I. **OVERVIEW**

The following information will appear in the 2016 - 2017 catalog

**HIST 125—HISTORY OF MEXICO**

---

**3 UNITS**

**54.00 Lecture Hours**

**Recommended for Success:** Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50.

This course surveys the political, social, economic, and cultural history of Mexico from Pre-Columbian times to the present. Discussion of major periods of Mexican history will focus on their contribution in shaping modern Mexico. No prior knowledge of Mexico or Spanish language is needed to succeed in this course. Field trips might be required. Not repeatable. (A-F or P/NP) **Transfer:** (CSU, UC) **General Education:** (MJC-GE: B ) (CSU-GE: D3, D6 ) (IGETC: 4C, 4F )

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. **HISTORICAL TOPICS**

   1. **Time Periods**

      a. Mesoamerican Civilizations
      b. Spanish Exploration and Conquest of Mesoamerica
      c. Early Colonial Period
      d. Late Colonial Period and Independence
      e. Nation Building through the Death of Benito Juarez
      f. The Porfiriato
      g. The Mexican Revolution and its Aftermath
      h. Stability, and the Institutionalization of Politics through 1990
      i. Mexican Post-WWII Reality; 1945 to 1970
      k. The Zapatista Rebellion and Other Social Movements
      l. The Twenty First Century: The PRI, the Pan, the Narcos.

2. **Themes:**

   a. Mesoamerican Imperialism
b. Spanish colonialism and its impact on Mesoamerican societies

c. Indian Co-optation, Resisitance, and Adaptation.

d. Race, Ethnicity, Class, Gender, and Culture

e. The colonial legacy

f. Economic and labor institutions

g. Indian communities, workers, peasants, elites

h. Political and religious institutions, ideology, cultural and intellectual developments.

i. Development and underdevelopment; poverty and wealth

j. Social movements; crime and deviance.

B. HISTORICAL ANALYSIS SKILLS

1. Demonstration of knowledge of historical information such as names, chronologies and periodization, terms and concepts.

2. Understanding of the diversity and complexity of the historical context that shapes human experience.

3. Understanding of the interrelatedness of historical events as expressed in such concepts as continuity and change, causation, interdependence of cultures, and the interaction between differing groups and societies.

4. Ability to take a position on a debatable historical issue and use historical data as evidence to support position.

5. Analysis of primary and secondary sources.

6. Understanding of the concepts of bias and point-of-view as they relate to historical thinking.

7. Formulate important historical questions through inquiry.

8. Determination of the significance of different kinds of historical change

9. Understanding that although the past tends to be viewed in terms of present values, a proper perception of the past requires a serious examination of the values of the time

10. Ability to articulate the above modes of historical thinking and analysis through critical writing and/or discussion.

B. ENROLLMENT RESTRICTIONS

1. Advisories

Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50.

2. Requisite Skills

Before entering the course, the student will be able to:

A. Read and comprehend college level texts.
C. **HOURS AND UNITS**

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>54</td>
<td>3.00</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Lectures that provide frameworks for content knowledge and historical analysis skills (i.e. didactic and dialectical/Socratic method).
2. Active interpretive exercises with sources such as, but not limited to, maps, narratives, images, primary texts, audio speeches, art and music.
3. Active learning exercises and student-centered learning techniques (discussions, 'one-minute papers', debate) designed to teach students to assess and appraise historical developments, then draw their own conclusions.
4. Possible field trips

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   A. Reading assignments of approximately 30 - 60 pages (weekly).
   B. Reading assignments of primary source documents, and/or scholarly journals (weekly or bi-weekly).
   C. Typed essays or projects that demonstrate content knowledge and understanding of historical analysis skills, totaling approximately 1,500 to 2,000 words (one to two per term).
   D. Discussion board or journal writing, based on textbook and supplementary readings, totaling approximately 200 words per assignment (weekly or bi-weekly).
   E. Preparation for in-class quizzes and examinations based on reading assignments and class lectures/discussions. Exams include a significant written component (two to three exams per term).

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   A. Written in-class essays based on analytical questions.

   1. **Prompt:** Mexico's transition to independence was peculiarly difficult and contradictory. Explain the reasons for this. **Hints for Success:** An "A" essay should periodize the different stages of the conflict, and compare and contrast the leadership, the goals, and the followers of the movements led by Miguel Hidalgo, José María Morelos, and Agustín de Iturbide. Can the outcome of the Wars of Independence be considered a social revolution?

