

LAST REVIEW: 2010-2011
(i.e. 2006-2007)

NEXT REVIEW: 2015-16
(i.e. 2011-2012)

STATUS: A
(A, I, D)

COURSE TITLE: The History of the Two Americas I

COMMON COURSE NUMBER: LAH 1004

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(Per 16 week term)

CLOCK HOURS:
(Voc. Course ONLY)

Lecture: **48** Lab:
Clinic: Other:

PREREQUISITE(S): NONE

COREQUISITE(S): NONE

PRE/COREQUISITE(S): NONE

COURSE DESCRIPTION: This course is a study of Latin America from the development and evolution of Amerindian society including the Mesoamerican, Andean and Brazilian worlds, through the conquest and colonization of the region by Europe, ending with the rise of independence by the middle of the 19th century.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area 3A
General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area 3A
General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area 3A

UNIT TITLES

- 1. Introduction to History**
- 2. Writing about Latin American History**
- 3. Ancient America**
- 4. The Iberian Peninsula on the Eve of Conquest**
- 5. The Conquest of the Americas**
- 6. The Economic Foundation of Colonial Latin America**
- 7. State, Church and Society in Colonial Latin America**
- 8. Bourbon and Pombaline Reforms in Spanish and Portuguese America**
- 9. The Independence of Latin America**

*** Complete the following only if course is seeking general education status ***

GENERAL EDUCATION Competencies and Skills *:

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

Course must include <u>all</u> of the following:	
1. Read with critical comprehension**	1.0,2.1,2.3,3.0,4.0,5.0,6.0,7.0,8.0,9.0
2. Write clearly and coherently**	2.2,2.5,2.6
3. Demonstrate literacy as appropriate within a given discipline**	information:2.1,2.3,2.4;cultural: 3.2,3.3,4.1,4.2,4.4,5.5,6.1,6.2,6.3,7.3,7.5,7.6
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	3.2,4.5,5.2,5.3,5.4,6.2,7.6,8.5,9.2,9.3,9.5
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	3.0, 5.5,6.3,7.3,7.6
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	3.3,4.1,4.2,6.3
8. Speak and listen effectively.	

**General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

****Required Competencies**

1) Read with critical comprehension.

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) Write clearly and coherently.

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.

f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

g) **Environmental literacy** is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	
2. Short essays	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0
3. Research Papers	1.0,2.0
4. Group projects	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0
5. Discussions (In class and online)	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0
6. Multiple Choice tests	3.0,4.0,5.0,6.0,7.0,8.0,9.0
7. Presentations	3.0,4.0,5.0,6.0,7.0,8.0,9.0
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0
10. Take-home tests	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0
11. Summaries, critiques, and analyses	
12. Reaction papers	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0
13. Surveys	
14. Performance	
15. Short answer tests	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0
16. Classroom debates and colloquia	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0
17. Blogs, wikis, web pages	
18. Other (Please explain)	

UNITS

Unit 1: Introduction to History

General Outcome:

- 1.0 The students shall identify and employ the components of historical research and analysis.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 1.1 Identify the ways historians frame questions in order to study the past.**
- 1.2 Identify the arguments of historical interpretations.**
- 1.3 Identify and evaluate differences in historical interpretations.**
- 1.4 Recognize connections between the past and the present.**
- 1.5 Distinguish between primary and secondary sources and explain how each are used to make historical claims.**
- 1.6 Interpret multiple forms of evidence (visual, oral, statistical, and/or artifacts from material culture).**

Common Course Number: LAH 1004

Unit 2: Writing about Latin American History

General Outcome:

- 2.0 The students shall produce clearly organized, thoroughly developed writing assignments, including but not limited to short essays, research assignments, or research papers, which express defensible conclusions based on historical analysis.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 2.1 Locate and identify evidence to research a problem or question about Latin American history from an online research database or course resource lab.**
- 2.2 Construct a clear, concise thesis statement in response to a problem or question about Latin American history.**
- 2.3 Evaluate and interpret primary and secondary evidence from a course text, an online research database, and/or an online course resource lab to support a thesis statement.**
- 2.4 Employ proper citation of both primary and secondary sources using reference guides provided in class or found online.**
- 2.5 Employ formal styles of argumentation and presentation that historians use.**
- 2.6 Compose written conclusions drawn from historical research.**

Common Course Number: LAH 1004

Unit 3: Ancient America

General Outcome:

- 3.0 The students shall compare and contrast the significant political, economic social, and cultural developments in the Americas from 10,000 BCE to the 1492 CE.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 3.1 Identify and analyze the geographical location of contemporary Latin America.**
- 3.2 Analyze the historical evolution of Amerindian society from the initial crossing of the Bering Straits to the development of the post-classic empires of the Andean and Mesoamerican worlds.**
- 3.3 Assess the important political, economic, social and religious institutions of Amerindian society.**

Common Course Number: LAH 1004

Unit 4: The Iberian Peninsula on the Eve of Contact

General Outcome:

4.0 The students shall explain the establishment and evolution of Iberian society from ancient to late medieval times.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 4.1 Assess the contributions of Ancient Rome to the Iberian world including:
 - 4.1.1 The role of the Punic worlds in the development of the Iberian peninsula.**
 - 4.1.2 The introduction of Christianity to the Iberian world.**
 - 4.1.3 The impact of Roman civilization on the development of the Iberian world.****
- 4.2 Evaluate the Muslim conquest of and contributions to the Iberian World.**
- 4.3 Assess the role of the Spanish and Portuguese monarchs to the development of early Modern Iberia including the Hapsburg era.**
- 4.4 Examine the structure and function of Iberian society of the 15th century including the concept of patriarchy.**
- 4.5 Compare the early motivations and efforts of Spanish and Portuguese overseas exploration.**

