GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 05/18/2021

GCCCD Governing Board Approval: 06/15/2021

# HISTORY 114 – COMPARATIVE HISTORY OF THE EARLY AMERICAS

1. Course Number Course Title Semester Units

HIST 114 Comparative History of the Early Americas 3

Semester Hours

3 hours lecture 48-54 total hours 96-108 outside-of-class hours 144-162 total hours

2. Course Prerequisites

None

Corequisite

None

Recommended Preparation

None

3. Catalog Description

The Americas from ancient times to the nineteenth century. Emphasis on ancient American civilizations and the interactions among Native American, European, and African American cultures in the formation of new nations. The social, political, and cultural developments of the early United States, Latin America and Canada and their political systems.

4. Course Objectives

The student will:

a. Demonstrate command of significant historical events of the United States, Latin America and Canada from Early American civilizations through the nineteenth century.

b. Analyze and compare governmental institutions as they developed in the United States, Latin America and Canada.

c. Demonstrate command of the United States Constitution.

d. Analyze the political philosophies of the framers of the United States Constitution.

e. Understand the operation of the United States political process and institutions under the United States Constitution.

f. Analyze the Native American, European and African American contributions to the institutional, social and political formation of the United States, Latin America and Canada.

g. Name the rights and obligations of individual citizens in the political system under the Constitution.

h. Analyze economic change, political change, social change, intellectual movements and the importance of science and technology in the historical development of the early Americas.

i. Explain how major ethnic groups and women influenced early American history.

j. Analyze the relationships between regions of the United States, Latin America and Canada in the context of major historical events.

k. Analyze the transformation of the California and New Mexico territories and the emergence of new political and social structures in the areas that are today’s U.S. Southwest.

l. Distinguish major constitutional issues and developments.

m. Express how our political system has changed between the colonial period and the

late nineteenth century.

n. Identify and evaluate historical sources and their importance in reaching conclusions about the history of the United States, Latin America and Canada.

o. Use maps and atlases to locate regions, sites, and landforms to better understand the physical content of the early history of the Americas.

p. Critique scholarly articles about the history of the United States, Latin America and Canada.

q. Compose bibliographies of relevant historical topics and events in order to research historical topics on the early Americas

5. Instructional Facilities

Standard Classroom

6. Special Materials Required of Student

None

7. Course Content

a. Historiography of the United States. Historiography of Latin America. Evaluating historical sources.

b. Geography and Historical Geography including American colonies from a comparative perspective.

c. Early Native Peoples of the Americas before contact.

d. The Native American, European, and African American contribution to the formation of the Americas.

e. European Expansion: the Spanish, Portuguese, French and English in America.

f. Demographic, social, economic and cultural transformations of the colonial populations.

g. The emerging political systems of the United States, Latin America, and Canada.

h. Native American responses to colonization in the United States, Latin America and Canada.

i. The colonial political economies of the United States, Latin America and Canada.

j. Slavery in the United States and Latin America.

k. Gender in colonial United States, Latin America and Canada.

l. Change and continuity in Native American societies of the United States, Latin America, and Canada.

m. Colonial societies: ethnicity and class in the Americas in a comparative perspective.

n. The Church/religion in comparative context: English, Spanish, Portuguese and French colonies.

o. Colonial frontiers, including Texas, New Mexico and California.

p. Northern Mexican transformations leading to new political and social structures in the California and New Mexico territories.

q. Late colonial governmental and social changes in comparative perspective.

r. Colonial rivalries in North America.

s. Origins of the American Revolution and Latin American Independence movements.

t. From Revolutions to new governments: United States Independence and Latin American

Independence in comparative perspective.

u. The United States Constitution and the American political system in the early republic.

v. The United States Constitution and the political philosophies of the framers of the Constitution.

w. The operation of the U.S. political process and institutions under the United States Constitution.

x. Rights and obligations of individual citizens in the political system under the Constitution.

y. The role of the United States Constitution in the development of political institutions in California, the rest of the United States, and abroad.

z. Politics, economy, society, and culture in the national period.

aa. From frontiers to borders: the Mexican-American war and its aftermath.

bb. The transformation of the California and New Mexico territories and the emergence of new

political and social structures in the areas that are today’s U.S. Southwest

cc. The California Constitution and the American political system.

dd. The United States Civil War and its consequences for the hemisphere.

