



El Camino College  
COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

**Subject and Number:** History 152  
**Descriptive Title:** History of Latin America through Independence  
**Course Disciplines:** History  
**Division:** Behavioral and Social Sciences

**Catalog Description**

This course surveys the political, economic, social and cultural development of Latin America from the pre-European contact to the achievement of independence in the early 19th century. Topics include the Native American world before European conquest, consequences of contact between Native Americans, Europeans and Africans, the formation of the colonial order, and the move toward independence from Spanish and Portuguese colonial rule.

**Conditions of Enrollment:**

**Recommended Preparation:** Eligibility for English 1A

**Course Length:** X Full Term                      Other (Specify number of weeks):  
**Hours Lecture:** 3.00 hours per week    TBA  
**Hours Laboratory:** 0 hours per week      TBA  
**Course Units:** 3.00

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:** X Effective Date: 12/15/2008  
**Transfer UC:** X Effective Date: Fall 2009

**General Education:**

**El Camino College:**

**2C – Social and Behavioral Sciences – General**

Term: Fall 2009                      Other:

**CSU GE:**

**C2 - Humanities**

Term: Fall 2009                      Other:

**D6 - History**

Term: Fall 2009                      Other:

**IGETC:**

**3B - Humanities**

Term: Fall 2009                      Other:

**4F - History**

Term: Fall 2009                      Other:

## II. OUTCOMES AND OBJECTIVES

**A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)**

1. Developing and Arguing a Persuasive Historical Thesis

Upon completion of United States History 1877 to the Present, students will be able to develop and persuasively argue an historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in United States history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

**The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.**

**B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)**

1. Explain how historians reconstruct Latin American history and apply the concepts of center and periphery to the study of this history.
  - Other (specify) Essay exams, written homework, term or other papers, multiple choice, completion, true/false
2. Analyze the impact that Latin America's geographical features and climate have had on the formation of Native American cultures.
  - Other (specify) Essay exams, written homework, term or other papers, multiple choice, completion, true/false
3. Compare and contrast the socioeconomic and political characteristics of some of the primary Native American cultures from Mesoamerica, South America, and the Caribbean.
  - Other (specify) Essay exams, written homework, term or other papers, multiple choice, completion, true/false
4. Identify and analyze the economic, political, and intellectual transformations Europe experienced that facilitated ventures into the Atlantic Ocean.
  - Other (specify) Essay exams, written homework, term or other papers, multiple choice, completion, true/false
5. Examine Iberia's medieval experience and evaluate the various ways this experience prepared Spain and Portugal for expansion into the Americas and the creation of maritime empires.
  - Other (specify) Essay exams, written homework, term or other papers, multiple choice, completion, true/false
6. Compare and contrast the ideology of expansion and the instruments of colonization formulated by the Spanish and Portuguese.
  - Other (specify) Essay exams, written homework, term or other papers, multiple choice, completion, true/false
7. Assess the impact Spanish and Portuguese conquest and colonization of the Americas had on Native American cultures.
  - Other (specify) Essay exams, written homework, term or other papers, multiple choice, completion, true/false

8. Identify the key socioeconomic and political characteristics of colonial Spanish America and Portuguese America and analyze how center and periphery shaped these characteristics.
  - Other (specify) Essay exams, written homework, term or other papers, multiple choice, completion, true/false
  
9. Analyze and assess the impact the Roman Catholic Church had on the formation of colonial Latin America.
  - Other (specify) Essay exams, written homework, term or other papers, multiple choice, completion, true/false
  
10. Identify and explain the economic, intellectual, and political factors that moved Latin America towards the quest for independence.
  - Other (specify) Essay exams, written homework, term or other papers, multiple choice, completion, true/false
  
11. Identify and evaluate the socioeconomic and political challenges faced by post-independence Latin America.
  - Other (specify) Essay exams, written homework, term or other papers, multiple choice, completion, true/false

