

## Term Information

Effective Term

*Previous Value*

*Spring 2017*

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Online teaching approval

**What is the rationale for the proposed change(s)?**

Enhancing the delivery mode for this course offers an opportunity to expand the potential student enrollment base and effectively reach new audiences, both within and beyond the university. Offering this class in an online format further allows access to a diverse group of students—those who may not be able to attend in-person classes because of personal circumstances and/or geographical location—and thus allows the university to provide greater educational access to all students. Overall, this change to permit full online delivery also is consistent with the History Department's goals of expanding enrollment, greater outreach to new student constituencies, and flexibility in instructional/pedagogical approaches. The shift to permit DL designation for this course will not entail any additional fiscal or logistical commitments on the part of the instructor or Department.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

n/a

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3106
Course Title	History of Mexico
Transcript Abbreviation	History of Mexico
Course Description	History of Mexico during precolonial, colonial, and independence periods with emphasis on the 19th and 20th centuries.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture

---

<b>Grade Roster Component</b>	Lecture
<b>Credit Available by Exam</b>	No
<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

<b>Prerequisites/Corequisites</b>	Prereq: English 1110.xx, or permission of instructor.
<b>Exclusions</b>	
<b><i>Previous Value</i></b>	Not open to students with credit for 534.03.
<b>Electronically Enforced</b>	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

<b>Subject/CIP Code</b>	54.0101
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

## Course Details

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>• Students will examine, analyze and understand Mexico's dynamic history from the pre-Conquest era to the present, including the causes of the Mexican revolution, the historical foundation of today's immigration issues, the drug war, and more.</li></ul>
---	---

**COURSE CHANGE REQUEST**  
3106 - Status: PENDING

Last Updated: Heysel,Garett Robert  
08/18/2020

**Content Topic List**

- Pre-colonial civilizations in Mesoamerica
- The Spanish conquest
- Colonial society
- Independence
- 19th century society
- Uprisings
- Indigenous populations
- The Mexican Revolution
- 20th century society and social movements
- NAFTA and neo-liberalism
- Women/Gender
- Current issues (drugs)

**Sought Concurrence**

No

**Attachments**

- 3106SyllabusAU17inperson.doc: In-person syllabus  
*(Syllabus. Owner: Heikes,Jacklyn Celeste)*
- Hist 3106 checklist.docx: ASC Tech Checklist  
*(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)*
- HIST 3106 Online GE Assessment Plan Revised.docx: Assessment Plan  
*(GEC Course Assessment Plan. Owner: Heikes,Jacklyn Celeste)*
- DL History 3106 syllabus revised.docx: Edited Syllabus  
*(Syllabus. Owner: Heikes,Jacklyn Celeste)*

**Comments**

- See 7-29-20 email to B. Elmore and J. Heikes *(by Oldroyd,Shelby Quinn on 07/29/2020 03:14 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	06/16/2020 03:04 PM	Submitted for Approval
Approved	Elmore,Bartow J	06/16/2020 05:20 PM	Unit Approval
Approved	Heysel,Garett Robert	06/16/2020 06:14 PM	College Approval
Revision Requested	Oldroyd,Shelby Quinn	07/29/2020 03:14 PM	ASCCAO Approval
Submitted	Heikes,Jacklyn Celeste	08/11/2020 04:05 PM	Submitted for Approval
Approved	Elmore,Bartow J	08/12/2020 11:12 AM	Unit Approval
Approved	Heysel,Garett Robert	08/18/2020 12:53 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	08/18/2020 12:53 PM	ASCCAO Approval



# THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

## **SYLLABUS: HISTORY 3106 THE HISTORY OF MEXICO AUTUMN 2020**

### **Course overview**

#### **Instructor**

Instructor: Dr. Stephanie Smith  
Email address: smith.4858@osu.edu  
Phone number: 614-292-6216  
Office hours: TR 10:00AM-11:00AM via Carmen Chat  
Office Location: 340 Dulles Hall

#### **Course Coordinator**

#### **Course description**

Mexico faces many crucial issues: immigration, drug cartels, economic and trade issues, the role of the United States, and others. Although these topics are relatively recent, their historical context can be located throughout several centuries of struggle. HIST 3106 analyzes Mexico's dynamic history from the pre-Conquest era to the present. Throughout the semester we will examine patterns of conflict and negotiation, including the great Mexican Revolution, which shaped Mexico's historical legacies. In addition to a study of Mexico's politics, we also will explore the ways in which everyday people participated in and influenced cultural and political events. The role of women, race and ethnicity will be analyzed in the lectures, as will Mexico's transcultural interactions. Additionally, the course will consider Mexico's rich culture, including movies, literature, and artists.

Several themes considered during the course are: **1.** The diversity of Mexico's pre-Columbian indigenous societies; **2.** The Conquest; **3.** The complex interactions between the Spaniards and the indigenous populations of Mexico; **4.** The colonial era, including the development of colonial political, economic, and social systems; **5.** The Independence movements; **6.** The 19<sup>th</sup> century breakdown into chaos; **7.** The modernizing "Porfirian" dictatorship; **8.** The Mexican Revolution; **9.** Mexico's dynamic art scene; **10.** The rise of the country's one-party state, the Institutional Revolutionary Party (P.R.I.); **11.** The 1968 student movements; **12.** The post-1968 political, social and

economic struggles; **13.** Mexico’s ongoing efforts for just economic development, and the continuing movement for inclusion by Mexico’s indigenous population; **14.** Mexico’s border with the United States, including the movement of peoples; **15.** Mexico’s current critical issues, including the “drug wars” and immigration.

## Course learning outcomes

### Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
  - This course will help students analyze the history of Mexico, and provide a foundation for future comparative understanding of other civilizations. The course will take a broad historical approach to the history of Mexico, examining ancient cultures up to the recent presidential elections and student uprisings. We also will study different parts of Mexico to better understand the diverse geographical elements; for example, the massive, urban region of Mexico City versus the more remote rural, indigenous areas.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
  - For this course students will analyze, discuss and debate historical events to understand better the historical foundations for current issues that affect Mexico today, including the U.S.-Mexico border, immigration, and the drug wars.
  - The course also will provide students with scholarly information and an analysis of the historical relationship between Mexico and the United States.
3. Students think, speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
  - For this course students will utilize both primary and secondary sources, including the primary sources found in *The Mexico Reader*, and the secondary sources found in the required texts, documentaries, and other materials.
  - Students will be required to write papers based on assigned readings, films, discussions, the text, and to document their sources in their papers with proper historical citations. They also will participate in discussions.
4. Diversity: Global Studies. Students foster an understanding of the pluralistic nature of institutions, society, and culture across the world in order to help the student become an educated, productive, and principled citizen.
  - Students understand the political, economic, cultural, physical, and social aspects of one or more of the world’s nations, peoples and cultures outside the U.S.
  - Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

## GE Course Information

### *Historical Study:*

#### **Goals:**

Students recognize how past events are studied and how they influence today’s society and the human condition.

