



HIST-140: HISTORY OF MEXICO

Also listed as: HIST-140H

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

HIST - History

Course Number

140

Course Title

History of Mexico

Short Title

History of Mexico

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

HIST-140H

C-ID (Admin Only)

CB 00

CCC000562231

Course Title

Honors History of Mexico

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-4

Approved Third Cal-GETC Area

Catalog Description

This course examines the political, social, economic, and cultural history of Mexico from its pre-Columbian civilizations through the periods of Spanish conquest and colonization; independence; nation building; modernization; revolution; industrialization; and post World War 2 development. Emphasis will be placed on understanding how indigenous and Spanish traditions blended together to produce the unique culture of Mexico.



Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000 or concurrent enrollment in ENGL-C1000.

Codes

TOP Code (CB 03)

2205.00 - History

CIP Code

05.0203 - Hispanic-American, Puerto Rican, and Mexican-American/Chicano Studies.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
History (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective
1. Appraise the diverse geography of Mexico (highland, tropical lowlands) and their impact on historical developments..
2. Compare the social, economic, political, and religious organization of the pre-Columbian civilizations of Mesoamerica to one another and to those of the Spanish conquerors and colonists.
3. Compare and contrast developments in colonial and modern Mexican history with other countries in Latin America and the United States.
4. Appraise works drawn from visual, literary, and popular arts, connecting them with the events or themes of the historical era.
5. Examine the manner and degree to which religion, gender, and ethnicity affected the creation of Mexican culture and continues to influence modern/present society.
6. Consider the degree to which Native Americans and Africans resisted or were assimilated into the colonial order and how that affected their status in post-colonial Mexico.
7. Analyze the ways in which Spanish, Native American, and African cultures contributed to the creation of Mexican society.

Honors Objectives

The honors component of the course will ask students to:

- Complete a research project involving primary and secondary sources that in some cases will be a multi-disciplinary examination of the topic.
- Appraise challenging primary and secondary source readings, research, and writing topics through small group discussion.
- Analyze major issues and important interpretations in the history of Mexico with the instructor and other honors students.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will demonstrate clear and precise communication on culturally relevant material through written analysis, use of evidence, and discussion of the history of Mexico.
2. Students will analyze the impact of class, gender, ethnicity, culture, economics, and politics as they relate to the history of Mexico to demonstrate historical understanding and cultivate social awareness.
3. Students will demonstrate the ability to make connections and relations between the societal developments in different historical eras and locales as it pertains to the history of Mexico.

Content

Course Lecture Content

1. Development of Pre-Columbian Civilizations (40,000 BCE to 1521 CE)
 - a. Mesoamerican Civilization
 - i. Origins and the Mexican identity
 1. Olmec: Politics, society, religion, economy
 2. The Classic Period: Maya and dominance of Teotihuacan
 3. Post-Classic Period: Maya, Toltec, and Zapotec
 4. Rise of Aztecs
 - a. Politics, religion, society, economy, technology, arts and crafts
 - b. Geographic and environmental factors
 5. Archeology and recent discoveries
2. Growth of State Power in Spain
 - a. The Re-conquest of the Iberian Peninsula
 - b. Unification of competing kingdoms
 - c. Religious wars against Islam
 - d. Reasons for exploration and conquest
3. The Spanish Conquest, 1519-1570
 - a. Phases of the conquest
 - i. Cozumel to Noche Triste (1519-1520)
 - ii. Tlaxcala to siege and fall of Tenochtitlan (1520-1521)
 - b. Reasons for the success of the European conquests
 - i. Technological and tactical advantages
 - ii. Alliances with local tribes
 - iii. Diseases
 - c. Effects
 - i. Decimation of native populations and destruction of indigenous societies
 - ii. Introduction of foreign diseases, plants, and animals
 - iii. Imposition of Spanish political, social, economic, and religious institutions
 1. Encomienda System 1520-1570, control of land and native population
 2. Caciques
 3. Repartimiento
 - d. The Colonial Catholic Church
 - i. Conversion, education, and acculturation of the native people
 - ii. Patronato Real Agents of the Crown
 - iii. Critics of the exploitation of the native people
 1. Bernardino Sahagun (Florentine Codex)
 2. Toribio de Motolina

