



HIST-141: HISTORY OF LATIN AMERICA TO 1820

Also listed as: HIST-141H

Effective Term

Fall 2026

BOT Approval Date

04/10/2025

Discipline

HIST - History

Course Number

141

Course Title

History of Latin America to 1820

Short Title

Latin America to 1820

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

No

**Fully Online Delivery Requirements:**

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

HIST-141H

C-ID (Admin Only)**CB 00**

CCC000655301

Course Title

Honors History of Latin America to 1820

Approved Cal-GETC Area**Approved Second Cal-GETC Area****Approved Third Cal-GETC Area****Catalog Description**

This course surveys Latin American history beginning with the precontact historical development of Native American civilizations and fifteenth-century Europeans through the period of conquest and colonization and the nineteenth-century independence movements.

Requisites**Recommended Preparation**

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000 or concurrent enrollment in ENGL-C1000.

Codes**TOP Code (CB 03)**

2205.00 - History

**CIP Code**

54.0199 - History, Other.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
History (Masters Required)	End

GE Information**Check GE Types Requested**

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas**Approved Cal-GETC Area**

AREA-4

Learning Objectives**Learning Objectives**

Learning Objective
1. Describe the political, social, and economic development of the dominant pre-Colombian civilizations.
2. Explain the growth of Portuguese and Spanish power in Europe and reasons for exploration and conquest of the Americas.
3. Evaluate the reasons for the rapid success of the European conquest of Native American civilizations.
4. Distinguish between the different phases of colonization and explain the economic, political, and social forces that shaped them.
5. Examine the exploitation of enslaved Africans for economic purposes in Latin America before 1820.
6. Assess the degree to which Native Americans and Africans resisted and/or were assimilated into the colonial order imposed on them by the Spanish and Portuguese.
7. Analyze the ways in which Spanish, Native American and African cultures contributed to the creation of unique Latin American cultures.
8. Analyze the manner and degree to which religion, gender, ethnicity, and geography affected the creation of Latin American societies.
9. Compare the economic, political, and social factors that led to the independence movements of the early 1800s.
10. Develop and test a thesis related to a significant factor in the development of Latin American cultural, political, social, or economic systems.

Honors ObjectivesFor the honors component of the course, students will:

- 1) develop advanced-level research skills through the completion of a major research project
- 2) enhance their academic writing and oral presentation skills
- 3) engage in critical analysis of primary source readings or secondary academic sources concerning major issues and interpretations of the history of Latin America to 1820

Learning Outcome Information**Course Learning Outcomes**

Learning Outcome
1. The student will demonstrate clear and precise communication on culturally relevant material through written analysis, use of evidence, and discussion of early Latin America.

2. The students will analyze the impact of class, gender, ethnicity, culture, economics, and politics as they relate to the history of early Latin America to demonstrate historical understanding and cultivate social awareness.
3. The students will demonstrate the ability to make connections and relations between the societal developments in different historical eras and locales as it pertains to the history of early Latin America.

