

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

HISTORY 115 – COMPARTIVE HISTORY OF THE MODERN AMERICAS

3 hours of lecture, 3 units

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.

Prerequisite

None

Course Content

Throughout the course, comparative examples will be offered across the Americas from Canada to southern cone.

- 1) Historiography of the Americas. Evaluating historical sources.
- 2) Geography and Historical Geography of the Americas
- 3) The End of the Colonial Period in Comparison
 - a. US Constitution and federalism in review
 - b. The independence movements in Latin America and the collapse of the Spanish Empire (the Napoleonic Wars)
- 4) The National Period to the 1860s
 - a. Wars on native peoples and native resistance in comparison
 - b. US expansion, Texas War, US-Mexico War
 - c. Liberals vs. Conservatives
 - d. The endurance of native cultures
 - e. Systems of forced labor in the Americas (slavery, repartimento, peonage)
 - f. The transformation of California (Gold Rush, statehood, California constitution, genocide of Native Californians)
 - g. California Constitution of 1849
 - h. Influence of Californios on California
 - i. Chinese Exclusion and California's impact on national politics
 - j. Growth of California cities and their impact on Native Americans, State law, and the economy
 - k. Impact of Anglo and international settlement on California law and politics in the later 19th century
 - l. California state constitution of 1879; social and economic reforms
 - m. Function of California state and local governments
 - n. Relationship between the US government and California's state and local governments
- 5) The Age of the Nation State in the Americas, 1860s to 1910s
 - a. The US Civil War and the rise of federal power, with an emphasis on California
 - b. The Dominion of Canada
 - c. Wars on native peoples on the frontiers in comparison (Mexico, Argentina, and the US West, with a focus on California)
 - d. Caudillos
 - e. Change and continuity in the racial hierarchies of the Americas (Jim Crow in the US, lynching, land rights, and segregation in California, Social Darwinism in the Americas, emancipation in Cuba and Brazil)

- f. Women's lives and the battle for political and economic rights
 - g. Industrialization in the Americas The neo-colonial question and the role of foreign investment in the Americas
 - h. The imperialist challenge: French Intervention in Mexico
 - i. Emigration and immigration in comparison
 - j. Urbanization: from Buenos Aires to New York
 - k. The creation of national identities: from the cowboy to the gaucho
- 6) Revolution and the Challenges of Modernity, 1910s to 1945
- a. The Mexican Revolution and the transformation of Mexico
 - b. US interventions and imperialism (Spanish-American War, the Panama Canal, Mexico)
 - c. The Great War and the Americas (economic change, labor migrations)
 - d. Labor, anti-immigrant sentiment, and deportation in the United States, with a focus on California
 - e. The challenge of global depression (the US New Deal, Cardenas reforms in Mexico)
 - f. Populism (Peronism)
 - g. The Second World War and its impact on the Americas
- 7) The Age of the Cold War, 1945-1990
- a. US and Cold War policy in the Americas (intervention: Guatemala, Chile)
 - b. The Cuban Revolution and the Cold War
 - c. The dictatorships in the Cold War (Brazil, Argentina)
 - d. The battle for Central America
 - e. Cultural Life in the Cold War Americas: from Cantinflas to Dr. Strangelove
 - f. The Age of Social Protest (civil rights, the women's movement, indigenous rights, 1968), with a focus on California
 - g. The conservative backlash and persistence of elite power in comparison
 - h. The petroleum industry in the Americas (Mexico, Venezuela, the US, Canada)
- 8) The Americas in the Global Age, 1990-
- a. Democratization (the end of PRI-dominated Mexico, Brazil, democracy in the Andes)
 - b. Terrorism and wars in the Middle East
 - c. Drugs, guns, and challenges to societies in the Americas, with a focus on the United States and California (mass incarceration, "War on Drugs," etc.)
 - d. Migration and immigration policy
 - e. Free trade, neoliberalism, globalization and the impact on the Americas
 - f. The rise of Brazil
 - g. The endurance of native cultures: from the new Zapatistas to Standing Rock
 - h. Post-cold war socialism (Cuba, Venezuela)
 - i. Populism, and the struggle for racial and gender equality in the Americas
 - j. Environmental issues: from the rain forests to the tar sands
 - k. California state government in comparison to other states and federal government

