**ESSEX COUNTY COLLEGE**

**Humanities Division**

**HST 131 *–* Latin-American History I**

**Course Outline**

**Course Number & Name:**  HST 131 Latin-American History I

**Credit Hours:**  3 .0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grades of “C” or better in ENG 096 and RDG 096

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Spring 2011

**Course Description**: This course surveys the history of Latin America from the pre-Columbian period to about 1830. It focuses on pre-Columbian civilizations, the conquest, the establishment of the Spanish and Portuguese empires, the evolution of Latin culture, the struggle for independence, and the first attempts at modernization and intellectual independence in Latin America.

**General Education Goals**: HST 131 is affirmed in the following General Education Foundation Category: **Historical Perspective**. The corresponding General Education Goal is as follows: Students will understand historical events and movements in World, Western, non-Western, or American societies and assess their subsequent significance.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. identify the unique characteristics of pre-Columbian Latin-American societies and the geographical conditions that promoted or discouraged the development of these early civilizations in the Western hemisphere;

2. describe the economic and political structures and character of the civilizations built by the first Americans and evaluate their subsequent influence on the development of later civilizations in Latin-America;

3. assess the relationship and impact of European colonization, the Atlantic Slave Trade, and resistance to these of the native populations in the Western world;

4. recognize, in a comparative sense, the various cultures that developed in Latin-American areas such as Mexico, South America, Central America and the Caribbean; and

5. describe the struggles and contributions of Latin-American achievers in American society before 1830.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1.Identify the unique characteristics of pre-Columbian Latin-American societies and the geographical conditions that promoted or discouraged the development of these early civilizations in the Western hemisphere:

1.1 *identify Latin-American regions on a map;* and

1.2 *identify and describe what is unique about the classical and medieval civilizations such as the Olmec, Chavin, Tiahuanaco, Teotihuacan, Toltec and others*

2. Describe the economic and political structures and character of the civilizations built by the first Americans and evaluate their subsequent influence on the development of later civilizations in Latin-America:

2.1 *recognize and evaluate the uniqueness of Mayan civilization*;

2.2 *recognize and evaluate the uniqueness of Aztec civilization*; and

2.3 *recognize and evaluate the uniqueness of Incan civilization*

3. Assess the relationship and impact of European colonization, the Atlantic Slave Trade, and resistance to these of the native populations in the Western world:

3.1 *evaluate the economic, military, and political impact of the Conquistadores on native tribal structures and traditions;*

3.2 *compare and contrast the impact of the Conquistadores in Mexico to that of the Portuguese settlement in Brazil;* and

3.3 *describe the social, psychological, economic, and political impact of slavery and colonization on daily life in the colonies*

4. Recognize, in a comparative sense, the various cultures that developed in Latin-American areas such as Mexico, South America, Central America and the Caribbean:

4.1 *evaluate the impact of the European encounter with native and African cross cultural currents that developed in Latin America*

5. Describe the struggles and contributions of Latin-American achievers in American society before 1830:

5.1 *identify the role of Latin Americans in the struggle for Civil Rights;*

5.2 *identify the role of Latin Americans in the independence movements;*

5.3 *identify Latin Americans in the Arts Movement;*

5.4 *identify Latin Americans in government roles;*

5.5 *identify Latin Americans in education;*

5.6 *identify Latin Americans in the military;*

5.7 *identify Latin American inventors and scientists;*

5.8 *identify Latin Americans in sports;*

5.9 *identify Latin Americans in entrepreneurship;* and

5.10 *identify struggles unique to Latin American women*

**Methods of Instruction**: Instruction will consist of a combination of lectures, class discussions, individual work, group work, and a research paper.

**Outcomes Assessment:** Test and exam questions are blueprinted to course objectives. A checklist rubric is used to evaluate the research paper and the oral/multimedia presentation for the presence of course objectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Take a minimum of two objective and essay exams (a midterm exam and a final exam).

2. Complete a research proposal consisting of a summary, a research question, an outline and sources to be used, within the first six weeks of the semester. This research proposal will be used to guide the completion of one documented research paper using the Chicago Manual of Style or MLA parenthetical form of citation.

3. Prepare and execute the delivery of an oral presentation in front of peers and the instructor on the research conducted.

4. Complete the reading of all assigned material and demonstrate having done so by taking part in class discussions.

**Methods of Evaluation:** Final course grades will be computed as follows:

 **% of**

**Grading Components final course grade**

* **Class Participation / Quizzes / Assignments 5 – 15%**

Class participation, quizzes and assignments will show evidence of the student’s active engagement in the course, and serve as a means to measure the extent to which students recognize the importance of Meso-American culture as the background to the history of Latin-America.

* **Research Paper 15 – 20%**

The research paper will show evidence of the extent to which students meet course objectives, and will involve formulating a research proposal consisting of a research question, summary, outline, and bibliography. In addition, students will utilize primary and secondary research sources in order to develop and support their history thesis, while clearly maintaining their own voice in the dialogue.

**Methods of Evaluation** (continued)**:**

 **% of**

**Grading Components final course grade**

* **Midterm Exam 20 – 25%**

The midterm exam will show evidence of the extent to which students have mastered course objectives relating to the material covered in the first seven weeks of class.

* **Oral/Multimedia Presentation 5 – 15%**

The oral/multimedia presentation will show evidence of the mastery of course objectives, as well as the student’s ability to publicly affirm, effectively convey ideas related to research conducted, and defend a history thesis.

* **Final Exam 25 – 30%**

The final exam will show evidence that the students have mastered and synthesized material covered in the entire course with more emphasis on material covered in the final eight weeks.

Note: The instructor will provide specific weights for each of the grading components at the beginning of the semester. Students must average 70% or above to obtain a grade of “C” or higher in the course.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College.  Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions.  Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on a text chosen by the instructor assigned to teach the course.

**WeekTopics Covered**

1 Course Introduction/Review of Class Syllabus

2 **What and Where is Latin-America?**

**3 The First Americans**

**4 Information Literacy Workshop (must be scheduled by the instructor)**

 **QUIZ #1**

5 The Great Migration

6 Early Civilizations: Maya, Aztec, Inca

7 Colonization and Independence

 **MIDTERM EXAM**

8 Age of Exploration

9 **Research Proposals due**

10 The Conquistadores

 The Portuguese Settle Brazil

11 Life in the Colonies

12 **Oral/Multimedia Presentations begin**

13 **Oral/Multimedia Presentations** (continued)

 **Research Paper due**

14 **Oral/Multimedia Presentations** (continued)

 Review for Final Exam

15 **FINAL EXAM**