- 3. Bartolome de las Casas
- 4. Alonso de Zorita
- e. Attempts to preserve native cultures
 - i. Florentine Codex
 - ii. Syncretism
- 4. The Viceroyalty: Colonial political and economic organization 1570 -1800
 - a. Institutions of government
 - b. The Council of the Indies
 - i. The New Laws, 1542
 - ii. The Laws of the Indies, 1681
 - c. Economic Institutions
 - i. Mercantilism
 - ii. Repartimiento mercancías o bienes
 - iii. Obrajes
 - iv. Haciendas
 - v. African slavery
 - d. Resources
 - i. Mining operations (gold and silver)
 - ii. Livestock (horses, cattle, sheep)
 - iii. Agriculture
 - e. Social Institutions
 - i. Class, Race and Social/Political Status
 - 1. Peninsulares and Criollos
 - 2. Indios/Indigenas
 - 3. The castas
 - a. Mestizos
 - b. Indios
 - c. Mulattos/Zambos
 - ii. The Family
 - iii. The status of women
 - 1. Sor Juana Ynez
 - iv. The Culture of Honor/machismo
 - 1. Acculturation, Spanish influence
 - 2. Transculturation, Native American influence
- 5. Political Revolution and Independence, 1800-1824
 - a. Motives for independence movements
 - i. Economic
 - ii. Political
 - iii. Social
 - iv. Racial
 - b. Effects of independence
 - i. Crisis of leadership and economic devastation of war
 - c. Constitution of 1824
- 6. The Early National Period, 1824-1875
 - a. Liberals v Conservatives
 - b. End of slavery and victory of Conservatives
 - c. Role of Church and military
 - d. Mexican American War (1847) weakens conservatives
 - e. Continued marginalization of native culture
 - f. Caste War, 1847-1848
 - i. Maya revolt to reclaim the Yucatan
 - g. 1850-1875: liberal era (La Reforma)
 - h. War of the Reform 1858-1861
 - i. Juarez and the liberals take power
 - i. French rule under Emperor Maximilian: 1864-1867

- j. Juarez and Liberals return to power and declare the “restored republic”
 - i. Identification with Indian cultural heritage
- 7. Modernization/Porfiriato, 1876-1911
 - a. Dictatorship of Porfirio Diaz
 - b. Attempts at modernization
 - i. Positivism/cientificos
 - ii. Exploitation by foreign interests
 - iii. Devaluation of Indian culture and exploitation of land and labor
- 8. The Mexican Revolution: 1911-1940
 - a. Challenge of Francisco Madero
 - b. Peasant rebellions of Emiliano Zapata and Pancho Villa
 - i. Zapata’s Plan de Ayala
 - 1. Return of Indian land and respect for their rights
 - 2. Rights for workers in city and country
 - ii. Importance of women to the revolutionary forces (soladeras)
 - iii. Triumph of Venustiano Carranza and the Liberals
 - 1. Constitution of 1917
 - a. Worker’s rights, women’s rights, and ownership of subsoil
 - b. Post-revolution violence
 - iv. Religious reaction
 - 1. Cristero Rebellion: 1926-1928
 - v. Nationalist/Revolutionary art
 - 1. Roots of the tradition in pre-Colombian and nineteenth century art
 - 2. Diego Rivera
 - 3. Frida Kahlo
 - 4. Jose Clemente Orozco
 - 5. David Alfaro Siquieros
 - vi. Formation of the National Revolutionary Party (PNR) “the big tent”
 - vii. Reforms of Lazaro Cardenas: 1935-1940
 - 1. National Revolutionary Party reformed into Party of the Mexican Revolution
 - 2. Nationalization of the oil industry
 - 3. Return of land to the native peoples
- 9. Modern Mexico: 1940 - present
 - a. Political organization
 - i. Party of the Mexican Revolution reorganized as the Institution of the Revolutionary Party (PRI) and cooptation
 - ii. Neo-liberalism
 - iii. Challenges to PRI—National Action Party (PAN) and Party of the Democratic Revolution (PRD)
 - iv. Sources of violence
 - b. Economic policies
 - i. Import-substitution industrialization
 - ii. Bracero Program
 - iii. “Hard money policies”
 - iv. North American Free Trade Agreement
 - 1. Maquiladoras and effects on women laborers
 - c. Society and Culture
 - i. Golden age of Mexican cinema
 - ii. Literature of the 1950s and beyond
 - iii. La Onda counterculture of the sixties
 - 1. 1968 and the Tlatelolco Massacre
 - 2. Zapatistas demands for land and rights for Indians
 - 3. Chiapas Rebellion

