

St. Edward's University

New College and MLA

**A-HIST 4352 MEXICO FROM THE AZTECS TO THE REVOLUTION OF 1910;
LAEC 6335 TOPICS: MEXICO FROM THE AZTECS**

Spring 2014 Thursdays 6:30 PM/Blended/TH303

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Office Hours: Tues.: 3:45 – 4:45PM; Thurs.: 3:30- 5:30PM

N.B. I am available by special appointment on other days if none of the above hours fit your schedule. You may “drop by” during office hours, but it is wise to make an appointment so you will not have to wait.

Course Description: A survey of Mexican history beginning with the Aztecs and ending with the Mexican Revolution. This course emphasizes the basic characteristics of Colonial Mexico, the development of a Mexican culture from the mixing of Aztec, Spanish, and Black cultures, the factors that led to Mexican Independence, as well as the problems of 19th century Mexico, and how these contributed to the eruption of the Mexican Revolution. A major goal of this course is for students to understand the themes of Mexican history that are still reflected in contemporary Mexico.

As with an on-campus college-level undergraduate course, Mexico: From the Aztecs to the Revolution in this blended format will take approximately 135-150 hours to complete, depending on the student.

How this course fulfills the New College Critical Issues (CGI) requirement. This course meets the CGI designation since it requires students to understand the meaning of cultural, political, and economic globalization and to demonstrate how Mexico was part of several waves of globalization. These include an early globalization phase during the Age of Exploration and Discovery, and the subsequent integration of Spanish, indigenous, and African peoples and cultures in the Spanish colony; globalization of ideas during its struggle for independence; globalization during the French intervention period of the 1860s; globalization spurred by the late 19th century foreign inspired modernization and industrialization; as well as more modern globalization before and during the 1910-20 revolution, when ideas such as democracy and Marxism were prevalent.

I. Learning Objectives:

The student should be able to:

- A. Define cultural, economic, and political globalization; and place the conquest and settlement of Mexico into one of the early phases of globalization during the Age of Discovery and Exploration.
- B. Conduct scholarly research, and produce a well written paper, which compares and contrasts Spanish and Aztec (Mexica) cultures at the time of the conquest, and includes an identification and analysis of the values of Aztec warriors and conquistadors, and how Spanish and indigenous//African cultures became integrated by the 17th century.
- C. Analyze the reasons for the fall of the Aztec empire.
- D. Evaluate the social, economic and political role of the Catholic Church in both the colony of New Spain and in the Mexican nation.
- E. Evaluate the "Black Legend," and decide if the Spanish conquest was justified.
- F. Compare and contrast the *encomienda*, *repartimiento*, and hacienda systems of labor distribution.
- G. Apply the economic philosophy of European mercantilism, analyze its effects on New Spain's economy, and understand how Spanish colonization was part of an early globalization process.
- H. Create a "pigmentocratic pyramid" to illustrate the following concepts: pigmentocracy, peninsulares, criollo, mestizo, and mulatto.
- I. Examine the significance of the contributions and influences of Indian, Black, and Spanish cultures to the development of a synthetic Mexican criollo culture; and analyze how Mexican culture manifested cultural globalization.
- J. Evaluate the social, economic, and political causes of the Mexican revolt for independence from Spain, and assess the roles of the main leaders of the independence movement.
- K. Examine how the Mexican revolt for independence was influenced by global ideas and events.
- L. Examine the reasons why Texas desired independence from Mexico, as well as various interpretations of what happened at the Battle of the Alamo.
- M. Trace the effects on Mexico of Texas' independence.

- N. Compare and contrast the Mexican Constitutions of 1824, 1857 and 1917, and the influence of the US constitution on these.
- O. Compare and contrast 19th century conservatism and liberalism, in terms of the major proponents of each philosophy and the effects of the Centralist-Federalist post independence struggle.
- P. Assess Santa Anna's role in Mexican history.
- Q. Examine what daily life was like in Mexico for the rich, the middle class, and the poor (including women of these classes) throughout the time period studied.
- R. Evaluate the relative success or failure of the Juarez reform movement.
- S. Assess the importance and effects of the French Intervention Period on Mexican history, including how this was part of a globalization process.
- T. Theorize reasons for the rise of Porfirio Diaz; analyze Diaz's French inspired modernization program; examine the role played by globalization in this modernization process; and assess its effects on daily life in Mexico.
- U. Synthesize the social, economic, and political causes of the Mexican Revolution of 1910, including the role of foreigners and international ideas in this revolution.
- V. Examine the major leaders of the Mexican Revolution and the roles played by each.
- W. Evaluate the accomplishments and shortcomings of the Mexican Revolution.
- X. Critically evaluate the major issues in Mexican history and come to his/her own conclusions.
- Y. Assess the roles of women in Mexican history, and how Mexican feminism compared and contrasted to US and European feminism.
- Z. Analyze how major themes/characteristics of Mexican history have affected contemporary Mexico, and assess how globalization affects Mexico today.