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	Introduction to the Study of Early Latin America: Sources and Theories A. Pre-Columbian and Post-Columbian Native American Sources 1. Archeological Record 2. Codices 3. Church Records 4. Administrative and Legal Records 5. Personal Records B. Spanish and Portuguese Sources 1. Chronicles 2. Church Records 3. Administrative and Legal Records 4. Personal Records C. Concepts of Center and Periphery
Lecture	3	II	The Lands and Climate of Latin America A. The Caribbean B. Middle America 1. Lowlands 2. Highlands C. South America 1. The Andes 2. Lesser Highlands 3. Plains

Lecture	6	III	<p>The Native American World before European Contact</p> <p>A. Mesoamerica (c. 1200 BCE -1519 CE)</p> <ol style="list-style-type: none"> <li>1. Olmec</li> <li>2. Teotihuacan</li> <li>3. Classical Maya</li> <li>4. Toltec</li> <li>5. Nahua – Mexica</li> </ol> <p>B. South America (c. 1250-1535 CE)</p> <ol style="list-style-type: none"> <li>1. The Inca</li> <li>2. Tairona</li> <li>3. Cenu</li> <li>4. Tupí-Guarani</li> </ol> <p>C. Caribbean (c. 1200-1492 CE)</p> <ol style="list-style-type: none"> <li>1. Taino</li> <li>2. Ciboney</li> <li>3. Carib</li> </ol>
Lecture	3	IV	<p>The Emergence of a New Europe</p> <p>A. Economic Revival (c. 1400-1600)</p> <p>B. Political Consolidation (c. 1400-1600): From Latin Christendom to Monarchical States</p> <p>C. Intellectual Revival (c. 1150-1600)</p> <ol style="list-style-type: none"> <li>1. The Impact of Greek and Arab Knowledge</li> <li>2. The Renaissance and the Liberation from the Medieval Past</li> <li>3. Advances in Maritime Technology</li> </ol> <p>D. Christopher Columbus (1451-1506): The Embodiment of the New Europe</p> <ol style="list-style-type: none"> <li>1. Search for Resources</li> <li>2. Support of New Monarchy</li> </ol>
Lecture	3	V	<p>The Antecedents to Iberian Empire Building in the Americas</p> <p>A. The Socioeconomic and Political Legacy of the Reconquest (1095-1492)</p> <ol style="list-style-type: none"> <li>1. One God, One Law, and One King</li> <li>2. Old Christians, Nobility, and Purity of Blood</li> </ol> <p>B. First Voyages into the Atlantic and the Struggle for the Atlantic Islands (1393-1479)</p> <ol style="list-style-type: none"> <li>1. Portugal in Africa (1415)</li> <li>2. The Treaty of Alcáçovas (1479)</li> </ol> <p>C. The Impact of New Monarchies in Iberia</p> <ol style="list-style-type: none"> <li>1. The Avis Dynasty (1385-1580) and Prince Henry the Navigator (1394-1460)</li> <li>2. The Catholic Monarchs: Isabel of Castile (1451-1504) and Ferdinand of Aragón (1452-1513)</li> <li>3. Charles I/Charles V (1516-1556) and the Spanish Habsburgs (1516-1700)</li> </ol>
Lecture	6	VI	<p>The Formation of the Spanish and Portuguese Empire in the Americas</p> <p>A. The Spanish Conquests in America</p> <ol style="list-style-type: none"> <li>1. The <i>First Experiment</i> in the Caribbean (1492-1519)</li> <li>2. Conquistadors and Entradas on the Mainland (1519-1540)</li> </ol>

