

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**HISTORY 114 – COMPARATIVE HISTORY OF THE EARLY AMERICAS**

3 hours lecture, 3 units

**Catalog Description**

The Americas (North and South America, including the Caribbean) from pre-contact to the nineteenth century. Emphasis on ancient American civilizations and the interactions among Native American, European, and African 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.

**Prerequisite**

None

**Course Content**

- 1) Early Native Peoples of the Americas before contact.
- 2) Native American, European, and African American contributions to the formation of the Americas.
- 3) Contact period in comparative perspective: ethnicity, gender, sexuality, and socio-economic status in the Americas.
- 4) European colonization the Spanish, Portuguese, French, and English in America.
- 5) Demographic, social, economic, and cultural transformations of the colonial populations.
- 6) The emerging political systems of the United States, Latin America, and Canada.
- 7) Native American responses (resistance, syncretism, etc.) to colonization in the United States, Latin America, and Canada.
- 8) The colonial political economies of the United States, Latin America, and Canada.
- 9) Slavery and forced-labor systems in the United States and Latin America.
- 10) Gender and sexuality in the United States, Latin America, and Canada.
- 11) Change and continuity in Native American societies of the United States, Latin America, and Canada.
- 12) Colonial societies in comparative perspective: ethnicity, gender, sexuality, and socio-economic status in the Americas.
- 13) The Church/religion in comparative context: English, Spanish, Portuguese, and French colonies.
- 14) Mexican colonial frontiers, including Texas, New Mexico, and California.
- 15) Northern Mexican transformations leading to new political and social structures in the California and New Mexico territories.
- 16) Late colonial governmental and social changes in comparative perspective.
- 17) Colonial rivalries in North America.
- 18) Origins of the United States' war for independence and Latin American independence movements.
- 19) From revolutions to new governments: United States Independence and Latin American Independence in comparative perspective.
- 20) Early national period in comparative perspective: ethnicity, gender, sexuality, and socio-economic status in the Americas.
- 21) The United States Constitution and the American political system in the early republic.
- 22) The United States Constitution and the political philosophies of the framers of the Constitution.
- 23) The operation of the U.S. political process and institutions under the United States Constitution.
- 24) Rights and obligations of individual citizens in the political system under the Constitution.
- 25) The role of the United States Constitution in the development of political institutions in California, the rest of the United States, and abroad.
- 26) Politics, economy, society, and culture in the national period.

- 27) From frontiers to borders: the Mexican American War and its aftermath.
- 28) 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 United States Southwest

### **Course Objectives**

Students will be able to:

- 1) Demonstrate command of significant historical events of the United States, Latin America and Canada from Early American civilizations through the nineteenth century.
- 2) Analyze and compare governmental institutions as they developed in the United States, Latin America and Canada.
- 3) Demonstrate command of the United States Constitution.
- 4) Analyze the political philosophies of the framers of the United States Constitution.
- 5) Understand the operation of the United States political process and institutions under the United States Constitution.
- 6) Analyze the Native American, European and African American contributions to the institutional, social and political formation of the United States, Latin America and Canada.
- 7) Name the rights and obligations of individual citizens in the political system under the Constitution.
- 8) Analyze economic change, political change, social change, intellectual movements and the importance of science and technology in the historical development of the early Americas.
- 9) Explain how major ethnic groups (Africans, Native Americans, Asians, Europeans, Castas and mixed-race peoples, etc.) influenced early American history.
- 10) Explain how women, poor and working-class individuals, and LGBTQ+ folks influenced early American history.
- 11) Analyze the relationships between regions of the United States, Latin America and Canada in the context of major historical events.
- 12) 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 United States Southwest.
- 13) Distinguish major constitutional issues and developments.
- 14) Explain how the United States political system has changed from the colonial period to the late-nineteenth century.
- 15) Recognize significant geographical areas and changes in political geography and explain how they impacted historical events.
- 16) Analyze and interpret both primary and secondary sources as part of achieving objectives 1-15.

### **Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Quizzes and/or exams that measure students' ability to:
  - a. identify, recall and evaluate major themes, events, figures and interpretations in comparative early American history.
  - b. identify significant geographical areas and changes in political geography and relationships between geographical regions.
  - c. recognize, describe and explain the role of women, Native Americans, and African-descended peoples in comparative early American history.
  - d. identify, recall and evaluate the origins, development and debates about the U.S. political system.
  - e. explain and draw conclusions about the origins, evolution and development of the California state and local government.
- 2) In-class group activities and writing assignments that measure students' ability to analyze, discuss, and draw conclusions about major issues, themes, and interpretations in comparative early American history and relate their significance to the present.

- 3) Research papers and/or written homework that measure students' ability to recognize, describe, and explain cultural, economic, social, and political changes in comparative early American history.

### Special Materials Required of Student

None

### Minimum Instructional Facilities

- 1) Smart classroom with writing boards, overhead projector
- 2) Library with adequate collections in American history

### Method of Instruction

- 1) Lecture and discussion
- 2) Small and large group discussion
- 3) Multimedia presentations
- 4) Individual and group projects, structured in-class exercises
- 5) Library materials and Internet exploration
- 6) Auxiliary use of study groups, peer tutoring and/or instructional office hours

### Out-of-Class Assignments

- 1) Reading assignments, reading response questions, reading journals
- 2) Map exercises
- 3) Field exercises including museum and library research and visits to historic sites

### Texts and References

- 1) Required (representative examples):
  - a. Schaller, Michael, et al. *American Horizons: U.S. History in a Global Context, Volume I: To 1877, with Sources, 4th Edition*. New York: Oxford University Press, 2020.
  - b. Beeman, Richard. *The Penguin Guide to the United States Constitution*. New York: Penguin Putnam, 2010.
  - c. Hamilton, Alexander, et al. *The Federalist Papers*. New York, NY: Penguin Books, 2007.
  - d. Chan, Sucheng, et al. *Major Problems in California History*. Boston: Wadsworth Cengage Learning, 1997.
  - e. Games, Alison F., et al. *Major Problems in Atlantic History*. Boston: Wadsworth Cengage Learning, 2008.
  - f. Hamalainen, Pekka, et al. *Major Problems in the History of the North American Borderlands*. Boston: Wadsworth Cengage Learning, 2012.
  - g. Cherny, Robert, et al. *Competing Visions: A History of California*, 2nd edition. Boston: Cengage Learning, 2013.
  - h. Burkholder, Mark A., et al. *Colonial Latin America*, 9th edition. New York: Oxford Press, 2014.
  - i. Lepore, Jill. *Encounters in the New World: A History in Documents*. New York: Oxford University Press, 2002.
  - j. Kicza, John E. *Resilient Cultures: America's Native Peoples Confront European Colonization, 1500-1800*, 2nd edition. Routledge, 2013.
  - k. Nash, Gary B. *Red, White and Black: The Peoples of Early North America*, 7th edition. Pearson, 2014.
  - l. Calloway, Colin G. *First Peoples: A Documentary History of American Indian History*, 6th edition. Boston: Bedford/St. Martin's, 2018.
- 2) Supplemental: None

### Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Analyze, evaluate, and interpret primary and secondary sources.
- 2) Analyze and apply historical patterns and current events to students' own lives and experiences.

- 3) Analyze how power operates in society, through the categories of race, class, gender, ethnicity, and sexuality.
- 4) Develop and support an argument or thesis statement with historical evidence.