

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

**NEXT REVIEW: 2015-2016**  
*(i.e. 2011-2012)*

**STATUS: A**  
*(A, I, D)*

**COURSE TITLE: The History of the Two Americas II**

**COMMON COURSE NUMBER: LAH 1005**

**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 survey of significant social, political, and economic developments of modern Latin America after independence, from the consolidation of the national states to the present.

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 America History**
- 3. The Independence of Latin America**
- 4. The Mexican Revolution and After**
- 5. The Failure of Democracy in Argentina**
- 6. The Chilean Way**
- 7. Republican Brazil**
- 8. Peru's Ambiguous Revolution**
- 9. The Cuban Revolution**
- 10. Revolution in Central America**
- 11. The United States and Latin America through the years**
- 12. Latin American Society in Transition**

\*\*\* 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.

<b>Course must include <u>all</u> of the following:</b>	
<b>1. Read with critical comprehension**</b>	1.0,2.1,2.3,3.0,4.0,5.0,6.0,7.0,8.0,9.0,10.0,11.0,12.0
<b>2. Write clearly and coherently**</b>	2.2,2.5,2.6
<b>3. Demonstrate literacy as appropriate within a given discipline**</b>	information:2.1,2.3,2.4; cultural:3.6,4.5,4.6,5.2,5.3,5.4,6.1,6.2,9.1,9.5,9.6,11.1,11.4,11.6,11.9,12.2,12.3
<b>4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**</b>	1.1,1.2,1.3,2.1,2.2,2.3,3.2,3.3,3.5,4.4,4.7,5.5,6.1,7.1 7.6,8.3,9.2,9.6,10.2,11.2,11.8,12.2
<b>Course must include at least <u>one</u> of the following:</b>	
<b>5. Differentiate between ethical and unethical behavior</b>	
<b>6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.</b>	3.6,4.5,4.6,5.2,5.6,5.7,6.2,7.3,9.1,9.4,10.4
<b>7. Demonstrate an understanding of and appreciation for human diversities and commonalities.</b>	5.2,9.6,12.2,12.3
<b>8. Speak and listen effectively.</b>	

*\*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	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0,10.0,11.0,12.0
3. Research Papers	1.0,2.0
4. Group projects	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0,10.0,11.0,12.0
5. Discussions (In class and online)	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0,10.0,11.0,12.0
6. Multiple Choice tests	3.0,4.0,5.0,6.0,7.0,8.0,9.0,10.0,11.0,12.0
7. Presentations	3.0,4.0,5.0,6.0,7.0,8.0,9.0,10.0,11.0,12.0
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0,10.0,11.0,12.0
10. Take-home tests	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0,10.0,11.0,12.0
11. Summaries, critiques, and analyses	1.0,2.0
12. Reaction papers	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0,10.0,11.0,12.0
13. Surveys	
14. Performance	
15. Short answer tests	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0,10.0,11.0,12.0
16. Classroom debates and colloquia	
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 the 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 1005

**Unit 3: The Independence of Latin America**

**General Outcome:**

**3.0 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:**

- 3.1 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.**
- 3.2 Analyze the independence movement in South America including the efforts of Jose San Martin, Francisco Miranda, and Simon Bolivar.**
- 3.3 Analyze the independence movement in Mexico including the efforts of Father Miguel Hidalgo and Jose Morelos and Agustin Iturbide.**
- 3.4 Examine the reasons why Cuba and Puerto Rico fail to gain their independence during this revolutionary period.**
- 3.5 Analyze the Brazilian Independence movement.**
- 3.6 Compare the political, economic and social structure of pre and post independent Latin America.**

Common Course Number: LAH 1005

**Unit 4: The Mexican Revolution and After**

**General Outcome:**

**4.0 The students shall examine evaluate the Mexican revolution and its impact on Mexican society.**

**Specific Measurable Learning Outcomes:**

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

- 4.1 Examine the reconstruction and the rule of the millionaire socialists in Mexico.**
- 4.2 Assess the importance of the great revolution from 1911-1917.**
- 4.3 Distinguish the years of Jose Cardenas from previous administrations.**
- 4.4 Analyze the role of big business in Mexican society in the post revolutionary era and its impact on reform.**
- 4.5 Assess the changes in Mexican society as a result of the oil boom of the early 20<sup>th</sup> century and its later bust.**
- 4.6 Examine the social and economic reforms of Mexico in 1996.**
- 4.7 Analyze the political upheaval in Mexico from 1998-2002 and its impact on the society.**

Common Course Number: LAH 1005

**Unit 5: The Failure of Democracy in Argentina**

**General Outcome:**

**5.0 The students shall examine the failure of the democratic model in Argentina.**

**Specific Measurable Learning Outcomes:**

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

- 5.1 Examine the Argentinean export economy and its dynamic development and vulnerability in the international market.**
- 5.2 Construct and examine modern Argentine society.**
- 5.3 Compare and contrast the radical era of Argentinean history from 1916-1930.**
- 5.4 Examine the historical development of the conservative restoration including the “Infamous Decade” from 1930 to 1943.**
- 5.5 Analyze the Juan Peron administration in Argentina from 1955 to 1973 and his return to power in 1974 including the an analysis of the importance of military rule in Argentinean society.**
- 5.6 Assess the Falkland/Malvinas War and its socio-economic and political consequences for Argentina including the return of democratic rule.**
- 5.7 Compare and contrast the radical and Peronista socio-economic solutions for the 21<sup>st</sup> century.**