**Expected Learning Outcomes:**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

***Diversity:*****Goals:**

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

**Expected Learning Outcomes:****Global Studies:**

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

**Course materials****Assigned Readings**

1. Michael C. Meyer, William L. Sherman, *The Course of Mexican History*, 11<sup>th</sup> Edition, Oxford University Press, 2017 (9780190659011).
2. Gilbert M. Joseph and Timothy J. Henderson, ed., *The Mexico Reader: History, Culture, Politics*, Duke University Press, 2003 (ISBN: 9780822330424).
3. Matthew Restall, *Seven Myths of the Spanish Conquest*, Oxford University Press, 2004 (ISBN: 9780195176117).
4. Alyshia Gálvez, *Eating NAFTA: Trade, Food Policies, and the Destruction of Mexico*, University of California, 2018 (ISBN: 9780520291812).

Your textbook for the class, *The Course of Mexican History*, can be found at the OSU Barnes and Noble Bookstore, or online at Amazon or Abebooks (no E-Books are available from The Ohio State University Library). The remaining three books can be located as E-Books at The Ohio State University Library; hardcopies also can be purchased from the OSU Barnes and Noble Bookstore, or online at Amazon. PLEASE NOTE: although *Seven Myths of the Spanish Conquest* exists as an e-book via the OSU library, only 3 simultaneous users can access the book at a time. If 3 people already are using the book, you will be put into a queue or you can check back later. Please don't wait until the last minute to attempt to access this book!

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Technology skills necessary for this specific course

- CarmenZoom text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

### Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

# Grading and faculty response

## Grades

Assignment or category	Points
Primary Source and Lecture Discussions	26%
Film Response Papers	24%
Midterm Paper	25%
Final Paper	25%
<b>Total</b>	<b>100</b>

See course schedule, below, for due dates

## Assignment information

### The Modules

After reading the Announcement Page, you should proceed to the Modules, where you will find the [Overview Page](#) that discusses the weekly assignments.

From Modules you also can find the [Readings Page](#), where you will see a list of the weekly readings from the textbook and primary source reader. You also will find the readings listed in your syllabus.

Next, from Modules you will find the [Lecture Video](#) and additional videos.

On Modules you also will see you will see the [Discussion Page](#), which will provide question prompts to help start your weekly group discussions.

On Modules you will find the [Film Response Paper](#) links, which provides a guide and questions for your film response papers.

And finally, you also will see [Midterm and Final Paper](#) links on Modules.

### Weekly Assignments:

#### **1. Discussions: 26% (13 x 2% each), DUE BY FRIDAY NOON**

[Discussions will analyze material from the primary sources and lectures.](#) Online discussion is a requirement for this course, and each student is expected to take an active role. All discussions will take place in Carmen/Discussions. Although your conversations can be lively, I will not tolerate personal attacks or other inappropriate forms of communication.

**Student will be assigned groups for their discussions.**

Students are required to respond to the posted discussion prompts for each discussion session. If



you want to earn the highest grade for each of the discussions, you must do the following:

- Watch the weekly lecture and read the text and primary sources.
- Answer each of the prompts for the weekly discussion. Remember that the questions will address the primary sources and lectures. A couple of words is NOT sufficient. You must write at least a paragraph (5-7 sentences) to get credit. Retroactive credit WILL NOT be given after the module closes.
- You must post before seeing your colleagues' replies.
- Post your answers to the prompts by **noon on Friday** to give your colleagues the opportunity to read and respond to your comments on time.
- After submitting your initial post by noon on Friday, you should return to the discussion board to read and comment on your colleagues' posts before the **discussion board closes at 11:59 PM on Sunday**.
- You should post at least two responses to your colleagues' posts (although you may add more, of course).
- Make sure your responses are clear and thoughtful to stimulate discussion among your group. Stating simply that you agree with someone's statement without explaining why you agree is not enough. Your posts and responses should be lively and creative, but also thoughtful and analytical.
- Remember that the purpose of this exercise is to encourage intellectual exchange between you and your peers, and to learn from them as they learn from you.
- Your grade for **initial posts** submitted after noon on Friday (but before the discussion board closes at 11:59 PM on Sunday) will be reduced by 50%.

### *How to initiate discussion*

If you are not familiar with the Carmen/Canvas Discussion Board, follow these instructions. Go to the weekly "Discussion" module. The group you are assigned to should appear. Scroll down to the bottom and click **REPLY**

Paste or compose your comments or responses into the place-holder and click **POST REPLY**.

### *Subscribe to the Discussion*

You may subscribe to each discussion to be notified when new comments are posted. The **Subscribe button** is located on the bar above the Reply button.

## **2. Film Response Papers: 24% (3 x 8% each), DUE BY SUNDAY AT 11:59 PM**

On the Film Response Paper Modules, you will find specific prompts for your papers. You also will find the response paper rubric, which provides the criteria for grading.

Besides an analysis of the films, your response papers should incorporate relevant material from your textbook and your primary source reader.

Your film response papers should be 2 pages in length, typed, double-spaced, 12-point type, with one-inch margins. Please make sure your name is on your response paper. Please upload your papers using the Submit button for the assignment. You will need to create your document first and then upload it.

***Rubric for writing your film response papers***

Your response papers should include the following:

**Introduction (20 pts)**

- 1) Your introduction should provide the title of the film and its country of origin, and readings you will discuss.
- 2) The introduction should describe the type of film you viewed; for example, documentary, animated feature, fictional narrative.
- 3) Your introduction also will include the thesis—or main argument—of the film.

**Body of Paper (40 pts)**

- 1) You should address each of the response paper prompts in the body of your paper.

**Conclusion (20 pts)**

- 1) In your conclusion you will provide your analysis of the film as an historical source.
- 2) You also will sum up your paper.

**Overall Guidelines (20 pts)**

- 1) Your paper should be well-written, with topic sentences and free from misspellings and other grammar issues. Remember: your paper should be 2 pages long, but no more than 2 pages.

***How to access the films***

Films are available online through the OSU library. You will find the link on the Overview Page and on the syllabus. You will need to sign in before accessing the film.

For issues with films through the OSU library, please contact them directly at **614 292-6785**.

***Film MPAA (Motion Picture Association of America) ratings***

To help provide guidance for the films you will view, all film ratings, as well as additional notes concerning content, are included on the weekly Overview Page. Because this is an online class, please feel free to fast forward or skip sections that contain images you may find difficult. Please also feel free to contact me with any questions in this respect.

