

SOC-964 – History of Mexico

Independent Study Correspondence Course Syllabus

Instructor: Allen Carden, PhD
Phone: (559) 903-0648
Email: ACarden@aol.com

Number of Graduate Semester Units: 3 units
Target Audience: 5th - 12th grade teachers

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.

Note: Required textbook and video must be acquired separately.

Required Texts and Course Materials

Textbook: Foster, L. V. (2009). *A Brief History of Mexico* (4th ed.). ISBN-13: 978-0816074068
<https://www.amazon.com/History-Adjunct-Faculty-Hispanic-Department/dp/0816074062>

Video: "History of Mexico." a History Channel 4-DVD set needs to be acquired to complete the assignments for this course.

Course Packet: The course packet includes information about the course, instructions and rubrics for completing course assignments, information about Fresno Pacific University (FPU), and specifics on FPU and Continuing Education policies and procedures.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [*What Teachers Should Know and Be Able to Do*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

National Center for History in Schools at UCLA

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
- World History Era 3 Standard 4A
- American History Era 4 Standard 1C
- World History Era 6 Standard 1A
- World History Era 6 Standard 1B
- World History Era 6 Standard 4A
- World History Era 6 Standard 6A
- World History Era 7 Standard 1B
- World History Era 7 Standard 4D
- World History Era 8 Standard 3B
- World History Era 9 Standard 2C

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.
------	---

Student Learning Outcomes (SLOs) for This Course

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
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		

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Module 1	<ul style="list-style-type: none"> View and respond to questions about the History Channel DVD series, "Mexico: Courage and Conquest." 	25 pts
Module 2	<ul style="list-style-type: none"> Describe your potential integration of the material in the DVD series in your classroom 	10 pts
Module 3	<ul style="list-style-type: none"> Read A Brief History of Mexico by Lynn V. Foster and provide chapter summaries and key ideas. 	30 pts

Module 4	<ul style="list-style-type: none"> Write an essay on the causes and consequences of the Mexican-American War of 1846-48 from a Mexican perspective. 	10 pts
Module 5	<ul style="list-style-type: none"> Interview a Mexican-American adult about various aspects of their culture. 	10 pts
Module 6	<ul style="list-style-type: none"> Google Earth: Internet visit to Mexican cities. 	10 pts
Module 7	<ul style="list-style-type: none"> Write a brief report on the history of Texas and its key historical role in Mexican-American relations 	10 pts
Module 8	<ul style="list-style-type: none"> Internet annotated bibliography. 	15 pts
Module 9	<ul style="list-style-type: none"> Two biographical reports (a key figure from the 19th century and from the 20th century). 	15 pts
Module 10	<ul style="list-style-type: none"> Essay describing current issues between the United States and Mexico 	10 pts
Module 11	<ul style="list-style-type: none"> Develop and teach one lesson or develop two lesson plans 	15 pts
Module 12	<ul style="list-style-type: none"> Evaluation and application. 	5 pts
	TOTAL POINTS	165 points

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and 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.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Include relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Include mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organization structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

This course requires a minimum of three contacts between the student and the instructor. The first contact point occurs after the student enrolls in the course. The instructor contacts the student by phone to welcome them to the course and Fresno Pacific University. The instructor provides an overview of the course, material, assignments, and expectations for successful completion of the course. This initial interaction also establishes a foundation for future interactions (via email or phone). The second interaction should occur when the student is approximately half-way through the course. The instructor can field any assignment questions and learn what has been most beneficial to the student so far. The final conversation occurs at the end of the course. This interaction provides a final check that all assignments have been completed, final grade request has been submitted, and answer any final questions or concerns.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/students/academic-support/services-students-disabilities>.

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 per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrar-office/academic-catalogs>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/students/registrar-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes

Student Learning Outcomes Oral Communication: Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.

Written Communication: Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* 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 <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.