

Independent Study Course Syllabus

Course Number: SOC 964

Course Title: History of Mexico

☐ Online ☒ Distance Learning

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Units: 3

Grade Level: 5-12

Course Description

The political, cultural, and social history of Mexico will be traced from ancient times to the present, including the great pre-Columbian civilizations, the Spanish Conquest and settlement, the role of the Catholic Church, the achievement of Mexican independence from Spain, Mexico's struggles and loss in the Mexican-American War, political instability, foreign intervention, and modernization in the 19th century, the Revolution and reforms of the early 20th century, and Mexico's continued development through the early 21st century including the impact of NAFTA, drug traffic, emigration, and other issues involving the United States.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments. You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials

It is your responsibility to obtain the book by Lynn V. Foster, *A Brief History of Mexico*, and a History Channel 4-DVD set "History of Mexico."

Course Requirements

Students will demonstrate mastery of stated learning objectives for this course by successful completion of a series of required assignments aligned with those learning objectives. The following assignments are all required, and contain the maximum point values indicated below: (Complete assignment details will be provided to students registered for the course.)

1. View and respond to questions about the History Channel DVD series, "Mexico: Courage and Conquest." (25 points)

2. Describe your potential integration of the material in the DVD series in your classroom. (10 points)
3. Read *A Brief History of Mexico* by Lynn V. Foster and provide chapter summaries and key ideas. (30 points)
4. Write an essay on the causes and consequences of the Mexican-American War of 1846-48 from a Mexican perspective. (10 points)
5. Interview a Mexican-American adult about various aspects of their culture. (10 points)
6. Google Earth: Internet visit to Mexican cities. (10 points)
7. Write a brief report on the history of Texas and its key historical role in Mexican-American relations. (10 points)
8. Internet annotated bibliography. (15 points)
9. Two biographical reports (a key figure from the 19th century and from the 20th century). (15 points total)
10. Essay describing current issues between the United States and Mexico. (10 points)
11. Develop and teach one lesson or develop two lesson plans. (15 points)
12. Evaluation and application. (5 points)

National /Common Core Standards

Based on national history standards developed by NCHS (National Center for History in Schools at UCLA), this course will help prepare teachers to address the following:

World History Era 1 Standard 2B: The student understands how agricultural societies developed around the world.

Grades 7-12: Analyze how peoples of West Africa, Europe, Southeast Asia, East Asia, and the Americas developed agricultural communities in response to local needs and conditions.

World History Era 3 Standard 4A: The student understands the achievements of Olmec Civilization.

Grades 5-12: Analyze the relationship between maize cultivation and the development of complex societies in Mesoamerica.

Grades 7-12: Interpret archaeological evidence for the development of Olmec civilization in the second and first millennia BCE.

Grades 5-12: Evaluate major Olmec contributions to Mesoamerican civilization, including the calendar, glyphic writing, sculpture, and monumental building.

Grades 9-12: Assess Olmec cultural influence on the emergence of civilization in the Oaxaca Valley and other regions.

American History Era 4 Standard 1C: The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.

Grades 5-12: Explain the causes of the Texas War for Independence and the Mexico-American War and evaluate the provisions and consequences of the Treaty of Guadalupe Hidalgo.

Grades 9-12: Analyze different perspectives on the Mexican-American War.

World History Era 6 Standard 1A: The student understands the origins and consequences of European overseas expansion in the 15th and 16th centuries.

Grades 7-12: Analyze the motives, nature, and short-term significance of the major Iberian military and commercial expeditions to Sub-Saharan Africa, Asia, and the Americas.

World History Era 6 Standard 1B: The student understands the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries.

Grades 5-12: Describe the political and military collision between the Spanish and the Aztec and Inca empires and analyze why these empires collapsed.

Grades 7-12: Explain the founding and organization of Spanish and Portuguese colonial empires in the Americas and Southeast Asia and assess the role of the Catholic Church in colonial administration and policies regarding indigenous populations.

Grades 7-12: Analyze why the introduction of new disease microorganisms in the Americas after 1492 had such devastating demographic and social effects on American Indian populations.