**3. Midterm Paper: 25% DUE ON SUNDAY, OCTOBER 18 BY 11:59 PM**

For your midterm paper, you will analyze the seven myths of the “Conquest” of the Aztecs as outlined in *Seven Myths of the Spanish Conquest* by Matthew Restall. What are the sources that historians use to analyze the “Conquest?” According to Prof. Restall, what are the seven myths concerning the “Conquest?” Addressing each of these myths, how does Prof. Restall correct the historical record? How do Prof. Restall’s arguments differ from our texts or what you previously have learned about the Conquest? And why did the myths persist over several centuries? And lastly (and importantly), please analyze the long-term consequences in maintaining these historical inaccuracies, especially when considering commonly held beliefs about Mexico today. In your conclusion, please discuss if Prof. Restall effectively made his argument on all seven myths.

Your paper should include relevant material from your textbook and primary source reader.

Your paper should be 6-7 pages in length, typed, double-spaced, 12-point type, with one-inch margins. When you quote or paraphrase, you should properly cite the work with a **foot- or endnote** or with an **in-text citation**. However, you should avoid lengthy quotes.

You will upload your midterm paper via the “Midterm Paper” Module. PLEASE SEE THE GUIDE ON THE NEXT PAGE FOR GENERAL INSTRUCTIONS ON YOUR PAPER.

#### **4. Final Paper: 25% DUE ON FRIDAY, DECEMBER 11 BY 11:59 PM**

For your final paper, you will analyze the main arguments in Alyshia Gálvez’s, *Eating NAFTA: Trade, Food Policies, and the Destruction of Mexico*. According to the author, how have the policies associated with NAFTA resulted in serious repercussions for Mexico’s crops? For example, what were Mexico’s traditional crops since before the colonial era, and how has NAFTA’s implementation in 1994 impacted the kinds crops now grown, and the manner in which they are cultivated? How have changes to Mexico’s agriculture led to recent differences in diet and eating habits in Mexico? How have dietary shifts made since NAFTA led to an increase in diet-related illnesses in Mexico? And ultimately, according to Gálvez, what is the relationship between the implementation of NAFTA and Mexico’s educational opportunities, income disparities/poverty, Mexico’s economy, and even immigration? In your conclusion, please discuss if Prof. Gálvez effectively made her argument.

Your paper should include relevant material from your textbook and primary source reader.

Your paper should be 6-7 pages in length, typed, double-spaced, 12-point type, with one-inch margins. When you quote or paraphrase, you should properly cite the work with a **foot- or endnote** or with an **in-text citation**. However, you should avoid lengthy quotes.

You will upload your final paper via the “Final Paper” Module. PLEASE SEE THE GUIDE ON THE NEXT PAGE FOR GENERAL INSTRUCTIONS ON YOUR PAPER.

#### ***Guide for writing your Midterm and Final papers***

Your papers should include the following:

1. A title page (which also does not count towards your total pages—please do NOT number your title page). Your title page also will include your name as well.
2. An introduction that states the title and author of the book you are analyzing, the main thesis of book, the historical event (including the years) you will discuss, the brief, general themes of the book, and the sources used by the author. Your introduction should be 1 paragraph.
3. The body of your paper will address each of the paper prompts.
4. Your paper should have a conclusion (1 or 2 paragraphs) that analyzes the book as an historical source. What were the study’s strengths and the shortcomings in being able to communicate the crucial historical concepts?
5. And lastly, you will need to include a bibliography that lists your sources with full publication dates on a final page (which does not count towards your total pages).

6. Overall, your paper should be well-written, with topic sentences and free from misspellings and other grammar issues.
7. For citation help from the Ohio State library on proper footnotes and bibliographies, see <https://guides.osu.edu/c.php?g=605168&p=4194384>

## Late assignments

### Make-up examinations and late work:

#### Late Assignments:

Students should turn in their papers at the scheduled date and time. However, given the exceptional circumstances of the global pandemic, please feel free to discuss your specific situation with me.

Remember that you won't be able to submit late work to Carmen once the module has closed. Therefore, you must email me so that we can figure out the best plan for moving forward.

-- After a documented event, students also are required to make up missed work within three days of returning to school unless agreed upon differently by the student and the professor.

**Without an appropriate excuse, late work will be downgraded by one-half letter grade for each day it is late. Work that is four or more days late will not be accepted.**

You will not be given credit for late discussions once the discussion board closes.

#### Incomplete Grade

I only will assign an incomplete grade if you have suffered a debilitating injury or a life altering loss, which **must** be documented, and you have completed a significant portion of the course work. If this is not the case, you will be assigned the grade earned.

#### Grade Reconsideration:

A student who wishes reconsideration of their grade for a discussion, midterm paper, or film response paper should submit the assignment to the instructor, accompanied by a written exposition that explains why the grade is not an accurate appraisal of the work. Appeals must be initiated within 3 days after the grade was posted. In reviewing grade, the instructor may raise, confirm, or lower the grade.

Please note, however, that given the short turnaround for the final grades, there will be no exceptions for the final paper.

#### Assignment Closing Time:

**Carmen uses only Eastern Standard Time (EST) to record submission times. The instructor cannot adjust this preset time zone to accommodate other time zones.**

As a result, the closing time for all assignments in this course is based exclusively on EST. If you are outside this time zone, it is your responsibility to adjust your schedules to ensure your assignments are submitted before the closing time of EST zone.

## Grading scale

93–100: A  
 90–92.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+  
 73–76.9: C  
 70–72.9: C-  
 67–69.9: D+  
 60–66.9: D  
 Below 60: E

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

### E-mail

I will reply to e-mails within **24 hours on school days**.

### Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**  
 Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions:** I will hold office hours on Tuesdays and Thursdays from 10:00am until 11:00am via Carmen Chat. However, if these times don't work for you,

please email me and we will find another time to meet. We also can meet via CarmenZoom as well. Just let me know if you'd prefer CarmenZoom, and we can set up an appointment.

