

History 135: History of Mexico Course Syllabus

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Office Hours: After class | By appointment | Online via Zoom

Course Web Site: <http://eccwhp.org>

Course Description

This course surveys the political, social, cultural, and economic history of Mexico from Pre-Columbian times to the present. Discussion of major epochs of Mexican history will focus on the influence of various cultural groups in shaping modern Mexico.

Student Learning Outcomes

Upon completion of *History 135: History of Mexico*, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Mexican history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

Course Objectives

1. Identify the role of geography in Mexican history.
2. Describe and assess the cultural contributions of various pre-Columbian civilizations of Mexico.
3. Evaluate Spain's impact on Mexican historical development.
4. Analyze the Spanish colonial period in economic, political, religious and social terms.
5. Identify and discuss the causes of the Mexican Independence movement against Spanish rule including major participants and events.

6. Assess the economic and political challenges faced by Mexico during early nationhood.
7. Evaluate Mexican foreign diplomatic relations during the nineteenth century with an emphasis on the role of the United States.
8. Discuss and determine the complex philosophies and politics of the age of the Reform.
9. Analyze the economic, political, and social characteristics of the age of Porfirio Diaz.
10. Analyze the causes, effects, and aftermath of the Mexican Revolution of 1910.
11. Identify and evaluate the major political issues of Modern Mexico from 1910 to the present.
12. Compare and contrast Native America and European cultural contributions in shaping Mexican identity.

Assessment Measures

Student performance in History 135 will be assessed in four ways:

1. *Essay Examinations (50% of the grade)*: Writing an effective college level in-class essay examination requires that students have knowledge of the subject matter and that students have the ability to organize the knowledge into a coherent set of arguments. An effective essay has a clear introduction, a solid body of evidence and argumentation and a firm conclusion based on what was written. Unlike take-home essay examinations, an in-class essay examination must also contend with time. To ensure that you are exposed to wide range of assessment measures, students enrolled in History 135 will complete two essay exams in which major social, economic, political and cultural patterns will be reconstructed through the analysis and evaluation of historical sources.
2. *Objective Examinations (20% of the grade)*: Students will complete in-class examinations in which historical periods, themes and ideas will be analyzed and evaluated to determine the accuracy of their presentation. These examinations will test a student's course knowledge base and a student's ability to read critically.
3. *Seminars (20% of the grade)*: Creating a community of learners through academic and social involvement in the classroom encourages students to be active participants in the learning process and promotes their persistence in the pursuit of their educational goals,

whether it be completing a certificate program, attaining an Associate of Arts/Science degree, or transferring to a four-year institution. To emphasize this aspect of your academic training, students will collaboratively address a variety of historical questions by analyzing primary and secondary sources in a seminar setting.

4. *Research Methodology (10% of the grade)* Students will be introduced to research methodology by producing a collaborative/individual research presentation that will cite scholarly monographs, articles and websites for a selected topic within the scope of this course. Through the completion of this assignment, students will gain knowledge of library resources and research methods.

No Make-up Exams/Activities

Under no circumstances except for a documented medical reason will make-up exams/activities be administered.

Required Books/Materials

The following books and materials are required for this course. They are available at the ECC Bookstore.

Bonfil Batalla, Guillermo. *Mexico Profundo*. University of Texas Press, 2000.

Tuñon Pablos, Julia. *Women in Mexico*. University of Texas Press, 1999.

Computer/Internet Access

Students must access the Internet to download lecture notes. If you do not have Internet access, be sure to use one of the many computer labs accessible at SBCC. To learn the location time of these labs visit the following website: <http://www.sbcc.cc.ca.us/computerresources/>

Student Grade Record

The course grade will be based on two essay examinations and four objective examinations, a series of secondary source analysis and seminar participation. All examinations are graded on the 100% scale. Please be sure to retain all materials returned. The following is the course grade distribution.

90-100% A = 4.0	70-79% C = 2.0	59% and below F
80-89% B = 3.0	60-69% D = 1.0	

Attendance

Attendance is mandatory in this class! Be sure to explore SBCC's online course offerings if you do not enjoy being in a classroom setting. Students are responsible for signing the attendance roster. If a student is unable to attend class, it is his/her responsibility to notify the instructor through an e-mail message. If a student stops attending class, then it is their responsibility to drop the course. Failure to do so will result in an F issued for the course grade.

Rules of Conduct

The instructor will not tolerate disruptive behavior in class. Disruptive behavior includes, but is not limited to: coming to class unprepared, arriving late to class, striking up a conversation with your neighbor during class, taking naps during class, failing to take notes during class, leaving class early, not coming to class, and forgetting to turn off cell phones before coming into class. Dishonesty, plagiarism, and cheating will result in immediate dismissal from this course.

How to Succeed in this Course

What makes a successful college student? Successful college students accept personal responsibility, are self-motivated, and have mastered self-management. This course will call upon students to adopt and apply these principles by asking them to:

1. Study consistently throughout the semester
2. Stay on top of reading assignments.
3. Take detailed notes.
4. Review their notes regularly.
5. Have assignments ready in advance
6. Work on writing skills.
7. Attend class regularly.
8. Visit the instructor during office hours.

