

ILLINOIS VALLEY COMMUNITY COLLEGE



Social Science and Public Service Division

HIS 2002 - History of Latin America

Date: 2002

Semester Hours: 3

Lecture hours per week: 3

Labs hours per week:

Seminar hours per week:

Other hours:

Prerequisite: None

Semester Offered: Spring, Summer, Fall

Instructor(s): Steve Charry

I. CATALOG DESCRIPTION:

A cultural, economic, political and social survey of Latin America from pre-Columbian to present times. Emphasis will be placed upon the Colonial period and the Wars of Independence.

II. EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

Outcome #1: Students will learn the contributions made by the American Indian to the total stream of Latin American history.

! Competency 1.1: Students will be able to describe the distinctive cultural achievements of the early civilizations of Ancient America.

Outcome #2: Students will understand how the Iberians had acquired certain idiosyncrasies, which were exemplified in the discovery, conquest and occupation of the New World.

! Competency 2.1: Students will be able to describe the Hispanic institutions, traditions and values that shaped the future of Latin America.

- ! Competency 2.2: Students will be able to explain the influence of the Reconquista in shaping Spain=s economic, social, and political structures.

Outcome #3: Students will gain an overview of how Spain and Portugal became the masters of the New World.

- ! Competency 3.1: Students will be able to assess the conditions in Europe that led to the discovery and conquest of America.
- ! Competency 3.2: Students will be able to explain the relative ease with which a small number of Spaniards conquered great and populous Indian empires.

Outcome #4: The students will identify how the imperial powers attempted to impose a high degree of political, economic, social and religious control over their American colonies.

- ! Competency 4.1: Students will be able to state the main characteristics of the economic systems of the Spanish and Portuguese colonies.
- ! Competency 4.2: Students will be able to list the major features of the Colonial political system.
- ! Competency 4.3: Students will be able to appraise the role of religion, especially of the Catholic Church, in the establishment and maintenance of the Spanish and Portuguese empires.
- ! Competency 4.4: Students will demonstrate understanding of the colonial class structure and the place of each ethnic group within that structure.

Outcome #5: Students will see in what ways the Latin American wars of independence resulted from the culmination of a slow process of separation between the colonies and Spain.

- ! Competency 5.1: Students will be able to outline the causes of the Latin American wars of independence.
- ! Competency 5.2: Students will be able to describe how independence from the colonial powers was achieved, and what political, social, and economic changes resulted from independence.

Outcome #6: Students will understand the origins and nature of nineteenth century *caudillismo*.

- ! Competency 6.1: Students will be able to depict the political, economic, and social roots of *caudillismo*.
- ! Competency 6.2: Students will be able to analyze the Conservative - Liberal cleavage and the political, socioeconomic, and ideological alignments it represented.

Outcome #7: Students will gain an overview of society and culture in Nineteenth Century Latin America.

- ! Competency 7.1: Students will be able to explain how neocolonialism influenced the history of Mexico, Argentina, Chile, and Brazil from about 1870 to 1914.
- ! Competency 7.2: Students will be able to describe the changes in colonial society brought about by independence.
- ! Competency 7.3: Students will be able to evaluate the relation between literature and social change from 1880 to 1910 using illustrative examples.

Outcome #8: Students will learn the causes of the Mexican Revolution and the impact of the Revolution.

- ! Competency 8.1: Students will be able to outline the major stages of the Mexican Revolution (1910-1933) and describe the programs of the rival leaders and forces.
- ! Competency 8.2: Students will be able to describe the major trends in Mexican politics and economics since 1934 and discuss their consequences.

Outcome #9: Students will examine the main economic and social problems facing Brazil today.

- ! Competency 9.1: Students will be able to assess how the rise of military regimes, the push for rapid economic development, the crippling debt crisis and the eventual return to democratic government led to Brazil=s lingering problems.

Outcome #10: Students will define the role nationalism played in the social and political history of Argentina in the twentieth century.

- ! Competency 10.1: Students will account for the rise of Peron, his ideology and program, and the significance of the Peron era in Argentine history.
- ! Competency 10.2: Students will demonstrate understanding of the role of the military in modern Argentina.

Outcome #11: Students will gain an understanding that Latin American society is in transition.

- ! Competency 11.1: Students will be able to point out the reasons why Cuba, ninety miles from Miami, became the first socialist state in the Americas.
- ! Competency 11.2: Students will be able to appraise the change or lack of change in the status of women, racial attitudes, and the mentality of the church and the military.
- ! Competency 11.3: Students will demonstrate an understanding of the twentieth century flowering of scholarship, literature, and the arts in Latin America and the interplay between Latin American culture and society.

III. INSTRUCTIONAL METHOD:

Lecture
Discussion (both extemporaneous and organized)
Audio-visual presentations
Assigned readings
Group exercises and individual reports
Interviews, guest speakers, role playing and simulation
Computer assignments

IV. INSTRUCTIONAL MATERIALS:

Text: Keen, Benjamin. A History of Latin America, 5th edition. Boston. Houghton Mifflin Co., 1992.

Supplemental materials distributed in class
Transparencies and maps
Videos and films
Filmstrips and Laser disc (sometimes called video disc)
Cassette recordings
Artifacts

V. STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

1. Class attendance
2. Demonstration of adequate writing and speaking skills
3. Satisfactory completion of examinations and assignments

Note: Students are expected to do a minimum of 8 hours of work a week outside the classroom.

VI. REFERENCES:

Burns, Bradford E. Latin America: A Concise Interpretive History.
Chapman, Charles. A History of Spain.
Diaz, Bernal. The Conquest of New Spain.
Hamill, Hugh M. History of Latin American Civilization: Sources and Interpretations.
Humphreys, R.A., and Lynch, John. Readings in Latin American Civilization.
Keen, Benjamin. Readings in Latin-American Civilization.
Madariaga, de Salvador. The Rise of the Spanish America Empire.
McHenry, Patrick. A Short History of Mexico.
Robertson, William Spence. Rise of the Spanish-American Republics as Told in the Lives of Their Liberators.
Ross, Stanley. Is the Mexican Revolution Dead?
Skidmore, Thomas E. And Smith, Peter H. Modern Latin America.

The above list are basic works. As the course is developed, additional references will be added to the college library.