

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
DEGREE CREDIT COURSE

X Transfer Course X A.A. Degree applicable course
 (check all that apply)

COURSE NUMBER AND TITLE: History 140 History of the Americas through 1800

UNIT VALUE: 3

MINIMUM NUMBER OF SEMESTER HOURS: 48

BASIC SKILLS REQUIREMENTS: Appropriate language skills

ENTRANCE REQUIREMENTS

PREREQUISITE: None

COREQUISITE: None

RECOMMENDED PREPARATION: None

SCOPE OF COURSE: Surveys the evolution of the political, economic, and social institutions of the colonial societies of the Western Hemisphere from the 15th through the 18th centuries. Examines major pre-Columbian American states and cultures, European exploration and colonization, the evolution of multicultural societies in the Americas, and the achievement of independence by the United States. Latin America, Canada and the United States are studied from a comparative perspective. Included is consideration of the Constitution of the United States. *This course plus History 141 meets the State requirement in American History and Institutions.* CSU; UC

SPECIFIC COURSE OBJECTIVES:

The successful student will be able to:

- 1) identify the cultural diversity of all areas of the Americas, particularly relations between native peoples, Europeans, and Africans in the creation of unique colonial cultures in North and South America.
- 2) analyze the social and political effects of the European conquest of the Americas.
- 3) evaluate the economic foundations of colonial life, including agriculture, the fur trade, the plantation system, mining, and overseas trade.
- 4) identify the different characteristics and consequences of miscegenation (*mestizaje*) in the Americas, contrasting the effects of the “frontier of inclusion” vs. the “frontier of exclusion” in Anglo and Latin America.
- 5) examine the development and influence of social institutions such as: the Catholic Church in New France, Spanish and Portuguese America, and the Protestant denominations of Anglo America; the caste systems of Latin America; and the distinctions between urban and plantation slavery.

- 6) identify the institutional similarities and differences of European colonization in the Americas.
- 7) analyze the history of the American Revolution and the development of the United States constitution; the Federalist-anti-Federalist debate and the adoption of the Bill of Rights.
- 8) explain the development of the differing American political systems in the late 18th century.
- 9) identify the significance of gender, class, and caste in colonial political, economic, and social institutions.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- I. A survey of the political, economic, and social characteristics of pre-Columbian America
- II. The origins of the overseas expansion of Europe and its relations with the civilizations of Islam and East Asia
- III. The Spanish and Portuguese conquest and colonization of America
- IV. The British, Dutch, and French conquest and colonization of North America and the Caribbean
- V. The economic foundations of colonial life: farms, plantations, mines, and trade
- VI. The structure of Iberian colonial political institutions
- VII. The structure of English colonial political institutions
- VIII. The role and significance of the Catholic and Protestant churches as colonial institutions
- IX. The significance of gender, class, and caste in colonial political, economic, and social institutions
- X. The emergence of an Atlantic colonial economy and the consequences of the Columbian Exchange of diseases, flora and fauna
- XI. The stages of conflict and collaboration between native peoples and the European colonizers.
- XII. Imperial warfare in the Americas of the 17th and 18th centuries and the economic, social, and political consequences
- XIII. African social and economic contributions to the colonial world of Anglo and Latin America, including *maroon* communities
- XIV. Compare and contrast the consequences of European imperial political and economic reforms of the 18th century on the Americas
- XV. The causes and process of the American Revolution and the creation of the United States Constitution

REQUIRED READING:

Texts appropriate for the course, such as the following:

Chasteen, John. *Born in Blood and Fire: A Concise History of Latin America*. New York: W.W. Norton & Company, 2001.

Sweet, David G. and Gary B. Nash. *Struggle and Survival in Colonial America*. Berkley: University of California Press, 1981.

Taylor, Alan. *American Colonies: The Settling of North America*. New York: Penguin Books, 2002.

SUGGESTED READING:

Benjamin, Jules R. *A Student's Guide to History*. 8th ed. New York: St. Martin's Press, 1999.

Countryman, Edward. *The American Revolution*. New York: Hill and Wang, 1985.

REQUIRED WRITING:

All examinations will be written essays, either in-class examinations or take-home essays. Additional analytical assignments will require critical evaluation of the readings for consideration in class discussion groups or study circles.

A research paper of 3-4 pages will be assigned during the second half of the course that will allow the students to utilize a variety of course, online and library materials to assess a major topic in the comparative history of the Americas.

OUTSIDE ASSIGNMENTS:

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short-term classes.

Reading of the required texts as well as an introduction to utilization of the library and internet for research on the paper mentioned above.

INSTRUCTIONAL METHODOLOGY:

Check all that apply:

- lecture
- laboratory
- lecture-laboratory combination
- directed study

DISTANCE LEARNING:

This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes ___ No X

If yes, check all that apply:

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)
- Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
- Two-Way Video Conferencing (Two-way interactive video and audio)
- One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
- Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students):

The course grade will be based upon a combination of points gained through weekly writing assignments on assigned readings and class discussion in study circles, a mid-term and final examination, and the special research project.

20% of course grade = essay examinations

30% of course grade = writing assignments on course readings

50% of course grade = special research projects

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

Yes ___ No X Number of times course may be taken for credit: one

If yes, identify specific provision of Title 5 Division 2 section(s), 55761-55763 and 58161 which qualifies course as repeatable:

CONTACT PERSON: Michael Arguello

SIGNATURES ON FILE