- All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums:**  
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Other course policies

### Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

### Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

## Academic integrity policy

### Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

### Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes

associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the



aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug 25-30	<p><b><u>Lecture: Introduction to the Course</u></b></p> <p><b>Deeds, Meyer, Sherman Textbook:</b> 3-10.  <b>The Mexico Reader:</b>            1) "Introduction" (pp. 1-8).            Please also start reading the <i>Seven Myths of the Spanish Conquest</i></p> <p><b>Discussion:</b> Please introduce yourself to your group (see instructions)            Carmen for</p> <p>For a map of Latin America see:  <a href="http://www.lib.utexas.edu/maps/americas/latin_america.gif">http://www.lib.utexas.edu/maps/americas/latin_america.gif</a></p>
2	Aug 31-Sept 6	<p><b><u>Lecture: Early Societies of Mexico</u></b></p> <p><b>Deeds, Meyer, Sherman Textbook:</b> 11-21; 29-34.  <b>The Mexico Reader:</b>            1) "The Sons of La Malinche" (pp. 20-27).            2) "Ancient Civilizations" (pp. 55-56).            Please continue reading the <i>Seven Myths of the Spanish Conquest</i></p> <p><b>Discussion 1</b></p>
3	Sept 7-13	<p><b><u>Lecture: The Maya</u></b></p> <p><b>Film:</b> "Popol Vuh" (OSU Library)  <a href="https://proxy.lib.ohio-state.edu/login?url=https://search.alexanderstreet.com/view/work/bibliographic_e">https://proxy.lib.ohio-state.edu/login?url=https://search.alexanderstreet.com/view/work/bibliographic_e</a></p>

		<p><a href="#">ntity%7Cvideo work%7C3190369</a></p> <p><b>Deeds, Meyer, Sherman Textbook:</b> 21-28; 35-42.  <b>The Mexico Reader:</b>  1) “Popul Vuh” (pp. 79-85).  Please continue reading the <i>Seven Myths of the Spanish Conquest</i></p> <p><b>Discussion 2</b>  <b>Film Response Paper 1</b></p>
4	Sept 14-20	<p><b><u>Lecture: The Aztecs</u></b></p> <p><b>Deeds, Meyer, Sherman Textbook:</b> 43-72.  <b>The Mexico Reader:</b>  1) “The Cost of Courage in Aztec Society” (pp. 61-78).  Please continue reading the <i>Seven Myths of the Spanish Conquest</i></p> <p><b>Discussion 3</b></p>
5	Sept 21-27	<p><b><u>Lecture: The Spanish “Conquest”</u></b></p> <p><b>Deeds, Meyer, Sherman Textbook:</b> 75-95.  <b>The Mexico Reader:</b>  1) “Conquest and Colony” (pp. 95-96).  2) “The Spaniards’ Entry into Tenochtitlán” (97-104).  3) “Cortés and Montezuma” (105-108).  Please continue reading the <i>Seven Myths of the Spanish Conquest</i></p> <p><b>Discussion 4</b></p>
6	Sept 28-Oct 4	<p><b><u>Lecture: The Settlement of New Spain</u></b></p> <p><b>Deeds, Meyer, Sherman Textbook:</b> 96-141.  <b>The Mexico Reader:</b>  1) “The Spiritual Conquest” (pp. 114-121).  2) “Why the Indians Are Dying” (122-130).  Please finish reading the <i>Seven Myths of the Spanish Conquest</i></p> <p><b>Discussion 5</b></p>

7	Oct 5-11	<p><b><u>Lecture: Colonial Society</u></b></p> <p>Deeds, Meyer, Sherman Textbook: 142-194.  <b>The Mexico Reader:</b>  1) "On Men's Hypocrisy" (pp. 156-159).  Please finish reading the <i>Seven Myths of the Spanish Conquest</i></p> <p><b>Discussion 6</b></p>
8	Oct 12-18	<p><b><u>Lecture: Independence and Its Aftermath</u></b></p> <p>Deeds, Meyer, Sherman Textbook: 197-240.  <b>The Mexico Reader:</b>  1) "Trials of the Young Republic" (pp. 169-170).  2) "Plan of Iguala" (pp. 192-195).  <b>No Discussion</b> (please work on your midterm paper instead)</p> <p><b>MIDTERM PAPER DUE BY 11:59 PM ON SUNDAY, OCTOBER 18!</b></p>
9	Oct 19-25	<p><b><u>Lecture: 19<sup>th</sup> Century Conflicts and the Porfiriato</u></b></p> <p>Deeds, Meyer, Sherman Textbook: 243-318; 321-356.  <b>The Mexico Reader:</b>  1) "President Díaz, Hero of the Americas" (pp. 285-291).</p> <p>Please start reading <i>Eating NAFTA</i></p> <p><b>Discussion 7</b></p>
10	Oct 26-Nov 1	<p><b><u>Lecture: The Mexican Revolution!</u></b></p> <p>Deeds, Meyer, Sherman Textbook: 359-410.  <b>The Mexico Reader:</b>  1) "Plan of Ayala" (pp. 339-343).  2) "The Constitution of 1917: Articles 27 and 123" (pp. 398-402).</p> <p>Please continue reading <i>Eating NAFTA</i></p> <p><b>Discussion 8</b></p>
11	Nov 2-8	<p><b><u>Lecture: Art and Artists in Post-revolutionary Society</u></b></p> <p><b>Film:</b> "Diego Rivera – I Paint What I See" (OSU Library)  <a href="https://proxy.lib.ohio-">https://proxy.lib.ohio-</a></p>

		<p><a href="https://digital.films.com/PortalPlaylists.aspx?wID=97401&amp;xtid=60612">state.edu/login?URL=https://digital.films.com/PortalPlaylists.aspx?wID=97401&amp;xtid=60612</a></p> <p><b>Deeds, Meyer, Sherman Textbook:</b> 411-434; 455-470; 506-524.</p> <p><b>The Mexico Reader:</b></p> <p>1) “Art and Corruption” (pp. 492-499).</p> <p>Please continue reading <i>Eating NAFTA</i></p> <p><b>Discussion 9</b></p> <p><b>Film Response Paper 2</b></p>
12	Nov 9-15	<p><b><u>Lecture: Cárdenas and the 1930s</u></b></p> <p><b>Deeds, Meyer, Sherman Textbook:</b> 435-454.</p> <p><b>The Mexico Reader:</b></p> <p>1) “The Oil Expropriation” (pp. 452-455).</p> <p>2) “Cárdenas and the Masses” (pp. 456-460).</p> <p>Please continue reading <i>Eating NAFTA</i></p> <p><b>Discussion 10</b></p>
13	Nov 16-22	<p><b><u>Lecture: Historical Analysis of the Drug Wars</u></b></p> <p><b>Deeds, Meyer, Sherman Textbook:</b> None</p> <p><b>The Mexico Reader:</b></p> <p>1) “The Deadly Harvest of the Sierra Madre” (pp. 734-746).</p> <p>Please continue reading <i>Eating NAFTA</i></p> <p><b>Discussion 11</b></p>
14	Nov 23-29	<p><b><u>Lecture: Historical Analysis of Mexico-United States Relations</u></b></p> <p><b>Film:</b> “Which Way Home” (OSU Library)  <a href="http://docuseek2.com.proxy.lib.ohio-state.edu/cart/product/158">http://docuseek2.com.proxy.lib.ohio-state.edu/cart/product/158</a></p> <p><b>Deeds, Meyer, Sherman Textbook:</b> 531-532; 550-553; 562-566; 576-580.</p> <p><b>The Mexico Reader:</b></p> <p>1) “The Border and Beyond” (687-688).</p> <p>2) “The Maquiladoras” (698-707).</p> <p>3) “Pedro P., Coyote” (715-727).</p> <p>Please continue reading <i>Eating NAFTA</i></p> <p><b>Discussion 12</b></p> <p><b>Film Response Paper 3</b></p>
15	Nov 30-Dec 6	<p><b><u>Lecture: The 1940s, 1950s, and the 1968 Student Movement</u></b></p>