MLA students:

- aa). Research and write a 13-15 page paper on the same topic as the undergrad paper, **or** on some aspect, event, or personality of Mexican history, using at least four primary sources and six scholarly secondary sources.

II. Assigned Textbooks and Course Materials

- A. The student will read the following available at the SEU Bookstore*:

1. Meyer, Michael et al. *The Course of Mexican History*. 9th ed. New York: Oxford UP, 2011. Print. 44-422, plus look over “1,500 Years of Mexican Art History,” which is located between 340-341.
2. Schwartz, Stuart B., ed. *Victors and Vanquished: Spanish and Nahua Views of the Conquest*. The Bedford Series in History and Culture. New York: Bedford, 2000. Print. ix-x, 1-33, 40-74, 79-114, 119-217, 245-248.

*In addition, from time to time, the instructor will provide short articles for students to read.

MLA Students will also read:

3. Joseph, Gilbert M. and Timothy J. Henderson, eds. *The Mexico Reader: History, Culture, Politics*. Durham: Duke University Press, 2002. 1-32, 57-94, 105-130, 141-159, 160-169, 189-238, 265-293, 297-333 (photo essay), 330-374.

B. The student will view the following, which are available at the Munday Library or online in the library’s database, *Films on Demand*.

1. *Columbus and the Age of Discovery*, part entitled *The Sword and the Cross* EIII.C651991. Start at 19 minutes on counter and go to 56 minutes **AND** *The Spanish Conquest of Mexico*. Films Media Group, 1999. *Films on Demand*. Web. 18 August 2011
2. *Remember the Alamo*, Dir. Joseph Tovares. PBS, 2004 **or** *The Alamo*. Films Media Group, 1996. *Films on Demand*. Web. 18 August 2011
3. *The Mexican Revolution*. Films Media Group, 1996. *Films on Demand*. Web. 18 August 2011 (in Spanish) **or** *Mexico: Revolution and Rebirth*. Films

III. Learning Activities and Course Requirements

The student will:

A. Actively participate (engage) in discussion on the reading materials. These rotate from on campus to online. A study guide for each discussion is provided on the course web site. To aid in the learning process, the student should read the study guide questions before doing the reading assignment. **Formulate a question of your own as you do the reading, and submit your question at the beginning of each on campus class. Also submit a paragraph on the most important insight you gained from each chapter of the Meyer text reading and others from each "Part" read in the Schwartz book. **Highlight or bold each insight.** Please come to class prepared to discuss answers to the questions on the study guide and to ask your own question/s. If you are silent, no credit can be awarded for oral participation. Students should read and think about the material, and synthesize it in his/her words. If a student misses a **campus class** session, s/he must make up the discussion in writing. **Online postings should be done on time. Online postings are due by 9 PM on Thursdays, the week's class is online. Online comments on another student's answers should be completed by Saturday at NOON. There is no make up for online comments on another student's posting.** See absence and late work policy below.**

B. Immediately after viewing each required documentary, the student will write a review, which will incorporate the following:

1. Your reaction to this documentary.
2. A summary of the six most important points you think the documentary maker is trying to make.
3. How the documentary's treatment compares/contrasts to what you have read. **For the *Sword and the Cross* and *The Spanish Conquest of Mexico*, also compare and contrast the two documentaries.**
4. Any questions you have as a result of viewing this documentary/ these documentaries.

This is a formal assignment to be graded on format, content, grammar, and spelling. Please place correct MLA bibliographic citation at the end of the review.

