

COR Component	DEI Considerations	Pre-Audit Example	DEI Audit Example
<b>Course Title and Description</b>	<p>Is the title description language accurate and inviting?</p> <p>Is the title description language student-centered and uses accessible and inclusive language?</p> <p>Is the title description language make clear to the student what the course will covered and what will be gain from the course?</p>	<p>HIST 154 - A History of Mexico</p> <p>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.</p>	<p>HIST 154 - A History of Mexico</p> <p>This course surveys the political, social, cultural, and economic history of Mexico from the <b>origins of Mexico's indigenous cultures</b> to the present. Discussion of major epochs of Mexican history will focus on the influence of <b>indigenous, African, and European cultural groups</b> in shaping modern Mexico.</p>
<b>Units/Hours</b>	<p>Do the units/hours align with transfer institutions, model curricula, and Guided Pathways goals.</p> <p><i>*"Higher units and hours can slow student progress and have consequences for student financial aid."</i></p>	<p>This course is 3 units and 3 hours of lecture. It aligns with transfer institutions, model curricula, and Guided Pathways goals.</p>	<p>No adjustments are currently necessary.</p>
<b>Limitations on Enrollment</b>	<p>Are the co-requisites or advisories a barrier to enrollment with special attentions to historically minoritized students?</p> <p><i>*"Reviewing requisites for disproportionate impact is already a requirement for certain types of requisites per <a href="#">Title 5 §55003(g)</a>, but faculty should consider whether applying that review process to other limitations on enrollment would help to ensure equitable access to more courses."</i></p>	<p>Course recommended Preparation: eligibility for English 1A</p>	<p>English 1A is recommended but not required. No barrier for enrollment is established for this course. Recommendation is valid due to the reading and writing requirements and because the course is transferable to the UC and CSU.</p>

<p><b>Course Content and Objectives</b></p>	<p>Where applicable and appropriate, does the course content explicitly include culturally responsive and anti-racist content in the topics and objectives?</p> <p>Do the course topics and objectives provide opportunities for students to see themselves and their experiences represented?</p> <p>Is the language and terminology used in the topics and objectives inclusive or is it Eurocentric in nature?</p> <p><i>*"A review should not just examine what is in the course but also what is left out."</i></p>	<p>Describe and assess the cultural contributions of various <b>pre-Columbian civilizations</b> of Mexico.</p> <p>Analyze the <b>socioeconomic and political characteristics</b> that defined the Spanish colonial period from 1521 to 1821.</p>	<p>Describe and assess the cultural contributions of <b>indigenous cultures in the formation and evolution of Mexico.</b></p> <p>Analyze <b>the implications that concepts of race, ethnicity, and culture had on shaping</b> Mexico's colonial period from 1521-1821.</p>
<p><b>Assignments</b></p>	<p>Do the example assignments provide minoritized students with the opportunities to bring their own experiences and cultural wealth to the course?</p>	<p>The opening of the 19th century witnessed the creation of a new nation in Latin America, Mexico. Founded on the principles of classic liberalism, Mexico's evolution as a new nation would be turbulent. Political instability, economic instability, and social instability each in their own way failed to provide the firm foundations needed for modernization and progress. As a result of this, one might argue that the early 19th century never truly was able to eliminate from Mexico the colonial vestiges that persisted after independence. It was these vestiges that continued to polarize Mexican society and widen the gap between power, privilege, and wealth. How was José Francisco Ponciano Arriaga's speech on land</p>	<p>The opening of the 19th century witnessed the creation of a new nation in Latin America, Mexico. Founded on the principles of classic liberalism, Mexico's evolution as a new nation would be turbulent. Political instability, economic instability, and social instability each in their own way failed to provide the firm foundations needed for modernization and progress. As a result of this, one might argue that the early 19th century never truly was able to eliminate from Mexico the colonial vestiges that persisted after independence. It was these vestiges that continued to polarize Mexican society and widen the gap between power, privilege, and wealth. <b>However, attempts to arrest these disparities could be found in the agenda of the liberal faction of</b></p>

reform reflective of the challenges Mexico faced during this time?

**Mexican politics. One might argue that the seeds of social justice in Mexico was planted by many representatives of the liberal faction. What is social justice? Here is one basic definition: "The objective of creating a fair and equal society in which each individual matters, their rights are recognized and protected, and decisions are made in ways that are fair and honest."**

**What is your definition of social justice? Is José Francisco Ponciano Arriaga's speech on land reform an attempt to address social justice (injustices) in 19th century Mexico? Identify an example of what you consider to be a social injustice in your community. How can it be addressed?**

**Learning Outcomes**

Do the course SLOs allow faculty to focus on student learning that includes equity and anti-racism.

*\*"Even where DEI content is not explicitly present, the outcomes assessment process should include equity review and thoughtful data disaggregation."*

Students will develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural themes or patterns in the history of Mexico.

Students will apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis in an essay addressing issues in the history of Mexico.

No adjustments are currently necessary.

<p><b>Methods of Instruction and Evaluation</b></p>	<p>Does the COR include multiple methods of instruction and evaluation to ensure content is facilitated to multiple learning styles?</p> <p>Does the COR provide students with a variety of methods of assessments to demonstrate their learning?</p> <p><i>*"Do assessment rubrics avoid grading on hidden curriculum? Example of hidden curriculum: grading on grammar and writing ability if there is no English prerequisite or advisory, and these are not explicitly part of the course content."</i></p>	<p>Essays</p> <p>Seminars</p> <p>Quizzes</p> <p>Primary source analysis.</p>	<p><b>Introduce more opportunities for students to conduct visual analysis (images).</b></p>
<p><b>Course Materials</b></p>	<p>Do the course textbooks and materials include diverse representations in authorship and content?</p> <p>Do the supplemental materials include diverse representations in authorship and content?</p> <p>Have open educational resources alternatives been considered to lower the economic burden on students?</p> <p>Are the materials listed ADA-accessible and 508-compliant?</p>	<p>Supplemental reading:</p> <p><i>Five Letters of Cortes to the Emperor: 1519 -1526.</i> Francis Augustus MacNutt (translator).</p>	<p>Supplemental reading:</p> <p><b><i>The Broken Spears: The Aztec Account of the Conquest of Mexico.</i> Miguel León Portilla (translator).</b></p>