		<p><b>Deeds, Meyer, Sherman Textbook:</b> 473-505.  <b>The Mexico Reader:</b>  1) “The Student Movement of 1968” (555-569).  Please finish reading <i>Eating NAFTA</i>  <b>Discussion 13</b></p>
<b>16</b>	<b>Dec 7-9</b>	<p><b><u>Lecture:</u> The Zapatistas to Today—What is Mexico’s Future?</b></p> <p><b>Deeds, Meyer, Sherman Textbook:</b> 527-531; 533-549;  553-561; 566-576; 581-608.  <b>The Mexico Reader:</b>  1) “EZLN Demands at the Dialogue Table” (638-645).  Please finish reading <i>Eating NAFTA</i>  <b>No Discussion:</b> (please work on your final paper instead)</p>

**FINAL PAPER: DUE ON FRIDAY, DECEMBER 11 BY 11:59 PM**

**HISTORY 3106**  
**HISTORY OF MEXICO**  
**Autumn Semester 2017 Scott Lab E125**  
**Tuesday-Thursday, 9:35am - 10:55am**

**Instructor:** Stephanie J. Smith  
Associate Professor, History

**Office:** Dulles Hall, Room 340

**Office Hours:** 11:15-12:15 Tuesday,  
11:15-12:15 Thursday, or by appointment

**Phone:** 614 292-6216

**Email:** [smith.4858@osu.edu](mailto:smith.4858@osu.edu)



This course in the History of Mexico is designated in the History Major as a course from Group A, (Latin America), pre-1750 and post- 1750. This course fulfills the GE Historical Study and GE Diversity: Global Studies requirements. It counts towards the history major.

**Description:**

Mexico faces many crucial issues today: drug cartels and drug trafficking, immigration, NAFTA, the role of the United States, neo-liberal reforms and oil, the distrust of Mexico's ruling party, the Chiapas rebellion, and many others. Although these important topics are relatively recent, their historical context can be located throughout several centuries of struggle.

HIST 3106 analyzes Mexico's dynamic and exciting history from the pre-Conquest era to the present. Throughout the semester we will examine patterns of conflict and negotiation, including the great Mexican Revolution, which shaped Mexico's historical future until today. In addition to a study of Mexico's politics, we also will emphasize the ways in which everyday people participated in and influenced cultural and political events. Issues of gender and the role of women, race and ethnicity will be emphasized in the lectures, as will Mexico's transcultural interactions and conflicts. Additionally, the course will explore Mexico's rich culture, including movies, literature, and artists, such as the painters Frida Kahlo and Diego Rivera.

Several themes considered during the course are: **1.** The diversity of Mexico's pre-Columbian indigenous societies; **2.** The Conquest; **3.** The complex interactions between the Spaniards and the indigenous populations of Mexico; **4.** The colonial era, including the development of colonial political, economic, and social systems; **5.** The Independence movements; **6.** The 19<sup>th</sup> century breakdown into chaos; **7.** The modernizing "Porfirian" dictatorship; **8.** The Mexican Revolution; **9.** Mexico's dynamic art scene; **10.** The rise of the country's one-party state, the Institutional Revolutionary Party (P.R.I.); **11.** The 1968 student movements; **12.** The post-1968 political, social and economic struggles; **13.** Mexico's ongoing efforts for just economic development, and the continuing movement for inclusion by Mexico's indigenous population; **14.** Mexico's border with the United States, including the movement of peoples; **15.** Mexico's current critical issues, including the "drug wars" and immigration.

**All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of each student.**

**CARMEN/CANVAS Website:**

PowerPoint, handouts, and extra copies of the syllabus can be found on Carmen/Canvas.

**Assigned Readings** (Available at Barnes & Noble and University Bookstores):

1. Michael C. Meyer, William L. Sherman, *The Course of Mexican History, 11<sup>th</sup> Edition*, Oxford University Press, 2017.
2. Gilbert M. Joseph and Timothy J. Henderson, ed., *The Mexico Reader: History, Culture, Politics*, Duke University Press, 2002.
3. Eric Zolov, *Refried Elvis: The Rise of the Mexican Counterculture*, The University of California Press, 1999.

**Grading:**

**Attendance/Participation/Debate:** 15%

**Midterm:** 30%

**Paper:** 25%

**Final:** 30%

**Course Goals:** Students recognize how past events are studied and how they influence today's society and the human condition.

**Course Expected Learning Outcomes:**

1. Students construct an integrated perspective on history and the factors that shape human activity.  
-- This course will help students analyze the history of Mexico, and provide a foundation for future comparative understanding of other civilizations. The course will take a broad historical approach to the history of Mexico, examining ancient cultures up to the recent presidential elections and student uprisings. We also will study different parts of Mexico to better understand the diverse geographical elements; for example, the massive, urban region of Mexico City versus the more remote rural, indigenous areas.
2. Students describe and analyze the origins and nature of contemporary issues and develop a foundation for future comparative understanding.  
-- For this course students will analyze, discuss and debate historical events to understand better the historical foundations for current issues that affect Mexico today, including the U.S.-Mexico border, immigration, and the drug wars. The course also will provide students with scholarly information and an analysis of the historical relationship between Mexico and the United States.

**3.** Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.  
-- For this course students will utilize both primary and secondary sources, including the primary sources found in *The Mexico Reader*, and the secondary sources found in the required texts, documentaries, and other materials. Students will be required to attend lectures and take notes, write a paper based on assigned readings, films, discussions, the text, and to document their sources in their papers with proper historical citations. They also will participate in discussions and debates.

**4.** Diversity: Global Studies.

**1.** Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and culture outside the U.S.

**2.** Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

**Grade breakdowns:**

A: 93-100; A-: 90-92.9; B+: 87-89.9; B: 83-86.9; B-: 80-82.9; C+: 77-79.9; C: 73-76.9; C-: 70-72.9; D+: 67-69.9; D: 63-66.9; E: 62 and below.

Since the University does not record D- grades, a student earning a course average of 62 and below will receive an E in this course.

**Make-up examinations and late work:**

Students must take the exams and turn in their papers at the scheduled date and time. Do not ask for exceptional treatment.