Accommodations for Students with Disabilities

Disability Services and Programs for Students (DSPP) coordinates all academic accommodations for students with documented disabilities at Santa Barbara City College. If you have or think you

might have a disability that impacts your educational experience in this class, contact DSPTS to determine your eligibility for accommodations.

DSPTS is located in the Student Services (SS) Building, Room 160. Their phone number is 805-730-4164.

If you have already registered with DSPTS, please submit your accommodation requests via the DSPTS Online Services Student Portal' as soon as possible. This needs to be done each semester. If you have any questions or concerns about your accommodations, please make an appointment with a DSPTS Counselor.

Complete this process in a timely manner to allow adequate time to provide accommodations.

Proposed Topics and Readings

The instructor reserves the right to alter or deviate from the proposed topics and reading schedule. Students will be notified in advance should changes be made. The most current schedule will always be available on the instructor's web page.

Course Introduction

Required Reading/Viewing

- Course syllabus and History 154 website

Threshold Concepts and Historical Knowledge

- Bonfil Batalla, *Mexico Profundo*, Introduction
- Tuñón Pablos, *Women in Mexico*, Introduction
- *Deconstructing History* and *Tlaxcalan Actas*

The Writing Systems of Mesoamerica

Required Reading/Viewing

- Bonfil Batalla, *Mexico Profundo*, Chapter 1: Land of a Millenarian Civilization
- *Codex Mendoza Folio 2r*
- *Mesoamerican Numbering Systems*

Breaking the Maya Code

Required Reading/Viewing:

- Bonfil Batalla, *Mexico Profundo*, Chapter 2: The Indian Recognize
- PBS Video - in class viewing: *Cracking the Maya Code*
- *Deciphering the Maya Glyphs*

The Codex Mendoza

Required Assignments/Reading/Viewing:

- Tuñón Pablos, *Women in Mexico*, Chapter 1: Women in the Mexica World
- *Codex Mendoza – Selected Folios*
- Article Analysis: "The Ecological Basis for Aztec Sacrifice." Michael Harner. *American Ethnologist*, Vol. 4, No. 1, (Feb., 1977)

Conquest, Colonization and Conversion

Required Assignments/Reading/Viewing:

- Bonfil Batalla, *Mexico Profundo*, Chapter 3: De-Indianizing that which is Indian
- *Democrates Alter*

The Ordering of a Colonial World

Required Assignments/Reading/Viewing:

- Bonfil Batalla, *Mexico Profundo*, Chapter 4: The Problem of a National Culture
- Tuñón Pablos, *Women in Mexico*, Chapter 2; Women in New Spain
- *The New Laws and The Request of Antonio de Maldonado*
- Article Analysis: "Conquistador and Pestilencia." Alfred Crosby. *The American Historical Review.*, Vol. 47, No. 3 (Aug., 1967)

The Spiritual Conquest Revisited

Required Assignments/Reading/Viewing:

- Bonfil Batalla, *Mexico Profundo*, Chapter 5: The Colonial Order
- *The Morelos Census* and *Letter to King Philip II*
- Article Analysis: "The Spiritual Conquest Reexamined." Sarah Cline. *The Hispanic American Historical Review*. Vol. 73, No. 3 (Aug., 1993)

The Criollo-Peninsular Controversy

Required Assignments/Reading/Viewing:

- Bonfil Batalla, *Mexico Profundo*, Chapter 6: Forging a Nation\
- *Second Treatise on Government*

El Grito de Dolores

Required Assignments/Reading/Viewing:

- *El Plan de Iguala* (Historias)
- Article Analysis: "The Process of Mexican Independence." Virginia Guedea. *The American Historical Review*, Vol. 105, No. 1 (Feb., 2000)

The Constitution of 1857

Required Assignments/Reading/Viewing:

- Tuñón Pablos, *Women in Mexico*, Chapter 3: Women in the Nineteenth Century
- *Speech on Land Reform*

Order and Progress at a Cost

Required Assignments/Reading/Viewing:

- Bonfil Batalla, *Mexico Profundo*, Chapter 7: Our Modern Times
- Tuñón Pablos, *Women in Mexico*, Chapter 4: Peace in Porfirian Times
- *President Díaz: Hero of the Americas*

La Revolución

Required Assignments/Reading/Viewing:

- Bonfil Batalla, *Mexico Profundo*, Chapter 8: The Paths of Indian Survival
- Tuñón Pablos, *Women in Mexico*, Chapter 5: From Revolution to Stability
- *El Plan de Ayala* and *Long Live Land and Liberty*
- Film - in class viewing: *The Last Zapatistas*

New Political Models and Democratic Consolidation

Required Assignments/Reading/Viewing:

- Bonfil Batalla, *Mexico Profundo*, Chapters 9: The Nation We Have Today/Chapter 10: Civilization and Alternatives
- Tuñón Pablos, *Women in Mexico*, Chapter 6: From Development to Crisis/Conclusion
- *Speech to the Nation* and *Today We Say Enough is Enough*