**HIST 4368/MAS 4368**

 **History of Mexico**

**Fall 2016**

**TuTh 8-9:20am, UH 02**

**INSTRUCTOR:** Dr. Kimberly Breuer

**EMAIL ADDRESS:** breuer@uta.edu

**FACULTY PROFILE**: <https://www.uta.edu/profiles/kimberly-breuer>

**OFFICE:** UH 314

**OFFICE HOURS:** Tues/Thurs 9:30am – 10:30am and by appointment

**HISTORY DEPARTMENT PHONE**: 817-272-2861 (individual faculty do not have office phones in the History Department – the fastest, most direct, and preferred means of communication is via email. Expect a response to an email with 48 hours, longer on weekends and breaks)

**DESCRIPTION OF COURSE CONTENT:** This course covers more than three millenia of Mexican history, from ancient indigenous civilizations to the present.  Particular emphasis is given to the pre-Hispanic and colonial periods and the development of Mexican society through religious and cultural exchanges.

**CLASS PREREQUISITES**: None

**CLASS FORMAT**: This class is highly participatory. In addition to short lectures, this class will utilize classroom discussions, active and team based learning, primary sources, film, and even social media. I prefer a lively classroom where students feel free to ask questions and express their ideas and opinions, however, I ask that students maintain proper classroom etiquette. Some elements of this course are online in Blackboard. Students should come to class fully prepared to participate.

**REQUIRED TEXTBOOKS**:

There are 3 required materials for this class:

* Meyer, et al, *The Course of Mexican History,* 10th edition
* Joseph and Henderson, *The Mexico Reader*
* Azuela, *The Underdogs*

**STUDENT LEARNING OUTCOMES**:

During this course, students will learn how to:

* identify key events, peoples, individuals, terms, periods and chronology of the history of Mexico; distinguish between historical fact and historical interpretation; and connect historical events in chronological chain(s) of cause and effect
* demonstrate awareness of the basic geography of Mexico
* develop analytical skills by scrutinizing primary source documents
* develop critical thinking skills by discussing the living nature of history, critiquing different interpretations of the same events, and understanding change over time
* synthesize diverse historical information on broad themes of Mexican history and present this information in coherent, well-articulated and well-substantiated discussions, essays and other written work
* conduct and curate academic research utilizing digital history sources and other internet and print resources to create digital history and digital storytelling artifacts

**MARKETABLE SKILLS LEARNED IN THIS COURSE:**

During this course, students will learn the following skills that can be used in other courses or as marketable skills:

* ability to interpret and critically evaluate evidence
* ability to assess the credibility of sources and make judgments about their usefulness and limitations
* ability determine bias, audience, perspective, and context for various sources of information
* ability to utilize chronological and spatial reasoning
* ability to identify key pieces of evidence, interpret and contextualize evidence, and craft evidence-based arguments
* research and curation
* create annotated media
* create a digital storytelling narrative

**FACULTY EXPECTATIONS:**

I expect that students will

* not cheat, plagiarize, collude or commit other acts of academic dishonesty
* participate fully by being prepared for discussions and other assignments. Being prepared means doing your reading, watching videos, perusing all links in this website and covering all materials presented
* do college-level work in all written assignments. You will receive specific and detailed instructions for all assessments within this course, follow them. Proofread for grammar and prose (turning in sloppy work with many grammatical errors is not college level - if you have problems with writing on a college level, utilize the services of the Writing Center)
* turn in work on time
* show respect to your instructor and your fellow students in all interactions
* ask for help when needed

**GRADING:** Your knowledge of the course materials will be assessed through Projects and Assignments (65% of the semester grade), Tests (25% of the semester grade), and Class Participation (10% of the semester grade).

Your grade for this course will be based upon 1000 quality points. Points earned on each assignment simply add up. At the end of the course, your earned semester grade will be based on the following scale:

Grade Scale: A = 900-1000; B = 800-899; C = 700-799; D = 600-699; F = 599 and below

*Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.*

**ASSIGNMENTS AND ASSESSMENTS:**

**Projects and Assignments**: There are several projects in this course, some you will complete individually, others in a group setting

Document Analysis: Worth 5% of semester grade. Worksheet analysis of primary documents concerning the Spanish Invasion. Individual Assignment.

Biographical Video: Worth 10% of semester grade. Students may work individually or in a group of 2-3 to create a 3-5 minute biographical video about a figure from pre-Columbian or colonial Mexico.

Research Paper: Worth 20% of semester grade. 1250-1500 word mini research paper on a topic of your choice (proposal required) from the Reform, Wars for Independence, or Early Mexican Nation eras. Individual assignment.

Mexican Revolution Story Map: Worth 20% of semester grade. Students will work in small groups to create a Story Map and timeline about the Mexican Revolution.

Pop Culture Crowdsource Presentation: Worth 10% of semester grade. The class as a whole will crowdsource ideas/topics for 20th century Mexican culture and then work in groups of 3-4 to create a short presentation for the class on the identified topics.

NOTE: You will be provided more information on each of these engagements in class and the Blackboard course module. Also be aware that groupmates may petition me to fire a groupmate who is not participating, at which point I will determine whether the individual can remain in the group or must complete a full group assignment on their own to earn credit. Bottom Line: Participate with your group!

**Tests:** Worth up to 20% of semester grade. There are three unit tests and one comprehensive final essay in this course, each is worth 5% of your semester grade.

Unit Tests: Unit tests will be taken in a team format. Tests consist of 10 multiple choice questions. Students will first answer the questions individually. Then students will work in groups and take the same test using scratch-offs, discussing with each other to choose the correct answer. The individual score (up to 10 points) will be added to the group score (up to 40 points) for the recorded test grade.