--Students will be allowed to take a make-up exam only for urgent reasons, such as a medical or legal emergency. In accordance with department policy, the student will be expected to present proof of the emergency, such as an official statement from the University Medical Center.

--The "Explanatory Statement for Absence from Class" that can be found on the Wilce Health Center website does not constitute an official statement. After a documented event, students also are required to make up missed tests within three days of returning to school unless agreed upon differently by the student and the professor.

**Late work will be downgraded by one letter grade for each day it is late. Work that is four or more days late will not be accepted.**

I only will assign an incomplete grade if you have suffered a debilitating injury or a life altering loss, which **must** be documented, and you have completed a significant portion of the course work. If this is not the case, you will be assigned the grade earned.

**Grade Reconsideration:**

A student who wishes reconsideration of their grade on a test or paper should submit the assignment to the instructor, accompanied by a written exposition that explains why the grade is not an accurate appraisal of the work. Appeals must be initiated within one week after the paper or test was returned to the class. In reviewing the test or paper, I reserve the right to raise, confirm, or lower the grade.



## **Academic Misconduct**

Be forewarned that I will pursue cases of academic misconduct to the appropriate University committee.

"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487)."

For additional information, <http://studentconduct.osu.edu/page.asp?id=1>

**Plagiarism** is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct. See this web site for information on plagiarism and writing handouts:

[http://cstw.osu.edu/writingCenter/handouts/research\\_plagiarism.cfm](http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm)

**Warning:** Do not attempt to copy a paper or information off the Web and present it as your own work! This is plagiarism, and will result in an academic misconduct hearing.

## **The Office for Disability Services**

Students with documented disabilities who have registered with the **Office of Student Life Disability Services** will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 098 Baker Hall, 113 W. 12th Ave; Tel.: 614-292-3307; VRS: 614-429-1334; Email: [slds@osu.edu](mailto:slds@osu.edu); Web: [slds.osu.edu](http://slds.osu.edu).

All information and documentation of disabilities will be kept confidential.

## **OSU Writing Center:**

<http://cstw.osu.edu>

## **Study and Paper Tips:**

☺ Do the assigned readings **before** you come to class. Overall, keep up with the readings.

☺ When writing your paper, keep several things in mind.

1. Strive for good overall paper organization. Begin with an introduction, where you state your thesis, your sources, and briefly tell the reader about your paper. This is followed by the body of the paper, where you will present your evidence through the development of supporting arguments. Finally, your paper should have a conclusion where you once again explain the significance of your argument.
2. Strive for good paragraph organization. Begin with a clear topic sentence, which is usually short. Follow with material that either supports or elaborates upon the idea of the topic sentence.

3. Make sure that your paper has a clear progression of ideas from one paragraph to the next.
4. Avoid lengthy quotes. These take up space that is better spent on your own analysis.
5. Avoid contractions, such as don't and isn't, in your paper.
6. Minimize use of the passive voice. For example: "The war was begun by peasants" should be "Peasants began the war." Passive voice makes your writing weak.
7. Once again, avoid plagiarism of any kind.
8. Double-check to make sure that your paper is free of spelling errors, improper grammar, or incorrect punctuation.
9. Make sure that you use footnotes properly.

### Course Requirements

#### Attendance/Participation:

\*\*\*Your attendance/participation grade will be based on attendance and regular informed contributions to class discussion.

--Please come to class on time so that you do not cause unnecessary disruption for your fellow classmates. Arriving more than 15 minutes after the lecture has begun without prior permission constitutes an absence. Please also do not leave class before the class is dismissed.

--Attendance is required for every class, and will be taken at the beginning of each session. You are responsible for attending each and every class since your grade will be adversely affected by any absences. If you need to miss a class, please talk to me beforehand, and present an official written excuse when you return.

--This class is designed as a lecture and discussion class, and requires active class participation and discussion by every student. To participate well in class, you will need to keep up with the reading material. During class, you will discuss primary sources from *The Mexico Reader: History, Culture, Politics*, the lectures, films, and other materials and documents that complement the lectures.

\*\*\*Your attendance/participation grade also will include your participation in the discussion groups and debates. Each group will lead the discussion of the primary sources from sources from *The Mexico Reader: History, Culture, Politics* two times during the semester.

You will find the debate requirements at the end of this syllabus.

\*\*\* Please feel free to express your opinion in a constructive manner. Part of the objective of the class is for you to analyze and express your positions on a number of topics. While you may not agree with everything said in class, you must show respect to fellow classmates.

\*\*\* Please do not record the lectures or the discussions. Please do not use your cellphones during class. You may, however, use your laptops to take notes, but only for taking notes.

**Midterm:** The midterm will be held in class on **Thursday, Oct. 5**. It will be based on ALL of the material presented during the first half of the course, including lectures, films, additional film clips shown in class, and assigned readings.

---The midterm will be comprised of short answer identifications and one essay (out of a possible two).

**Paper:** Your paper will utilize Eric Zolov's, *Refried Elvis: The Rise of the Mexican Counterculture*, secondary material from the lectures, our textbook, and film-clips to analyze the history of rock n' roll in Mexico and its relationship to the rise of Mexico's countercultural movement (*La Onda*).

As you write your paper, you should consider the following questions:

- What initially led to the growth of rock n' roll in Mexico during the 1950s? How was early rock n' roll received in Mexico, and how was this different from rock n' roll in the U.S.?
- How did early rock n' roll shape or challenge traditional family roles in Mexico? What about issues of gender and women's roles?
- How did film reflect the influence of rock n' roll? How did this change over time?
- What was the impact of the Beatles and the "British invasion" on Mexico's rock n' roll music?
- What was *La Onda*? *La Onda Chicana*? Where did young people hear rock n' roll during the 1960s in Mexico? How did the clubs shape society and youth culture? How did the government react to the growing popularity of the music?
- What was the relationship between social protest and rock n' roll by 1968? What were the demands of the students in 1968? And what was the massacre at Tlatelolco?
- How did rock n' roll change after Tlatelolco? Consider the influence of U.S. music and language.
- And lastly, discuss the Avándaro festival and the criticism against it by both the left and the conservatives. Who attended? What was the aftermath of the concert during the 1970s and 1980s?

Please consider the roles of gender, ethnicity and class when writing your paper. Also, your paper should include a proper introduction where you include Zolov's **thesis** and sources, as well as a conclusion. We will talk more about the paper in class.

Your paper should be 5-7 pages long, typed, double-spaced, 12-point type, with one-inch margins. In addition, you also need to include a bibliography that lists your sources with full publication dates on a final page (which does not count towards your total pages). When you quote or paraphrase any publications, including *Refried Elvis*, you should properly cite the material. This can be done either with a **foot- or endnote** or with an **in-text citation**. However, you should avoid lengthy quotes. These take up valuable space that is better spent on your own analysis. The paper is due at the beginning of class on **Tuesday, November 7**.  
I will NOT accept papers by email.