			<p>3. Repartimiento, Encomienda, Mita, and Slavery 4. Casa de Contratación (1503)</p> <p>B. The Portuguese Conquest of Brazil 1. The Factory Period (1506-1534) 2. The Donatary Captaincies (1535-1548) 3. Tomé de Sousa and the Governorship-General (1549-1553)</p> <p>C. The <i>Spiritual Conquest</i> of Spanish and Portuguese America 1. Pope Alexander VI (1492-1503) and the Inter Caetera (1493) 2. Mendicant Orders and the Medieval Church</p> <p>D. The Great Debate: The Nature of Native Americans 1. The Laws of Burgos (1512-1513) and the New Laws (1542) 2. Bartolomé de las Casas (1484-1566) and Juan Ginés de Sepúlveda (1494 -1573)</p>
Lecture	3	VII	<p>The Consequences of Native American, European, and African Contact</p> <p>A. The Columbian Exchange 1. The Impact of Epidemic Disease 2. The Ecological Impact of Colonial Practices 3. Plants and Animals Between Two Worlds</p> <p>B. The Impact of Colonial Labor Practices 1. Repartimiento, Encomienda, Mita, and Slavery 2. Mining</p>
Lecture	6	VIII	<p>Colonial Spanish America</p> <p>A. Social and Cultural Transformations 1. Emigration Patterns to Spanish America 2. The Casta System 3. Africans and the Formation of Spanish America 4. Women and Colonial Society</p> <p>B. The Colonial Economy 1. Landholding: Estancias, Ranchos, and Haciendas 2. Mining in New Spain and South America 3. Artisanry and Manufacturing (Obrajes) 4. Trade and Transport</p> <p>C. The Administration of Spain's Colonies in America 1. Council of the Indies (1524) 2. Viceroyalties (1535-1777) 3. Audiencias (1511-1549) 4. Governors, Alcaldías Mayores, and Corregimientos 5. Cabildos</p> <p>D. Foreign Threats and Incursions: The Dutch (1334), French (1635), and the English (1655)</p>
Lecture	6	IX	<p>Colonial Portuguese America</p> <p>A. Social and Cultural Transformations 1. Emigration Patterns to Portuguese America 2. Plantation Society 3. Africans and the Formation of Colonial Brazil</p> <p>B. The Colonial Economy 1. Sugar and Tobacco and the Plantation Complex (1660-</p>

			<p>1690)</p> <p>2. Minas Gerais and the Gold Cycle (1690-1750)</p> <p>C. The Administration of Colonial Brazil</p> <p>1. Governor-General (1548)</p> <p>2. The Union Between Portugal and Spain (1580-1640)</p> <p>3. The Relação (1606)</p> <p>D. Foreign Threats and Incursions</p> <p>1. The French (1615)</p> <p>2. The Dutch (1630)</p>
Lecture	3	X	<p>The Church in Colonial Latin America</p> <p>A. Secular Dominion Through Papal Bulls</p> <p>1. Patronato Real in Spanish America</p> <p>2. Padroado in Portuguese America</p> <p>B. The Evangelical Effort</p> <p>1. Mendicant Orders and the Spiritual Conquest</p> <p>2. Doctrinas and Missions</p> <p>3. Education and the Catholic Doctrine</p> <p>4. Jesuits and Aldeias in Brazil</p> <p>C. The Colonial Church Under Episcopal Authority</p> <p>D. The Treaty of Madrid (1750) and Jesuit Resistance</p>
Lecture	6	XI	<p>The Move Towards Independence</p> <p>A. The European Enlightenment (18th Century) and its Impact on Spanish and Portuguese America</p> <p>B. Enlightenment Thought in Late Colonial Latin America</p> <p>C. Spanish and Portuguese Imperial Reorganization</p> <p>1. The Bourbon Reforms in Spain</p> <p>a. Charles III (1759-1788) and José de Gálvez (1720-1787)</p> <p>b. Intendancy System (1764)</p> <p>c. Comercio Libre (1778)</p> <p>d. The Expulsion of the Jesuits (1767)</p> <p>2. The Reform Program of the Marquis of Pombal (1755-1777)</p> <p>a. Junta do Comércio (1755)</p> <p>b. Pará and Maranhão Companies (1755) Pernambuco and Paraíba Companies (1759)</p> <p>c. The Expulsion of the Jesuits (1759)</p> <p>C. Late Colonial Conflicts, Protests, and Revolts</p> <p>1. Túpac Amaru (1780-1781)</p> <p>2. The Comunero Revolt of New Granada (1781)</p> <p>3. Inconfidência Mineira (1788)</p> <p>4. The Slave Revolt in Saint Domingue (1791)</p> <p>D. Transformations in Europe (1789-1815)</p> <p>1. The Napoleonic Wars (1803-1815)</p> <p>2. French-Spanish Invasion of Portugal (1807)</p> <p>3. The Monarchy in Brazil (1808-1821)</p> <p>4. French Occupation of Spain (1808-1814)</p>
Lecture	6	XII	<p>The Independence of Latin America and its Challenges (1810-1825)</p> <p>A. The First Phase of Independence Movements in Spanish America (1809-1816)</p> <p>1. Mexico: Miguel Hidalgo y Costilla (1753-1811) and José María Morelos (1765-1815)</p>

