

COURSE OUTLINE

History 103
History of Early Latin America

I. Catalog Statement

HIST 103 is a general survey course of Latin America from its colonization to its independence. The course introduces the following topics: the imposition of European civilization in Latin America, the development of the different colonies, colonial institutions, European empires' attempt to monopolize Latin American territories and the wars of independence. Special attention is given to the short and long-term effects of colonization. The course ends with an introduction to Decolonial Theory.

Total Lecture Units: 3.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Recommended preparation: Eligibility for ENGL 101.

II. Course Entry Expectations

Skill Level Ranges: Reading 6, Writing 6, Listening/Speaking 6, Math 2.

Prior to enrolling in the course, the student should be able to:

1. read at the 12th grade level or higher;
2. understand abstract and complex collegiate reading selections;
3. write an organized and grammatically correct essay which focuses on a central idea and employs specific details;
4. complete a research paper, write essay exams, or complete other types of writing assignments;
5. communicate learning, conceptual understanding and critical analysis skills through writing research papers, essay exams, or other types of writing assignments;
6. learn material through class discussion and lecture;
7. add, subtract, multiply, and divide using whole numbers, fractions, and decimals;
8. convert fractions and decimals to percentages.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. differentiate between the three main pre-Columbian indigenous civilizations;
2. compare and contrast the Spanish and Portuguese exploration and conquest of Latin America;
3. assess the basic settlement patterns of Spanish and Portuguese societies in Latin America;
4. analyze the social, religious, political, racial, and economic structures of early Latin America;
5. summarize and evaluate the independence movements of Latin American nations and compare with present revolutionary struggles in Latin America;
6. understand, communicate, and contextualize historical references presented in course materials and lectures;
7. develop conceptual understanding of culture, language, and race in Latin America.

IV. Course Content

Total Faculty Contact Hours = 48 hours

A. Pre-Columbian Societies	10 hours
1. Origins	
2. Major societies	
3. Marginal societies	
B. The New World – Spanish	12 hours
1. Encounters	
2. Portuguese and Spanish Exploration	
3. Conquest	
4. Colonial administration systems	
a. The Catholic church	
b. The encomienda system	
C. European Rivals and Colonial Systems	6 hours
1. Portuguese - Brazil	
2. French - Canada	
3. British – Eastern America	
4. Dutch – New Netherlands and Brazil	
D. Eighteenth Century in Latin America	6 hours
1. Bourbon reforms in Latin America	
2. Colonial culture and enlightenment	
3. Slavery	
4. Early revolts of the masses	
E. Portuguese Brazil	9 hours
1. Foreign challenges	
2. Labor policies	
3. Church and Indians	

4. Masters and slaves

F. Independence in Latin America

5 hours

1. Background and precursors
2. Independence of Mexico
3. Brazilian experience
4. Caribbean and South American campaigns
5. Key historical figures

V. Methods of Instruction

The following methods of instruction may be used in the course:

1. lecture;
2. multimedia;
3. individual and group student presentations and discussions;
4. on-line (including hybrid, blogs, discussion groups, etc.);
5. outside reading of reserve books and articles from scholarly journals;
6. field trips.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:

1. essay(e.g. an essay to compare the various approaches to colonization that European nation took in Latin America and the impact that these had on the indigenous people);
2. group project (e.g. a court hearing, colonization on trial – each student would serve as a historical expert witness an organized debate focused on the most successful resistance to colonization exhibited by the indigenous communities in Latin America);
3. research paper (e.g. a written essay or poster talk to compare and contrast two indigenous societies or civilizations);
4. essay (e.g. an essay to explore the short and long-term effect of the Mexican-American War on both sides of the border).

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

1. three to five one-hour in class examinations requiring demonstration of course exit standards;
2. class participation demonstrating course exit standards (e.g. small groups debate which pre-Columbian civilization was the most successful at resisting Spanish culture, create a hybrid culture, or create a delegation to represent the interests of independence movement and present major ideas);
3. written assignment(s) demonstrating the application of concepts, use of sources, and the ability to critically analyze information and apply concepts in a collegiate manner (e.g. create journals to respond to primary sources or create an advertising campaign that sells religion and religious ideals);
4. a final examination requiring demonstration of course exit standards;

5. research paper;
6. out of class essay (e.g. compare and contrast the opinions of the elite on the issue of independence, examine the difference between Hapsburg and Bourbon regimes on Latin America, or examine the Independence Movement and explain if there were major institutions and structural changes).

VIII. Textbooks

Keen, Benjamin, and Keith Haynes, *A History of Latin America 9th Edition*.
Boston: Wadsworth Publishing, 2012. Print.
14th Grade Reading level. ISBN: 978-1111841416

IX. Student Learning Outcomes

Upon successful completion of the required coursework in History of Early Latin America, the student will be able to:

1. differentiate between the three main pre-Columbian societies;
2. compare and contrast the Spanish and Portuguese exploration and conquest of Latin America;
3. assess the basic settlement patterns of Spanish and Portuguese societies in Latin America;
4. analyze the social, religious, political, and economic structures of early Latin America;
5. summarize and evaluate the reasons for the independence of Latin Americans from Spain and Portugal and compare early independence movements with present revolutionary struggles in Latin America.