8. Method of Instruction

# a. Lecture

# b. Discussion and interpretation of primary documents and/or historical topics

# c. Study guides or examination reviews

# d. Multi-media presentations

# e. Visual aids, such as PowerPoint slides, transparencies, video/DVDs, etc.

# f. Internet websites

# g. Guest speakers

h. Collaborative projects

. i. Library with adequate collections in American and Latin American History

9. Methods of Evaluating Student Performance

a. Objective tests involving true or false questions, multiple choice, or multiple answer, mapping, or sequencing, which build on knowledge over modules.

b. Quizzes that assess module mastery and SLOs via multiple choice, multiple answer, t/f, sequencing, mapping, or short lists.

c. Oral and written reports on course material involving the use of primary and secondary source material to analyze topics, discuss cause and consequences, and demonstrate course level knowledge of relevant events and people.

d. Written essays based on prompts requirement students to discuss historical events in context, with reference to relevant individuals and case and consequences.

e. Group/Discussion activities involving the analysis of primary and secondary sources related to course material with an eye towards recognizing bias and presentism.

f. Research papers (6-8 pages minimum, 600 word minimum) on significant events, people, concepts, or socio-cultural developments understood within their historical context and demonstrating knowledge of changes over time and consequences.

g. Midterm and final exam with a strong writing (essay) component to assess students’ critical thinking skills as well as the course content. Other types of questions might include multiple choice, multiple answer, listing, defining, mapping, sequences, true/false, and short answer.

10. Outside Class Assignments

a. Internet and /or library research on Native Americans, Europeans and African Americans in the Americas and group discussion based in this research.

b. A project on life in colonial American society. Each group of students will be given a certain aspect of life such as religion, the role of women, education, literature, etc involving research and demonstrate comprehension of course topics through a written report or presentation.

c. Library research using books, articles and scholarly journals on the independence of the United States, Latin America and Canada that results in the completion of in-class essay.

e. Take-home exams that require essays of a minimum 600 words about a topic of the student’s interest.

11. Representative Texts

a. Representative Text(s):

1. Oakes, James, et al. *Of the People: A History of the United States*. Vol. I, *To 1877*. 4th ed. New York: Oxford University Press, 2019.
2. Hamilton, Alexander, et al. *The Federalist Papers*. New York, NY: Racehorse, 2019.
3. Burkholder, Mark A. and Lymon L. Johnson. *Colonial Latin America*. 10th ed. New York: Oxford Press, 2019.
4. Lepore, Jill. *Encounters in the New World: A History in Documents*. New York: Oxford University Press, 2000
5. Kicza, John E. *Resilient Cultures: America’s Native Peoples Confront European Colonization, 1500-1800.* Upper Saddle River, NJ: Prentice Hall, 2003.
6. Nash, Gary B. *Red, White and Black: The Peoples of Early North America*. 7th ed. New York: Prentice Hall, 2015.
7. Calloway, Colin G. *First Peoples: A Documentary Survey of American Indian History*. 6th ed. Boston: Bedford/St. Martin’s, 2019.
8. Restall, Matthew. Chris Lane. Latin America in Colonial Times. 2nd Edition. Cambridge: Cambridge University Press, 2020
9. Benjamin, Thomas. The Atlantic World: Europeans, Africans, Indians, and their Shared History 1400-1900. Cambridge: Cambridge University Press, 2019.
10. *Merriam- Webster Advanced Learner’s English Dictionary*. 9th Ed. 2016.

b. Supplementary texts and workbooks:

None

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

a. Analyze primary and secondary sources and explain how they support a thesis statement

b. Explain relationships between the causes of historical events and their effects.

c. Describe a relevant individual involved in an historical event and explain his/her significance in this event.