EASTERN ARIZONA COLLEGE
History of Mexico
Course Design
2018-2019

Course Information
Division: Social Sciences
Course Number: HIS 220
Title: History of Mexico
Credits: 3
Developed by: Dr. Patrick D. Lukens
Lecture/Lab Ratio: 3 Lecture/0 Lab
Transfer Status:
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<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<tr>
<td>HST 203, Social and Behavioral Sciences (SB), Historical Awareness (H)</td>
<td>HIS Dept Elective; Cultural Understanding [CU]</td>
<td>HIST Departmental Elective, Tier 1 &amp; 2 Individuals &amp; Societies (IS)</td>
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Activity Course: No
CIP Code: 54.0101
Assessment Mode: Pre/Post-Test (65 Questions/65 Points)
Semester Taught: Upon Request
GE Category: Social Sciences
Separate Lab: No
Awareness Course: Yes (GIH)
Intensive Writing Course: No
Diversity and Inclusion Course: Yes

Prerequisites
ENG 091 with a grade of “C” or higher or reading placement test score as established by District policy

Educational Value
Transfer students, History or Social Science majors, or any student wishing to broaden his or her knowledge of the history of Mexico. This course fulfills the Global/International/Historical Awareness (GIH) requirement. Meets Diversity and Inclusion (DI) requirement.

Description
Survey of the political, economic, social, and cultural developments in the history of Mexico from Pre-Columbian times to the present.

Supplies
None
Competencies and Performance Standards

1. Apply theories of interdisciplinary social sciences to historical events and actors.

   **Learning objectives**
   
   What you will learn as you master the competency:

   a. Describe theories historians develop to explain events and issues in history.
   b. Describe how historians use anthropological theories to understand pre-history.
   c. Describe how historians use sociological theories to understand society.
   d. Describe how historians use political science to understand the history of government.

   **Performance Standards**
   
   Competence will be demonstrated:

   o by objective exams
   o by written assignments

   Criteria – Performance will be satisfactory when:

   o learner can describe theories historians develop to explain events and issues in history
   o learner can describe how historians use anthropological theories to understand pre-history
   o learner can describe how historians use sociological theories to understand society
   o learner can describe how historians use political science to understand the history of government

2. Describe the Pre-Columbian era and the process of Spanish colonization (conquest) of Mexico.

   **Learning objectives**
   
   What you will learn as you master the competency:

   a. Describe Pre-Columbian Mexico's indigenous groups, and their social, political, and economic characteristics.
   b. Summarize the history of Spain, especially the significance of the Moorish invasion and the period of the Reconquista.
   c. Identify major forces, figures, and events in the Spanish conquest of Mexico.
   d. Explain the "ecologic revolution" that occurred with the meeting of the Old and New Worlds.

   **Performance Standards**
   
   Competence will be demonstrated:

   o by objective exams
   o by written assignments

   Criteria - Performance will be satisfactory when:

   o learner can describe Pre-Colombian Mexico's indigenous groups and their social, political and economic characteristics
   o learner can summarize the history of Spain and the Reconquista
   o learner can identify major forces, figures and events in the Spanish conquest of Mexico
   o learner can explain the "ecologic revolution" that occurred with the meeting of the Old and New Worlds
3. Describe the colonial period of Mexico's history, and the differences that emerged between Spain and New Spain during that time.

Learning objectives
What you will learn as you master the competency:

a. Describe the combination (miscegenation) and development of cultures in the colony of New Spain.
b. Describe the establishment of the Spanish administrative and judicial structure in New Spain.
c. Explain the Bourbon Reforms and their contribution to emerging differences between Spain and Mexico.

Performance Standards
Competence will be demonstrated:

- by objective exams
- by written assignments

Criteria - Performance will be satisfactory when:

- learner can describe the combination (miscegenation) and development of cultures in the colony of New Spain
- learner can describe the establishment of the Spanish administrative and judicial structure in New Spain
- learner can explain the Bourbon Reforms and their contribution to emerging differences between Spain and Mexico

4. Analyze the independence movements, independence wars, and the period of instability that followed.

Learning objectives
What you will learn as you master the competency:

a. Explain the causes of the wars for independence, including philosophies, economics, major figures, and events.
b. Describe the major causes of Mexico's political and economic instability following the wars of independence.
c. Analyze the Liberal/Conservative struggle.
d. Describe the "Age of Santa Anna" in the context of domestic politics.

