

HIST R109: HISTORY OF MEXICO

Originator

jwilsongonzalez

College

Oxnard College

Discipline (CB01A)

HIST - History

Course Number (CB01B)

R109

Course Title (CB02)

History of Mexico

Banner/Short Title

History of Mexico

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This is a survey of Mexican history from the pre-Columbian era to the present. The course presents major historical developments and personalities shaping the nation of Mexico. The class focuses on Meso American culture and civilization, the Spanish colonial period from the 1500's to the 1800's, the Mexican independence years, and the problems of nationhood through the 1850's. The U.S.-Mexican War, and the relationship between Mexico and the United States in the 20th and 21st centuries are also reviewed. Mexico's role in the world community, both historical and contemporary, remains a key topic.

Taxonomy of Programs (TOP) Code (CB03)

2205.00 - History

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Alternate grading methods

Credit by exam, license, etc.

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours**Carnegie Unit Override**

No

In-Class**Lecture****Minimum Contact/In-Class Lecture Hours**

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Student will identify, locate, and describe Mesoamerican civilizations in the pre-Columbian period. |
| 2 | Student will understand the various causes of the Mexican War for Independence from Spanish rule. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|----|--|
| 1 | Describe the major Native American societies that developed in Mexico prior to European contact—the origins, evolution, and chronological development of key Mexican Indian civilizations. |
| 2 | Identify the important cultural, social, and political characteristics of pre-European Mexican Indian societies. |
| 3 | Express awareness regarding the Spanish background of Mexican culture and history and identify motives explaining Spanish-European colonization of America. |
| 4 | Identify and evaluate political, social, and economic factors influencing the Spanish conquest and colonization of Mexico from the 1500s to the 1800s. |
| 5 | Identify and evaluate the causes and consequences of Mexican independence from Spain. |
| 6 | Summarize Mexican history in the nineteenth century, identify issues relating to Mexico-United States affairs, and evaluate themes associated with Mexican economic growth and modernization during the presidency of Porfirio Diaz. |
| 7 | Recognize and appraise the origins of the 1910 Mexican Revolution, being able to explain its legacy and continuing influence in contemporary politics. |
| 8 | Explain the impact and influence of Mexican history and culture in the United States. |
| 9 | Apply the perspective of Mexico's historical experience (the past) to effectively analyze contemporary problems, issues, and prospects (the present). |
| 10 | In summary, students will recognize and be able to appraise the major political, economic, social, and cultural events, movements, and trends in Mexican history. |

Course Content

Lecture/Course Content

1. Course Introduction and Conceptual/Thematic Definitions
2. Meso American Civilizations
 1. Pre-Classic Era, 1200 B.C.E. - 200 B.C.E.
 2. Classic Era, 200 B.C.E. - 800 C.E. (Maya and Teotihuacano)
 3. Post-Classic Era, 800 C.E.-1500 C.E. (Toltec and Aztec)
3. Colonial New Spain
 1. Spanish Society and Culture
 2. Spanish Conquest of Mexico—Political, Economic, Religious
 3. Characteristics and Institutions of Spanish Colonialism
 - a. Church-State Relations
 - b. Colonial Economics—Mercantilism and Encomienda System
 - c. Politics—Spain's Government in America
 4. Culture of New Spain
 - a. Literature
 - b. Art
 5. Race Relations in New Spain
 - a. Spanish (Criollo and Peninsular)
 - b. Mestizaje Process
 - c. Indian Society in New Spain
4. Mexican Independence Period, 1810-1821
 1. Origins of Mexican Independence Movements—External and Internal
 2. External Factors—Political Developments in Spain
 3. Internal Factors—Social, Political, Economic Conditions in New Spain
 4. Key Independence Leaders—Hidalgo, Morelos, Iturbide, Santa Anna
5. Problems in the Early National Period: Era of Turmoil, 1821-1857
 1. Economic and Political Unrest
 2. Mexican Civil Wars—Federalists vs. Centralists Conflicts
 3. Influence of Church and Military in Mexican Politics
 4. Texas Revolution
 5. War with the United States, 1846-1848: Origins and Legacy
6. Age of Capitalism, 1857-1910
 1. Benito Juarez, the Liberal Party, and 1857 Constitution
 2. War of the Reform, 1857-1860
 3. French Intervention in Mexico—Maximiliano's Brief Monarchy
 4. The Porfiriato—Age of Porfirio Diaz 1876-1910
 5. Trials of Modernization and Industrialization during the Porfiriato
7. The Epic Revolution, 1910-1921
 1. Origins and Causes of the Mexican Revolution
 2. Revolutionary Leaders—Madero, Huerta, Carranza, Villa, Zapata
 3. U.S.-Mexico Relations in an Age of Revolution and World War
8. The Period of Reconstruction, 1921-1934
 1. Obregon, Oil, and the United States
 2. Administration of Plutarco Calles
 3. The PNR and the PRI: The Revolution Becomes Institutionalized
 4. Cristero Rebellion, 1926-1929
9. Administration of Lazaro Cardenas, 1934-1940
 1. Social and Economic Reform: The Revolution Goes to the Left
 2. Society and Culture from Obregon to Cardenas
10. From Revolution to Evolution, 1940-1946
 1. Administration of Manuel Avila Camacho, 1940-1946
 2. Mexico, The United States, and World War II
 3. Bracero Program, 1942-1964
11. Presidencies of Miguel Aleman Valdes and Adolfo Ruiz Cortines, 1946-1958
 1. Economic Growth and Industrialization
 2. Improved Relations with the United States
 3. Rise of Mexican Tourism
 4. Educational Advances
12. Tensions of Development and Democratization, 1960s-1980s
 1. The Institutionalized Revolution
 2. Criticisms of the One-Party System
 3. Diaz Ordaz and Political Discontent
 4. The Olympic Games and Tlatelolco