Grades 9-12: Assess the effects that knowledge of the peoples, geography, and natural environment of the Americas had on European religious and intellectual life.

World History Era 6 Standard 4A: The student understands how states and peoples of European descent became dominant in the Americas between the 16th and 18th centuries.

Grades 9-12: Describe the administrative system of the Spanish viceroalties of Peru and Mexico and analyze the importance of silver production and Indian agriculture in the Spanish colonial economy.

Grades 7-12: Assess the moral, political, and cultural role of Catholic and Protestant Christianity in the European colonies in the Americas.

World History Era 6 Standard 6A: The student understands major global trends from 1450 to 1770.

Grades 5-12: Explain major changes in world political boundaries between 1450 and 1770 and assess the extent and limitations of European political and military power in Africa, Asia, and the Americas as of the mid-18th century.

World History Era 7 Standard 1B: The student understands how Latin American countries achieved independence in the early 19th century.

Grades 5-12: Analyze the political and ideological objectives of the independence movements between 1808 and 1830 and explain why these movements succeeded.

Grades 9-12: Compare the critical roles of Creole elites, the Catholic Church, and mestizo, mulatto, and Indian populations in the independence movements.

World History Era 7 Standard 4D: The student understands the political, economic, and social transformations in the Americas in the 19th century.

Grades 5-12: Assess the successes and failures of democracy in Latin American countries in the decades following independence.

Grades 9-12: Assess the consequences of economic development, elite domination, and the abolition of slavery for peasants, Indian populations, and immigrant laborers in Latin America.

Grades 7-12: Assess the effects of foreign intervention and liberal government policies on social and economic change in Mexico.

World History Era 8 Standard 3B: The student understands economic, social, and political transformations in Africa, Asia, and Latin America in the 1920's and 1930's.

Grades 9-12: Assess the challenges to democratic government in Latin America in the context of class divisions, economic dependency, and United States intervention.

World History Era 9 Standard 2C: The student understands how liberal democracy, market economies, and human rights movements have reshaped political and social life.

Grades 9-12: Assess the success of democratic reform movements in challenging authoritarian governments in Africa, Asia, and Latin America.

Learning Objectives / Outcomes

Specifically for this course, students should be able to do the following (which align with several of the numerous national standards enumerated above):

1. identify and describe major pre-Columbian civilizations of Mexico
2. describe major eras and events in the history of Mexico
3. identify major geographical features of Mexico
4. analyze the cultural conflicts created by the Spanish Conquest
5. describe the roles of the Catholic Church in Mexico's historical and cultural development
6. identify key individuals who have led political, social, and cultural movements
7. analyze the role of the United States in Mexico's history
8. analyze the role of race in Mexican society
9. formulate a view of U.S. – Mexican relations from a Mexican perspective
10. analyze Mexico's political and economic progress since the Revolution of the early 20th century

Schedule of Topics and Assignments

See “Course Requirements” section above. Assignment details will be given after course registration is completed.

Evidence of Learning

In evaluating your work, the instructor will look for

- evidence of mastery of learning objectives through students' reflective writing assignments
- evidence of thoughtful analysis of learning objectives through ability to make practical application of the material in lesson plans
- evidence of cross-cultural understanding through students' interview strategies and results
- evidence of the ability to synthesize large amounts of material in written and video forms and distill the essence of the material using critical thinking skills demonstrated in student's written assignments
- evidence of growth in understanding of and enthusiasm for the history and culture of Mexico in the summary assignment

Grading Policies and Rubrics

It is possible to earn a maximum of 165 points by completing these assignments. The final course grade will be determined as follows:

145 -165 points = A

125 -144 points = B

Below 125 points is not considered acceptable passing work. Students requesting a letter grade must earn a grade of “A” or “B” to receive credit for the course. Students selecting a “Credit /

No Credit” option must earn at least 125 points to receive “Credit.” A more detailed grading rubric follows the assignment details below.

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted when judged against the rubric (see below).
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

A detailed rubric for each assignment will be included in the syllabus received after registration is completed.

Grading Options

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed.