Honors Content

The honors component of History 140 will encourage students to work above the survey level to explore issues in the history of Mexico with greater depth and complexity. Students will engage in research that will involve working with both primary and secondary sources, study major historiographical controversies and interpretive schools, and participate in discussions with the instructor and other honors students about the discipline of history. The topics to be covered in History 140H are the same as those covered in

History 140. In addition, honors students will analyze current research and historical concerns in the history of Mexico that focus on topics such as (but not limited to):

- Mesoamerican cultures
- Spanish conquest and colonization
- The legacies of imperial rule
- Independence and nation building
- Artistic and cultural trends
- Foreign intervention
- Neocolonialism
- Migration patterns
- Mexico's role in the contemporary world

Methods of Instruction

Method

Discussion

Integration

Guided small group discussions will enable students to analyze and interpret the primary and secondary source readings or films to gain a deeper understanding of key concepts, people, and events that have shaped the history of Mexico.

DE Adaptations for MOI

The instructor may use the CMS to create threaded discussions that may require students to analyze, interpret, and discuss primary and/or secondary source readings in Mexican history and connect these readings to contemporary issues. Students will be provided feedback and rubrics via the CMS.

Method

Film/video Viewing and Discussion

Integration

Class lectures may be supplemented with excerpts from documentaries and films that provide additional perspectives and insights about events, cultures, and people in Mexican history. The instructor will facilitate a discussion and critical analysis of the film's themes and situate the film in the broader context of historical representations of the period under study.

DE Adaptations for MOI

Accessible film clips and videos are embedded directly into the CMS and integrated within the lecture videos. Discussions will be facilitated via the CMS as well as feedback and rubrics.

Method

Lecture

Integration

The instructor will introduce key concepts and interpretive approaches to understanding Mexico's economic, social, political, geographic, artistic and cultural development; expand upon information provided in the assigned reading and visual materials, and provide the students with an organizational scheme with which to analyze the development of Mexico from its pre-Columbian civilizations to the present modern nation state. Supporting visual materials may include slide presentations and other digitally-generated images such as charts, diagrams, photos, or film clips.

DE Adaptations for MOI

Instructor will record accessible video lectures available via the CMS to introduce students to important concepts and material. In addition, instructor records accessible video lecture introductions for each of the films to provide important historical context. Text, captioned film clips, still images (with alt text), and captioned sound clips further enhance the lecture.

Method

Projects

Integration

Instructor will take time in class to describe the methods, sources, and topics for a research project through which students will acquire additional knowledge about a select topic in Mexican history. Possible topics include ancient civilizations of the pre-Columbian era, the conquest of the Aztecs, the Mexican War for Independence, social and cultural hierarchies within Mexican history, and contemporary issues in Mexico. The instructor will also explain the requirements for the assignment, the need for analysis and critical thinking, and the importance of research and bibliographical work.

DE Adaptations for MOI

The instructor will provide written instructions via the CMS explaining the methods, sources, and goals for a research project due at the end of the semester on a topic of their choice within the scope of Mexican history. Projects are scaffolded into several assignments so faculty can provide feedback along the research journey—topic and source investigation, thesis and outline, and finally the completed research project at the end of the semester. All components of the research project are submitted and graded within the CMS. Rubrics, examples, and detailed accessible video and written instructions are provided directly within the assignments in the CMS.

Additional Methods of Instruction for Honors

Method: Small-Group Discussion

Integration: Guided small group discussions in the honors course will provide a forum for instructors and students to discuss the field of history and historiography as well as analyze and interpret assigned readings or films to gain a deeper understanding of key concepts, people, and events that have shaped Mexican history. These discussions can also cover student progress on research projects including research proposals, sources, thesis statements, outlines, and rough drafts as well as peer-reviews of these assignments. Students will meet as a group or individually with the instructor a minimum of once a month for a minimum of four meetings over the course of the semester.

Method: Service Learning Project

Integration: Service learning at history institutions, museums, or similar locations will help students gain hands-on experience in areas that pertain to the field of history. This will be useful to students making decisions about major and career choices and will encourage them to seek out additional volunteer or internship opportunities after the conclusion of the course.

Method: Oral Presentations

Integration: Oral presentations will provide honors students the opportunity of presenting their research projects to their honors colleagues or the regular class to facilitate the development of their presentation and communication skills.