Final Comprehensive Essay: Worth 5% of semester grade. This 3-4 page essay will be your opportunity to reflect upon the entirety of the course. It is open book/note and will be due during finals week. This essay constitutes your final exam. You will be given the essay prompt the last week of the semester. You will not come to the classroom for your final, you will simply upload your essay into Blackboard by 11:59pm on the scheduled day of your final.

**Class Participation:** There will be many opportunities throughout the semester to earn classroom participation points. You may earn a maximum of 100 participation points (or 10% of your semester grade). More than 100 points of participation will be offered (students who miss a participation grade day will not be able to make up the points). Regular attendance is recommended to earn full participation points.

**Extra Credit:** No extra credit is anticipated at this time.

**EXPECTATIONS FOR TIME SPENT IN STUDY**: In a traditional long semester face-to-face course, a general rule of thumb is this: for every credit hour earned, a student should spend 2-3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 6-9 hours of reading, study, working on assignments, etc. per week beyond the time required to attend each class meeting

**LATE ASSIGNMENT AND MAKE-UP POLICY:** Late work is not accepted without university approved documented evidence. If a serious issue arises (major illness or injury, etc.) contact me immediately to work out a plan of action and possible revision of due dates. If you think you will have a problem meeting a due date, contact me before the due date to discuss options. If you wait until after the due date and you cannot provide documentation for unforeseen extenuating circumstances, you will not be able to make up the assignment. Please note that if you must make-up a unit test, your score on the multiple choice quiz will be multiplied by 5 for your test grade (no group make-up)

**GRADE GREVIANCES**: You will typically receive your grade and feedback on an assignment within one week. If, for some reason, there will be a delay in return of grades, I will make a class announcement with an estimate of when the assignments will be returned. You will have ONE WEEK after grades are posted in Blackboard to challenge a grade or missing grade. After that time, the grade will be considered final and I will not revisit the grade later in the semester.

Any appeal of a grade beyond the instructor in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog.

[see <http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#19>]

**DROP POLICY:** Contact ***your advisor*** for drop policies. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**ACADEMIC INTEGRITY:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

The History Department takes academic dishonesty very seriously. Copying or closely paraphrasing directly from the text or internet sites without proper citation as plagiarism. If in doubt, cite. ***If you are found guilty of academic dishonesty on an assignment, you will receive a 0 for that assignment. If you are found guilty of cheating on a second assignment, you will receive an F (0) for the course.*** We will refer all cases of suspected academic dishonesty to the Office of Student Judicial Affairs.

**ELECTRONIC COMMUNICATION:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**CAMPUS CARRY:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**STUDENT SUPPORT SERVICES**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**DISABILITY ACCOMMODATIONS:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**NON-DISCRIMINATION POLICY:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**TITLE IX:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///E%3A%5CJune%202016%20UTA%20files%5CDocuments%5CHIST%202301%20experimental%5Cjmhood%40uta.edu).

**STUDENT FEEDBACK SURVEY:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**EMERGENCY EXIT PROCEDURES:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is directly across the hall and up the stairs. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**COURSE CONTENT AND SCHEDULE:** *The instructor reserves the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.*

T = Course of Mexican History R = Mexico Reader U = The Underdogs

NOTE: We will be discussing the concept of close reading v. skimming for key points in this course. I will provide further guidance in class and in the module on where you must do a close reading of materials. Much of the reading material referenced below, particularly that from the Reader, will be skimming for key points.

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| **WEEK** | **TOPIC** | **READINGS** |
| WEEK 0 (8/25) | Introduction | none |
| WEEK 1 (8/30,9/1) | Pre-Columbian Mexico | T: Part I; R: Individually Assigned document from Thursday; R: pp 55-91 |
| WEEK 2 (9/6,9/8) | Finish Pre-Columbian MexicoBegin Spanish Invasion | T: Part II; R: pp 92-130; Blackboard Readings |
| WEEK 3(9/13,9/15) | Spanish Invasion | T: Part II; R: pp 92-130; Blackboard Readings |
| WEEK 4(9/20,9/22) | Colonial Mexico | T: Part III; R: pp 131-159; Blackboard Readings |
| WEEK 5(9/27,9/29) | Colonial Mexico | T: Part III; R: pp 131-159; Blackboard Readings |
| WEEK 6(10/4,10/6) | Reform and Reaction | T: Part IV; R: pp. 160-167; Blackboard Readings |
| WEEK 7(10/11, 10/13) | Wars for Independence | T: Part IV; R: pp. 169-195 |
| WEEK 8(10/18,10/20) | 1824-1855 | T: Part V; R: 196-238 |
| WEEK 9(10/25,10/27) | 1855-1876 | T: Part VI; R: pp. 239-272 |
| WEEK 10(11/1, 11/3) | The Porfiriato | T: Part VII; R: pp. 273-293; begin U |
| WEEK 11(11/8, 11/10) | Mexican Revolution: Military Phase | T: Part VIII; R: pp. 333-402; continue U |
| WEEK 12(11/15, 11/17) | Mexican Revolution: Constructive Phase | T: Part IX; R: pp. 403-460; continue U |
| WEEK 13(11/22) | Underdogs discussion and Pop Culture Crowdsource Day | Finish U |
| WEEK 14 (11/29,12/1) | Mexico Since 1940 | T: Part X; R: 461-755 (individually assigned pieces for class report) |
| WEEK 15(12/6) | Pop Culture Group Presentations | None but review R: pp 9-54 |
| FINAL(12/13) | Final Comprehensive Essay due by 11:59pm |  |