C. Research paper assignment:

1. **Undergraduate students will write an 8-12 page (12 point font) double-spaced "formal paper" (graded on content, spelling, grammar and MLA format) about the conquest period.** This paper should be divided into four

sections, the first two of which should be written in the form of a diary or journal. In the first two sections, use both assigned and research materials for inspiration; but write this in your own words. **Sections 1, 2, and 3 (about 7-8 pages), plus a Works Cited of at least three sources will be due on 2/20**; while **Section 4, plus a Works Cited of at least five sources (including ones used in sections 1-3), will be due on 3/06. MLA students, see separate length and source requirements for your paper in #2 below.**

In the **first section**, you are an **Aztec (Mexica) warrior** describing your first impressions of Cortes, the conquistadors, the Catholic religion, *La Noche Triste* and the siege of Tenochtitlan, as well as the reasons why the Spaniards were able to conquer you.

In the **second section**, you are a **conquistador**. You describe your first impressions of the Aztecs (Mexica), your long journey inland to Tenochtitlan, and your thoughts as you saw Tenochtitlan for the first time. You should describe Montezuma, the Aztec (Mexica) religion, the daily life of the Aztecs (Mexica) at Tenochtitlan, *La Noche Triste*, and the siege of Tenochtitlan, as well as the reasons why you think you were able to defeat the Aztecs (Mexica).

In the **third section**, you are a **historian** who has been hired to write a 750-1000 word (about 3-4 pages) **researched article** exploring the **similarities and differences** between Aztec (Mexica) and Spanish societies **at the time of the conquest**. Include an **analysis of the primary values** of the conquistadors and of the Aztecs. **Cite your sources in correct MLA format when taking any unique ideas, statistics, or quotes from both assigned and research materials.**

In the **fourth section**, you are a **historian** writing **about the synthesis of Spanish, indigenous/African cultures into a Mexican criollo culture** that occurred by the seventeenth century. In about 750-1000 words (3-4 pages), describe this new synthetic culture and what characteristics it took from Spanish, African, or indigenous cultures. Since this a three- four page section, and the broader topic is quite complicated, you may limit your focus on one cultural aspect or else on early economic globalization. For example, there are quite a few sources on Afro-mestizos. You might want to focus on their influence on Mexican culture. Another possibility would be to focus on indigenous healers and how their practices have become part of Mexican culture; or perhaps focus on religious syncretism in Mexico. Analyze how this cultural integration is an example of cultural globalization. If you prefer to focus on early economic globalization and its effects on Mexico, you may do that, too. **Remember this is a research paper, and you must cite your sources inside your text and in the Works Cited.**

A Works Cited of at least five scholarly and/or authoritative sources, including our two texts, must accompany the final paper. A Works Cited of at least three sources is due on 2/20, and a Works Cited of at least five sources (including the first three) is due on 3/6. Please note that WIKIpedia is not an

acceptable source. Some web sites are authoritative/scholarly, while others are not. Please see the sites I have linked under “Resources” in the course website. If you have any doubts, please check with me. If your paper includes more than 20% quotations, a hard copy of your Turnitin report, as well as notations on it of how you addressed each quote Turnitin highlighted, must be submitted with the paper. Be sure to submit your paper to Turnitin under Assignments in Blackboard at least 4 hours before the paper is due.

2. MLA Students will research and write a 13-15 page (12 point font double spaced) paper, either on the same topic as the undergrad paper, or on some aspect, event, or personality of Mexican history, using at least four primary sources and six scholarly secondary sources. If the student chooses the undergraduate assignment, he or she should follow the same two submission deadlines as the undergraduates. If the student chooses, instead, some aspect, event or personality of Mexican history, the paper should be submitted on 3/6. **Like the undergraduate topic paper, it will count a total of 24 points.**

D. Collect three current (within the last six months) newspaper articles, which in some way relate to this course. For each article, students should attach a copy of the article itself; **and the student should write a 1 page summary of the author's main point(s), how this article relates to what he/she has learned in this course, an explanation of how the content of the article relates to political, economic, or cultural globalization, if applicable, and why he/she agrees or disagrees with the author (if applicable).** The correct MLA format bibliographic citation should appear at the end of the summary. This is a formal writing assignment, which is graded on format, content, grammar, and spelling. An article with summary is due with campus discussion meetings #4-6. Be prepared to discuss your articles with classmates.