Course Objectives

Students will be able to:

- 1) Identify and recall major themes, events, and figures in the history of the modern Americas. Demonstrate understanding of the Americas through multiple analytical categories such as race, class, gender, and ethnicity.
- 2) Compare civilizations and societies in historical context (including state formation, social hierarchies, racial hierarchies, and gender hierarchies). Analyze historical developments across national, regional, and cultural boundaries.
- 3) Catalog and interpret the role of religion, philosophy, and ideology in defining the societies of the Americas. Compare ideals, practices, and historical developments of major belief systems and philosophical systems.
- 4) Identify the relationship between physical geography and climate on the development and/or decline of societies and civilizations.

- 5) Analyze selected contemporary issues of California within a framework of federal-state relations especially as they relate to People of Color.
- 6) Explain the Constitution of the State of California within the framework of federal-state relations.
- 7) Describe selected California state and local issues as they relate to the People of Color.
- 8) Recognize major historical theories (e.g., geographic determinism, Marxism, economic determinism, etc.).
- 9) Explain the historical significance of cultural developments such as art, music, architecture, literature, and religion.
- 10) Discriminate between primary and secondary sources. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.
- 11) Cite sources appropriately in written work using the Chicago Manual of Style (Turabian) or Modern Language Association formats.
- 12) Analyze broad patterns of change on both interregional scales and within complex societies of the Americas.
- 13) Compare distinctive forms of political, social, and economic organization in the Americas and explain their historical significance.

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 the student's ability to identify and recall major themes, events and figures in the modern Americas.
- 2) Quizzes and/or exams that measure and verify the student's ability to identify the relationship between physical geography and climate on the development and/or decline of regions and recognize changes in political geography.
- 3) Write a timed in-class essay that evaluates and verifies the student's ability to formulate an argument based on historical theories, organize information chronologically and thematically, and recall major themes, events, and figures in modern world history.
- 4) Write analytical papers that assess the student's ability to recognize themes, organize information, and interpret the significance of literature in the modern Americas.
- 5) Compile sources and write a research paper that demonstrates the student's ability to discriminate between primary and secondary sources, evaluate the relative quality of sources, organize information, and formulate an informed point of view and argument.
- 6) In-class group activities and writing assignments that measure students' ability to analyze the California constitution and discuss its impact on People of Color.
- 7) In-class group activities and writing assignments that measure students' ability to analyze important state and local issues in California with an emphasis on how they relate to People of Color.

Special Materials Required of Student

None

Minimum Instructional Facilities

- 1) Smart classroom with writing board, overhead projector/screen
- 2) Library with adequate collections in the history of the modern Americas

Method of Instruction

- 1) Lecture
- 2) Multimedia presentations
- 3) Group projects, discussion

Out-of-Class Assignments

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

Texts and References

- 1) Required (representative examples):
 - a. Garrard, Virginia, Peter Henderson, and Bryan McCann. *Latin America in the Modern World*. Oxford: Oxford University Press, 2018.
 - b. Clayton, Lawrence and Michael Conniff, *A New History of Latin America*. Berkeley: University of California Press, 2017.
 - c. McGerr, Michael, et Al., *Of the People: A History of the United States, Volume II: Since 1865*. 4th ed. Oxford: Oxford University Press, 2018.
- 2) Supplemental (representative example):
 - a. Wood, James, *Problems in Modern Latin American History: Sources and Interpretations*. 4th ed. New York: Rowman and Littlefield, 2013.
 - b. Madley, Benjamin. *An American Genocide: The United States and the California Indian Catastrophe, 1846-1873*. New Haven: Yale University Press, 2017.
 - c. Chomsky, Aviva. *Undocumented: How Immigration Became Illegal*. New York: Beacon Press, 2014.
 - d. Rice, Richard. *The Elusive Eden: A New History of California*. 4th Edition. McGraw Hill, 2011.
 - e. Beezley, William and Linda Curcio-Nagy, eds. *Latin American Popular Culture Since Independence*. 2nd ed. New York, Rowman & Littlefield, 2012.
 - f. Garcia, Jerry. *Looking Like the Enemy: Japanese Mexicans, the Mexican State, and US Hegemony, 1897-1945*. Tucson: University of Arizona Press, 2014.

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.