   B. Analytical papers that ask students to use evidence from primary and secondary sources to answer a historical question. May be in the form of a research paper, discussion board entry or critical essay.

      1. To answer this question you need to use ALL the primary and secondary material handed
out in class. **Prompt:** Pretend to be either a Mexican liberal or a conservative, and write a "proclamation" explaining to the Mexican people why you have just overthrown the opposition government. After the proclamation argue for what YOU think was THE major source of conflict between liberals and conservatives during this period. Do you think there could have been a middle ground? Why? Why not? Finally, briefly discuss the impact of the liberal/conservative cleavage on Mexico's historical development. **Hints For Success:** Those who read the proclamation should be able to identify not only your ideals and policies, but why your opposition is wrong.

C. Book or article reviews of scholarly work that ask students to identify the author's main arguments and offer a critique of those arguments. May be in the form of formal review essay, discussion board entry or journal.

1. The excerpt on the Maya from Jared Diamond's *Collapse* argues that a lack of foresight by the Maya leaders played an important part in the collapse of that civilization:

   a. **Prompt:** In your discussion posting I want you to address the following issues (not all responses to the questions will require the same length, but I want a total of at least 500-words for the entire assignment. I would especially like you to focus on developing your answers to questions c. and e.):

      i. State four reasons for the collapse of the Maya according to Diamond.

      ii. How convincing is Diamond's evidence and argument? Explain.

      iii. What kind of counterarguments would you use to challenge some of Diamond's premises?

      iv. What is the most surprising information you got from this reading? Explain.

      v. If Diamond's argument is correct, do you think there is a lesson to modern audiences about humans ability to see beyond their own self-interest? Are we doomed to repeat history?

F. **TEXTS AND OTHER READINGS (TYPICAL)**


3. Other: Primary and secondary source documents relating to themes and topics in History 125. Typical sources might include (but are not limited to) autobiographies, governmental documents, sermons, diaries, film, letters, scholarly articles. These sources may be found in peer-reviewed journals, in online databases, in publisher websites, or in books.

III. **DESIRED LEARNING**

A. **OBJECTIVES**

1. **Required Objectives**

   *Upon satisfactory completion of this course, the student will be able to:*

   a. Identify and describe influential events, developments, people, and ideas from the Mexican past.

   b. Analyze the impact, and the changes and continuities that resulted from Mexico's major historical watersheds such as: the rise of Mesoamerican civilizations, the decline of the Maya, the rise of the Aztecs, the conquest by the Spanish in 1521, Independence, La Reforma and the Porfiriato,
the Mexican Revolution, and the fall of the Institutional Revolutionary Party (PRI), and the rise of the National Action Party (PAN.)

c. Appraise and judge contributions toward the shaping of Mexican society and culture by diverse elements such as indigenous populations, political leaders and social movements, religious institutions, reformers, radicals, urban workers, business elites, land-holders, immigrants, and cultural leaders.

d. Analyze and evaluate conflicting ideologies such as: mercantilism and free trade, conservative and liberal political thought, social Darwinism and Indigenismo, and corporatism and neo-liberalism in the Mexican context.

e. Examine the reasons and justification for Mexican domestic and foreign policies, especially in its relationship to the United States.

f. Describe the major economic, social, political, and cultural issues facing Mexico today.

g. Compare and contrast the diversity and breadth of the Mexican experience with respect to ethnic, regional, and foreign influences.

h. Evaluate present and probable future Mexican achievements and failures.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION

1. Written quizzes
2. Discussions
3. Objective quizzes
4. Homework assignments

B. SUMMATIVE EVALUATION

1. Will include essay examinations that require demonstration of historical analysis skills and content knowledge. Typical length: 600 - 1,200 words.

2. Will include formal essays and or research projects that require demonstration of content knowledge and historical analysis skills. Collective typical length: 1,500 - 2,500 words.

3. May also include projects and presentations that include significant critical analysis of historical topics. Typical length: 750 - 1,000 words.