Method: Field Trips

Integration: Students will engage in academic inquiry and discussions of history topics by visiting a museum exhibition, going to a film screening, or attending an academic lecture at a nearby university or museum. Museum visits will encourage students to draw parallels between the past and contemporary society while films and lectures provide a means of experiencing history through a variety of mediums beyond the classroom.

Method: Research Project

Integration: The culminating assignment for the semester is the completion of a research project on a topic of the student's choice within the scope of Mexican history. This project will incorporate deep research into primary and secondary sources within Mexican history and will consist at a minimum a research paper that advances a thesis but may also incorporate additional elements, such as a creative and/or artistic component.

Methods of Evaluation

Method

Exams/Tests

Integration

Midterm and final exams consisting of multiple-choice, true/false, fill-in, and/or short answer questions that require students to demonstrate competence with factual information; and essay questions that require students to analyze, evaluate, and synthesize information in response to themes, questions, or problems in Mexican history that have been covered in the course materials.

DE Adaptations for MOE

Exams and/or tests will be evaluated based on the demonstration of identification, understanding and application of major topics as described in course content in alignment with learning objectives. Exams will be administered in an equitable fashion in true or false, multiple choice, fill-in-the-blanks, and short answer questions. This provides an equitable opportunity for all students. Exams will be

submitted to the online grading system within the CMS. Exams will be graded, be evaluated based on accuracy and completeness and students will receive feedback within two weeks, via the grade book, chat, or other accessible conferencing tools. Additional time may be warranted depending on the type and the complexity of the exam. All facets of this MOE will meet accessibility requirements. Rubrics and feedback will be provided via the CMS.

Method

Class Participation

Integration

Students will be asked to contribute to class discussions by demonstrating knowledge of course readings, evaluating major historical interpretations, connecting past events and decisions to current topics and issues in Mexican history. Class participation will be evaluated on the quality of analysis from a variety of source materials and communication of ideas and analysis.

DE Adaptations for MOE

The Instructor will prompt students with questions analyzing and reflecting upon Mexican history and its contemporary connections. Students will be graded on the frequency and quality of their responses and their discussion with their peers. Basic grammar, punctuation, and composition will be evaluated, and their analysis of relevant historical context will be the majority of the grade. Rubrics and feedback will be provided.

Method

Projects

Integration

A multi-media project and/or assigned interpretive paper to be completed outside of class which requires the use of outside sources to work on an idea, person, or event in Mexican history to produce an organized written response. The assignment will be graded on the evidence used to support the thesis and the quality of analysis. Proper grammar, punctuation, paragraph structure, organization, and source citations will also be evaluated.

DE Adaptations for MOE

Through the comments for students in the CMS as well as accessible video conferencing software meetings with students, the instructor will provide guidance on selecting topics, finding and analyzing sources, and constructing the final essay. Feedback and rubrics will be provided through the CMS. Web links to the college's library and scheduled library research video tutorials will be provided.

Evaluation of Honors assignments

Honors students must successfully complete the regular course and honors assignments to receive honors credit.

Research projects will be assessed on clarity of argument, supporting evidence, the number and types of references consulted, depth of analysis, and historical accuracy.

Oral presentations will be evaluated based on lucidity, organization, critical thinking, and originality of argument.

Honors class discussions of supplemental readings will be judged based on student preparedness as well as the ability of students to summarize, critically analyze, and provide their own perspective on the assigned readings.

Service learning projects will be evaluated on the student's completion of the agreed upon number of volunteer hours as well as the quality of their reflection paper that integrates academic source material and their service learning experience, the number and types of references consulted, depth of analysis, organizational structure, grammar, and the connection back to themes associated with the course.

Journal writings, oral histories, and field trips, will be assessed based on organization, quality, and accuracy of student work.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Complete a research project on a topic of your choice within the scope of Mexican history. This project will incorporate deep research into primary and secondary sources within Mexican history and will consist at a minimum a research paper of 5-7 pages that advances a thesis but may also incorporate additional elements, such as a creative and/or artistic component. Instructions, sample research topics, and rubrics are provided on the course learning management system. Research projects will be assessed on clarity of argument, supporting evidence, the number and types of references consulted, depth of analysis, and historical accuracy.