E. Complete a take-home quiz.

IV. Evaluation

A. Letter grades will be determined as follows:

- **Engaged participation** (Each oral discussion, including your question/insights=4 pts (insight pages with question/s are 2 points each); each set of on line postings =4pts.) **48 points**
- **Reviews of documentaries** (ea. 4 pts.) (Due 1/30, 3/20, 5/1). **12 points**
- **Paper on conquest** (Sections 1-3 and Works Cited of three sources are due 2/20=17 pts; Section 4 and final Works Cited are due on 3/06=7pts); **MLA second option paper (3/06)** **24 points**
- **Newspaper articles with analyses** (ea. 2 pts.) (Due 3/27, **6 points**

4/10, 5/1)

- **Final Quiz (Due 5/5)**

10 points

B. Grading Scale

A = 90-100 pts. - The student's papers and participation are outstanding in meeting assignment guidelines and demonstrate exceptional understanding of Mexican history.

B = 80-89 pts. - The student's papers and participation are very good in meeting assignment guidelines and demonstrate an above average understanding of Mexican history. Some short assignments may be missing as long as the student has earned at least 80 pts.

C = 70-79 pts. - The student's papers and participation are adequate in meeting assignment guidelines and demonstrate an average understanding of Mexican history. Some assignments may be missing, but the student must complete the conquest paper and quiz, as well as all discussion assignments.

D = 60-69 pts. - The student's papers and participation are inadequate in meeting assignment guidelines and demonstrate a below average understanding of Mexican history.

F = Below 60 pts. - The student's papers and oral participation are poor in meeting assignment guidelines and demonstrate little understanding of Mexican history.

C. Academic Integrity

The *New College Bulletin* states:

St. Edward's University expects academic honesty from all members of the community, and it is the university's policy that academic integrity be fostered to the highest degree possible. Consequently, all work submitted for grading in a course must be created as a result of each student's own thought and effort. Representing work as your own when it is not a result of such thought and effort, is a violation of the university's code of academic integrity. Whenever it is established that academic dishonesty has occurred, the course instructor shall impose a penalty on the offending individual (s). . . . **The maximum penalty for the first offense is failure in the course, and if that penalty is imposed, the student does not have the option of withdrawing from the course.** (26) Refer to the *Bulletin* for further information.

In an effort to help students avoid inadvertent plagiarism through the use of inadequate paraphrasing or the failure to cite incorporated source material, each student will submit her/his conquest paper to **Turnitin** AT LEAST 4 HOURS BEFORE the due date/time. Students can access Turnitin under Assignments in Blackboard. If the student's paper consists of more than 20% quotations, a hard copy of the **Turnitin report** will accompany the paper when submitted to the instructor, and the student will address how he/she handled each quotation highlighted in the report.

V. Course/University Policies

1. Promptness, Attendance, and Assignments/ Late Work

Promptness: Students are expected to arrive on time. While tardiness is occasionally unavoidable because of traffic or work obligations, it is very disruptive for classmates. **Unless there are extenuating circumstances discussed with the instructor, excessive tardiness (more than 15 minutes late) will result in being counted absent from that class discussion.**

Attendance/Absences: If possible, students should inform me by phone or e-mail before class time about unavoidable important schedule conflicts or severe or contagious illness. If it is not possible to contact me before class, then I should be contacted the following day. In such cases, a student will be allowed to make up **two** discussions in writing. **(Failure to post online in a week that we are not meeting on campus, will count as an absence).** **If assignments are not made up, 4 points are deducted for each absence. Unless there are extreme extenuating circumstances, no make-up will be possible for a third absence, and it will result in a 4 point deduction from the final grade. If the student reaches this number of absences, he or she must meet with the professor to discuss his or her progress and decide if it is advisable for the student to withdraw from the course. If the mutual decision is to withdraw, it is the responsibility of the student to do so (See below). Four or more absences will result in an F for the course.**

Assignments/Late Work: *All assigned reading must be completed by class time.* Written assignments should be submitted on time. If it is unavoidable, you may request a one-day grace period.* Otherwise, there will be a 1-point deduction for each day after the grace period. **There is no grace period for the online discussion postings or for insight paragraphs.** **No make-ups are possible for comments on another student's posting.** **Ordinarily, make-up work should be submitted within 24 hours of the due date. However,** in case of illness, which is discussed with me, assignments must be submitted by mail, e-mail, fax, or in my drop box outside my door **within 6 days** of the original due date. **Accumulated late work cannot be accepted.**

* Please note that a 72- hour grace period is available for the research paper by request.