**Final Exam:** The final will be held in our classroom on: **Friday, Dec. 8, 8:00am-9:45am.**

It will ONLY cover material after the midterm. However, it will cover ALL material since the midterm, including lectures presented in class, films, additional film-clips shown in class, and assigned readings.

- The final will be comprised of short answer identifications (ID's) and two essays (out of a possible three).
- Please note the early start time of the final. Oversleeping is NOT an excuse for missing the final.

## Course Schedule

---

### Week 1

- Tues. Aug. 22**      **Introduction**
- Thurs. Aug. 24**      **Early Societies of Mexico**  
Reading: Meyer, 3-21; 29-35  
Discussion group sign up for leading discussions from the Mexico Reader
- 

### Week 2

- Tues. Aug. 29**      **The Maya**  
Reading: Meyer, 21-28  
Discussion—Mexico Reader: “Popol Vuh” (Group 1)  
Timeline: <http://www.pbs.org/wgbh/nova/mayacode/time-flash.html>
- Thurs. Aug. 31**      **The Maya and 2012**  
Reading: Meyer, 35-42  
Discussion—Mexico Reader: “The Meaning of Maize for the Maya”  
(Group 2)
- 

### Week 3

- Tues. Sept. 5**      **The Aztecs, Part 1**  
Reading: Meyer, 43-62  
Discussion—Mexico Reader: “The Cost of Courage in Aztec Society”  
(Group 3)
- Thurs. Sept. 7**      **The Aztecs, Part 2**  
Reading: Meyer, 62-71  
Discussion—Mexico Reader: “Omens Foretelling the Conquest”  
(Group 4)
-

---

#### Week 4

- Tues. Sept. 12**      **The Spanish Conquest, Part 1**  
Reading: Meyer, 75-85  
Discussion—Mexico Reader: “The Spaniards’ Entry into Tenochtitlán”  
(Group 5)
- Thurs. Sept. 14**      **The Spanish Conquest, Part 2**  
Reading: Meyer, 85-95  
Discussion—Mexico Reader: “Cortés and Montezuma” (Group 6)
- 

#### Week 5

- Tues. Sept. 19**      **The Settlement of New Spain**  
Reading: Meyer, 96-139  
Discussion—Mexico Reader: “The Spiritual Conquest” (Group 7)
- Thurs. Sept. 21**      **Colonial Society: Race and Gender, Part 1**  
Reading: Meyer, 140-170  
Discussion—Mexico Reader: “Why the Indians Are Dying”  
(Group 8)
- 

#### Week 6

- Tues. Sept. 26**      **Colonial Society: Race and Gender, Part 2**  
Reading: Meyer, 171-190  
Discussion—Mexico Reader: “On Men’s Hypocrisy” (Group 9)
- Thurs. Sept. 28**      **Independence**  
Reading: Meyer, 193-238  
Discussion—Mexico Reader: “Plan of Iguala” (Group 10)
- 

#### Week 7

- Tues. Oct. 3**      **Aftermath of Independence and the War with the U.S.**  
Reading: Meyer, 241-268  
Discussion—We will discuss the midterm.
- Thurs. Oct. 5**      **Midterm**

---

## Week 8

- Tues. Oct. 10**      **19<sup>th</sup> Century Conflicts**  
Reading: Meyer, 269-319  
Discussion—Mexico Reader: “Considerations Relating to the Political and Social Situation of the Mexican Republic in the Year 1847” (Group 1)
- Thurs. Oct. 12**      **NO CLASS, Autumn Break**
- 

## Week 9

- Tues. Oct. 17**      **The Porfiriato**  
Reading: Meyer, 323-357  
Discussion—Mexico Reader: “President Díaz, Hero of the Americas” (Group 2)
- Thurs. Oct. 19**      **The Revolution! Part 1**  
Reading: Meyer, 361-396  
Discussion—Mexico Reader: “Plan of Ayala” (Group 3)
- 

## Week 10

- Tues. Oct. 24**      **The Revolution! Part 2**  
Reading: Meyer, 397-421  
Discussion—Mexico Reader: “The Restoration of the *Ejedo*” (Group 4)
- Thur. Oct. 26**      **Post-revolutionary Mexico**  
Reading: Meyer, 425-444  
Discussion—Mexico Reader: “The Constitution of 1917: Articles 27 and 123” (Group 5)
- 

## Week 11

- Tues. Oct. 31**      **Cardenás**  
Reading: Meyer, 445-455  
Discussion—Mexico Reader: “The Oil Expropriation” (Group 6)
- Thur. Nov. 2**      **Reading/Research Day**  
You will use this day to work on your paper that analyzes Eric Zolov’s *Refried Elvis*, due in class on Tuesday, November 7. Please see page 6 of this syllabus for further instructions

---

**Week 12**

**Tues. Nov. 7**

**PAPER DUE**

**Historical Analysis of the Drug Wars**

Reading: Meyer, 533-555

Discussion of the paper.

**Thur. Nov. 9**

**Art and Artists**

Reading: Meyer, Insert “1,500 of Mexican Art History, 456-469

Discussion—Mexico Reader: “Art and Corruption”

(Group 7)

---

**Week 13**

**Tues. Nov. 14**

**Historical Analysis of United States-Mexico Relations**

Reading: Meyer, 519-532

Discussion—Mexico Reader: “The New World Border”

(Group 8)

**Thur. Nov. 16**

**Debate Day!**

Group 1: Drugs

Group 2: Oil expropriation

---

**Week 14**

**Tues. Nov. 21**

**Film: TBA.**

**Thur. Nov. 23**

No Class: **Happy Thanksgiving!**

---

**Week 15**

**Tues. Nov. 28**

**1940s and 1950s**

Reading: Meyer, 473-488

Discussion—Mexico Reader: “El Santo’s Strange Career” (Group 9)

**Thur. Nov. 30**

**The 1968 Student Movement into the 1980s**

Reading: Meyer, 489-518

Discussion—Mexico Reader: “The Student Movement of 1968”

(Group 10)

---

---

**Week 16**

**Tues. Dec. 5**            **The Zapatistas to Today—What is Mexico's Future?**  
Reading: Meyer, 556-579  
Discuss Final

---

**FINAL on Friday, Dec. 8, 8:00am-9:45am**

The final will be held in our classroom.

