

# HIST R126: HISTORY OF LATIN AMERICA

**Originator**

jwilsongonzalez

**College**

Oxnard College

**Discipline (CB01A)**

HIST - History

**Course Number (CB01B)**

R126

**Course Title (CB02)**

History of Latin America

**Banner/Short Title**

History of Latin America

**Credit Type**

Credit

**Start Term**

Fall 2021

**Catalog Course Description**

This course surveys the diverse and dynamic history of Latin America from pre-Columbian times to the present. Students will learn about: native cultures; European exploration, conquest, and colonization; independence movements; and the political, economic, and social challenges of establishing new Latin American nations. The course will also examine recent trends like globalization, immigration, the illegal drug trade, radical political movements, and U.S.-Latin American relations. Field trips may be required. Transfer credit: CSU;UC.

**Taxonomy of Programs (TOP) Code (CB03)**

2205.00 - History

**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**

May be required

**Grading method**

Letter Graded

**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 | Compare and contrast the historical development of two Latin American colonial societies (ex. New Spain, New Granada, Brazil, etc.)                                     |
| 2 | Demonstrate an understanding of the historical development of one nineteenth century Latin American colony as it struggled for independence and a new national identity |

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Explain ways in which the physical and natural environment of Latin America has affected and been affected by developments in human history.  |
| 2 | Identify the locations of various states in early and modern Latin America, while also learning the chronology of significant events and developments in each of those states.  |
| 3 | Demonstrate the ability to interpret primary sources and to compose written arguments using those resources.  |
| 4 | Compare distinctive forms of political, economic, and social organization in the various parts of Latin America and explain their historical significance.  |
| 5 | Demonstrate an understanding of various Latin American cultures through multiple analytical categories such as race, class, gender and ethnicity.   |
| 6 | Explain the historical significance of cultural developments such as art, music, architecture, literature, philosophy, and religion.  |
| 7 | Analyze the broad patterns of change, on both an interregional scale and a global scale, that have resulted from trade, migration, warfare, biological exchange, cultural exchange (writing and religion), and intellectual exchanges (inventions and scientific achievements). |

**Course Content****Lecture/Course Content**

1. Ancient America
  - a. Environment and culture in Ancient America
  - b. The Maya of Central America
  - c. The Inca

2. Spain
  - a. Medieval heritage
  - b. Ferdinand and Isabella
  - c. The Hapsburg Era
3. Exploration and conquest
  - a. Exploration
  - b. Conquest of Mexico
  - c. Conquest of Peru
4. The economic foundations of colonial life
  - a. The encomienda system
  - b. The Laws of the Indies
  - c. Slavery and free labor
5. State, church, and society
  - a. Colonial administration
  - b. Religious conquest and culture
  - c. Social classes
6. Brazil
  - a. Colonial Brazil
  - b. Administration
  - c. Slavery
7. The Bourbon reforms and Spanish America
  - a. Reforms and recovery
  - b. Colonial culture and the Enlightenment
  - c. Creole nationalism
  - d. Mass revolts
8. The independence of Latin America
  - a. The liberation of South America
  - b. Mexico's pathway to independence
9. Decolonization and the search for national identity (1821-1870)
  - a. Economic stagnation and conflicting political programs (conservative and liberal)
  - b. Mexico
  - c. Argentina
  - d. Chile
10. Race, nationhood, and freedom
  - a. Brazil
  - b. Peru
  - c. Cuba
  - d. Columbia
11. Political, economic, and social developments (1870-1900)
  - a. Neocolonialism
  - b. Dictatorship and liberalism
  - c. Cultural institutions (church and military)
12. Forging a new nation in Mexico
  - a. The Mexican Revolution (1910-1920)
  - b. Reconstructing the state
  - c. Reforms, the Great Depression, and World War II
  - d. Bourgeoisie wealth and the erosion of reform (1940-1976)
13. Populism and the struggle for democracy in Brazil
  - a. Decline of the old republic
  - b. Vargas and the bourgeoisie revolution
  - c. Reform and reaction (1954-1964)
14. Populism, the military, and democracy in Argentina
  - a. Radical politics,
  - b. Military intervention
  - c. Peron
15. Cuban in the twentieth century
  - a. Independence movements and the Spanish American War
  - b. Dependent development and popular struggle
  - c. The Revolution and Socialism under Castro

16. Indigenous rights and the military corporatism in Peru
  - a. The limits of populism (1952-1968)
  - b. Military corporatism (1968-1975)
  - c. Collapse of military corporatism (1975-1990)
17. Revolution in Central America
  - a. Guatemala
  - b. Nicaragua
  - c. El Salvador
18. State repression and popular democracy in northern South America
  - a. Bolivia
  - b. Venezuela
19. Authoritarianism and Neoliberalism
  - a. Brazil
  - b. Chile
  - c. Argentina
  - d. Mexico
20. The challenges of free elections
  - a. South America
  - b. Mexico
21. Comparative analysis of Latin American cultures
  - a. Race, class, gender, and ethnicity
  - b. Art, music, architecture, literature, philosophy, and religion
22. Relations between the U.S. and Latin America
  - a. The Monroe Doctrine
  - b. Manifest Destiny
  - c. The Panama Canal
  - d. Gunboat diplomacy
  - e. The Good Neighbor Policy
  - f. The Cold War
  - g. The War on Drugs
  - h. NAFTA

