

## HIST103 : History of Early Latin America

### General Information

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Course Code (CB01) :	HIST103
Course Title (CB02) :	History of Early Latin America
Department:	HIST
Proposal Start:	Fall 2025
TOP Code (CB03) :	(2205.00) History
CIP Code:	(54.0101) History, General.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000172185
Curriculum Committee Approval Date:	11/27/2024
Board of Trustees Approval Date:	01/21/2025
Last Cyclical Review Date:	11/27/2024
Course Description and Course Note:	HIST 103 surveys Latin America from colonization to independence. Students explore the following topics: the imposition of European civilization in Latin America, the development of the different colonies, colonial institutions, European empires' attempts to monopolize Latin American territories, and the wars of independence. Special attention is given to the short and long-term effects of colonization. The course ends with an introduction to Decolonial Theory.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>
Mode of Delivery:	<ul style="list-style-type: none"><li>In-Person</li><li>Remote</li><li>Hybrid</li><li>Online</li></ul>
Author:	No value
Course Family:	No value

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>History</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade with Pass / No-Pass Option

### Course Support Course Status (CB26)

Course is not a support course

## General Education and C-ID

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

#### IGETC Area

3B-Humanities

#### Area

Humanities Courses

#### Status

Approved

#### Approval Date

09/09/1991

#### Comparable Course

No Comparable Course defined.

4F-History

History

Approved

09/03/2013

#### CSU GE-Breadth Area

D6-History

History

Approved

No value

#### Comparable Course

No Comparable Course defined.

C2-Humanities

Humanities:  
(Literature,  
Philosophy,  
Languages Other  
than English)

Approved

08/28/2023

## Units and Hours

### Summary

**Minimum Credit Units (CB07)**

3

**Maximum Credit Units (CB06)**

3

**Total Course In-Class (Contact Hours)**

54

**Total Course Out-of-Class Hours**

108

**Total Student Learning Hours**

162

## Credit / Non-Credit Options

### Course Type (CB04)

Credit - Degree Applicable

### Noncredit Course Category (CB22)

Credit Course.

### Noncredit Special Characteristics

No Value

### Course Classification Code (CB11)

Credit Course.

Variable Credit Course

### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education

Status (CB10)

## Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

## Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	0
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Studio	0
<b>Total</b>	54

### Course Out-of-Class Hours

Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	108

## Time Commitment Notes for Students

No value

## Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

## Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

### Advisory

ENGLC1000 - Academic Reading and Writing (in-development)

#### Objectives

- Analyze stylistic choices in their own writing and the writing of others.

- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

## Entry Standards

Entry Standards	Description
No value	No value

## Course Limitations

Cross Listed or Equivalent Course	Description
No value	No value

## Specifications

### Methods of Instruction

Methods of Instruction	Lecture
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Methods of Instruction	Multimedia
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Methods of Instruction	Field Activites (Trips)
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Methods of Instruction	Presentations
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Methods of Instruction	Discussion
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Methods of Instruction	Collaborative Learning
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## Out of Class Assignments

- Essay (e.g., an essay to compare the various approaches to colonization that European nations took in Latin America and the impact that these had on the Indigenous people)
- Group project (e.g., a court hearing, colonization on trial – each student would serve as a historical expert witness in an organized debate about indigenous resistance)
- Paper (e.g., a written essay or poster talk to compare and contrast two indigenous societies or civilizations)

## Methods of Evaluation

## Rationale

Exam/Quiz/Test

Three to five one-hour in-class examinations

Activity (answering journal prompt, group activity)

Class participation (e.g., small groups debate which pre-Columbian civilization was the most successful at resisting Spanish culture)

Exam/Quiz/Test

Final examination

Writing Assignment

Short essays

Activity (answering journal prompt, group activity)

Group project

## Textbook Rationale

Due to the Covid-19 pandemic, many specialty textbooks on this specific historical topic are older. These two textbooks from 2018 are still at the top of the field without rivals.

## Textbooks

Author	Title	Publisher	Date	ISBN
Mark A. Burkholder and Lyman L. Johnson	Colonial Latin America, 10th edition	Oxford University Press	2018	978-0190642402
Matthew Restall and Kris Lane	Latin American Colonial Times, 2nd edition	Cambridge University Press	June 14, 2018	978-1108403467

## Other Instructional Materials (i.e. OER, handouts)

No Value

## Learning Outcomes

### Course Objectives

Differentiate between the three main pre-Columbian indigenous civilizations and the five Andean societies.

Compare and contrast the Spanish and Portuguese systems for colonization, politics, land, race, and economic labor struggles.

Summarize the independence movements of Latin American nations.

Discuss the development of synchratic and hybrid cultures.

## SLOs

### Differentiate between the three main pre-Columbian societies.

Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

*SPAN*  
Spanish AA-T Degree Analyze the history and/or the literature of Spanish speaking countries to be utilized as a foundation for upper division courses in Spanish.