Content

Course Lecture Content

- I. Terminology central to understanding the origins of Latin American culture.
 1. Indigeneity
 2. Hegemony
 3. Sovereignty
 4. Imperialism
 5. Acculturation
 6. Transculturation
 7. Syncretism
 8. Ethnocentrism
 9. Racialization
 10. Patriarchy
- II. Historical origins of Latin American culture
 1. Indigenous Pre-Columbian Civilizations
 - a. Geographic and environmental factor
 - b. Mesoamerican Civilizations (Olmec, Maya, Aztec): Political hegemony and economic expansion, religious and cultural institutions, technological development
 - c. Andean Civilizations (Chavin, Inca): Political hegemony and economic expansion, religious and cultural institutions, technological development.
 - d. Readings to consider: *Andean Worlds: Indigenous History, Culture, and Consciousness under Spanish Rule, 1532-1825*
- III. New Encounters: Exploration and Conquest
 1. Re-conquest of the Iberian Peninsula
 2. Motives for exploration and conquest
 3. European discovery and imperial conquest of the Americas
 4. Effects of Columbus' voyages: Columbian Exchange, enslavement of indigenous peoples
 5. Cortes' conquest of the Aztec in Mexico, Pizarro's conquest of the Inca in Peru, DeSoto in the American southwest.
 6. Readings to consider: *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico*, Editor: Stuart B. Schwartz
Ambivalent Conquests: Maya and Spaniard in Yucatan, 1517-1570, by Inga Clendinnen.
- IV. Imposition of Spanish political, social, economic, and religious, sovereignty, 1520-1570
 1. Encomienda System: control of land and native population
 2. Catholic Church: conversion, education, and syncretism of religious beliefs
 3. Critics of exploitation of the indigenous peoples: Sahagun, Motolina, las Casas' "Black Legend"
 4. Settler colonialism: Spanish colonial political, social and economic organization 1570 -1801. Institutions of government: Council of the Indies, the New Laws, 1542, the Laws of the Indies, 1681
 5. Economic Institutions: reducciones, repartimiento, haciendas, peonage
 6. Political, cultural, and geographical obstacles to development, acculturation
 7. Preservation of native cultures: Florentine Codex, syncretism, Mestizaje, transculturation
 8. Readings to consider: *Annals of Native America: How the Nahuas of Colonial Mexico Kept Their History Alive* Camilla Townsend
Colonial Lives: Documents on Latin American History, 1550-1850, Edited by Richard Boyer and Geoffrey Spurling
 9. Ethnocentrism and racialization of class structure: peninsulares, criollos, castas
 10. Readings to consider: *Before Mestizaje: The Frontiers of Race and Caste in Colonial Mexico* by Ben Vinson III.
 11. Patriarchal institutions and traditions, status of women, culture of honor/machismo

12. Readings to consider: *The Women of Colonial Latin America* by Susan Migden Socolow. *The Gender Politics of Knowledge in Colonial Mexico* by Stephanie Kirk. *Immaculate Sounds: The Musical Lives of Nuns in New Spain* by Cesar D. Favila. *Weaving the Past: A History of Latin America's Indigenous Women from the Prehispanic Period to the Present* by Susan Kellogg.

13. African Slavery: mulattos, maroons, manumission, runaways/palenques, rebellions

14. Readings to consider: *African Slavery in Latin America and the Caribbean* by Herbert S. Klein and Ben Vinson III.

V. Portuguese colonial political, economic, and social organization in Brazil

1. Institutions of government: donatary captaincies, Jesuit missionaries, Padrono Real, aldeia system

2. Economic Institutions: sugar plantations in the north; gold mining in the south; farms, ranches, and slave catchers in the interior

3. Political, cultural, and geographical obstacles to development, acculturation

4. Readings to consider: chapters of *Brazil's Colonial History, 1500-1800* by Capistrano de Abreu

5. Jesuit missionaries, preservation of native cultures, transculturation

6. Racialized class structure: pardos, mamelucos, cafusos

7. African Slaves: manumission, runaways/quilombos, rebellions

8. Readings to consider: *Peasant Rebellion in a Slave Society The Balaiada in Maranhão, Brazil, 1800–1850* by Matthias Röhrig Assunção.

VI. Political Revolutions and Independence, 1800-1824

1. Motives for independence movements (economic, racial, political)

2. Effects of independence: end of slavery, indigenous resistance, the rise of the military/caudillismo, and economic dependency on trade with Europe.

3. Readings to consider: *Americanos* by John Charles Chasteen.

Honors Content

The topics to be covered in History 141H are the same as those covered in History 141. Additionally, the honors component of History 141 will encourage students to work above the survey level to explore issues pertaining to the history of Latin America to 1820 with greater depth and complexity. In doing so, honors students will analyze current research and historical concerns in colonial Latin America.

Additional primary sources or academic journal articles for reading, summary, and review could include: Bernal Diaz's The True History of the Conquest of New Spain, A Short Account of the Destruction of the Indies by Bartolomé de las Casas, the poetry of Sor Juana Ines de la Cruz, or other works.

Topics to explore in greater depth might include: the different interpretations of the conquest of the Aztec Empire, the role of the Catholic orders in the subjugation of the indigenous peoples, the debates over the humanity of the indigenous people, the different ways slave labor was employed throughout Latin America, or the influence of the American and French Revolutions on the liberation movements in Latin America.

Methods of Instruction

Method

Discussion

Integration

Students will use collaborative learning exercises to discuss primary source documents and questions and controversies surrounding major developments in Latin American history. Discussions could cover such topics as the reasons for the Catholic conversion of the indigenous peoples, the creation of Creole cultures, or the historic significance of individuals such as Bartolome las Casas, Sor Juana Ines de la Cruz, or Father Guadalupe Hidalgo.

