

## History 154: History of Mexico Course Syllabus

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**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 154: 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 154 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. *Collaborative 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 also require historical problem solving.
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 SBCC Bookstore.

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

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

The rest of the course readings and assignments are located online through the Canvas course site.

### **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 El Camino College. For example, computers can be accessed at the Library Media Technology Center (LMTC) located at the East Lower Level of Schauerman Library. Call (310) 660-6715 for hours of operation. What software and hardware will you need for this course? You must have at a minimum:

- Internet access
- An Internet Explorer
- PDF File Reader

**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**

“Students are expected to attend their classes regularly. Students who miss the first class meeting or who are not in regular attendance during the add period for the class may be dropped by the instructor. Students whose absences from a class exceed 10 percent of the scheduled class meeting time may be dropped by the instructor. However, students are responsible for dropping a class within the deadlines published in the class schedule. Students who stop attending but do not drop may receive a failing grade. Students may view their registration status on MyECC.”  
– 2018-19 *El Camino College Catalog* (p. 20)

**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
5. Have assignments ready in advance

2. Stay on top of reading assignments.
3. Take detailed notes.
4. Review their notes regularly.
6. Work on writing skills.
7. Attend class regularly.
8. Visit the instructor during office hours.

### **Accommodations for Students with Disabilities**

The Special Resources Center (SRC) coordinates all academic accommodations for students with documented disabilities at El Camino College. If you have or think you might have a disability that impacts your educational experience in this class, contact SRC to determine your eligibility for accommodations.

SRC is located in the Southeast Wing of the Student Services Center. Their phone number is (310) 660-3295.

If you have already registered with SRC, please submit your accommodation requests 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 SRC 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 Canvas.

#### **Topic 1: Decoding the Discipline**

##### *Required Reading/Viewing*

- Bonfil Batalla, *Mexico Profundo*, Introduction and Tuñon Pablos, *Women in Mexico*, Introduction
- Article Analysis: Alun Musnlow, *Deconstructing History*
- Primary Source Analysis: *Tlaxcalan Actas*
- Seminar 1: A Post-Conquest Cabildo

**Topic 2: The Writing Systems of Mesoamerica***Required Reading/Viewing*

- Bonfil Batalla, *Mexico Profundo*, Chapter 1: Land of a Millenarian Civilization
- Primary Source Analysis: *Codex Mendoza Folio 2r*
- Seminar 2: Pictures or Writing?

**Topic 3: Breaking the Maya Code***Required Reading/Viewing:*

- Bonfil Batalla, *Mexico Profundo*, Chapter 2: The Indian Recognize
- Article Analysis: Peter M. J. Douglas, *Drought, agricultural adaptation, and sociopolitical collapse in the Maya Lowlands*
- Primary Source Analysis: *Deciphering the Maya Glyphs*
- Seminar 3: Deciphering Maya Glyph Blocks

**Topic 4: The Codex Mendoza***Required Assignments/Reading/Viewing:*

- Tuñón Pablos, *Women in Mexico*, Chapter 1: Women in the Mexica World
- Article Analysis: Peter Hassler, *Human Sacrifice Among the Aztecs?*
- Michael Harner, *The Ecological Basis for Aztec Sacrifice*
- Primary Source Analysis: *Codex Mendoza – Selected Folios*
- Seminar 4: The Mexica World

**Topic 5: Conquest, Colonization and Conversion***Required Assignments/Reading/Viewing:*

- Bonfil Batalla, *Mexico Profundo*, Chapter 3: De-Indianizing that which is Indian
- Article Analysis: Alfred Crosby, *Conquistador and Pestilencia*
- Primary Source Analysis: *Democrates Alter sive de justis belli causis apud Indos* and *De Indis De Jure Belli*
- Seminar 5: The Native American Questions

**Topic 6: The Ordering of a Colonial World***Required Assignments/Reading/Viewing:*

- Bonfil Batalla, *Mexico Profundo*, Chapter 4: The Problem of a National Culture, Chapter 5 - The Colonial Order and Tuñón Pablos, *Women in Mexico*, Chapter 2; Women in New Spain
- Article Analysis: Sarah Cline, *The Spiritual Conquest Reexamined*
- Primary Source Analysis: *The New Laws*, *The Request of Antonio de Maldonado*, *The Book of Tributes* and *Council of Huijotzingo*

- Seminar 6: Law and Society in Colonial Mexico

### **Topic 7: The Criollo-Peninsular Controversy**

*Required Assignments/Reading/Viewing:*

- Bonfil Batalla, *Mexico Profundo*, Chapter 6: Forging a Nation
- Article Analysis: Virginia Gudea, *The Process of Mexican Independence*
- Primary Source Analysis: *Second Treatise on Government*, *Sentiments of a Nation* and *The Plan de Iguala*
- Seminar 7: Consensus and Independence

### **Topic 8: The long 19<sup>th</sup> Century**

*Required Assignments/Reading/Viewing:*

- Tuñón Pablos, *Women in Mexico*, Chapter 3: Women in the Nineteenth Century
- Article Analysis: Brian R. Hammerr, *Benito Juárez, Early Liberalism and the Regional Politics of Oaxaca*
- Primary Source Analysis: *Speech on Land Reform*
- Seminar 8: The Quest for Land Reform

### **Topic 9: Order and Progress at a Cost**

*Required Assignments/Reading/Viewing:*

- Bonfil Batalla, *Mexico Profundo*, Chapter 7: Our Modern Times and Tuñón Pablos, *Women in Mexico*, Chapter 4: Peace in Porfirian Times
- Primary Source Analysis: *President Díaz: Hero of the Americas* and *Satires of José Guadalupe Posada*
- Seminar 9: The Porfirian Impact

### **Topic 10: La Revolución**

*Required Assignments/Reading/Viewing:*

- Bonfil Batalla, *Mexico Profundo*, Chapter 8: The Paths of Indian Survival and Tuñón Pablos, *Women in Mexico*, Chapter 5: From Revolution to Stability
- Article Analysis: Leonard Folgarait, *Revolution as Ritual*
- Primary Source Analysis: *El Plan de Ayala*, *Long Live Land and Liberty* and *Speech to the Nation*
- Seminar 10: Revolutionary Paths

**Topic 11: 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 and Tuñón Pablos, *Women in Mexico*, Chapter 6: From Development to Crisis/Conclusion
- Primary Source Analysis: *Today We Say Enough is Enough*
- Seminar 11: The Incomplete Revolution