicable

XIV. WORKPLACE PREPARATION
HIST M164: Not Applicable

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM
1. Mode of Delivery
- [X] Online (course will be delivered 100% online)
- [X] Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)
- [X] Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
  - Lab activities will be conducted onsite
- [ ] Televideo (Examinations and an orientation will be held onsite)
2. Need/Justification

Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

The instructor will communicate with students through the course management system, using both synchronous tools (such as chat) and asynchronous tools (such as email and discussions).

Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns, etc. Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class. The Calendar and Announcement tools will be used to keep students informed of important events, deadlines, etc. Additional collaborative learning involves using software that allows students and the instructor to collaborate in real-time. These sessions may also be recorded and archived so that students who were not able to participate can also benefit from them. The instructor may talk with individual students or with student groups. Students may also collaborate with each other without the instructor.

4. Describe how instructors teaching this course will involve students in active learning.

All course materials will be available online. Students will be able to download files and view them offline. Instructor may also provide course content within the course management system as well as provide links to supplemental publications, articles, and websites.

Quizzes may be issued (using a course-specific timeline) in which students will be tested on their knowledge of the material. Assignments may include exercises through which students explore course concepts using a textbook and/or additional research. Students can submit their assignments online and get feedback from the instructor and/or other students as determined per assignment. This can be an iterative process in that students can receive feedback and then be able to improve their submittal if necessary. Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns, etc. Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class. Additional collaborative learning involves using software that allows students and the instructor to collaborate in real-time. These sessions may also be recorded and archived so that students who were not able to participate can also benefit from them. The instructor may talk with individual students or with student groups. Students may also collaborate with each other without the instructor.
5. Explain how instructors teaching this course will provide multiple methods of content representation.

The instructor can provide text, presentation slides, audio/visual material, assignment examples, tutorials (which may be live or recorded), and links to supplemental publications, articles, and websites.

6. Describe how instructors teaching this course will evaluate student performance.

Student evaluation will occur via standard techniques such as exercises, projects, quizzes, and a program rubric. The online environment will allow the exercises and projects to be iterative so that students may submit their work online and receive feedback from the instructor. The instructor can then communicate critique and/or solutions to students by posting them online. Additionally, graded discussions can be used to provide additional means of assessment.

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

General Education Division of Learning [check all applicable boxes]:

- [ ] Natural Sciences
  - [ ] Biological Science
  - [ ] Physical Science
  - [X] Social and Behavioral Sciences
    - [ ] American History/Institutions
    - [X] Other Social Science
  - [X] Humanities
    - [ ] Fine or Performing Arts
    - [X] Other Humanities
  - [ ] Language and Rationality
    - [ ] English Composition
    - [ ] Communication and Analytical Thinking
  - [ ] Health/Physical Education
  - [X] Ethnic/Women's Studies

Check either Option 1 or Option 2

- [ ] OPTION #1: Moorpark College has already received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. Note: This option applies only to technical revisions and updated courses.

- [X] OPTION #2: Moorpark College has not received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. This option applies to all new and substantively revised courses.

XVII. STUDENT MATERIALS FEE ADDENDUM
XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041
HIST M164: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:
Discipline: HISTORY

Discipline Code and Number: HIST M164
Course Revision Category: Technical Course Revision

Course Proposed By:
Originating Faculty Hugo Hernandez 09/08/2018
Faculty Peer: Hugo Hernandez 09/08/2018
Curriculum Rep: Hugo Hernandez 09/08/2018
Department Chair: Lee Ballestero 09/09/2018
Division Dean: Karen Rothstein 09/14/2018

Approved By:
Curriculum Chair: Jerry Mansfield 02/08/2019
Executive Vice President: 
Articulation Officer: Letrisha Mai 01/22/2019
Librarian: Mary LaBarge 01/18/2019

Implementation Term and Year: Fall 2019

Approval Dates:
Approved by Moorpark College Curriculum Committee: 02/05/2019
Approved by Board of Trustees (if applicable): 
Approved by State (if applicable): 02/20/2019