DE Adaptations for MOI

The instructor will use the CMS to create threaded discussions on subjects that require students to analyze, interpret, and discuss primary source documents and questions and controversies surrounding major developments in Latin American history. Each student will be required to post a response to the discussion topic and make subsequent posts that engage the views of other students. Instructor will make comments to further the discussion or make corrections and/or post a summary of the debate that reviews the issues raised by the students and adds the instructor's perspective to the online debate. All online discussions will meet accessibility standards.

Method

Lecture

Integration

Utilizing supporting visual materials (e.g. computerized images, maps, or white board), lectures will introduce key concepts and information about the history of Latin America as it evolved through conquest, colonization, and independence from Spain. In addition, the instructor will expand upon information provided in the course materials in such a way as to enhance the ability of the student to appraise the historical impact of individuals such as Cristobal Colon, Hernan Cortez, or Bernardo de las Casas; or political systems such as the Bourbon reforms; and the role of religion, race, and ethnicity in creating Latin American culture and society.

DE Adaptations for MOI

Online lectures which cover key course content such as the role of slavery in the economies of Latin America may be delivered in the form of slide presentations, real-time video/audio/teleconferencing, video/audio recordings and/or readings utilizing other features within the CMS. Lectures may incorporate supplemental materials available through MSJC Library or other online resources. Hybrid course offerings may include lectures in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. All lecture materials and delivery methods must meet accessibility guidelines.

Method

Projects

Integration

The instructor will both discuss in class and provide written instructions explaining the methods, sources, and goals for research projects to be done outside of class. The goal of these projects is for the students to acquire additional knowledge about a select topic in Latin American history, and to analyze and interpret the material researched in the form of an extended essay or multimedia presentation. The instructor will guide this process throughout while aiding students in their acquisition of key historical skills. The instructor might choose to focus the student's attention to the perspectives and contributions of historically underrepresented groups (e.g. Indigenous peoples, women, slaves, etc.) to arrive at a deeper understanding of the various experiences of people in the creation of Latin America.

DE Adaptations for MOI

The instructor will provide written instructions via the CMS explaining the methods, sources, and goals for a research project through which students will acquire additional knowledge about a select topic in the history of Latin America and to analyze and interpret the material researched in the form of an extended essay or multimedia presentation. The instructor will make an adjustment for accessibility needs.

Method

Film/video Viewing and Discussion

Integration

Films and videos that recreate, comment on, and analyze significant events in Latin American history will be used to enhance lecture and student's awareness of the historical forces that shaped the history of Latin America. Films could cover such topics as Cortez's conquest of the Aztec, the role of the Jesuit order in the conversion of the indigenous in South America or the role of Simon Bolivar in achieving independence from Spain.

DE Adaptations for MOI

Instructor will supplement lectures by using the CMS to post films and other visual materials that recreate significant events in early world history and enhance student appreciation for the development of Latin America. The films/documentaries will be made available using the CMS and will meet accessibility standards.

Additional Methods of Instruction for Honors

Method: Small-Group Discussion Integration: Guided small group discussions in the honors course will provide a forum for instructors and students to discuss the field of history and historiography as well as analyze and interpret assigned readings or films to gain a deeper understanding of key concepts, people, and events that have shaped Latin American history. These discussions can also cover student progress on research projects including research proposals, sources, thesis statements, outlines, and rough drafts as well as peer-reviews of these assignments. Students will meet as a group or individually with the instructor a minimum of once a month for a minimum of four meetings over the course of the semester.

Method: Service Learning Project Integration: Service learning at history institutions, museums, or similar locations will help students gain hands-on experience in areas that pertain to the field of history. This will be useful to students making decisions about major and career choices and will encourage them to seek out additional volunteer or internship opportunities after the conclusion of the course.

Method: Oral Presentations Integration: Oral presentations will provide honors students the opportunity of presenting their research projects to their honors colleagues or the regular class to facilitate the development of their presentation and communication skills.

Method: Field Trips Integration: Students will engage in academic inquiry and discussions of history topics by visiting a museum exhibition, going to a film screening, or attending an academic lecture at a nearby university or museum. Museum visits will encourage students to draw parallels between the past and contemporary society while films and lectures provide a means of experiencing history through a variety of mediums beyond the classroom.

