HIST 33 Course Outline as of Fall 2014

CATALOG INFORMATION

Dept and Nbr: HIST 33 Title: HISTORY OF MEXICO
Full Title: History of Mexico
Last Reviewed: 3/9/2020

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00 Total Student Learning Hours: 157.50

Title 5 Category:	AA Degree Applicable
Grading:	Grade or P/NP
Repeatability:	00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:	
Formerly:	

Catalog Description:
Study of Mexican social, political and economic history from the Pre-Columbian era to the present.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Schedule of Classes Information:
Description: Study of Mexican social, political and economic history from the Pre-Columbian era to the present. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended: Eligibility for ENGL 1A or equivalent
Limits on Enrollment:
Transfer Credit: CSU;UC.
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**		Effective:	Inactive:
	D	Social and Behavioral Sciences	Fall 1981	
CSU GE:	**Transfer Area**		Effective:	Inactive:
	D	Social Science	Fall 1996	
	D6	History		
IGETC:	**Transfer Area**		Effective:	Inactive:
	4	Social and Behavioral Science	Fall 1996	
	4F	History		

CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:
UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:

CID:

Certificate/Major Applicable:
Major Applicable Course

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Identify and analyze the major cultural, economic and political centers in Mesoamerica before the European conquest in 149
2.
Recognize and define the factors leading to the Spanish colonization during the 300 hundred years of Spanish rule in Mexico.
3. Analyze the revolutionary movements in modern Mexican society.

Objectives:
1.Demonstrate critical thinking and analytical skills by utilizing methods of inquiry used by historians and other social and behavioral scientists.
2.Utilize critical thinking skills to assess and distinguish between the factual and interpretative sources of information and analysis of Mexico's historical events.
3.Analyze Mexico's social, economic, political and cultural independence and revolutionary movements that created one institutionalized party system.
4.Assess contemporary Mexican history in comparison to the past.
5.Integrate geographic knowledge with cultural and historical knowledge as to how the Mexican experience moves through both time and space.
6.Identify and employ innovative and non-traditional source materials such as literature, music, cinema, and art to analyze race relations and Mexican colonial and independent history to define their national identity.
7.Examine, evaluate, and discuss the experiences, roles, achievements, and contributions of women and ethnic groups to the Mexican society.
8.Evaluate Mexican social, political, and economic policies in the shaping of the marginalization, exploitation, and oppression of Indigenous communities and women in Mexican society.
9.Analyze the student movement and the Zapatista rebellion as the first postmodern revolution in

Latin America.

Topics and Scope:

I. Pre-Columbian civilizations
   A. Mesoamerica societies: Olmec, Maya, Teotihuacan and Toltec
   B. Aztec arrival to the Valley of Mexico; unwanted newcomers, 1270
   C. Rise of the Aztec Empire: Aztec philosophy and thought, 1325-1520
II. European society and religion
   A. Columbus encounter with the Arawak people: 1492
   B. Development of the encomienda system
   C. Hernan Cortes arrival to Mexico and the Quetzalcoatl legend
   D. The Fall of Tenochtitlan: establishment of New Spain
III. New Spain, the jewel of Spain
   A. New Spain: social, economic, political and religious systems
   B. The formation of a class and caste society
   C. Indigenous conversion to Christianity
   D. The role of the Catholic Church in New Spain
IV. Demise of the Spanish empire
   A. The Bourbon movement to restructure the colonies
   B. Mestizo and Indigenous social and economic unrest
   C. Criollo political discontent and their failure to gain independence
   D. Mestizo and Indigenous caste and class war of Independence
V. A nation is born, conservatives v liberals: 1821-1876
   A. Criollo v Mestizo civil wars for political and economic power
   B. The role of the church in the Mexican post independent society
   C. U. S. war against Mexico: 1846-1848 and The French intervention: 1855-1860
   D. Chinaco movement: the development of a Mexican cultural national identity
   E. Benito Juarez: Laws of Reform to bring stability and progress to Mexico
VI. Porfirio Diaz and the Liberal Laws: 1876-1910
   A. Uneven economic development in Mexico
   B. Open door economic policies and the U.S. investments
   C. The hacienda system: Indigenous labor in the peonage system
   D. Urban and rural social discontent
VII. The Mexican Revolution: 1910-1917
   A. The Magonista movement and the Liberal Party
   B. Francisco I. Madero and the elite's rebellion
   C. Francisco Villa, Pascual Orozco and the Army of the North
   D. Venustiano Carranza, Alvaro Obregon and the Constitutionalist Army
   E. Emiliano Zapata and the Indigenous Army of the South
   F. The Role of Women in the Revolution
VIII. The victory of the Constitutionalist Army: the Mexican Constitution of 1917
   A. The emergence of the middle class
   B. Alvaro Obregon and the creation of the new man: The Cosmic Race: 1920s
   C. Plutarco Elias Calles and the caudillismo: a turn to the right
   D. The church rebellion and the Cristero War
IX. Cardenismo and the age of populists' reforms: 1934-1940
   A. Lazaro Cardenas and the execution of the Mexican Constitution
   B. Land reform: The Ejido system
   C. Nationalization of the oil, land and natural resources
   D. Labor, social, and educational reforms
X. The formation of the Institutional Political Party (PRI)

A. The institutionalized revolution and a turn to the right
B. PRI party and the political corruption: 1940-2000
C. Union organizing and social discontent
D. Student movement, Olympic Games and Ordaz' students' massacres: 1968

XI. Post modern revolutionary movements: 1971-1994
A. Student and intellectual response to the 1968 massacre: guerrilla movements
B. Emergence of the organized left and the formation of the Revolutionary Democratic Party (PRD)
C. National Liberation Zapatista Army, (EZLN): Maya rebellion in Chiapas
D. Emergence of right wing political party: National Action Party (PAN)
E. PAN and PRI alliance to defeat the EZLN and PRD

Assignment:

1. Regular attendance and extensive in-class notetaking.
2. Read approximately 25-35 pages per week and study appropriate chapters in text and anthologies.
3. Write analytical, expository, or research essays, which will show topics covered and critical comparison.
4. Participate in small groups and class discussions.
5. Scheduled textbook report, a minimum of 1,250 words for the course.
6. In-class essay mid-terms and final examination.
7. Optional oral presentations

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework (e.g, textbook summaries), reading reports, analytical, and/or research papers.	Writing 30 - 50%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Written and/or oral presentations	Skill Demonstrations 0 - 30%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, Essay Exams	Exams 10 - 60%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and Participation	Other Category 0 - 10%

Representative Textbooks and Materials:
Aztec Thought and Culture. Leon-Portilla, Miguel. Univeristy of Oklahoma Press: 1963 (Classic)
Broken Spears. Leon-Portilla, Miguel. Beacon Press: 2010
The Chiapas Rebellion: The Struggle for Land and Democracy. Gilly, Adolfo. Duke University Press: 1998 (Classic)
The Course Of Mexican History, 6th Ed. Meyers, Michael, William Sherman, And Susan Deeds. Oxford University Press: 2014.
Las Soldaderas: Women of the Mexican Revolution. Poniatowska, Elena. Cinco Puntos Press. 2006 (Classic)
Massacre in Mexico. Poniatowska, Elena. Viking Press: 1975 (Classic)
The Mexican Revolution. Gilly, Adolfo. New Press People's History: 2006 (Classic)