		2. South America: Francisco Miranda (1750-1816) B. The Second Phase of Independence Movements in Spanish America (1816-1825) 1. Mexico: Agustín de Iturbide (1783-1824) 2. South America: José de San Martín (1778-1850) and Simón Bolívar (1783-1830) C. The Brazilian Empire (1822-1889) 1. Brazil Declares Independence (1821) 2. Pedro I Declared Emperor of Brazil (1822) D. The Challenges of Independence
Total Lecture Hours	54	
Total Laboratory Hours	0	
Total Hours	54	

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

After completing the chapter in your textbook (secondary source) on the Spanish Bourbon Reforms and reading Reglamento for Comercio Libre (primary source), write a three-page essay in which you assess whether the Bourbon reforms initiated by the Spanish monarch Charles III (a) succeeded in reclaiming central government control over its Western Hemisphere colonies or if they (b) contributed to the rise of tensions between criollos and peninsulares over the issue of local autonomy. Provide specific examples from your readings to substantiate your answer.

##### C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. The question of the extent of evangelization of the indigenous peoples of the New World has been an ongoing scholarly issue in recent decades. According to the early chronicles, the native peoples were thoroughly converted during the initial phase of the Spiritual Conquest of Central Mexico. In a five-page essay using a census of the Cuernavaca region in the 1530s, enumerate the following: (1) the number of baptisms in the households of the nobility and (2) baptism totals in commoner households. Then discuss and assess if or why there were differences in baptism rates between the households of nobles and commoners in the initial contact period. Evaluate whether your findings indicate the extent of conversion in the initial contact period.
2. In a five- to six-page essay, identify and discuss the colonial system introduced by Spain and Portugal to the Western Hemisphere. Compare and contrast political, social and economic institutions that evolved over the course of three centuries. What historical factors from the Iberian past contributed to the evolution of these colonial institutions? Please provide specific examples.

##### D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams  
 Written homework  
 Term or other papers  
 Multiple Choice  
 Completion  
 True/False

**V. INSTRUCTIONAL METHODS**

- Discussion
- Lecture
- Multimedia presentations

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

**VI. WORK OUTSIDE OF CLASS**

- Study
- Answer questions
- Required reading
- Written work

**Estimated Independent Study Hours per Week: 6**

**VII. TEXTS AND MATERIALS**

**A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Matthew Restall, Kris Lane. Latin America in Colonial Times. 2nd ed. Cambridge University Press, 2018.

**B. ALTERNATIVE TEXTBOOKS**

**C. REQUIRED SUPPLEMENTARY READINGS**

Daniel E. Walker. No More, No More: Slavery and Cultural Resistance in Havana and New Orleans, University of Minnesota Press, 2004.

Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham. Colonial Latin America: A Documentary History, Rowman & Littlefield Publishers, 2002.

**D. OTHER REQUIRED MATERIALS**

**VIII. CONDITIONS OF ENROLLMENT**

**VIII. CONDITIONS OF ENROLLMENT**

**A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

Requisites	Category and Justification

**B. Requisite Skills**

Requisite Skills

**C. Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification



Non-Course Recommended Preparation Eligibility for English 1A	Students need to be able to read and effectively analyze college level texts, and they need to be able to write a paper that persuasively proves an original thesis.
--	--

**D. Recommended Skills**

<b>Recommended Skills</b>
Students need to have effective reading skills to understand and interpret information provided in their textbooks. Also, writing is required for essay questions and papers assigned.
ENGL A -Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion.
ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support.
ENGL 84 -Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.
ENGL A -Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.

**E. Enrollment Limitations**

<b>Enrollment Limitations and Category</b>	<b>Enrollment Limitations Impact</b>
--	--------------------------------------

**Course created by Jason R. Suarez on 10/01/2008.**

**BOARD APPROVAL DATE: 12/15/2008**

**LAST BOARD APPROVAL DATE: 10/16/2018**

**Last Reviewed and/or Revised by: Daniel Walker**

**Date: 05/08/2018**