

BCC Syllabus Template (adopted by the Faculty Senate for Gen Ed courses, 2003; adopted for all BCC courses, 2013; updated and approved for all BCC courses by Faculty Senate, May 8, 2024) Final additions: May 20, 2024

## **Bergen Community College**

Division of Humanities  
Department of History

Course Syllabus

### **HIS 130: Latin America to Independence**

*An individual classroom syllabus for this course must include as much of the following information as is applicable:*

#### **Basic Information About Course and Instructor:**

Semester and year:  
Section Number:  
Meeting Times:  
Locations:

Instructor:  
Office Location:  
Phone:  
Departmental Secretary:  
[optional] Office Hours:  
Email Address:

#### **Course Description:**

This is a survey of colonial Latin American history from the voyages of Columbus to nineteenth century independence movements in Spanish America, Haiti, and Brazil. The region's demographics, economy, politics, religious practices, caste system, and culture will serve as the course's primary focus.

>General Education Course-- Humanities

Credits: 3 (3 lecture)

Pre-requisites: None

Co-requisites: None

**Student Learning Outcomes:** As a result of meeting the requirements in this course, students will be able to:

Student Learning Outcome:	Means of Assessment:
1. Demonstrate, in both written and oral discussion, the ability to consider a diversity of viewpoints on early modern Europe, construct and defend a thesis, and revise it effectively as new evidence demands.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.
2. Read and comprehend a variety of primary and secondary sources from Europe in the early modern era, evaluate their perspective and bias, and contextualize them with appropriate detail.	Reading and demonstrated comprehension through writing or discussion of both primary sources and secondary scholarship
3. Develop a methodological practice of identifying, gathering, evaluating, analyzing, synthesizing, interpreting, and citing historical evidence.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.
4. Narrate, in written or oral form, an event from the early modern era in a way that recognizes different perspectives and multiple causation and rejects inevitability.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.
5. Recognize the important political, intellectual, social, and cultural forces that have shaped early modern Europe.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.
6. Identify examples of historical change and	Assignments that include written and

continuity over time and evaluate their historical significance on early modern Europe.	oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.
7. Temper moral judgment in historical interpretation with an understanding of historical perspective and the significance of changing cultural context in early modern europe.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.

**For General Education courses:**

<b>SLOs:</b>	<b>EL 1</b>	<b>EL 2</b>	<b>EL 3</b>	<b>EL 4</b>	<b>EL 5</b>	<b>EL 6</b>	<b>EL 7</b>	<b>EL 8</b>	<b>EL 9</b>	<b>EL 10</b>	<b>EL 11</b>
<b>1.</b>	x	x									
<b>2.</b>								x			
<b>3.</b>						x		x			
<b>4.</b>	x	x						x			
<b>5.</b>							x	x	x	x	
<b>6.</b>								x			
<b>7.</b>								x		x	x

EL1-Effective Speaking  
 EL2-Effective Writing  
 EL3-Mathematical Reasoning  
 EL4-Scientific Reasoning  
 EL5-Technological Competency  
 EL6-Information Literacy

EL7-Social-Behavioral Analysis  
 EL8-Historical Analysis  
 EL9-Humanistic Analysis  
 EL10-Intercultural Awareness  
 EL11-Moral Literacy

\*In accordance with the *Standards for General Education Courses at Bergen Community College (2013)*, all Gen Ed courses are required to address EL1, EL2, EL6, and EL11 (when appropriate), in addition to the ELO that corresponds to its area of study (EL 3-5 and 7-9).

**For General Education courses:** list a *Signature Assignment*

Signature Assignment criteria

1. At *minimum*, students must write at least one historical analysis essay (3-4 pages) *or give one class presentation (5-10 minutes) requiring the same skills* in each GenEd History course
2. Students must be asked to incorporate a detailed examination of at least one primary source and at least one secondary (preferably scholarly rather than textbook or website) source in that analysis
3. The student must provide historical context for the sources within the larger narrative of the event or historical debate and recognize the perspective and bias of the sources used.
4. The student must demonstrate the ability to construct a thesis and defend it using analysis of these sources
5. The speaking/writing must be clear and well organized

(Assesses course SLOs 1 and 2, and assesses EL1, 2, and 8)

**Course Content:**

History 130 begins with the late fifteenth century voyages of Christopher Columbus, followed by early Spanish settlements in the Caribbean, and the subsequent conquest of the Aztec and Inca empires. Afterwards, the course surveys the economies, demography, and threats facing early Spanish America. The next focus is early Brazil, which formed part of Portugal's worldwide trading empire in the sixteenth century but emerged as a formidable economy in its own right due to sugar cultivation and an eighteenth century gold rush. The course then looks at Catholic conversion in Spanish America and Brazil, religious syncretism, the role of women in Latin America, the caste system, and plots, conspiracies, and rebellions that threatened colonial authorities. The era of independence is next, and begins with a focus on French Saint-Domingue, which becomes the first independent nation in Latin America in 1804. Finally, Spanish American and Brazilian independence movements are covered.