How assignment will be adapted in online format

Multiple venues for instructor-to-student feedback may be utilized, including but not limited to, summative or annotated comments within the CMS, online or in-person meetings with students. The instructor will provide guidance on selecting topics, finding and analyzing sources, and constructing the final essay. Feedback and rubrics will be provided through the CMS. Web links to the college's library and scheduled library research video tutorials will be provided.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read the following excerpt from The Second Letter of Hernan Cortez to Charles V, dated 1520. Consider how he describes Aztec conquest and his interpretations of native peoples. Compare and contrast this to the following excerpt from The Florentine Codex, a Nahuatl account of the conquest. Think about what these sources reveal about power, culture, and society in colonial Mexico. Which voices are included or excluded? What questions does this document raise for you?

How assignment will be adapted in online format

Instructor will assign readings from the textbook or provide them via the CMS. All readings will meet accessibility requirements for accessible material resources.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Using the assigned readings and materials completed before coming to class, work within small groups to discuss the historical figure of Doña Marina. Consider the following questions:

1. What factors in Doña Marina's early life might have influenced her decision to ally with Hernán Cortés and the Spanish?
2. Do you think Doña Marina had agency in her decisions, or was she a victim of circumstance? Could she have resisted, or was collaboration her only option for survival?

3. Was Doña Marina a cultural broker, a mediator, or a betrayer? How might different groups have perceived her role at the time?

How assignment will be adapted in online format

Weekly discussion boards will be posted in the CMS and students will be required to respond to a discussion prompt and then respond to two fellow students. Feedback and rubrics will be provided in the CMS.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Create a service learning project in consultation with the instructor. Students will volunteer at a local history institution, museum, organization wishing to document its own history, or similar location for a total of 10 hours over the course of the semester and enrich their volunteer experience by reading two articles related to historical preservation sites, museology, the politics of the visual representation of history, or similar topics. Students will submit a 3-5 page reflection paper that connects their volunteer experience to themes addressed in the course and assigned readings along with a log of their hours signed by an employee of the institution where they are volunteering. Students may wish to share the content of their reflection with this institution in the form of a lecture, presentation, or suggested action plan that the instructor and other students in the course are invited to attend.

How assignment will be adapted in online format

Feedback and rubrics will be provided via the CMS. Students may upload their accessible video presentations to the CMS for other students to comment on and provide feedback.

Honors Assignments**Assignment**

Students will complete all regular course requirements for the regular section of History 140 and be graded according to the standards used for the rest of the class. Beyond that, honors students will complete both assignments A) and D) as well as B) or C). Assignments E), F), or G) below are optional and may be required at discretion of the instructor.

Assignment

A) Assigned readings beyond the scope of the regular section of History 140. Additional primary documents, journal articles, or a book will be assigned for reading, summary, and review. Contradictory readings on the same topic may be analyzed to encourage critical thinking on the various perspectives of history. Example readings could include *The Conquest of New Spain* by Bernal Diaz; *Indian Women of Early Mexico* edited by Susan Schroeder, Stephanie Wood, and Robert Haskett; *The Underdogs* by Mariano Azuela; *Recollections of Things to Come* by Elena Garro; *Where the Air Is Clear* by Carlos Fuentes; and *Judas at the Jockey Club: And Other Episodes of Porfirian Mexico* by William H. Beezley.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Engagement

Inclusivity

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

Through engagement with diverse sources and complex historical debates, students develop the skills for academic excellence.

Justify how the assignment reflects the Engagement Core Value

Readings in Mexican history help students draw connections between historical events and modern issues, making history relevant and engaging.

Justify how the assignment reflects the Inclusivity Core Value

Reading Indigenous codices, colonial accounts, and oral histories immerses students in the lived experiences of different historical actors, fostering empathy and deeper understanding.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Mexican history encompasses Indigenous, Spanish, African, mestizo, and revolutionary voices, offering a broad spectrum of perspectives that encourage students to question dominant narratives.

Assignment

B) An original research project that the student selects in consultation with the instructor. Research may be conducted in a university library or the equivalent and should be based on primary sources, secondary sources, major interpretive books, and articles. A minimum of ten academic sources must be referenced in the project. The instructor may organize student peer reviews of their research proposals, thesis and outlines, or rough drafts of their projects. Students will also submit a 250-word abstract of their work. Research project topics could include topics such as the dislocation of Amerindians in central Mexico, the French ouster of President Benito Juárez and his return to power, the Porfiriato and rise of the científicos, the role of women in the Cristero Rebellion, Lázaro Cárdenas and institutionalization of the Mexican Revolution, or the evolution of the Mexican film industry. The project can be presented in one of the following formats:

- a.) 9-12 page research paper
- b.) short film (roughly ten minutes in length)
- c.) academic poster

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Engagement

Inclusivity

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

Through the production of original scholarship, students develop and execute a research project. By its very nature, this is academically rigorous and utilizes original research.

