

Basic Course Information

Semester:	Spring, 2018	Instructor Name:	Lisa Solomon
Course Title & #:	HIST/LAS 130 Early Latin America	Email:	lisa.solomon@imperial.edu
CRN #:	21219/21220	Webpage (optional):	N/A
Classroom:	404	Office #:	Room 807
Class Dates:	Feb. 13-June 7, 2018	Office Hours:	MW 11:30am-1:30pm TR 8:00am-9:00am
Class Days:	TR	Office Phone #:	760-355-6453
Class Times:	11:20am-12:45pm	Emergency Contact:	760-355-6144
Units:	3		

I am available for meetings with students beyond the class hours. However, because of other obligations, students should contact me to set up an appointment. Contact can be made before or after class, by email, or by voice mail.

Course Description

This course compares the different regions of Latin America from the early native period (prehistory) to 1810-1820 including Mexico, Central America, South America, and the Caribbean. The course explores pre-Columbian American civilizations, European exploration and conquest, the colonial era, independence movements, and the creation of nations. Emphasis is given to the economic and social changes, the political and legal struggles, and the cultural and intellectual evolution generated by the encounter of two cultures and the creation of a third distinctive culture.

Course Prerequisite(s) and/or Corequisite(s)

N/A

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and/or attitudes as demonstrated by being able to: (1) identify and recall key information from a historical text and/or a documentary film; (2) describe the causes and/or impact of a historical event; and (3) explain and analyze the key information contained in a primary source document.

Course Objectives

Upon the successful completion of the course, students will possess a broad understanding of the most important ideas, personalities, movements and event of early Latin American history, articulate the roles played by various political and social groups, as well as be able to describe some of the recurring themes during this time in Latin American history.

Textbooks & Other Resources or Links

Required: *Colonial Latin America*, 9th edition. ISBN 978019340484. It is available for rent and sale at the IVC Bookstore. NOTE: This book is written for college sophomores and juniors.

Additional readings/articles may be made available at my discretion.

Course Requirements and Instructional Methods

Exams: There will be two exams. Both will be based on the text, any additional readings, lectures (which includes Power Point presentations), and videos. Only one make-up exam will be given to a student during the semester, and must be scheduled with me. Make-up exams may be used *only* if the original exam was not taken at the scheduled time due to illness or verified family or work emergency, and I am notified before the test. Any make-up exams scheduled for more than three school days after the original test date face a point reduction of 25%. I will not approve any make-up test scheduled later than one (1) week after the original test date. There is NO make-up available for the Final exam!

Writing Requirement: Students will be required to complete four written assignments. Information on these assignments will be presented by me.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

Grading: The course maximum is 1000 points, based on the following:

Discussion/Participation	270 points
Assignments (four @ 70 points each)	280 points
Midterm	150 points
Final	300 points

Course grades will be based on total points, as follows:

A = 901 – 1000 pts.	B = 801 – 900.5 pts.
C = 701 – 800.5 pts.	D = 601 – 700.5 pts.
F = 0 – 600.5 pts.	

Discussion points will be given for participation in the class. Questions and/or comments made during a lecture will earn 5 points for that session; discussion and/or critique of videos will earn 7 points for that session. Points can only be earned by a student who asks questions and/or participates in classroom discussions. Points are not earned simply for attendance.

Points will be deducted when a student is late (1 point each time), and/or when a student disrupts the class by talking during the lecture or videos loud enough to disturb other students or me, has a cell phone ring during class, etc. (1/2 point each time).

I reserve the right to have students complete additional work in class. Any such work will have points added to what is shown above. **I do NOT offer extra credit work.**

Letter grades will not be included on tests and assignments. They will only be used for the final course grade.

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences, provided I am notified prior to the absence.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and I may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an

assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to me about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income

students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS, our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, at 760-355-6448, or lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, at 760-355-5713, or alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Call 760-355-5736 or 760-355-5733, or go to Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Call 760-355-5736 or go to Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

The readings are to be done before class. **This schedule is subject to change without notice.** NOTE: Some of the video content is graphic, and may be difficult for any student dealing with PTSD. Please let me know if this applies to you, and take necessary steps to take care of yourself.

Date	Topic	Pages
Feb 13	Syllabus; introduction to the course In-class essay	Preface
Feb. 15	Early civilizations of Mexico	Pages 1-18 (to “The Inka”)
Feb. 20	Early civilizations of Mexico and Central America; early civilizations of South America	
Feb. 22	Early civilizations of South America Assignment #1 on Canvas	Pages 18-24 (to “The Reconquest”)
Feb. 27	Europe and Africa before contact Assignment #1 due	Pages 24-40 (to “First Encounters...”)
Mar. 01	Early contact; the Spanish	Pages 40-47; chapter 2
Mar. 06	The Spanish	
Mar. 08	The Portuguese	Chapter 2
Mar. 13	Selected reading and in-class essay	
Mar. 15	Colonial structures	Chapter 3; pages 239-247 (to “Daily Life...”)
Mar. 20	Production and labor Assignment #2 on Canvas	Chapter 4
Mar. 22	Trade and defense Assignment #2 due	Chapter 5
Mar. 27	Societies	Chapter 6; pages 247-277
Mar. 29	Midterm questions on Canvas	
Apr. 03-05	NO CLASS – Spring Break	
Apr. 10	Open discussion	
Apr. 12	Midterm exam	
Apr. 17	Family	Chapter 7
Apr. 19	Assignment #3 on Canvas	
Apr. 24	Expanding the empires Assignment #3 due	Pages 282-301 (to “Luso-Spanish Rivalry”)
Apr. 26	Challenges to the empires	Pages 301-303
May 01	Attempts at reforms	Pages 306-319 (to “Population Growth...”)
May 03	Growth and economies	Pages 319-332 (to “Protest...”)
May 08	Early rebellions	Pages 332-336
May 10	Growing opposition and rebellion	Pages 339-343 (to “An Era of War...”)

Date	Topic	Pages
May 15	Internal challenges to the empires	Pages 343-349 (to “Governments...”)
May 17	Colonial challenges to the empires	Pages 349-353
May 22	Foundation of rebellion Assignment #4 on Canvas	Pages 355-359 (to “Resort to Arms”)
May 24	Rebellions Assignment #4 due	Pages 359-365 (to “Spanish South America...”)
May 29	Gaining independence	Pages 365-375
May 31	Challenges after independence Final exam questions on Canvas	Epilogue
June 05	Open discussion	
June 07	Final exam	