Method: Journals: Student will be directed to compose a journal on assigned readings and writing assignments. Journal writing will assist students in understanding and reflecting on important subjects of the course and will help students organize their own questions and comments that can be used in class discussions.

Method: Interviews: Student will conduct an interview of an individual whose life or professional experiences relate to the themes or subject matter of History 141H. Students will collaborate with their instructor to select an appropriate person to interview, develop a set of interview questions, review interview protocols, and decide on the best way to preserve and present their interview findings to the instructor or the class. Students will submit a one-page reflection that includes what they learned from the interview experience and how their findings fit in or challenge current historical perspectives.

Methods of Evaluation

Method

Exams/Tests

Integration

Exams/Tests will be given that may consist of essay questions requiring students to demonstrate analytical thinking or short answer, multiple choice, or true/false questions requiring students to demonstrate competence with factual information related to key ideas, events, and theories of the development of Latin America. At least one exam must be an essay-based exam. Students will be evaluated on their ability to demonstrate a knowledge of major events, personalities, and institutions in Latin American history; evaluate major interpretive historical theories in the history of Latin America; and analyze the outcomes of major historical developments.

DE Adaptations for MOE

Exams and/or tests administered fully online will be administered and evaluated through CMS. Hybrid course offerings may include exams/tests in a face-to-face setting as outlined in Methods of Instruction or through the CMS as outlined in DE Methods of Instruction. The format may include multiple choice, short answer, essay or other format. Exams/tests will be evaluated based on the demonstration of identification, understanding and application of major topics as described in Course Content in alignment with Learning Objectives. Instructor feedback, within two weeks of submission, may be presented through grade book comments, inbox or other confidential means of communication through the course management system. All exams/tests must meet accessibility guidelines.

Method

Papers

Integration

Students will demonstrate the ability to synthesize information from the lecture, discussions, films, and readings by organizing evidence and specific information into a coherent response to a major question in Latin American history, and produce clear and logically argued analyses in an interpretive essay. Topics might include an analyze the intersection of race, class, gender and ethnicity in the creation of Latin American societies. The assignment will be graded on content, analysis, and the use of sources.

DE Adaptations for MOE

Instructor will use the CMS to post detailed instructions for assignments that require students to demonstrate the ability to synthesize information from the lecture, discussions, films, and readings by organizing evidence and specific information into a coherent response to a major question in history, and produce clear and logically argued analyses in an interpretive essay. The assignments will be submitted via the CMS and graded on content, analysis, and the use of sources. Instructor feedback may be

presented through grade book comments, inbox or other confidential means of communication through the course management system within two weeks of the due date.

Method

Research Projects

Integration

Using a variety of library materials (journal articles, books, primary and secondary source documents, etc.) and visual media from internet sources, students will work singly or in assigned groups to acquire additional knowledge about a select topic in Latin American history. Topics might include investigating a connection between qualities of indigenous civilizations that remain a part of Latin American cultures. Students will interpret the information gained from their research in an analytical essay or multimedia presentation that will be graded, using a rubric, on the quality of the sources, the validity of the content of their research, as well as their interpretation and analysis of it.

DE Adaptations for MOE

The instructor will use the CMS to post materials explaining how to use a variety of library materials (journal articles, books, primary and secondary source documents, etc.) and visual media from Internet sources, for students to acquire additional knowledge about a select topic in early world history. The students will interpret the information gained from their research in an analytical essay or multimedia presentation that will be submitted via the CMS and will be graded on the quality of the sources, the validity of the content of their research, as well as their interpretation and analysis of it. Instructor feedback will be provided within two weeks of submission through the CMS, including, but not limited to, gradebook comments, discussion forum, live stream meeting, chat feature or inbox messaging. Hybrid course offerings may include evaluation and interpretation of research in face-to-face environments utilizing methods and feedback outlined in Methods of Evaluation and/or through the course management system as described in DE Methods of Evaluation. All materials, delivery, and instructor/student communication must meet accessibility and confidentiality guidelines.

Method

Other

Integration

Students will accurately identify important locations (viceroyalties, cities, empires, battles, ecological zones, bodies of land and water) and trace patterns of trade, exploration, and land usage between different parts of the Americas to demonstrate an understanding of how place and space impacted Latin American history to 1820. These map quizzes can be fill-in-the-blank in a paper format or the instructor can make use of certain online software tools. Maps will be assessed based on accuracy of responses.