Instructor/Student Contact

A minimum of three contacts between the instructor and student is required as part of the course assignments. Email (see instructor contact information above) is the preferred means of contact. Contact #1 should be made when the student receives and has looked over the course materials. Instructor prompt for contact #1: **Have you received all of the course materials, and do you understand what is expected for successful completion of the course?** Contact #2 should be made when the student is approximately half-way through the assignments. Instructor prompt for contact #2: **Are there any questions or concerns you have about the course material and assignments so far? What has been of most benefit to you in the course to this point?** Contact #3 should be made when the student has completed all assignments and is ready to send them to the instructor for grading. Instructor prompt for contact #3: **Have you completed all assignments, and requested online grading? Are there any questions or concerns you have at this point?**

References/ Resources

Select Bibliography of Books on the History and Culture of Mexico

Aiton, Arthur S. *Antonio de Mendoza: First Viceroy of New Spain*. New York, 1967.

Anna, Timothy A. *Spain and the Loss of the Americas*. Lincoln, 1983.

- _____. *The Mexican Empire of Iturbide*. Lincoln, 1990.
- Barker, Nancy Nichols. *The French Experience in Mexico, 1821-1861*. Chapel Hill, 1979.
- Barkin, David. *Distorted Development: Mexico in the World Economy*. Boulder, 1990.
- Carrasco, David, and Eduardo Matos Moctezuma, eds. *Moctezma's Mexico: Visions of the Aztec World*.
Denver, 1992.
- Clendinnen, Inga. *Aztecs: an Interpretation*. Cambridge, 1991.
- Coe, Michael D., and Rex Koontz. *Mexico: From the Olmecs to the Aztecs*. London, 2002.
- Diaz del Castillo, Bernal. *The True history of the Conquest of New Spain*. Trans. By A.P. Maudslay.
New York, 1956.
- Dornbush, Rudi, and Alejandro Werner. *Mexico: Stabilization, Reform and No Growth*.
Cambridge, 1994.
- Foster, Lynn V. *A Brief History of Mexico*. New York, 2007.
- Garner, Richard L. *Economic Growth and change in Bourbon Mexico*. Gainesville, 1993.
- Gibson, Charles. *Spain in America*. New York, 1966.
- Johnson, Kenneth F. *Mexican Democracy: A Critical View*. Boston, 1984.
- Katz, Frederich. *The Secret War in Mexico: Europe, the United States, and the Mexican Revolution*.
Chicago, 1981.
- Kubler, George. *The Art and Architecture of Ancient America*. New haven, 1993.
- Ladd, Doris M. *The Mexican Nobility at Independence, 1780-1826*. Austin, 1976.
- Liss, Peggy K. *Mexico Under Spain, 1521-1556*. Chicago, 1975.
- Martinez, Ruben. *Crossing Over: A Mexican Family on the Migrant Trail*. New York, 2001.
- Metropolitan Museum of Art. *Mexico: Splendors of Thirty Centuries*. New York, 1990.
- Meyer, Michael C., William L. Sherman, and Susan M. Deeds. *The Course of Mexican History*.

New York, 2003.

Meyer, Michael C., and W. H. Beezley. *The Oxford History of Mexico*. Oxford, 2000.

Pastor, Robert A., and Jorge Casteneda. *Limits to Friendship: The United States and Mexico*. New York, 1988.

Roniger, L. *Hierarchy and Trust in Modern Mexico and Brazil*. New York, 1990.

Rotella, Sebastian, *Underworld and Politics at the U.S. – Mexican Border*. New York, 1998.

Ruiz, Ramon Eduardo. *Triumphs and Tragedy: A History of the Mexican People*. New York, 1992.

Schele, Linda, and David Freidel. *A Forest of Kings: The untold Story of the Ancient Maya*. New York, 1990.

Spores, Ronald. *The Mixtecs in Ancient and Colonial Times*. Tucson, 1984.

Thomas, Hugh. *The Conquest*. New York, 1993.

Womack, John, Jr. *Zapata and the Mexican Revolution*. New York, 1968.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.

Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.