2. Dropping/ Withdrawing Policy

- It is the student's responsibility to be aware of add/drop/withdraw and refund deadlines. See web link:
<http://think.stedwards.edu/registrar/datesanddeadlines>
- Students should also communicate with their instructor, academic advisor, and financial aid advisor.
- If a student has excessive absences, it is his or her responsibility to withdraw **by the last day to withdraw from this course. Do not rely on the professor assign a WA; it is the student's responsibility.**

3. Incomplete Grade Policy

The grade of I (Incomplete) is given at the sole discretion of the instructor and with the approval of the dean. A grade of I must always be requested by the student; it is not automatically earned. To qualify for an Incomplete, students must have completed no less than one-half of the work in a course and have attended no fewer than one-half of the scheduled class meetings. The student must be able to document that the situation qualifies as exceptional. Exceptional circumstances include but are not restricted to a death in the immediate family; the onset of a serious medical condition; or an unexpected change in job or family circumstances. Exceptional circumstances do not include situations that can be considered a normal part of living. Course work must be completed and a grade submitted by the instructor to the Office of the Registrar no later than October 1 for summer courses, March 1 for fall courses and July 1 for spring courses, or a grade of F will be entered on the transcript.

4. Computer Competencies

All Undergraduate and New College students are required to satisfy the Computer Competency Requirement. New College students will not be allowed to register for Moral Reasoning, a CGI class, or Capstone until all competencies are completed. For more information:

<http://academic.stedwards.edu/competency/>

5. Tutoring Center, Writing/Online Writing Center, and Collaborative Work.

You may use the Tutoring Center, the Writing Center, or the Online Writing Center for help with the weekly discussions, for assistance with editing your conquest paper/ MLA research paper, or your article reviews. You are expected to do some collaboration in class on the conquest paper, **but the written work you submit must be your own. You may not collaborate or use the Tutoring or Writing Center, or Online Writing Center to complete your final quiz.**

6. SPECIAL CIRCUMSTANCES

If you have a medical, psychiatric or learning disability and require accommodations in this class, please let me know early in the semester or as soon as you are eligible for accommodations. You will first need to provide documentation of your disability to the [Student Disabilities Service](#) Office, located in [Academic Planning and Support Services](#) in Moody Hall.

VI. Schedule

A study guide for each discussion period is posted on the course web site. The following is a breakdown of what will be covered during each discussion. There are four asterisks before the online Blackboard discussion dates.

(1/23) Introductory meeting: review syllabus and course requirements. The documentaries *Columbus and the Age of Discovery: The Sword and the Cross* and *The Spanish Conquest of Mexico* will be shown. This meeting does not count toward the participation grade.

Estimated time: 3 hrs.

******By (1/30) @ 9 PM, Online forum on Blackboard. Submit a review of the documentaries, *Columbus and the Age of Discovery, The Sword and the Cross, and The Spanish Conquest of Mexico* under "Assignments" in Blackboard. (See syllabus #III B). Read Meyer et al text, Chapter 4-5, 44-73; read *Victors and Vanquished*, ix-x, 1-33, 40-74. We won't discuss *Victors and Vanquished* until next week; but if you have it, get started reading it. Otherwise, there will be too much reading, so you might want to get ahead in the Meyer text so you can read the assigned pages in *Victors* when it arrives. MLA Students will also read: *The Mexican Reader*, 1-8, 57-85.**

See questions on study guide #1. Post answers to EITHER 1 or 2, AND then choose from 3,4, or 5 for your second question to answer. **MLA Students** will also post a one-page analytical summary of one of the articles from *The Mexico Reader*, 1-8, 57-85. **By 2/1 @ Noon**, everyone should post a comment on at least one classmate's answer to a question. Always be sure to give substantive, constructive, and considerate comments.

Estimated time: reading- 6 hours; Writing documentary review-1 hour; formulating answers and reviewing other students' postings and formulating comment/s- 2.5 hours. **Total= 9.5 hrs. Additional time for MLA students: 2.5 hours.**

(2/6) 1st Campus Discussion meeting- Discussion will center on the conquest period. Students should have read Meyer text, 77-97 (Chapter 6), and pages 79-114, 119-217, 245-248 of *Victors and Vanquished*. See Study Guide #1 for pages assigned last week, too, if you were not able to read them yet. Submit your own question on the reading, as well as the **three** most important insights gleaned from the reading. (One insight from the Meyer text and two from different sections of *Victors and Vanquished*.)