DE Adaptations for MOE

The instructor will use the CMS to post assignments that require students to interpret various types of maps in ways that demonstrate an understanding of the relationship of geographical factors to historical developments. All online map assignments will meet accessibility standards. Students will submit any map assignments via the CMS. Feedback will be delivered via the CMS within two weeks of submission.

Evaluation of Honors assignments

Honors students must successfully complete the regular course and honors assignments to receive honors credit. Research papers and multimedia projects will be assessed on clarity of argument and presentation, supporting evidence, the number and types of references consulted, depth of analysis, and historical accuracy. Oral presentations will be evaluated based on lucidity, organization, critical thinking, and originality of argument. Honors class discussions or written analysis of a supplemental reading will be judged based on student preparedness as well as the ability of students to summarize, critically analyze, and provide their own perspective on the assigned readings. For service learning projects, students will be evaluated on their completion of the agreed upon number of volunteer hours as well as the quality of the reflection paper that integrates academic source material and their service learning experience, the number and types of references consulted, depth of analysis, organizational structure, grammar, and the connection back to themes associated with the course. Journal writings, oral histories, museum field trip assignments, and film assignments will be assessed based on quality, organization, accuracy, and how well they address and further illuminate the subject matter of the course.



Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Historical Research Essay: Collect academic resources from accredited, peer reviewed sources and write a 1500-2000 word research paper on an approved topic relating to early world history. All sources will be cited and formatted using one of the major citation styles such as MLA, APA, or Chicago style.

Sample essay prompt: Create a profile of Sor Juana Inez that explains how her life personifies the influential role of gender and religion in shaping the culture of Latin America in the baroque/colonial period.

This paper is to be cited and formatted using the Manual of Chicago Style Citations.

How assignment will be adapted in online format

The parameters for this assignment, along with relevant links, will be posted as an assignment in the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within two weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Video or website project: Research an approved topic and create a substantial and educational video or website regarding their research findings. Videos should be no shorter than 10 minutes long, and websites should have a minimum of 6 pages. Full citations for all research and images must be included in the video credits or on a "Resources" page on the website.

How assignment will be adapted in online format

This assignment will be posted in the CMS and students will be given the option of posting a video of their presentation or recording the audio for submission. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within two weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Immersive historical role-playing project: Engage in an immersive role-playing experience where you as students take on roles of historical characters and debate important issues of the time period under study.

How assignment will be adapted in online format

This assignment will be posted in the CMS and students will be given the option of providing a written response, posting a video or recording audio for submission. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within two weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Using the CMS, post a response to a discussion board prompt regarding a specific topic or prompt such as, "How does the life of Sor Juana Ines de la Cruz reveal the intersection of paternalism, religious beliefs and gender roles?" Respond to other students' posts with a thoughtful reply. These discussion board posts can then be used as a starting point for course discussions on topics such as race, gender and ethnicity.

How assignment will be adapted in online format

Using the CMS, students post will respond to a discussion board prompt regarding a specific topic or prompt. Students are expected to also respond to other students' posts. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within two weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Small-group reading and discussion exercise: Complete the assigned short readings accompanied by several critical thinking questions. Next, form small groups, either in-class or on-line, and complete a think-pair-share activity. Finally share out your group's discussion on the reading with the rest of the class. Readings might include Cristobal Colon's letters to the Spanish Crown, Bernal Diaz's account of the conquest of the Aztec Empire, the poetry of Sor Juana Inez de la Cruz, or Simon Bolivar's Jamaican Letter.

How assignment will be adapted in online format

Using the "Group" or "Break-out Room" function within the CMS, students will form small groups, read assigned materials or watch videos and then complete activities which will include dialoguing online with members of the same group and/or other groups. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within two weeks of submission. Any material for students and communications must meet accessibility guidelines.

Honors Assignments

Assignment

Students will complete all regular course requirements for History 141 and be graded according to the standards used for the rest of the class. Beyond that, honors students will complete requirements A) as well as B) or C). In addition, Honors student will be expected to complete one of the Assignments D), E), F), or G).