Demonstrate a broad knowledge of the cultures of the Spanish speaking world to be utilized as a foundation for upper division courses in Spanish.

*SPAN*  
Spanish - AA-T Analyze the history and/or the literature of Spanish speaking countries to be utilized as a foundation for upper division courses in Spanish.

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*SPAN*  
Spanish Language A.A.  
Degree Demonstrate increased knowledge of the target language's cultures

*SPAN*  
Spanish Language  
Certificate Demonstrate increased knowledge of the target language's cultures

Demonstrate increased knowledge of the target language's cultures

*SPAN*  
Spanish Language A.A.  
Degree Major Demonstrate increased knowledge of the target language's cultures.

*SOC S*  
Social Sciences Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world

*HIST*  
History - AA-T Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.

Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come.

*HIST*  
History AA-T Degree Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come

*ILOs*  
General Education recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

### Assess the basic settlement patterns of Spanish and Portuguese societies in Latin America.

Expected Outcome Performance: 70.0

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Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

SPAN Spanish AA-T Degree	Analyze the history and/or the literature of Spanish speaking countries to be utilized as a foundation for upper division courses in Spanish.
	Demonstrate a broad knowledge of the cultures of the Spanish speaking world to be utilized as a foundation for upper division courses in Spanish.
SPAN Spanish - AA-T	Analyze the history and/or the literature of Spanish speaking countries to be utilized as a foundation for upper division courses in Spanish.
	Demonstrate a broad knowledge of the cultures of the Spanish speaking world to be utilized as a foundation for upper division courses in Spanish.
SPAN Spanish Language Certificate	Demonstrate increased knowledge of the target language's cultures
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SPAN Spanish Language A.A. Degree	Demonstrate increased knowledge of the target language's cultures
SPAN Spanish Language A.A. Degree Major	Demonstrate increased knowledge of the target language's cultures.
SOC S Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
HIST History AA-T Degree	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience
	Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come
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	Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come.
ILOs General Education	apply methodologies used by social and behavioral scientists
	recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions
<b>Analyze the social, religious, political, and economic structures of early Latin America.</b>	
Expected Outcome Performance: 70.0	
ILOs Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
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<i>SPAN</i> Spanish Language A.A. Degree Major	Demonstrate increased knowledge of the target language's cultures.
<i>SOC S</i> Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
<i>HIST</i> History AA-T Degree	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience
	Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come
<i>HIST</i> History - AA-T	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.
	Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come.
<i>ILOs</i> General Education	apply methodologies used by social and behavioral scientists
	list examples of cultural and social organizations
	recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions
<b>Evaluate the reasons for the Independence of Latin Americans from Spain.</b>	
Expected Outcome Performance: 70.0	
<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
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<i>SOC S</i> Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world

*HIST*  
History AA-T Degree

Engage in wide reading, deep thinking, and clear communication about the vast record of human experience

Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come

*HIST*  
History - AA-T

Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.

Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come.

*ILOs*  
General Education

apply methodologies used by social and behavioral scientists

recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

**Compare early independence movements with present revolutionary struggles in Latin America.**

Expected Outcome Performance: 70.0

## Course Content

### Lecture Content

#### Pre-Columbian Societies (5 hours)

- Origins
- Major societies
- Marginal societies

#### Andean Societies (5 hours)

- Origins
- Major societies
- Marginal societies

#### The New World -- Spanish (5 hours)

- Contact versus conquest narratives
- Portuguese and Spanish exploration
- Conquest and indigenous agency

#### Colonial Systems (6 hours)

- Portuguese -- Brazil
  - Donatorio captancies
  - Mission system
- Spanish
  - Viceroyalties
  - Catholic structures

#### Eighteenth Century in Latin America (6 hours)

- Bourbon reforms in Latin America
- Colonial culture and enlightenment
- Slavery
- Early revolts of the masses

#### Systems (12 hours)

- Labor
  - Free labor
  - Mita
  - Mining
- Legal
- Church
- Castas

#### Portuguese Brazil (5 hours)

- Foreign challenges
- Labor policies
- Church and Indians
- Masters and slaves

#### Independence in Latin America (10 hours)

- Background and precursors
- Independence of Mexico
- Brazilian experience
- Caribbean and South American campaigns
- Key historical figures

**Total Hours 54**

## Additional Information

### Repeatability

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value

**Is it possible this course will have a material fee?**

No Value

**I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):**

No Value

**What term(s) will this course be offered?**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

No Value

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value

## **Resources**

**Did you contact your departmental library liaison?**

No

**If yes, who is your departmental library liaison?**

No Value

**Did you contact the DEIA liaison?**

No

**Were there any DEIA changes made to this outline?**

No

**If yes, in what areas were these changes made:**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value