Common Course Number: LAH 1004

Unit 5: The Conquest of the Americas

General Outcome:

5.0 The students shall examine and assess the conquest of the Americas by the Spanish and the Portuguese.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 5.1 Examine the four voyages of Christopher Columbus and his impact on the Amerindian world.**
- 5.2 Construct and evaluate the conquest of the Aztec and Mayan Empires of Mexico and Central America.**
- 5.3 Construct and evaluate the conquest of the Incan Empire of South America.**
- 5.4 Compare the Spanish and Portuguese conquest experience in South America.**
- 5.5 Define the Columbian Exchange and evaluate its impact on Amerindian society.**

Common Course Number: LAH 1004

Unit 6: The Economic Foundations of Colonial Iberian America

General Outcome:

6.0 The students shall examine and evaluate the economic foundations of colonial Latin America.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 6.1 Examine and evaluate the structure and function of the colonial economy including:**
 - 6.1.1 The use of the Spanish convoy system to support the imperial economy.**
 - 6.1.2 The rise of the mining industry in the Americas.**
 - 6.1.3 The development of the plantation system in the Caribbean and on the mainland.**
 - 6.1.4 The development of the cattle and textile industries in South America.**
 - 6.1.4 The role of the merchant class in the development of the colonial economy.**

- 6.2 Compare the tribute and labor systems of the Andean and Mesoamerican colonial worlds including:**
 - 6.2.1 The introduction of the encomienda system to the Spanish colonies.**
 - 6.2.2 The introduction of the repartimiento system to the Spanish colonies.**
 - 6.2.3 The introduction of captaincy system in colonial Brazil.**
 - 6.2.3 The Amerindian response to Iberian labor demands in the colonies.**

- 6.3 Examine the role of African labor in Spanish and Portuguese America including:**
 - 6.3.1 The political, social, and economic structure of West African society.**
 - 6.3.2 The role of the Iberian in the Atlantic Slave Trade.**
 - 6.3.3 The various roles enslaved Africans play in the development of Latin America.**
 - 6.3.4 The enslaved African's efforts to resist slavery in the Americas.**

Common Course Number: LAH 1004

Unit 7: State, Church and Society in Colonial Latin America

General Outcome:

7.0 The students shall examine the role of the Royal State and the Catholic Church in the development of Latin America.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 7.1 Diagram the structure of and assess the functions of the various political institutions developed in the Latin American colonial world including:**
 - 7.1.1 The establishment of the Spanish colonial bureaucracy including the House of Trade and the Council of the Indies.**
 - 7.1.2 The consolidation of the colonial empires into the viceroyalties of New Spain and Peru.**
 - 7.1.3 The structure and function of the provincial administration.**
 - 7.1.4 The New Laws of the Spanish colonies.**
 - 7.1.5 The establishment of the royal government of Brazil.**

- 7.2 Examine the role of the secular and regular clergy in the development of the Latin American colonial world including:**
 - 7.2.1 The missionary efforts of the regular clergy in the Americas.**
 - 7.2.2 The introduction of the Inquisition the Americas.**

- 7.3 Assess the Amerindian's ability to either adapt to or resist Iberian secular and religious institutions.**

- 7.4 Examine the roles of the Spanish and Portuguese immigrant and the Creole in the development of colonial Iberian America.**

- 7.5 Assess the development of multiethnic societies in the Portuguese and Spanish empires.**

- 7.6 Evaluate the principle of patriarchy and its impact on the development of colonial Iberian America.**

Common Course Number: LAH 1004

Unit 8: The Bourbon and Pombaline Reforms and Iberian America

General Outcome:

8.0 The students shall recall the bourbon and pombaline reforms of the eighteenth century and analyze their impact on Iberian America.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 8.1 Assess the Bourbon Reforms of eighteenth century Spain and their impact on Spanish colonial America.**
- 8.2 Assess the Pombaline Reforms of eighteenth century Portugal and their impact on Brazil.**
- 8.3 Evaluate the influence the European Enlightenment on the reaction of the colonials to the Bourbon and Pombaline Reforms.**
- 8.4 Examine the emergence of Creole nationalism in Spanish America.**
- 8.5 Identify and analyze the revolt of the masses to the Bourbon Reforms of Spanish America.**

Common Course Number: LAH 1004

Unit 9: The Independence of Latin America

General Outcome:

9.0 The students shall examine the independence movement in Latin America.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 9.1 Evaluate the background influences of the wars for independence including the impact of Napoleon Bonaparte's invasion of the Iberian Peninsula, The French and Haitian Revolutions, and the American Revolution in the United States.**
- 9.2 Analyze the independence movement in South America including the efforts of Jose San Martin, Francisco Miranda, and Simon Bolivar.**
- 9.3 Analyze the independence movement in Mexico including the efforts of Father Miguel Hidalgo and Jose Morelos and Agustin Iturbide.**
- 9.4 Examine the reasons why Cuba and Puerto Rico fail to gain their independence during this revolutionary period.**
- 9.5 Analyze the Brazilian Independence movement in comparison with their Spanish speaking neighbors with special attention to the motivations and justifications for independence offered by both.**
- 9.6 Compare the political, economic and social structure of pre and post independent Latin America.**