MLA Students will also read: *The Mexican Reader*, 92-94,105-113, and be prepared to give a brief oral summary of the main points of each article to the class.

Estimated time: reading- 7 hours; formulating insights and a question- 1 hr; Class time-3 hrs. **Total= 11 hours. Additional time for MLA students: .5 hr.**

By 2/13 @ 9 PM, read text 98-141, chapters 7-9, and post answers to three questions, one from each chapter on the Blackboard discussion board. **MLA students** should also read, *The Mexican Reader*,122-130. **Also, MLA Students**, please post a 1 page analytical summary of the article, "Why the Indians are Dying."

By 2/15 @ Noon, post a comment on at least one classmate's answer to a question.

Estimated time: reading- 5 hours; formulating answers and reviewing other students' postings and formulating comment/s- 2.5 hours; begin research and writing of Conquest paper-8 hours. **Total= 15.5 hrs. Additional time for MLA students: 1 hr.**

(2/20) 2nd Campus Discussion meeting- -Discussion will focus on the social, political and economic structure of the early colonial period. Students should have read Meyer text, 142-170. MLA students should also read *The Mexican Reader*, 114-120. **Because of the conquest paper, insight pages and written questions are optional today, but please finish the assigned reading, as you will be graded on your oral participation.**

Sections 1-3 of **paper on conquest (about 7-8 pages) and Works Cited of at least three sources are due.** (See syllabus III C.) **MLA students see different length requirements. Please submit the paper to Turnitin in Blackboard under Assignments, and also bring a hard copy to class. A 72-hour grace period is available for the paper by request.**

Estimated time: reading- 4 hrs; conclude research and writing of conquest paper, Sections 1-3 -10 hrs; class time-3 hrs. **Total= 17 hours. Additional time for MLA students: 1 hr**

******By 2/27 @ 9 PM, read text 171-203** (on culture and daily life in New Spain, and the Bourbon restructuring of New Spain), **and** post answers by 9 PM to one question from each chapter. **MLA Students** should also read, *The Mexican Reader*, 141-159, post a 1-1.5 page total summary of these articles. **By 3/1 @ Noon**, comment on at least one classmate's answer to a question.

Estimated time: reading- 4 hours;; formulating answers and reviewing other students' postings and formulating comment/s- 2.5 hours; continue research and writing of Conquest paper, Section 4-6 hours.**Total= 12.5 hrs. Additional time for MLA students: 2 hrs.**

(3/6) 3rd Campus Discussion meeting- -Discussion of the late colonial period and the Mexican independence movement. Students should have read chapters 14-15, 204-230

of the text. **MLA Students** should also read, *The Mexican Reader*, 160-169, 189-195 and be prepared to give a brief oral summary of these articles.

Submit your own question, as well as the three most important insights gained from the reading, one insight from each chapter. **Section four of conquest/ cultural globalization paper and Works Cited of at least five sources** (including those used in Sections 1-3), are due. Paper should be submitted to Turnitin under “Assignments” in Blackboard,” but please also bring a hard copy to class. **MLA students** see separate length and source requirements for your papers in III C 2 above.

Estimated time: reading- 4 hrs; formulating insights and a question- 1 hr; conclude research and writing of conquest paper Section 4-6 hrs; class time-3 hrs. **Total= 14 hours. Additional time for MLA students: 6 hrs for reading and writing papers.**

Spring Break is March 8-16th. Enjoy!

****** By 3/20 @ 9 PM, Blackboard online discussion.** Discussion of the first Mexican Empire and the first Mexican Republic, the independence of Texas, and the US- Mexican War. Read text chapters, 16-18, 231-268. **MLA Students** should also read, *The Mexican Reader*, 196-238, 9-32: and choose one article on which to write an analytical summary of 1 page.. Everyone: View *Remember the Alamo* (in the library) OR *The Alamo* in the library’s database, *Films on Demand* documentary, and submit your review under “Assignments” on the Blackboard site (See syllabus III B). By 3/20, post an answer to one question from each chapter (you can include question #B under Chapter 18). **By 3/22 @ Noon**, comment on at least one other student’s posting.