Performance Standards
Competence will be demonstrated:

- by written assignments
- by objective exams

Criteria - Performance will be satisfactory when:

- learner can explain the causes of the wars for independence, including philosophies, economics, major figures, and events
- learner can describe the major causes of Mexico's political and economic instability following the wars of independence
- learner can analyze the Liberal/Conservative struggle
- learner can describe the "Age of Santa Anna" in the context of domestic politics
5. **Summarize the period of foreign intervention in Mexico.**

*Learning objectives*

*What you will learn as you master the competency:*

a. Describe the events that led to Texas Independence.

b. Describe the "Age of Santa Anna" in the context of foreign intervention.

c. Assess the impact of the Mexican War on both Mexico and the United States.

d. Describe the period of Reform and the French Intervention in Mexico.

*Performance Standards*

*Competence will be demonstrated:*

- by written assignments
- by objective exams

*Criteria - Performance will be satisfactory when:*

- learner can describe the events that led to Texas Independence
- learner can describe the "Age of Santa Anna" in the context of foreign intervention
- learner can assess the impact of the Mexican War on both Mexico and the United States
- learner can describe the period of Reform and the French Intervention in Mexico

6. **Describe the era of the Porfiriato and the process of the Mexican Revolution.**

*Learning objectives*

*What you will learn as you master the competency:*

a. Summarize the rise to power of Porfiriato Diaz, and his thirty-year dictatorship.

b. Describe the events that led to the Mexican Revolution of 1910-1920.

c. Summarize the events of the Mexican Revolution.

d. Assess the importance of and the outcome of the Mexican Revolution.

*Performance Standards*

*Competence will be demonstrated:*

- by written assignments
- by objective exams

*Criteria - Performance will be satisfactory when:*

- learner can summarize the rise to power of Porfiriato Diaz, and his thirty-year dictatorship
- learner can describe the events that led to the Mexican Revolution of 1910-1920
- learner can summarize the events of the Mexican Revolution
- learner can assess the importance of and the outcome of the Mexican Revolution

7. **Assess the political, social, and economic conditions of Mexico since 1920.**

*Learning objectives*

*What you will learn as you master the competency:*

a. Identify principal social groups in contemporary Mexico and explain the relationships among them.

b. Provide an overview of United States/Mexico relations including trade and emigration to the United States.

c. Contrast the period of the "Institutionalization" of the Revolution (1920-1940) with the period
of the "Institutionalized" Revolution (1940-1988).

d. Identify and characterize 20th century Mexican writers and artists with emphasis on the muralists.

e. Identify and locate on a map the major geographical features and principal indigenous groups of Mexico.

**Performance Standards**

*Competence will be demonstrated:*

- by written assignments
- by objective exams

*Criteria - Performance will be satisfactory when:*

- learner can identify principal social groups in contemporary Mexico and explain the relationships among them
- learner can provide an overview of United States/Mexico relations including trade and emigration to the United States
- learner can contrast the period of the "Institutionalization" of the Revolution (1920-1940) with the period of the "Institutionalized" Revolution (1940-1988)
- learner can identify and characterize 20th century Mexican writers and artists with emphasis on the muralists
- learner can identify and locate on a map the major geographical features and principal indigenous groups of Mexico

**Types of Instruction**

- Classroom Lecture
- Discussion
- Cooperative Learning Exercises
- Video Presentations
- Multi-Media Presentations
Grading Information

Grading Rationale
Each instructor has the flexibility to develop evaluative procedures and assignments using any combination of the following requirements and suggestions:

Requirements:
1 Pre Test = 0% weight
1 Post Test = 10% minimum weight - 20% maximum weight
3 classroom exams / EACH = 10% minimum weight - 20% maximum weight
Written Project or Projects (i.e. Book Review, Term Paper or Short Papers) totaling at least 1200 words = 10% minimum weight - 20% maximum weight

Instructor Options = 0% minimum weight - 50% maximum weight:
- Instructor may assign administrative points for such items as attendance or participation
- Instructor may assign additional assignments related to written projects (outline, bibliography, rough drafts, etc.)
- Instructor may assign Internet Resource Modules
- Instructor may assign short written assignments
- Instructor may distribute points to quizzes
- Instructor may insert a fourth classroom exam (must be weighted equally to the other three classroom exams)
- Instructor may assign book reviews and term paper
- Instructor may assign work from Primary Document Readers

Grading Scale
A  90-100%
B  80-89%
C  70-79%
D  60-69%
F  0-59%