Justify how the assignment reflects the Engagement Core Value

Because the research project is on a topic of the student's choosing (within the scope of the course), this encourages student engagement in the material, as they are given freedom to select and shape their own research as follows their interests.

Justify how the assignment reflects the Inclusivity Core Value

The assignment aligns with the core value of inclusivity as it requires students to dive deeply into primary and secondary sources in Mexican history. This broadens historical perspectives through exploring history beyond Eurocentric narratives. In addition, it amplifies diverse voices by centering indigenous and Afro-Mexican histories and through analysis of colonization and resistance.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Deep research into Mexican history aligns with the core value of positive transgression by challenging dominant narratives, questioning historical power structures, and amplifying marginalized voices.

Assignment

C) Create a service learning project in consultation with the instructor. Service learning can be differentiated from other volunteer experiences by its focus on the integration of academic learning and providing a service to one's community. Students will volunteer at a local history institution, museum, organization wishing to document its own history, or similar location for a total of 10 hours over the course of the semester and enrich their volunteer experience by reading three articles related to historical preservation sites, museology, the politics of the visual representation of history, or similar topics. Students will submit a 4-7 page reflection paper that connects their volunteer experience to themes addressed in the course and assigned readings along with a log of their hours signed

by an employee of the institution where they are volunteering. Students may wish to share the content of their reflection with the institution where they volunteered in the form of a lecture, presentation, or suggested action plan that the instructor and other honors students in the course are invited to attend.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Engagement

Inclusivity

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

Service learning requires students to apply historical research methods outside the classroom by working with archives, museums, cultural organizations, and community groups. In doing so, students integrate historical research, critical thinking, and interdisciplinary analysis with real-world application.

Justify how the assignment reflects the Engagement Core Value

By applying historical frameworks (such as colonial legacies, race and class structures, and transnationalism) to modern challenges, students develop historically informed solutions to community problems.

Justify how the assignment reflects the Inclusivity Core Value

Service learning builds connections between students and the broader community by moving beyond the traditional classroom setting to create real-world, experiential learning opportunities that value all identities, experiences, and histories.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Service learning encourages students to engage directly with historically underrepresented communities and listen to their stories rather than relying solely on dominant historical narratives.

Assignment

D) A 10-minute oral presentation of the final research project or the service learning project given to their fellow honors students or to the entire class.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Leadership

Justify how the assignment reflects the Academic Rigor and Research Core Value

Oral presentations require students to synthesize research and articulate complex ideas. They also demand effective communication, organization, and the ability to respond to questions and critiques in real time.

Justify how the assignment reflects the Leadership Core Value

Oral presentations demonstrate leadership skills by requiring students to communicate effectively, think critically, and engage audiences.

Assignment

E) Interview an individual whose life or professional experiences relate to the subject matter of History 140H. Students will collaborate with their instructor to select an appropriate person to interview, develop a set of interview questions, review interview protocols, decide on the best way to preserve and present their interview or oral history findings to the instructor or the class (e.g. a brief write-up of their interview, a short oral presentation, or reporting their findings to an historical organization that collects oral histories provided the interviewee grants permission), and consider how their findings fit in or challenge current historical perspectives.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Engagement

Leadership

Justify how the assignment reflects the Academic Rigor and Research Core Value

Conducting an oral history requires that students engage directly with living sources and contextualize their narratives within larger historical trends and patterns.

Justify how the assignment reflects the Engagement Core Value

Conducting an oral history is engaging because it transforms history from a passive learning experience into an active, participatory practice that connects students to the lived experience of people in their communities.

Justify how the assignment reflects the Leadership Core Value

Conducting an oral history requires the student to actively lead the process of investigating history, rather than passively consuming history from textbooks.

Assignment

F) A journal on assigned readings and writing assignments. Journal writing will assist students in understanding and reflecting on important subjects of the course and will help students organize their own questions and comments that can be used in class discussions.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Personal reflection questions invite students to deeply reflect on their personal experience and connect this to course material.