A) Assigned readings beyond the scope of the regular section of History 141. Additional primary sources or academic journal articles will be assigned for reading, summary, and review. Example primary source readings could include Bernal Diaz's *The True History of the Conquest of New Spain*, *A Short Account of the Destruction of the Indies* by Bartolomé de las Casas, the poetry of Sor Juana Ines de la Cruz, or other works. In consultation with the instructor, students may also select an academic journal article, chapter of a book, or primary source excerpt related to their research project for the Honors class to read, analyze, and discuss. Students will either lead an Honors class discussion or write a one to two-page analysis of their selected reading. The discussion or written analysis will include a summary, critical analysis, and if appropriate, examination of how the reading informs the student's own research project.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Honors supplemental readings will facilitate discussion, encourage reflection, and help students prepare to complete their major research project for the course.

Assignment

Honors students will complete requirements A) as well as B) or C).

B) A research project that the student selects in consultation with the instructor. The student should have an original argument/thesis or take a novel position on the project topic. Research may be conducted in a college or university library or the equivalent and should be based on primary sources, secondary sources, major interpretive books, and articles. A minimum of ten academic sources must be referenced in the 10-12 page paper. The instructor may organize student peer reviews of their research proposals, thesis and outlines, or rough drafts of their projects. Students will also submit a 250-word abstract of their work. Research project topics could include (but are not limited to) the different interpretations of the conquest of the Aztec Empire, the role of the Catholic orders in the subjugation of the indigenous peoples, the debates over the humanity of the indigenous people, the different ways slave labor was employed throughout Latin America, or the influence of the American and French Revolutions on the liberation movements in Latin America.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The Honors paper will enhance a student's research and writing skills as they select a topic, develop an argumentative thesis based on source evidence, outline their analysis, and produce a final paper.

Assignment

Honors students will complete requirements A) as well as B) or C).

C) A service-learning project in consultation with the instructor. Service learning can be differentiated from other volunteer experiences by its focus on the integration of academic learning and providing a service to one's community. Students will volunteer at a local history institution, museum, organization wishing to document its own history, or similar location for a total of 10 hours over the course of the semester and enrich their volunteer experience by reading three articles related to historical preservation sites,

museology, the politics of the visual representation of history, or similar topics. Students will submit a 4-7 page reflection paper that connects their volunteer experience to themes addressed in the course and assigned readings as well as incorporates reference to a minimum of three academic sources. Students will submit a log of their hours signed by an employee of the institution where they are volunteering. They may wish to share the content of their reflection with the institution where they volunteered in the form of a lecture, presentation, or suggested action plan that the instructor and other honors students in the course are invited to attend.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

A service learning project will provide an Honors student with the opportunity to work within their community, apply their research knowledge, and connect their academic training with their real-world experience at the service learning institution.

Assignment

Honors students will be expected to complete one of Assignments D), E), F) or G).

D) A 10-15 minute oral presentation of the final research project or service learning project given to their fellow honors students or to the entire History 141 class. The presentation will include the thesis, supporting evidence, and significance of the project or an overview of the students service learning project. A visual component is recommend for the student presentation.

E) Interview an individual whose life or professional experiences relate to the themes or subject matter of History 141H. Students will collaborate with their instructor to select an appropriate person to interview, develop a set of interview questions, review interview protocols, and decide on the best way to preserve and present their interview findings to the instructor or the class (e.g. a brief write-up of their interview, a short oral presentation, or a report of their findings to an historical organization that collects oral histories provided the interviewee grants permission). Students will submit a one-page reflection that includes what they learned from the interview experience and how their findings fit in or challenge current historical perspectives.

F) A journal on assigned readings and writing assignments. Journal writing will assist students in understanding and reflecting on important subjects of the course and will help students organize their own questions and comments that can be used in class discussions.

G) A project outside regular class time designed by the instructor. For example, instructors will lead a field trip to a museum and complete a project associated with an exhibition or permanent collection at the museum. The instructor may wish to collaborate with the education department or one of the curators of the museum to design a guided tour and/or a brief one or two-page activity that is tailored to the specific curriculum of History 141H. Museum of Latin American Art (MOLAA) in Long Beach, La Plaza de Cultura y Artes in Los Angeles, and the Dominguez Rancho Adobe Museum, are examples of museum locations in the Southern California that might be considered for this assignment. Other activities could include a visit to one of the California missions, a film viewing or attending an academic lecture at a local university or museum. Students will submit a one to two-page summary of the museum, mission visit, film viewing, or academic lecture experience as well as their own reflections about what they learned and how it connects to topics and themes addressed in History 141.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Engagement

Leadership

Justify how the assignment reflects the Academic Rigor and Research Core Value

The oral presentation assignment provides a forum for Honors students to showcase their research projects with their class community and facilitate discussion of the significance of their research findings.

