



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
HIS 218	History of Latin America	3
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
3/0/0	ENG 101	Fall 2022

Catalog description: History of Latin America from the pre-Colombian origins to current times. Topics covered are Indian civilizations, discovery and conquest, colonial rule, independence movements, 19th century development, and the present era.

General Education Category: Goal 6: Humanities Goal 7: Historical Perspective Goal 8: Diversity and Global Perspective	Course coordinator: Padhraig Higgins, higginsp@mccc.edu , ext. 3495
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Required texts & Other materials:

Martin and Wasserman, *Latin America and Its People*, volume II, 3rd edition.

Dubois and Garrigus, *Slave Rebellion in the Caribbean*, 2nd edition.

Beezley, *Judas at the Jockey Club and Other Episodes of Porfirian Mexico*

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context. (ILG 1, 5, 6,7, 8, 9) *[Methods of assessment: Essay; small and large-group discussions; individual writing assignments]*
2. analyze and interpret primary sources (whether they seem more “historical,” “literary,” or “philosophical”) and use them as evidence to support historical arguments. (ILG 1, 5, 6, 7, 8, 9) *[Methods of assessment: Essay; small and large-group discussions]*
3. identify and describe the significance of major figures, ideas, and events of Latin American History. (ILG 1, 5, 6, 7, 8, 9) *[Methods of assessment: quizzes; individual writing assignments]*

4. describe and analyze the context of major movements, trends, and developments of Latin American History. (ILG 1, 5, 6, 7, 8, 9) [*Methods of assessment: Essay; individual writing assignments*]
5. discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, nature, intellectual and aesthetic thought, etc.) behind the major movements, trends, and developments of Latin American History. (ILG 1, 5, 6, 7, 8, 9) [*Methods of assessment: Essay; individual writing assignments*]
6. use information technologies in acquiring new knowledge and perspective. (ILG 4, 7, 10, 11) [*Methods of assessment: Digital History project; essay*]
7. construct an historical essay that presents a clear thesis, a persuasive argument, and uses detailed historical evidence. (ILG 1, 5, 6, 7, 8, 9) [*Methods of assessment: Essay*]
8. analyze other time periods and cultures with little or no ethnocentrism or modernism, thus displaying a sense of informed perspective and a deeper appreciation of the common threads of human nature. (ILG 1, 5, 6, 7, 8, 9) [*Methods of assessment: small and large-group discussions; individual writing assignments*]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail – Unit Student Learning Outcomes:

Introduction to the Scope and Sources of Latin American History

Learning Objectives: *Students will be able to*

- Explain what is meant by "Latin America" (SLO 1-8; ILG 1, 5-11)
- Demonstrate an understanding of the periodization and chronology of the course. (SLO 1-8; ILG 1, 5-11)
- Identify primary vs. secondary sources and discuss the uses and limitations of each. (SLO 1-8; ILG 1, 5-11)

Unit 1: Early Civilizations in Latin America [SLO 1-8; ILG 1, 4-11]

Students will be able to

- Analyze the key characteristics of early Mesoamerican civilization.
- Discuss the ways that environmental challenges shaped the early civilizations of Central and South America.
- Describe the ways in which the environment affected the development of the economies, politics, and culture of the various parts of the Americas.
- Compare and contrast the key characteristics of Olmec, Mayan, and Toltec civilizations.
- Compare the development of Mesoamerican and Andean civilizations, particularly the Aztec and Inca Empires.

Unit 2: New World Empires [SLO 1-8; ILG 1, 4-11]

Students will be able to

- Describe the process of economic and cultural exchange during this period.
- Analyze the effects of European expansion and conquest.
- Explain the ideas of the relationships between state and economic theories, such as Mercantilism.
- Outline the Spanish conquest of the Americas.
- Discuss the organization of labor and commerce in the Spanish Empire.
- Outline the establishment of the Portuguese colony of Brazil.
- Trace the establishment of French and British colonies in the Americas.

Unit 3: Revolution and Nation Building in Latin America [SLO 1-8; ILG 1, 4-11]

Students will be able to

- Describe the Wars of Liberation in Latin America, and Brazil's peaceful move toward independence.
- Summarize the history of the Abolitionist movement and the demise of transatlantic slavery.
- Describe some of the major problems Latin Americans faced following the wars of Independence.
- Discuss the factors leading to an economy of dependence.
- Trace the emergence of authoritarian regimes in Argentina.
- Analyze the causes and consequences of revolution in Mexico.
- Discuss slavery in Brazil and its abolition and describe the building of a non-slave economy in Brazil.
- Trace the influence of the nineteenth-century Catholic church.

Unit 4: The Early Twentieth Century [SLO 1-8; ILG 1, 4-11]

Students will be able to

- Define populism and describe some of its examples in South America.

- Summarize the careers of selected Caribbean dictators.
- Trace the U.S. role in supporting dictatorships in the Caribbean, especially Cuba
- Describe the various Mexican revolutionaries and their different agendas.
- Trace the course of the Mexican Revolution and list the key components of the Constitution of 1917.
- Discuss the impact of economic nationalism in Argentina and Brazil.
- Explore the role of gender in Latin America culture.

Unit 5: The struggle to emerge from dependency [SLO 1-8; ILG 1, 4-11]

Students will be able to

- Evaluate the successes and failures of new economic strategies in Latin America.
- Analyze United States' influence over Latin America since World War II.
- Describe the various forms of government established in Latin America since World War II and assess which ones have worked and those that have failed.
- Understand and analyze the historic "social question" in Latin America.
- Discuss the role of gender in Latin American societies.
- Discuss the development of the drug trade and show its domestic and international importance.
- Outline Castro's rise to power and his turn toward socialism.
- Trace the global impact of the Cuban Revolution.
- Discuss the rise of military states in Chile, Argentina, Brazil and Uruguay.
- Evaluate the influence of the U.S. in these military governments.
- Analyze the elements of guerilla movements in Central America.
- Sketch the potential impact of economic consortiums, such as NAFTA, upon Latin America.

Evaluation of student learning:

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course should be designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors should emphasize these goals in their assignments and should state them in their written and verbal instructions to the students. History courses should, therefore, utilize essay examinations, written reports and oral presentations as standard methods of assessing student learning. Below are the parameters within which instructors may operate:

Reading Assignments

- Textbook as well as primary documents should be clearly assigned to the students.

Exams & Quizzes

- At least (2) one-hour exams
- A Final Exam
- Exams should include at least a short essay component.

Writing Assignments (to access discipline specific knowledge, communication skills, and critical thinking skills). Students are expected to develop the ability to construct narratives-written or verbal or both-that clearly present their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of the evidence, and extracting substantive generalizations from what they have discovered (Information Literacy)

- At least two (2), but preferable (3), writing assignments.
- At least one (1) assignment should incorporate library or internet research or both; this assignment may be a term paper or group presentation or some other type of project.
- Length of the essays may be determined by the instructor; short (e.g., two page) essays are acceptable.