5. Jose Lopez Portillo and Petropolitics
13. Recent Mexican History
 1. The De la Madrid Administration, 1982-1988
 2. Economic and Financial Crisis: Rise and Fall of Oil Boom
 3. U.S.-Mexico Relations: Immigration, Trade, Drugs
 4. 1988 Elections: Salinas de Gortari and Mexican Democratization
 5. NAFTA
 6. Zapatista Uprising in Chiapas, 1994
 7. Presidency of Ernesto Zedillo, 1994 - 2000
 8. 2000 Election and End of the PRI Monopoly

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Essays
 Group projects
 Individual projects
 Objective exams
 Oral presentations
 Quizzes
 Reports/papers
 Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Computer-aided presentations
 Collaborative group work
 Class discussions
 Distance Education
 Field trips
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Internet research
 Lecture
 Small group activities

Describe specific examples of the methods the instructor will use:

1. Topical lectures, such as the pre-European Aztec culture, society, politics, and economy
2. Guided discussions covering such topics as factors that led to Mexico's fight for independence from Spain
3. Responses to specific tasks presented in worksheets or task specific activities such as preparing for classroom group discussions
4. Short essays on assigned topics (or rough drafts to assigned questions that may appear on essay exams), such as comparing and contrasting various Pre-Columbian Mesoamerican civilizations.
5. Research papers that include citations and a bibliography
6. Reviews about the merits of a particular historical resource, such as primary sources or a monograph

Representative Course Assignments

Writing Assignments

1. Students will write responses to study questions based on lecture and reading material.

2. Students may submit written evaluations of videos shown in class for credit. Sample videos include, "Lost Kingdom of the Maya," "Conquistador: Hernan Cortes," "Mexico: From Independence to the Alamo," "U.S.-Mexican War, 1846-1848."
3. Responses to specific tasks presented in worksheets or task specific activities such as preparing for classroom group discussions.
4. Short essays on assigned topics (or rough drafts to assigned questions that may appear on essay exams), such as comparing and contrasting different regions of Mesoamerica.
5. Reviews about the merits of a particular historical resource, such as primary sources or a monograph.
6. Research and write a historical essay, arguing the historical significance of a historical figure in Mexico; or an oral history paper that would relate the Mexican interviewee's experiences to appropriate primary and secondary sources in Mexican history.

Critical Thinking Assignments

1. Participate in class and small group discussions debating the impact of the Porfiriato.
2. Compare and contrast primary source documents to evaluate authorship.
3. Write a research paper arguing the historical impacts of a historical figure within Mexican history.
4. Analyze what led to the Mexican War for Independence.

Reading Assignments

1. Students are required to read textbook chapters reviewing historical experiences of the Mexican people, for example, reading chapter two, "The Classic Era" in Meier, Sherman, *The Course of Mexican History*.
2. Outside reading of Mexican fiction and novels such as *The Underdogs*, by Mariano Azuela.
3. Students required to read articles from internet websites on Mexican history, articles pertinent to class themes which can be found on mexconnect.com, historychannel.com/exhibits/Mexico, and lonelyplanet.com.

Outside Assignments

Representative Outside Assignments

1. Library and internet inquiry activities such as locating bodies of evidence and documents pertaining to the material covered in class.
2. Creating maps and timelines that help students internalize the geographic and chronological dynamics of Mexican history.
3. Watching and evaluating documentaries for the purpose of writing a review or report and also for the purpose of supplementing the perspectives provided by the lectures and assigned readings.
4. Museum visits that require a written and/or oral report.
5. Weekly short essay assignments evaluating and debating primary and secondary sources.
6. Research and write a historical essay, arguing the historical significance of a historical figure in Mexico; or an oral history paper that would relate the Mexican interviewee's experiences to appropriate primary and secondary sources in Mexican history.
7. Prepare written and/or oral presentations on topics such as the social, political, and economic impacts of the Mexican Revolution.

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

DescriptionDeeds, S.M., Meyer, M.C., Sherman, W.C. (2017). *The Course of Mexican History* (11). New York Oxford University Press. 0190659017**Resource Type**

Other Instructional Materials

Description

Recommend that students watch films such as "The Other Conquest," "Viva Zapata," "A Day Without a Mexican," "Los Olvidados," "Salt of the Earth," "Frida".

Resource Type

Textbook

Classic Textbook

No

Description

Pablos, Julia T., *Women in Mexico: A Past Unveiled* (1999). University of Texas Press.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed, such as asking students to analyze the impact of U.S. intervention in Latin America, will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
Other DE (e.g., recorded lectures)	Students will watch online lecture videos.
Face to Face (by student request; cannot be required)	Students will have direct face-to-face contact with instructor during weekly class meetings. This time will provide the opportunity for students to discuss and ask questions about the material to facilitate student learning objectives and course outcomes. The instructor will also hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.

E-mail	E-mail, class announcements and various learning management system tools will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Hybrid (51%–99% online) Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed, such as asking students to analyze the impact of U.S. intervention in Latin America, will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
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100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed, such as asking students to analyze the impact of U.S. intervention in Latin America, will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
Other DE (e.g., recorded lectures)	Students will watch online lecture videos.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
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Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

HISTORY

Review and Approval Dates**Department Chair**

08/29/2020

Dean

08/31/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000139383

DOE/accreditation approval date

MM/DD/YYYY