4. May also include objective examinations that measure knowledge of historical information.
Course Learning Outcomes

Upon satisfactory completion of this course, the student should be prepared to:

1. Demonstrate factual knowledge of key political, economic, social and cultural events and issues in the history of Mexico.
2. Apply critical thinking (including causal analysis and skeptical inquiry) to historical concepts and developments in history.
3. Evaluate, analyze and interpret primary and secondary historical sources and make historical arguments based on these sources.
PREPARED BY: Curtis Martin  
COURSE PREFIX AND NUMBER: HIST 125  
COURSE TITLE: History of Mexico  
EFFECTIVE DATE: 05/02/2016

DISTANCE EDUCATION: ONLINE COURSE  All class time is done online. Students must have access to a computer and the Internet. Course has no on-campus meetings.

METHOD OF INSTRUCTION:
- Telephone Contact
- E-mail
- Synchronous Chat
- Asynchronous Discussion
- Viewing Text-based Materials
- Viewing video/audio Materials
- Listening to audio-only materials
- Web or Computer-based Activities
- Written Assignments
- Reading Course Materials
- Other Assigned Readings
- Quizzes, Exams, and Surveys
- Group Projects

CHECK BELOW THE METHODS THAT WILL ENSURE APPROPRIATE INSTRUCTOR/STUDENT CONTACT AS REQUIRED BY TITLE 5:

DESCRIBE HOW THE METHODS SELECTED WILL ALLOW STUDENTS TO MEET THE COURSE LEARNING OUTCOMES OF THE COURSE:
Lectures, readings, assignments, audio-visuals, and exams posted to the course learning management system parallel those of more traditional brick-and-mortar courses. The only missing components of online courses are the formal synchronous lectures of traditional classrooms. However, technology is increasingly making it possible to replicate live lectures to which students can respond asynchronously.

ARE THE METHODS OF EVALUATION DIFFERENT FROM THOSE LISTED ON THE APPROVED COURSE OUTLINE?  
IF SO, IN WHAT WAYS DO THEY DIFFER?
The methods of evaluation are different in how exams are given. Because these courses are fully online, students take exams outside a proctored environment, which means students in the online environment are not required to demonstrate the ability to study material then turn their knowledge into written responses without support of instructional material. In essence, online examinations are the equivalent of "take home" or "open book" exams. Although we can minimize cheating by the use of tools, such as Turnitin.com, we do not know who, exactly, is taking any given assessment in the online environment. However, new technologies such as ProctorU and Kryterion now offer the possibility of proctored exams online. It remains to be seen if the institution purchases this new technology.
COURSE TITLE: History of Mexico
EFFECTIVE DATE: 05/02/2016

DISTANCE EDUCATION: MIXED MODALITIES/HYBRID COURSE Some, but not all, class time is replaced by distance education. Students must have access to a computer and the Internet. Course has one or more on-campus meetings.

Describe this hybrid option. Typically, what parts of the course are done face-to-face? Typically, what parts are done online?
The hybrid is a 50-50 split between on-campus meeting and online work. Lectures take place face-to-face, while online discussions of readings and lecture take place in the online format. Summative assessments take place in class, while formative assessments (discussion writing, etc.) take place online.

METHOD OF INSTRUCTION:
- On Campus Orientation Sessions
- Group Meetings/Review Sessions
- E-mail
- Synchronous Chat
- Asynchronous Discussion
- Individual Meetings
- Viewing Text-based Materials
- Viewing video/audio Materials
- Listening to audio-only materials
- Web or Computer-based Activities
- Written Assignments
- Reading Course Materials
- Quizzes, Exams, and Surveys
- Other Assigned Readings

CHECK BELOW THE METHODS THAT WILL ENSURE APPROPRIATE INSTRUCTOR/STUDENT CONTACT AS REQUIRED BY TITLE 5:

DESCRIBE HOW THE METHODS SELECTED WILL ALLOW STUDENTS TO MEET THE COURSE LEARNING OUTCOMES OF THE COURSE:
Classroom experience closely replicates that of traditional classes, except that face-to-face meetings are shorter, and thus the expectation is that students complete a major portion of the work online. Readings, assignments, audio-visual, and exams are the same of those in the course outline. Brick-and-mortar lectures are provided in a more concise form, but it is supplement by material online so that it is equivalent to that of the course outline.

ARE THE METHODS OF EVALUATION DIFFERENT FROM THOSE LISTED ON THE APPROVED COURSE OUTLINE?
IF SO, IN WHAT WAYS DO THEY DIFFER?
The methods of evaluation for a hybrid course are exactly the same as those approved for the course outline.