Assignment

G) A project outside normal class time designed by the instructor. For example, instructors will lead a field trip to a museum and complete a project associated with an exhibition or permanent collection at the museum. The instructor may wish to collaborate with the education department or one of the curators of the museum to design a guided tour and/or a brief one or two-page activity that is tailored to the specific curriculum of History 140H. The Museum of Latin American Art, the Museum of Contemporary Art San Diego, the Los Angeles County Museum of Art, and the Mexican Cultural Institute Los Angeles are all examples of museum locations in the Southern California that might be considered for this assignment. A museum visitation will encourage students to draw parallels between the past and contemporary society and to experience history through a variety of media beyond the classroom. Other activities could include attending an academic lecture at a local university or museum.

Required or Optional

Optional

Honors Core Values

Engagement

Inclusivity

Justify how the assignment reflects the Engagement Core Value

Museums allow students to see, touch, and interact with artifacts, making history tangible and memorable.

Justify how the assignment reflects the Inclusivity Core Value

Museums incorporate diverse perspectives and cultural representation and connect students tangibly to this material.

Course Materials

Textbooks

Billy Wellman (2024) Mexican History: An Enthralling Guide to the History of Mexico. ISBN: 979-8887653389
Gilbert M. Joseph, Timothy J. Henderson (2022) The Mexico Reader: History, Culture, Politics. ISBN: 0822330423
Michael Meyer (2017). The Course of Mexican History, Eleventh Edition Oxford University Press. ISBN: 978-0190659011
Zolov, Eric (1999). Refried Elvis, The Rise of the Mexican Counter Culture University of California Press. ISBN: 0520215141
Wasserman, Mark (2012). The Mexican Revolution, A Brief History With Documents Bedford/St.Martin's. ISBN: 031253504X
Schwartz, Stewart (2000). Victors and Vanquished, Spanish and Nahua Views of the Conquest of Mexico Bedford/St. Martin's. ISBN: 0312393555
Susan Deeds (2018). The Course of Mexican History Oxford University Press. ISBN: 978-0190659011
Gilbert Joseph (2003). The Mexico Reader: History, Culture, Politics Duke University Press. ISBN: 978-0822330424
Hamnett, Brian (2019). A Concise History of Mexico Cambridge University Press. ISBN: 131662661X

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Diversity and inclusion are essential components of Mexican history courses, as the course material challenges traditional Eurocentric narratives and highlight marginalized communities such as indigenous and African communities of Meso-America. This course also explores differences in the experiences of different groups within Mexican history—how class, gender, sexual orientation, and location shaped their experiences.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Assignments incorporate diverse perspectives, allowing students to explore historical and/or contemporary issues relevant to their backgrounds. Moreover, students can engage with the material in different ways: students can complete a final project as a traditional research paper, a podcast episode, or an oral history interview, providing multiple ways to engage with the material. Instructors frequently utilize a combination of lecture, primary and secondary source discussion, documentary video, image analysis, and group activities. Instructors engage with students not only through lecture, but also guiding group discussions and individual or group projects.

Interactions

Explain how the course will incorporate student-to-student interaction.

Online and in-person discussions will encourage students to engage critically with course materials, debate issues, and learn from diverse perspectives. For example, students will delve into the story of Dona Marina (or La Malinche). After examining primary and secondary source documents on her life and impact, students will debate whether she should be viewed critically, as a traitor to native peoples by aiding the Spanish conquest, or whether she should be viewed sympathetically as a survivor.

Explain how the course will incorporate instructor-to-student interaction.

Instructors will engage with students through online and/or in-person office hours, as well as personalized feedback on assignments. They will also engage through lectures and presentations, as well as mentorship and research project guidance. For example, the instructor will guide students through a close reading of the Florentine Codex, encouraging students to think critically about different interpretations of the Aztec conquest by asking questions like "how does this account tell us about how the Nahuatl viewed the fall of their city?" and "how does this account compare with Cortés's version of events?"

Explain how the course will incorporate student-to-content interaction.

Through presentations, oral histories, and research projects, students will act as historians, analyzing sources and drawing their own conclusions. For example, students could be asked to read a translated excerpt of the Plan de Ayala and analyze the document, addressing key questions like Zapata's grievances and the goals of the revolution.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will be invited to make meaningful connections between course material and their own backgrounds and personal experiences. For example, students could be asked to analyze the casta paintings, which label and describe different racial combinations within Spanish colonial society and rank them in a hierarchy. Students could be given prompt questions that encourage them to think about this racial hierarchy in the context of their own lives—How did social rankings reinforce colonial power structures? How are people still "labeled"—formally or informally—and what are the effects of those labels?

Key: 1864