

CATALOG INFORMATION

Dept and Nbr: HIST 8.1

Title: THE AMERICAS

Full Title: The Americas

Last Reviewed: 1/28/2019

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:
Development of the Western Hemisphere during colonial times with emphasis on Latin America: pre-Columbian setting, European backgrounds, exploration and discovery, colonial institutions and revolutionary era.

Prerequisites/Corequisites:

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: Pre-Columbian & colonial Latin America. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended:
Limits on Enrollment:
Transfer Credit: CSU;UC.
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area		Effective:	Inactive:
	D	Social and Behavioral Sciences	Fall 1981	
CSU GE:	Transfer Area		Effective:	Inactive:
	D	Social Science	Fall 2008	
	D6	History		
	D	Social Science	Fall 1981	Fall 2008
	D5	Geography		
	D6	History		
IGETC:	Transfer Area		Effective:	Inactive:
	4	Social and Behavioral Science	Fall 1981	
	4F	History		
CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:
UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:

CID:

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

The students will:

1. Relate lecture materials, audio-visual presentations and textual readings into a coherent base for study of history.
2. Recognize that history is not dogma; that it is a process of interaction between factual sources and those who interpret them.
3. Demonstrate critical thinking and analytical skills in a series of objective tests, written examinations, and critical papers that probe Latin America's past.
4. Apply historical learning to in-class discussions of past controversies and contemporary concerns.
5. Integrate geographic knowledge with historical study--the human story moves through both space and time.
6. Identify and employ atypical and non-traditional source materials such as fiction, music, cinema and sport to study Latin American popular culture.
7. Examine the contributions of women, racial and ethnic minorities, and other underrepresented groups to the formulation of Latin American ideals and institutions.
8. Question their own values and popular myths as well as conventional historical analysis.
9. Synthesize the ideas of past and current historians and (from this synthesis) develop their own means of addressing fundamental historical questions of causation and consequence.
10. Debate the claim that the heritage and institutions of the Latin

American countries are to some degree unique and explore the causational rationale that underwrites this alleged uniqueness.

11. Value the awareness that informational and interpretive knowledge of the Western Hemisphere nation's history can be programatically employed in one's everyday life as an individual and as a citizen.

Topics and Scope:

- I. New World Civilizations
 - A. Pre-Colonial America: A Survey of the Three Major Indian Cultures
 - B. Aztec
 - C. Maya
 - D. Inca
- II. The Colonial Foundations, 1492-1880s
 - A. The European Context
 - B. Spanish America: From Conquest to Colony, 1492-1600
 - C. Spanish America: The Transformation of Colonial Society, 1600-1750
 - D. Portuguese America: A Different World?
 - E. Colonial Economies
 - F. The Church
 - G. Social Stratification
- III. The Roots of Independence: 18th Century Reform
 - A. The Colonial Response
 - B. Achieving Independence
 - i. Mexico - Hidalgo, Morelos, Irurbide
 - ii. Northern South America - Bolivar and Sucre
 - iii. Southern South America - O'Higgins, and San Martin
 - iv. The Brazilian Path to Independence
- IV. The Pull of the International Economy, 1850-1880s
 - A. The Dependency Paradigm
 - B. The Development Paradigm

Assignment:

1. Regular attendance and extensive notetaking in class is expected and assumed.
2. Read and study appropriate chapters in text and anthologies.
3. Read and write papers in response to assigned or approved books and/or articles.
4. Participate in discussions as directed by the instructor.
5. Prepare for scheduled quizzes.
6. Prepare for extensive in-class mid-term and final examinations.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Reading reports, Essay exams, Term papers	Writing 10 - 60%
Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.	
Quizzes, Exams	Problem solving 10 - 20%
Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.	
Ind. or grp oral/writ pres.	Skill Demonstrations 10 - 10%
Exams: All forms of formal testing, other than skill performance exams.	
Multiple choice	Exams 10 - 30%
Other: Includes any assessment tools that do not logically fit into the above categories.	
None	Other Category 0 - 0%

Representative Textbooks and Materials:

E. Bradford Burns: Latin America: A Concise Interpretive History,
5th Edition.

Thomas Skidmore &

Peter H. Smith: Modern Latin America

Ralph L. Woodward, Jr.: Positivism in Latin America, 1850-1900

Jay Kinsbruner: The Spanish-American Independence Movement

Women in Latin American History: Their Lives

June E. Hahner: and Views

Annual Editions: Readings in Latin American
History