Common Course Number: LAH 1005

**Unit 6: The Chilean Way**

**General Outcome:**

- 6.0 The students shall examine the Chilean political, social, and economic life in the post independence era.**

**Specific Measurable Learning Outcomes:**

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

- 6.1 Analyze Chile's economic history from the late nineteenth century to the mid twentieth century.**
- 6.2 Evaluate Chile's history socialist experiment.**
- 6.3 Examine the role of the military junta in the Chilean government during the years 1970-2000.**
- 6.4 Examine the struggle of the current democratic government of Chile.**

Common Course Number: LAH 1005

**Unit 7: Republican Brazil**

**General Outcome:**

**7.0 The students shall examine the political complexities of Republican Brazil.**

**Specific Measurable Learning Outcomes:**

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

- 7.1 Analyze the transformation of Brazil's government from an empire to a Republic.**
- 7.2 Examine the decline and fall of the Old Republic of 1914-1930.**
- 7.3 Assess the political impact of the government of Getulio Vargas on Brazilian society and beyond.**
- 7.4 Examine the political reform and reaction that took place in Brazil from 1954 to 1964.**
- 7.5 Assess the role of the military in 20<sup>th</sup> century Brazil.**
- 7.6 Analyze economic development in Brazil into the 21<sup>st</sup> century.**

Common Course Number: LAH 1005

**Unit 8: Peru's Ambiguous Revolution**

**General Outcome:**

- 8.0 The students shall examine the various revolutions that occurred in the Andes region during the modern era.**

**Specific Measurable Learning Outcomes:**

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

- 8.1 Compare the three Andean revolutions of the early modern era.**
- 8.2 Examine the origins of the Republic of Peru from the period of independence to the War of the Pacific.**
- 8.3 Examine Neocolonial Peru including its relationship with Great Britain and the United States from 1883 through 1968.**
- 8.4 Analyze the Peruvian revolution from 1968 to the present.**

Common Course Number: LAH 1005

**Unit 9: The Cuban Revolution**

**General Outcome:**

- 9.0** The students shall examine the Cuban revolution and its global impact, as well as its differences with other revolutions that occurred in Latin America.

**Specific Measurable Learning Outcomes:**

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

- 9.1** Examine Cuba under Spanish rule.
- 9.2** Analyze the independence movement and the Spanish-Cuban war of 1898.
- 9.3** Examine the political development of Cuba between the years 1902 and 1953.
- 9.4** Assess the importance of the sugar industry in the economic development of Cuba.
- 9.5** Compare and contrast Fidel Castro's revolution with the rest of Latin America.
- 9.6** Analyze the global impact of Castro's revolution from 1959 to the present.

Common Course Number: LAH 1005

**Unit 10: Revolution in Central America**

**General Outcome:**

- 10.0 The students shall examine the importance of the past and present revolutions in Central America.**

**Specific Measurable Learning Outcomes:**

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

- 10.1 Examine the independence and the failure of the Union from 1810 to 1865.**
- 10.2 Analyze the liberal reform, revolution, counter-revolutions, and democratic models of Guatemala.**
- 10.3 Examine the origins and outcome of the Nicaraguan revolution.**
- 10.4 Assess the continuous socio-economic and political problems that brought about the revolution in El Salvador.**

Common Course Number: LAH 1005

**Unit 11: The United States and Latin America through the years  
General Outcome:**

- 11.0 The students shall compare and contrast the two Americas and determine the present United States-Latin American relationship.**

**Specific Measurable Learning Outcomes:**

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

- 11.1 Examine the role of the United States in Latin America during the nineteenth century.**
- 11.2 Analyze the beginning of the American Empire, 1810-1897.**
- 11.3 Examine the imperial power of the United States from 1898-1933.**
- 11.4 Compare and contrast the Good Neighbor Policy in the period of the depression and war from 1933-1945.**
- 11.5 Examine the period of the defense of the empire and capitalism from 1945-1981.**
- 11.6 Assess the role of Ronald Reagan and the New Cold War policy in relation to Latin America.**
- 11.7 Examine George HW Bush's policy of disregard of Latin America.**
- 11.8 Analyze the Clinton administration struggle for NAFTA and economic reform in Latin America.**
- 11.9 Assess the partnerships that have been created in 21<sup>st</sup> century hemispheric relations.**

Common Course Number: LAH 1005

**Unit 12: Latin American Society in Transition**

**General Outcome:**

**12.0 The students shall examine Latin American society in transition.**

**Specific Measurable Learning Outcomes:**

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

- 12.1 Examine the different crises that Latin America experienced during the twentieth century.**
- 12.2 Analyze the attitudes and mentalities, the change, and the resistance to change in Latin American society today.**
- 12.3 Examine the flowering of a Latin American culture in the present.**