

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
DEGREE CREDIT COURSE

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

COURSE NUMBER AND TITLE: History 141 History of the Americas Since 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:

The study of the comparative history of the American nations in the 19th and 20th centuries with emphasis on themes of political development and social and economic change. Particular focus on the development of the nations of Argentina, Brazil, Canada, Cuba, Mexico, and the United States, as well as interAmerican relations in the twentieth century. *This course plus History 140 meets the State requirement in American History and Institutions.* CSU; UC

SPECIFIC COURSE OBJECTIVES:

The successful student will be able to

1. identify Spanish attempts at colonial reform in the early 19th century.
2. evaluate social developments in the 19th century, particularly in regard to the role of the Church in Latin America, the influence of Positivism and scientific racism throughout the Americas, and the abolition of slavery.
3. analyze the domestic and international causes of the Latin American Wars of Independence.
4. identify the growth of democratic institutions in the 19th century United States and Latin America.
5. explain Canada's establishment of a separate identity as a nation in the 19th and 20th centuries.
6. synthesize the development of an inter-American system in the 19th and 20th centuries.
7. explain the effect of economic modernization and industrialization on gender roles and the emergence of feminist movements in the America, with particular attention to the United States, Argentina, Mexico, and the Andean nations (Peru, Bolivia, Chile)

8. evaluate the foreign policy of the United States towards Latin America during the 19th and 20th centuries
9. examine the development of the California Constitution and political institutions and the effect of the Progressive reforms in the western United States
10. explain the origins of 19th and 20th century Latin American political reforms and revolutions, particularly in Mexico, Bolivia, Chile, and Cuba
11. evaluate the relations between the state and the native populations of the Americas in the 19th and 20th centuries, particularly in the United States, Brazil, Mexico, and the Andean and Central American republics
12. explain the causes and consequences of migration to and within the Americas in the 19th and 20th centuries, with special attention to California

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- I. The Bourbon Reforms, the Napoleonic Wars, and Latin America
- II. Survey of the origins and process of the Latin American Wars of Independence
- III. The creation of the Empire and later Republic of Brazil
- IV. The growth of democratic institutions in the United States
- V. The causes of civil wars and foreign interventions in the Americas during the 19th century
- VI. The political, economic, and social significance of the Frontier in the Americas
- VII. The abolition of the slave trade and slavery in the Americas
- VIII. Survey of modern inter-American political and economic relations
- IX. The development of the California Constitution and Progressive reforms in the western United States
- X. The foreign policy of the United States in relation to Latin America, from the presidency of Jefferson to the present.
- XI. Processes of Urbanization and Modernization in the Americas, including the emergence of feminism and labor movements in the Americas
- XII. Progressives, political reform, and economic development in the Americas during the 19th century
- XIII. The rise of the Indianist (*Indigenismo*) movement in Spanish America during the 19th and 20th centuries
- XIV. The American nations and the effects of World Wars I & II and the Cold War
- XV. Populism, reform, and revolution in the 20th century, with special attention to Argentina, Mexico, Brazil, Chile, and Cuba
- XVI. The music, theatre, cinema, and literature of the Americas, including European, African, and indigenous influences, with attention to the United States, Mexico, the Andean nations, Argentina, Brazil, Cuba
- XVII. Current economic and political issues in the Americas: Migration, trade (NAFTA), and the Drug trade

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.

Guarneri, Carl J. *America Compared: American History in International Perspective*. Volume II: Since 1865. Boston: Houghton Mifflin Company, 1997.

SUGGESTED READING:

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

Ruiz, Ramon E. *Cuba: The Making of a Revolution*. New York: W. W. Norton & Company, 1972.

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 will be assigned during the first 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 the 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

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.

50% of course grade = essay examinations

25% of course grade = writing assignments on course readings

25% of course grade = special research project

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