HIST M164: HISTORY OF LATIN AMERICA

Originator

hhernandez

College

Moorpark College

Discipline (CB01A)

HIST - History

Course Number (CB01B)

M164

Course Title (CB02)

History of Latin America

Banner/Short Title

History of Latin America

Credit Type

Credit

Start Term

Fall 2022

Formerly

HIST M09 - Latin American History

Catalog 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.

Taxonomy of Programs (TOP) Code (CB03)

2203.00 - Ethnic Studies

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
Will not be required

Grading method
(L) Letter Graded

Alternate grading methods
(O) Student Option- Letter/Pass
(P) Pass/No Pass Grading

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
52.5
Maximum Contact/In-Class Lecture Hours
52.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.5
Total Maximum Contact/In-Class Hours
52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105
Maximum Outside-of-Class Hours
105

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Student Learning Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	compose an argument contextualizing primary and secondary sources regarding the history of Latin America.
2	identify connections between Latin American history and living in the United States today.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	describe and compare the historical and cultural development of American and Iberian societies at the time of contact.
2	analyze and assess the means of physical and cultural domination of the Americas by the Spanish and Portuguese in the 16th century.
3	describe and explain features of race, culture, and gender in colonial Latin America.
4	analyze and assess the cultural activities and artistic expression of the various peoples of Latin America and how they changed over time.
5	identify and appraise the reasons for Latin American independence.
6	outline, describe and evaluate the political, social, and economic opportunities and obstacles in forming Latin American nations in the nineteenth and twentieth centuries.
7	examine the political, social, and economic relationship between the United States and Latin America in the nineteenth and twentieth centuries.

Course Content

Lecture/Course Content
(25%)- Part I: Age of Empires
  A. Pre-1492 Americas
    1. Political, economic, and social organization, artistic and literary development
  B. Pre-1492 Iberian Peninsula

    1. Political, economic, and social organization, artistic and literary development
  C. European Expansion and the Conquest of the Americas
  D. Colonial Latin America: Institutions, Economies, and Cultures
    1. Transculturation and syncretism in material culture

(25%) - 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%) - Part III: Latin America in the Nineteenth Century
  A. Constructing the Nation-State
    1. Imagined communities through heroes, maps, and literature
  B. Economic Development and Integration into the Global Economy
    1. Economic neo-colonialism
  C. Cultural Continuity and Change in the Nineteenth Century through Art and Literature
    1. Cultural neo-colonialism
    2. Indigenismo
  D. Political, Cultural, and Economic Encounters and Exchanges between the United States and Latin America
    1. U.S. expansion and interventions in Latin America
    2. Latin American migrations to and experiences in the United States

(25%) - Part IV: Latin America in the Twentieth Century
  A. Political Revolutions in Latin American Nations
    1. Economic and civic nationalism in action
    2. Causes and consequences in various Latin American nations
  B. Economic Competition and Complimentarity with the United States and Europe
    1. Increasing U.S. hegemony in Latin America
  C. Latin America in the World and the World in Latin America
    1. U.S. political, economic, and cultural influence in Latin America
    2. Causes and consequences of Latin American migration to the U.S. and beyond
    3. Latin American economic and cultural influence in the world.

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Classroom Discussion
Essay exams
Group projects
Individual projects
Journals
Objective exams
Oral presentations
Projects
Participation
Portfolios
Quizzes
Reports/Papers/Journals
Reports/papers
Research papers
Skills demonstrations
Written analyses
Written homework

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Collaborative group work
Class activities
Class discussions
Case studies
Distance Education
Group discussions
Instructor-guided interpretation and analysis
Internet research
Large group activities
Lecture
Readings
Small group activities
Web-based presentations

Describe specific examples of the methods the instructor will use:

1. To explain course content, the instructor will use PowerPoint, board work, and educational videos.
2. To explain course content, the instructor will facilitate classroom discussions and small group work.

Representative Course Assignments

Writing Assignments

Write an argumentative paper, utilizing primary and secondary source documents, on a topic such as social, political, and economic causes of the Mexican Revolution.

Write a critical summary of a visit to an historic site or museum.

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.

Research and write papers on topics such as race in Latin America.

Critical Thinking Assignments

Participate in class and small group discussions debating the impact of indigenous political organizations in Latin America.

Compare and contrast the integration of Latin American nations into the global economy.

Compare and contrast primary source documents to evaluate the continuity and change between lived experiences in Latin American history and the contemporary United States of America

Reading Assignments

Read selected pages from text book(s) set for the course.

Read secondary sources such as Camilla Townsend's Fifth Sun.

Read selected primary or secondary documents from the topics covered in the course.

Read selected or student-chosen works (such as novels, histories, biographies) from the topics covered in the course

Outside Assignments

Representative Outside Assignments

Prepare written and/or oral presentations on topics such as the role of women in modern Latin America.

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.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
UCSB	HIST 8	Introduction to History of Latin America	4
UC Riverside	HIST 75	Intro to Latin America	4
UC Irvine	HISTORY 70D	Problems in History: Latin America	4

CSU Northridge	HIST 161	The History of Latin America from Pre-Columbian 3 Times to Today

Comparable Courses within the VCCCD
HIST R126 - History of Latin America

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B2. Social and Behavioral Sciences
Approved

C. Humanities

C2. Humanities
Approved

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

F. Ethnic Studies/Gender Studies
Approved

Course is CSU transferable
Yes

CSU Baccalaureate List effective term:
F1995

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

D Social Sciences
Approved

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA
Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences
Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Description
Williamson, Edwin. *The Penguin History of Latin America.* Revised and updated ed., Penguin, 2010.

Resource Type
Textbook

Description
Wood, James A., editor. *Problems in Latin American History: Sources and Interpretations.* 5th ed., Rowman and Littlefield, 2019.

Resource Type
Textbook

Classic Textbook
Yes

Description
Schwartz, Stuart B. and Tatiana Seijas, editors. *Victors and Vanquished: Spanish and Nahua Views of the Fall of the Mexica Empire*. 2nd ed., Macmillan, 2017.

Resource Type
Textbook

Classic Textbook
Yes

Description
da Cunha, Euclides. *Rebellion in the Backlands (Os Sertoes).* Translated by Samuel Putnam, Reissue ed., University of Chicago, 1957.

Resource Type
Textbook

Description
Meade, Teresa A. *A History of Modern Latin America: 1800 to the Present.* 2nd ed., Wiley-Blackwell, 2016.

Resource Type
Textbook

Description
Burkholder, Mark, Monica Rankin and Lyman L. Johnson. *Exploitation, Inequality, and Resistance: A History of Latin America since Columbus*. Oxford U, 2018.

Resource Type
Textbook

Description
Chasteen, John Charles. *Born in Blood and Fire: A Concise History of Latin America.* 4th ed., Norton, 2016.

Library Resources

Assignments requiring 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.

Sufficient Library Resources exist
Yes

Example of Assignments Requiring Library Resources
Write an argumentative paper, utilizing primary and secondary source documents, on a topic such as social, political, and economic causes of the Mexican Revolution.

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.

E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations.
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.
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Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations.
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature.
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations.
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom.

Examinations

Hybrid (1%–50% online) Modality
Online
On campus

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
HISTORY

Review and Approval Dates

Department Chair
04/13/2021

Dean
04/13/2021

Technical Review
09/02/2021

Curriculum Committee
9/7/2021

DTRW-I
MM/DD/YYYY

Curriculum Committee
MM/DD/YYYY

Board
MM/DD/YYYY

CCCCO
MM/DD/YYYY

Control Number
CCC000431578

DOE/accreditation approval date
MM/DD/YYYY