

HIST 33 Course Outline as of Fall 1981**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	17.5	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 Mexico from the pre-Columbian era to the present; political, economic, and social institutions.

Prerequisites/Corequisites:**Recommended Preparation:**

Completion of ENGL 100B or ENGL 100.

Limits on Enrollment:**Schedule of Classes Information:**

Description: Study of Mexico from the Pre-Columbian era to the present; political, economic and social institution. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Completion of ENGL 100B or ENGL 100.

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:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

The student will:

1. Relate lecture materials, audio-visual presentations and textual readings into a coherent base for time study of (Mexican) history.
2. Recognize that history is not dogma; that it is a process of interaction between factual sources and those who interpret them.
3. Demonstrate critical thinking and analytical skills in a series of objective tests, written examinations and critical papers that probe Mexico's past.
4. Apply historical learning to in-class discussions of past controversies and contemporary concerns.
5. Integrate geographic knowledge with historical study--the study of human interaction transcends both space and time.
6. Identify and employ atypical and non-traditional pedagogy, to include lecture and textual source materials, such as literature, fiction, music, audio-visual and/or cinema and sport to study Mexican society and culture.
7. Examine the contributions of traditional societies, women, racial and ethnic groupings and other non-traditional groups so as to formulate a working knowledge of Mexican ideals and institutions.
8. Question own values and popular myths, as well as conventional historical analysis.
9. Synthesize the ideas of past and current historians and (from this synthesis) develop own means of addressing fundamental historical inquiry as to causation and consequence.
10. Debate the claim that the heritage and institutions of Mexico are, to some degree, unique and therefore underdeveloped, vis-a-vis

the United States, and explore the causal rationale that underwrites this alleged uniqueness.

11. Value the awareness that informational and interpretive knowledge of our neighbors history can be pragmatically employed in one's everyday life as an individual and as a citizen.

Topics and Scope:

1. Pre-Colombian Mexico
 - A. The First Mexicans
 - B. Mexico's Golden Age: The Classical Period
 - C. Times of Trouble: Post-Classic Mexico
 - D. The Rise of the Barbarians
 - E. Aztec Society and Culture
2. The Spanish Conquerers
 - A. The Spanish Invasion
 - B. The Fall of Tenochtitlan
 - C. The Settlement of New Spain
3. The Colony of New Spain
 - A. The Imperial System Entrenched
 - B. The Colonial Economy
 - C. The Colonial Church
 - D. Colonial Society: Race and Social Status
 - E. Culture and Daily Life in New Spain
4. Reform and Reaction: The Move to Independence
 - A. The Bourbons Restructure New Spain
 - B. Society and Stress in the Late Colonial Period
 - C. The Wars for Independence
 - D. The First Mexican Empire
5. The Trials of Nationhood, 1824-55.
 - A. The Early Mexican Republic, 1824-33
 - B. Santa Ana and the Centralized State
 - C. The Loss of Texas and the War with the United States
 - D. Society and Culture in the First Half of the Nineteenth Century
6. Liberals and Conservatives Search for an Operative System of Government
 - A. From Ayutla to the Reform
 - B. The French Intervention
 - C. The Restored Republic, 1867-76; Nascent Modernization
 - D. Society and Culture in the Middle of the Nineteenth Century
7. The Modernization of Mexico, 1876-1910
 - A. The Making of the Porfiriato
 - B. The Process of Modernization
 - C. The Costs of Modernization
 - D. Society and Culture During the Porfiriato
8. The Revolution: The Military Phase, 1910-20
 - A. The Liberal Indictment
 - B. The Overthrow of Diaz
 - C. Madero and the Failure of Democracy

- D. Huerta and the Failure of Dictatorship
 - E. The Illusory Quest for a Better Way
 - F. Society and Culture During the Age of Violence
9. The Revolution: The Constructive Phase, 1920-40
 - A. Alvaro Obregon Cautiously Implements the Constitution
 - B. Mexico Under Plutarco Calles
 - C. Cardenas Carries the Revolution to the Left
 - D. Society and Culture From Obregon to Cardenas
 10. The Revolution Shifts Gears: Mexico Since 1940
 - A. From Revolution to Evolution
 - B. The Institutionalized Revolution: 1946-58
 - C. Adolfo Lopez Mateos: The Lull Before the Storm, 1958-64
 - D. Mexico Since 1964: The Tensions of Development
 - E. Society and Culture Since World War II

Assignment:

1. Regular attendance and extensive notetaking in class is expected and assumed.
2. Read and study appropriate chapters in text and anthologies.
3. Read and write papers in response to assigned or approved texts and/or articles.
4. Participate in discussions as directed by the instructor.
5. Prepare for scheduled quizzes.
6. Prepare for extensive in-class mid-terms and final examinations.

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, Reading reports, Essay exams, Term papers	Writing 10 - 80%
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 oratory skills	Skill Demonstrations 10 - 20%
Exams: All forms of formal testing, other than skill performance exams.	
Multiple choice	Exams 10 - 30%

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

None

Other Category
0 - 0%

Representative Textbooks and Materials:

Meyer, Sherman: The Course of Mexican History, Oxford Univ. Press, 1979

Reed, John: Insurgent Mexico, International Publishers, 1969, NY

Gerassi, John: The Great Fear in Latin America, Collier Books, 1965, NY

Womack, John Jr.: Zapata and the Mexican Revolution. Vintage Books, 1968, Random House, NY

Fuentes, Carlos: The Death of Artemio Cruz, Farrer, Straus, 1964, NY