**GROSSMONT COLLEGE**

**COURSE OUTLINE OF RECORD**

Curriculum Committee Approval: 05/18/2021

GCCCD Governing Board Approval: 06/15/2021

# **HISTORY 115 – COMPARATIVE HISTORY OF THE MODERN AMERICAS**

1. **Course Number Course Title Semester Units**

HIST 115 Comparative History of the Modern 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**

A survey of the political, social, economic, and cultural development of the modern Americas. Emphasis on interactions among Native American, European, and African American cultures and the social, political, and economic transformations of the modern United States, Latin America and Canada from the early nineteenth century to the present.

4. **Course Objectives**

The student will:

a. Demonstrate command of significant historical events in the historical development of the United States, Latin America, and Canada from Independence to the present.

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

c. Demonstrate command of the United States Constitution.

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

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

f. Demonstrate command of the California Constitution.

g. Define the rights and obligations of individual citizens in the political system under the Constitution and the changing nature of U.S. democratic ideals.

h. Analyze the Native American, European, African American, and Asian American contributions to the institutional, social, and political formation of the United States, Latin America and Canada in the modern era.

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

j. Explain how major ethnic groups and women influenced modern American history.

k. Use maps and atlases to locate regions, sites, and landforms to better understand the physical content of the modern history of the United States, Latin America and Canada.

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

m. Analyze economic change, political change, social change, intellectual movements and the importance of science and technology in the historical development of the United States, Latin America and Canada in the modern era.

n. Distinguish major constitutional issues and developments.

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

p. Critically examine the role of the United States in hemispheric relations.

q. Express how our political system has changed between the early nineteenth century and today.

r. Analyze the evolution of Constitutional thought in modern issues.

s. Evaluate the relationships of state and local governments with the federal government in the context of major events.

t. Compose bibliographies of relevant historical topics and events in order to research historical topics in the modern 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. The Native American, European, and African American contributions to the institutional and social formation of the modern United States, Latin America and Canada.

d. Northern Mexican transformations leading to new political and social structures in California and the United States southwest.

e. United States Independence and Latin American Independence in comparative perspective.

f. The forging of new nations: the United States, Latin America and Canada.

g. The United States Constitution and the development of the American political system in the modern

era.

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

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

j. Rights and obligations of individual citizens in the political system under the U.S. Constitution.

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

l. Demographic change, economic growth, and social and intellectual movements in the United States,

Latin America and Canada.

m. The role of the United States Constitution in the development of political institutions at home and

abroad.

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

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

p. The California Constitution and the American political system.

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

r. Reconstruction and its aftermath

1) Presidential and Congressional Reconstruction

2) Difficulties in rebuilding: political, constitutional, social and economic crises in the aftermath of the war.

3) African-American needs, aspirations, and activism.

4) 19th and 20th Century consequences of the promises and failure of Reconstruction.

s. Politics and culture of urbanization and industrialization.

t. The changing roles of women.

u. Indian Wars of the U.S. far west.

v. Industrial America and American Imperialism, 1870-1900.

w. Immigration and its effects.

x. Origins of modern U.S. foreign policy

y. The Mexican Revolution and Latin American responses to United States imperialism.

z. The Progressive Era.

1) Origins of an active federal government and its interaction with state governments.

2) Evolution of constitutional thought in issues of race, labor, and corporations.

aa. The United States and Latin America during World War I.

bb. Economic, Political, and Cultural Change in the 1920’s.

cc. The Great Depression and the New Deal

(1) The federal government and its relationship with state and local governments.

(2) The impact of the New Deal in the West, especially in relation to California.

(3) Roosevelt and foreign relations in the 1930’s

dd. World War II.

1) Foreign policy.

2) Role of the U.S. in the Western Hemisphere.

3) Impact of WWII in California

ee. The United States, Latin America, and the World during the Cold War.

ff. Civil Rights: The U.S. Constitution and origins of a movement.

gg. Civil Rights movements (including indigenous rights movements) in Latin America.

hh. The 1970’s.

1) Nixon’s “New Federalism”.

2) U.S. Foreign Policy under Nixon, Ford, and Carter.

3) The United States and Latin America in the 1970’s.

ii. The Reagan Years and Changes of the 1980’s

1) Shifts in the Supreme Court and constitutional debates.

2) The United States and Latin America in the 1980’s.

jj. The end of the Cold War and its consequences for the Americas.

kk. The George H.W. Bush presidency.

1) U.S. foreign policy: The Gulf War; NAFTA; and the FTAA.

ll. The Clinton years.

1) Globalization.

2) New patterns of immigration and demographic change.

3) The U.S. and Latin America in the 1990’s.

mm. The George W. Bush years.

1) Domestic issues

2) The rise of terrorism

3) The U.S. and the world in the 21st century.

4) The U.S. and Latin America in the 21st century.

nn. The Obama years

1) Domestic issues

2) The U.S. and the world in the 21st century.

3) The U.S. and Latin America in the 21st century.

8. **Method of Instruction**

a. Lecture

b. Videos and appropriate media

c. Group discussion

d. 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 research on United States-Latin American relations.

b. A project on life in the United States, Latin America and Canada in the modern era. Each group of students will be given a certain aspect of life such as religion, the role of women, education, literature, etc.

c. Library research using books, articles and scholarly journals on the economic development of the United States, Latin America and Canada.

d. Library and internet research with multiple sources and websites.

e. Take-home exams.

11. **Representative Texts**

a. Representative Text(s):

1. Oakes, James, et al. *Of the People: A History of the United States*. Vol. II, *Since 1865*. 4th ed. New York: Oxford University Press, 2019.
2. Hamilton, Alexander, et al. *The Federalist Papers*. New York, NY: Racehorse, 2019.
3. Chan, Sucheng, et al. *Major Problems in California History*. Boston: Wadsworth Cengage Learning, 1997.
4. Hamalainen, Pekka and Benjamin Johnson. *Major Problems in the History of the North American Borderlands.* Boston: Wadsworth Cengage Learning, 2012.
5. Cherny, Robert W., Gretchen Lemke-Santagelo and Richard Griswold del Castillo. *A History of California.* Boston: Houghton Mifflin, 2005.
6. Chasteen, John Charles. *Born in Blood and Fire: A Concise History of Latin America*. 4th ed. New York, NY: W. W. Norton & Co., 2016.
7. Schoultz, Lars. *Beneath the United States: A History of U.S. Policy Toward Latin America*. Cambridge, MA: Harvard University Press, 1998.
8. Smith, Peter H. *Talons of the Eagle: Dynamics of U.S.-Latin American Relations*. New York, NY: Oxford University Press, 2008.
9. Vanden, Harry E and Gary Prevost. Politics of Latin America: The Power Game. 6th Ed. London: Oxford University Press, 2017.
10. Edmonds-Poli, Emily. Contemporary Mexican Politics. 4th ed. Lanman, M D Rowman & Littlefield, 2020.
11. *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:

* 1. Analyze primary and secondary sources and explain how they support a thesis statement.
  2. Explain relationships between the causes of historical events and their effects.
  3. Describe a relevant individual involved in an historical event and explain his/her significance in this event.