The journal assignment will encourage reflection on challenging academic source materials and themes addressed in the Honors section of the course.

Justify how the assignment reflects the Engagement Core Value

Field trips offer students a chance to learn history in academic spaces outside of the classroom, network with professionals in the field, and consider the real-world significance of their research.

Justify how the assignment reflects the Leadership Core Value

Organizing an interview with a professional in the field will require Honors students to develop leadership skills as they select, organize, implement, report, and reflect on the significance of the interview conducted.

Course Materials**Textbooks**

John Charles Chasteen (2024). *Born in Blood and Fire: A Concise History of Latin America*, 5th Edition, (W.W. Norton) ISBN: 978-1-324-06986-7.

Susan Elizabeth Ramírez. (2022). *A History of Colonial Latin America from First Encounters to Independence*, 1st Edition, (Routledge)

John Charles Chasteen, (2009), *Americanos: Latin America's Struggle for Independence*, 1st edition, (Oxford University Press)

Instructors should always supplement the textbook with additional readings in either primary or secondary source materials. Typical examples may include books such as the following: Bernal Diaz Del Castillo#*The Conquest of New Spain*, Penguin Classics, 1963; Miguel Leon-Portilla *The Broken Spears: The Aztec Account of the Conquest of Mexico*, Lysander Kemp, et al., 2006; Lewis Hanke, *People And Issues in Latin American History: The Colonial Experience: Sources and Interpretations* (v. 1), 2006.

Other Resources

Instructors should always supplement the textbook with additional readings in either primary or secondary source materials. Typical examples may include books such as the following: Bernal Diaz Del Castillo#*The Conquest of New Spain*, Penguin Classics, 1963; Miguel Leon-Portilla *The Broken Spears: The Aztec Account of the Conquest of Mexico*, Lysander Kemp, et al., 2006; Lewis Hanke, *People And Issues in Latin American History: The Colonial Experience: Sources and Interpretations* (v. 1), 2006.

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The study of the history of Latin America to 1820 offers students the chance to explore how race, gender, ethnicity, and culture interacted historically to form Latin American societies. Students will examine how through acculturation, transculturation, and syncretism hybrid societies formed throughout Latin America. They will further be able to explain the influence of patriarchal institutions and traditions on the status of women and the racialization of class structure. The course is designed to incorporate these diverse elements into the content and assignments, encouraging students to study, research, and present on these topics.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The instructor will present course content in different ways to accommodate for visual, auditory, and verbal learning styles. With diverse learners in mind, a variety of reading materials and films will supplement this class. The projects are written to allow students to choose topics that are of interest to them. For face-to-face or online classes, the research project can be presented orally or through a written format. Formative assignments are present the COR as low-risk assignments. This course includes small group and/or discussion activities or assignments that benefit various learning styles.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course will incorporate student-to-student interaction through in-class or online discussions. Students will use collaborative learning exercises to discuss primary source documents and major questions in the history of Latin America to 1820 among themselves enabling them to exchange ideas and to prepare for examinations. Students might also work in small groups online or in-class to peer-review or create presentations.

Explain how the course will incorporate instructor-to-student interaction.

Faculty will deliver lectures and facilitate group discussions or activities. In lecture, faculty will have the opportunity to model sound historical thinking and analysis while encouraging students to make similar connections between course content and student observations as it relates to the history of Latin America to 1820. Faculty will offer feedback on student assignments through video conferencing software, CMS grading functionality, or individual meetings with students.

Explain how the course will incorporate student-to-content interaction.

Students will interact with the content by viewing relevant films and documentaries to provide visual impressions of Latin American history. Lectures, utilizing supporting visual materials (computerized images, PowerPoint presentations, interactive maps) will allow the instructor to develop key concepts. The instructor will use primary and secondary sources to further develop the students understanding of topics essential to the development of Latin American societies. Research Projects will allow students to explore select topics in depth on their own using library materials, films and guidance from the instructor.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course encourages students to reflect on how events in the history of Latin America to 1820 have an enduring impact on contemporary Latin American culture and society. Students will be given the opportunity to reflect on the relevance of course themes to their own lives and how analytical and comparative thinking can serve as transferable skills in other academic disciplines and aid in achieving their career goals.

Key: 1866