**Course Texts and/or Other Study Materials:**

Textbooks change periodically and are assigned as either recommended or required at the discretion of the professor. Whenever possible the most appropriate but cost efficient texts will be used.

**Research, Writing, and/or Examination Requirement(s):**

The ability to write a cogent, well organized, and evidence-based narrative and to construct and defend a thesis based on historical evidence and scholarly interpretation are essential skills of the historian. Therefore, the course will require students to read different kinds of source material and to write historical narratives of the past and analysis of these sources. Written exams and additional assignments including essays and analysis papers will be requirements for the course.

## **Grading Policy:**

All written and oral assignments will be graded according to rubrics or instructions provided in advance to students. Written assignments will represent up to 75% of the final grade. The remaining 25% will consist of oral or in class exams.

Both written and oral assignments will be evaluated for use of historical evidence, argument, and clarity of written or verbal expression and organization. Feedback from instructors will be timely and provide substantive comments to support student learning and improvement on subsequent assignments. No late work will be accepted.

## **Attendance Policy:**

### **BCC Attendance Policy:**

All students are expected to attend every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

## **Other College, Divisional, and/or Departmental Policy Statements:**

Statement on plagiarism and/or academic dishonesty:

[Academic Matters - Bergen Community College - Acalog ACMS™](#)

Statement on the appropriate use of AI (see the following link for guidance):

[AI-Guidance-Resource-Page.pdf \(bergen.edu\)](#)

ADA statement:

[Disability Services \(Office of Specialized Services\) | Bergen Community College](#)

Sexual Harassment statement:

[HR-003-001.2018-Policy-Prohibiting-Sexual-Harassment.pdf \(bergen.edu\)](#)

Statement on acceptable use of BCC technology:

[Acceptable-Use-Policy.pdf \(bergen.edu\)](#)

Recommended Syllabus Statements from the Office of Specialized Services:

[Syllabus Statements | Bergen Community College](#)

Statement on the purpose and value of faculty office hours.

## **Accessibility Statement**

Bergen Community College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class, complete course requirements, or benefit from the College's programs or services, contact the Office of Special Services (OSS) as soon as possible at 201-612-5270 or [www.bergen.edu/oss](http://www.bergen.edu/oss). To receive any academic accommodation, you must be appropriately registered with OSS. The OSS works with students confidentially and does not disclose any disability-related information without their permission. The OSS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices.

## **Student Support Services**

Bergen Community College provides exemplary support to its students and offers a broad variety of opportunities and services. A comprehensive array of student support services including advising, tutoring, academic coaching, and more are available online at <https://bergen.edu/currentstudents/>.



## **Sidney Silverman Library Online Resources:**

[Guides BY SUBJECT - LibGuides at Bergen Community College](#)

General Search and Databases: [Library | Bergen Community College](#)

## **Course Outline**

<b>Week:</b>	<b>Topic/Activity:</b>	<b>Learning Outcomes:</b>	<b>Assignments/Events:</b>
1	The Reconquista and voyages of Columbus	1-7	Lecture and discussion
2	The Columbian Exchange and Settlement of the Caribbean	1-7	Columbian Exchange readings, lecture, and discussion
3	The Conquest of Mexico	1-7	Mexico readings, lecture, and discussion
4	The Conquest of Peru	1-7	Lecture and exam

			review
5	Mining, Cash Crops, African Slavery, and Rotary Draft Labor	1-7	Lecture and discussion
6	Taxes, Pirates, and Smuggling	1-7	Taxes, pirates, and smuggling readings and essay review
7	Early Settlement of Brazil	1-7	Lecture and discussion
8	The Gold Rush in Minas Gerais	1-7	Brazil readings and essay review
9	The Spiritual Conquest	1-7	Lecture and discussion
10	Women and the Caste System	1-7	Lecture and discussion
11	Plots, Conspiracies, and Rebellions	1-7	Plots, conspiracies, and rebellions readings and essay review
12	Saint-Domingue: France's Wealthiest Colony	5,6	Lecture and discussion
13	Haiti: Latin America's First Independent Country	5,6	Haiti readings and essay review
14	Independence in Brazil	1-7	Brazil readings, lecture, and discussion
15	Independence in Spanish America	1-7	Spanish independence readings, and final exam essay review

**Note to Students:** This Course Outline and Calendar is tentative and subject to change, depending upon the instructor.