Estimated time: reading- 5 hours; formulating answers and reviewing other students’ postings and formulating comment/s- 2.5 hours; viewing documentary and writing review- 2 hrs. **Total= 9.5 hrs. Additional time for MLA students: 2 hrs.**

(3/27) 4th Campus Discussion meeting- -Discussion of Mexican society and culture in the first half of the nineteenth century, liberals and conservatives, and the French Intervention period. Students should have read Meyer, chapters 19-20, 269-299. **MLA Students** should also read, *The Mexican Reader*, 265-272, and be prepared to orally summarize these articles in class. Current newspaper article and analysis are due. (See syllabus #III D). Submit a question, as well as the two most important insights gleaned from the reading (one insight from each chapter).

Estimated time: reading- 4 hrs; formulating insights and a question- 1 hr; locate newspaper article and write analytical summary-1.5 hrs.; class time-3 hrs. **Total= 9.5 hours. Additional time for MLA students: .5 hr.**

****** By 4/03 @ 9 PM, post to Blackboard discussion.** Read text pp. 300-319: chapter 21, “The Restored Republic, 1867-1876: Nascent Modernization,” and chapter 22,

“Society and Culture in the Middle of the Nineteenth Century;” and post answers to one question from each chapter. **By 4/05 @ Noon**, comment on someone else’s posting.

Estimated time: reading- 5 hours;; formulating answers and reviewing other students’ postings and formulating comment/s- 2.5 hours. **Total= 7.5 hrs.**

(4/10) 5th Campus Discussion meeting- -Discussion of the Porfiriato and modernization in the later half of nineteenth century and early 20th century. Students should have read Meyer et al, chapters 23-25, 321-357. **MLA Students** should also read, *The Mexican Reader*, 273-293, and be prepared to orally summarize these articles in class Newspaper article and analysis are due. (See syllabus #III D). Submit a question, as well as the three most important insights gleaned, one from each chapter. Quiz will be distributed.

Estimated time: reading- 4 hrs; formulating insights and a question- 1 hr; locate newspaper article and write analytical summary-1.5 hrs.; class time-3 hrs. **Total= 9.5 hours. Additional time for MLA students: 1 hr.**

Easter Break vacation is 4/17-20. Enjoy!

******For 4/24 by 9 PM, Blackboard online discussion.** Read Meyer et al text, pp.361-387, chapters 26-27 on the Liberals on the Madero presidency and downfall. **MLA Students** should also read, *The Mexican Reader*, 333-338, and post a 1- page summary of the Magon article. **By 4/24 @9 PM**, post answers to one question from each chapter. **By 4/26 @ Noon**, comment on another student’s posting.

Estimated time: reading- 4 hours;; formulating answers and reviewing other students’ postings and formulating comment/s- 2.5 hours. **Total= 6.5 hrs. Additional time for MLA students: 2 hrs.**

(5/1) 6th Campus Discussion meeting- -Discussion of the Revolution and its effects on contemporary Mexico. Students should have read Meyer et al 388-421. **MLA Students** should also read, *The Mexican Reader*, 297-333; 364-374, and be prepared to summarize these articles orally. Also, we will view a slide lecture on images of women in the later 19th and early 20th centuries. In addition, view the documentary, *The Mexican Revolution* (in Spanish) **or** *Mexico: Revolution and Rebirth* (both in *Films on Demand*); and write a review of it (see syllabus III B). Current newspaper article and analysis are due. (See syllabus #III D).

Don’t forget to submit your own question, as well as the three most important insights gleaned from the reading (one insight from each chapter). **Sorry, no assignments (except quiz) can be accepted after this date. No grace period on these final assignments.**

Estimated time: reading- 4 hrs; formulating insights and a question- 1 hr; view documentary and write review -2 hrs.; class time-3 hrs. **Total= 10 hours. Additional time for MLA students: 3 hrs.**

Quiz is due by Monday, May 5 @ 6:00 PM. It may be turned in on May 1st, before the due date and time; it may be slipped under my door (Holy Cross #203); dropped

in campus mail at Campus Box 860; mailed to me at 3001 S. Congress (Campus Box 860), Austin, Texas 78704-6489 (with a post mark on or before 5/5); or faxed. It may not be emailed.

Estimated time: 3 hrs.

Total learning time for this class= Approximately 138-140 hours.

Revised 1/23/14