

**HIST 33 Course Outline as of Fall 2003****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:****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:

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	D	Social and Behavioral Sciences	Fall 1981	
<b>CSU GE:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	D	Social Science	Fall 1996	
	D6	History		
<b>IGETC:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	4	Social and Behavioral Science	Fall 1996	
	4F	History		
<b>CSU Transfer:</b>	Transferable	<b>Effective:</b>	Fall 1981	<b>Inactive:</b>
<b>UC Transfer:</b>	Transferable	<b>Effective:</b>	Fall 1981	<b>Inactive:</b>

### **CID:**

#### **Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Upon completion of the course, the student will be able to:

1. Relate lecture materials, audio-visual presentations and textual readings into a coherent base for time study of (Mexican) history.
2. Distinguish between dogma and history, which is the analysis of a series of interpreted events.
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. Conclude that informational and interpretive knowledge of our neighbor's history can be pragmatically employed in 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 Illusionary 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. Institutionalizing the Revolution 1940- to 1994
  - A. From Revolution to Evolution
  - B. The Institutionalized Revolution: 1946-1958
  - C. Adolfo Lopez Mateos: The Lull Before the Storm, 1958-1964
  - D. Mexico- 1964-1994: The Tensions of Development
  - E. The Growing Illegal Drug Trade and Its Effects-1960-2002
  - F. The Effects of Globalization
- 11. Dismantling the Revolution-1994 to 2002
  - A. Chiapas-Revolt of the Zapatistas
  - B. The Growing Illegal Drug Trade and Its Effects-1994 to 2002
  - C. The Effects of Globalization-1994 to 2002
  - D. Election of Vincent Fox and Defeat of the PRI

**Assignment:**

1. Regular attendance and extensive notetaking in class is expected and assumed.
2. Read and study appropriate chapters in text and anthologies.
3. Students will write analytical, expository, or research essays, which will show topics covered and critical comparison.
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, Analytical, expository, 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 oratory skills

Skill Demonstrations  
10 - 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:**

- Beezley, William, Cheryl Martin, and William French, eds. RITUALS OF RULE, RITUALS OF RESISTANCE: PUBLIC CELEBRATIONS AND POPULAR CULTURE IN MEXICO. Wilmington, DL: Scholarly Resources Books, 1994.
- Erfani, Julie. THE PARADOX OF THE MEXICAN STATE: REREADING SOVEREIGNTY FROM INDEPENDENCE TO NAFTA. Boulder, CO: Lynee Richer Publishers, 1995.
- Guy, Donna, and Thomas Sheridan, eds. CONTESTED GROUND: COMPARATIVE FRONTIERS ON THE NORTHERN AND SOUTHERN EDGES OF THE SPANISH EMPIRE: Tuscon, AZ: Univer. of Arizona Press, 1998.
- Kandell, Jonathan. LA CAPITAL: THE BIOGRAPHY OF MEXICO CITY. New York: Holt, 1988.
- Klein, Kerwin. FRONTIERS OF HISTORICAL IMAGINATION: NARRATING THE EUROPEAN CONQUEST OF NATIVE AMERICA, 1890-1990. Berkeley, CA: University of California Press, 1999.
- Knight, Alan. "The Peculiarities of Mexican History: Mexico Compared to Latin America, 1821-1922." JOURNAL OF LATIN AMERICAN STUDIES, Quincentenary Supplement (1992): 99-144.
- Krauze, Enrique. MEXICO BIOGRAPHY OF POWER: A HISTORY OF MODERN MEXICO, 1810-1996. New York: Harper, 1997.
- Martinez-Alier, Joan. "Ecology and the Poor: A Neglected Dimension of Latin American History." JOURNAL OF LATIN AMERICAN STUDIES 23 (October 1991) 621-639.
- Meyers, Michael, William Sherman, and Susan Deeds. THE COURSE OF MEXICAN HISTORY 6th ed., New York: Oxford University Press, 1999.
- Meyers, Michael and William Beezley, eds. THE OXFORD HISTORY OF MEXICO. New York: Oxford University Press, 2000.
- Rubenstein, Anne. BAD LANGUAGE NAKED LADIES, AND OTHER THREATS TO THE NATION: A POLITICAL HISTORY OF COMIC BOOKS IN MEXICO, Durham, NC: Duke University Press, 1998.
- Ruiz, Ramon. TRIUMPHS AND TRAGEDY: A HISTORY OF THE MEXICAN PEOPLE. New York: Norton, 1992.
- Stern, Steve. "Paradigms of Conquest: History, Historiography, and Politics". JOURNAL OF LATIN AMERICAN STUDIES Quincentenary Supplement (1992): 1-34.