#### 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):

Essay exams

Essays

Group projects

Individual projects

Objective exams

Oral presentations

Quizzes

Reports/papers

Research papers

### Instructional Methodology

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

Audio-visual presentations

Computer-aided presentations

Collaborative group work

Class discussions

Distance Education

Field trips

Group discussions

Guest speakers  
 Instructor-guided interpretation and analysis  
 Internet research  
 Lecture  
 Small group activities

**Describe specific examples of the methods the instructor will use:**

1. Instructor will direct interactive instructional activities asking students to compare and contrast historical data and primary source material with the secondary account of Latin American history presented in their text.
2. Interactive lecture-discussions, supplemented by PowerPoint slides, about the major topics covered in the course, like the influence of clash of cultures that occurred when Spaniards defeated the Aztecs and Incas in the early sixteenth century.
3. Guided and focused class discussions of representative historical events. These discussions would solicit student opinions on the relationship between such past events as their present values and lives.
4. Guided exercises on how to write history essays, research papers, and/or book reviews.
5. Providing students with the opportunity to listen to and ask question of guest speakers.
6. Individual and small group work supported by audio-visual presentations.
7. Instructor will show a video on Colonial Spain.

## Representative Course Assignments

### Writing Assignments

1. Responses to specific tasks presented in worksheets or task specific activities such as preparing for classroom group discussions
2. Short essays on assigned topics (or rough drafts to assigned questions that may appear on essay exams), such as comparing and contrasting different regions of colonial Latin America (e.g. New Spain and Brazil).
3. Research papers that include citations and a bibliography
4. Reviews about the merits of a particular historical resource, such as primary sources or a monograph

### Critical Thinking Assignments

1. Participate in class and small group discussions debating the impact of European colonization in various Latin American regions.
2. Compare and contrast primary source documents to evaluate authorship.
3. Write a research paper arguing the historical impacts of a historical figure within Latin American history.
4. Compare and contrast independence movements throughout Latin America.

### Reading Assignments

1. A required survey text chosen for the course
2. A document or primary source reader (required or provided by the instructor)
3. Supplemental material prepared by the instructor such as abstracted articles or essays
4. Externally located material relevant to the course such as resources on the Internet or on reserve in the Library

### Other assignments (if applicable)

1. Library or Internet inquiry activities such as locating bodies of evidence and documents pertaining to the material covered in class for purposes of giving a presentation.
2. Creating maps and timelines that help students internalize the geographic and chronological dynamics of Latin American history.
3. Watching and evaluating documentaries for the purpose of writing a review or report and also for the purpose of supplementing the perspectives provided by the lectures and assigned readings.
4. Museum visits that require a written and/or oral report.

## Outside Assignments

### Representative Outside Assignments

1. Library and internet inquiry activities such as locating bodies of evidence and documents pertaining to the material covered in class.
2. Creating maps and timelines that help students internalize the geographic and chronological dynamics of Latin American history.
3. Watching and evaluating documentaries for the purpose of writing a review or report and also for the purpose of supplementing the perspectives provided by the lectures and assigned readings.
4. Museum visits that require a written and/or oral report.
5. Weekly short essay assignments evaluating and debating primary and secondary sources.

6. Research and write a historical essay, arguing the historical significance of a historical figure in Latin America; or an oral history paper that would relate the Latin American interviewee's experiences to appropriate primary and secondary sources.
7. Prepare written and/or oral presentations on topics such as the social, political, and economic impacts of European colonialism in various regions of Latin America.

## **District General Education**

### **A. Natural Sciences**

### **B. Social and Behavioral Sciences**

### **C. Humanities**

### **D. Language and Rationality**

### **E. Health and Physical Education/Kinesiology**

### **F. Ethnic Studies/Gender Studies**

## **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**

### **Area E: Lifelong Learning and Self-Development**

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

## **IGETC**

### **Area 1: English Communication**

### **Area 2A: Mathematical Concepts & Quantitative Reasoning**

### **Area 3: Arts and Humanities**

### **Area 4: Social and Behavioral Sciences**

### **Area 5: Physical and Biological Sciences**

### **Area 6: Languages Other than English (LOTE)**

## **Textbooks and Lab Manuals**

### **Resource Type**

Textbook

### **Description**

Wood, J (2013). *Problems in Modern Latin American History* (4th). Rowman Littlefield.

### **Resource Type**

Textbook

### **Description**

Charlip, J. Burns, E.B (2016). *Latin America: An Interpretive History* (10th). Pearson.

**Resource Type**  
Textbook

**Classic Textbook**  
Yes

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

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)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed, such as asking students to analyze the impact of U.S. intervention in Latin America, will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
Other DE (e.g., recorded lectures)	Students will watch online lecture videos.
Face to Face (by student request; cannot be required)	Students will have direct face-to-face contact with instructor during weekly class meetings. This time will provide the opportunity for students to discuss and ask questions about the material to facilitate student learning objectives and course outcomes. The instructor will also hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.

Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
E-mail	E-mail, class announcements and various learning management system tools will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student.
<b>Hybrid (51%–99% online) Modality:</b>	
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**100% online Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed, such as asking students to analyze the impact of U.S. intervention in Latin America, will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
Other DE (e.g., recorded lectures)	Students will watch online lecture videos.
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**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**

08/22/2020

**Dean**

08/24/2020

**Technical Review**

09/09/2020

**Curriculum Committee**

09/09/2020

**Curriculum Committee**

12/09/2020

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000579733

**DOE/accreditation approval date**

MM/DD/YYYY