**Please note the early start time of the final!!**



### **History of Mexico Debate:**

**You will debate one of two problems: the complex issues of drugs or oil expropriation. You will be randomly assigned a debate and a position (pro or against) at the beginning of the course.**

**Each position, either pro or against, first will present short formal opening statements (5 minutes per position—10 minutes total). Choose a team leader to represent your group and present your position. The opening statement will be followed by a rebuttal (5 minutes per position—10 minutes total) from the opposing position. After the opening statements and rebuttals, audience members will ask their questions (15 minutes total).**

**Throughout the debate, you should address the issues from the perspective of the position you choose (see the following page for suggestions). Take a historical approach, and examine events over time, to strengthen your thesis.**

**You also will write a short, 1-page paper that states your persuasive argument in defense of your position and includes your sources. You should be sure to incorporate evidence and information that describes your position. You also should seek specific data to back up your assertions and anticipate efforts by your opponents to undermine your position. You do not need to state that you do not agree with your arguments; you will be graded on your ability to create a coherent and convincing defense of your position rather than for the position itself.**

***Sources:* A good place to start your research is a basic textbook, where you can find a brief overview. There are some historical overviews of events available online as well; I have included some webpages at the end of the syllabus. You may use newspapers, but do not use Wikipedia. Please also make use of Ohio State's extensive library.**

***Audience participation:* Each student not participating in the debate should prepare 2 questions to be asked of the debate participants. These questions must be typed and turned in to me in class on the day of the debate. Students not participating in the debate will vote on the merits of each group. Their decision should be based on the merits of the arguments presented by the roundtable discussants, not personal opinion.**

***Paper format for positions and questions:* Your papers (position and questions) should be 12-point font with 1-inch margins. Both are due the date of the debate. Your debate participation and paper/question grades will be incorporated into the participation portion of your final grade.**

**Debate 1:**

*The Debate Question:* (Pro) The legalization of drugs (or just marijuana) will slow the flow of illegal drugs across the border and help stop the violence—both in Mexico and the U.S.—associated with the drug trade.

vs.

(Against) The legalization of drugs (or just marijuana) will not help Mexico’s situation and the U.S. does not want to promote drugs.

**Possible Positions (Pro):**

1. Top Mexican officials
2. Top U.S. officials
3. Poor farmer from Mexico
4. U.S consumer
5. Specific U.S. business owners
6. Victim of drug-related violence in U.S.
7. Victim of drug-related violence in Mexico
8. Your choice

**(Against):**

1. Top U.S. officials
2. Top Mexican officials
3. Police officer
4. Drug cartel leader
5. U.S. business owner
6. Victim of drug-related violence in U.S.
7. Parent of school-age children
8. Your choice

**Debate 2:**

*The Debate Question:* (Pro) Mexican president Cárdenas’ 1938 decision to expropriate Mexico’s oil industry was good for national pride, business and the country in general. Mexico should retain PEMEX as a government-owned industry, and Mexico’s natural resources should remain in Mexico.

vs.

(Against) The Mexican government cannot efficiently run a business, and corruption within PEMEX has eroded profits. Therefore, Mexico should sell PEMEX to transnational oil companies that can better run the business and generate increased revenue for the country.

**Possible Positions (Pro):**

1. Certain Mexican officials
2. Many Mexican citizens
3. PEMEX officials
4. Labor unions
5. Labor union officials
6. Anti-capitalists
7. Environmentalists
8. Your choice

**(Against):**

1. Top U.S. officials
2. Current Mexican officials
3. Mexico’s oil companies
4. Oil industry workers
5. Labor unions and union officials
6. Business leaders in the U.S. & Mexico
7. Private investors
8. Your choice

**Links to some internet sources will be found below.**

For primary sources on the Mexican Revolution:

<http://www.agn.gob.mx/revolucion/>

For primary sources on Mexican Independence:

<http://www.agn.gob.mx/independencia/>

<http://www.oberlin.edu/faculty/svolk/latinam.htm> provides web sites on a series of countries.

<http://www.history.emory.edu/LatAm/> provides chronologies and other information on Argentina, Mexico and Brazil.

<http://www1.lanic.utexas.edu/> The LANIC data base is one of the most comprehensive data bases on all aspects of Latin America

<http://globetrotter.berkeley.edu/GlobalGender/latampage.html> This web site has links to other web sites that look at women in Latin America

<http://lib.nmsu.edu/subject/bord/laguia/> - pub is another data base with links to interesting sites about Latin America.

<http://lcweb2.loc.gov/hlas/mdbquery.html> The Hispanic Division of the Library of Congress has been annotating books and articles on Latin American Studies since the 1930s. Now you can get it online.

<http://www.georgetown.edu/pdba/Constitutions/constitutions.html> provides English translations of all Latin American constitutions

<http://www.fordham.edu/halsall/mod/modsbook55.html> provides information and documents for 20th century Latin America

<http://www.latinamericanstudies.org/> has links for most countries.

<http://www.pewresearch.org/topics/mexico/> Pew Research Center

GE ASSESSMENT PLAN FOR HIST 3106, HISTORY OF MEXICO ONLINE

**A. Historical Studies**

**ELO 1: Students construct an integrated perspective on history and the factors that shape human activity.**

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: The main method of assessment for this learning outcome are the film response papers. The paper prompts, along with the lectures and readings, will require students to construct an integrated perspective on history and the factors that shape human activity. They also have weekly discussions that utilize primary sources to debate these issues.

Sample question: Because the Maya's Popol Vuh, or their origin myth, was written down on paper soon after the arrival of the Spanish, would you argue that the Spanish cultural traditions, especially religion, influenced the writing of the Popul Vuh? Why or why not? Please provide examples to back up your argument.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, integrated and self-aware understanding of history and the factors that shape human activity.	Demonstrates adequate and integrated understanding of history and the factors that shape human activity.	Demonstrates modest understanding of history and the factors that shape human activity.	Demonstrates little or no understanding of history and the factors that shape human activity.

2. Indirect measure:

Students will be directed to complete this evaluation online in week 15, before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

Level of student achievement expected for the ELO: Expected score: 70% of students “Good” or better and “Agree” or “Agree Strongly” that course meets objectives

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

**ELO 2: Students describe and analyze the origins and nature of contemporary issues.**

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: The main method of assessment for this learning outcome is the midterm paper. The paper will require students to integrate material from lectures, readings, assignments and class discussions, and to describe and analyze the origins and nature of contemporary issues.

Sample question: What were the myths of the Spanish Conquest of the Aztecs, and what are the long-term consequences of maintaining these historical inaccuracies, especially when considering commonly held beliefs about Mexico today?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, and self-aware analysis of the origins and nature of contemporary issues.	Demonstrates adequate and critical understanding of the origins and nature of contemporary issues.	Demonstrates modest understanding of the origins and nature of contemporary issues.	Demonstrates little or no understanding of the origins and nature of contemporary issues.

2. Indirect measure:

Students will be directed to complete this evaluation online in week 15, before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students’ input on learning objectives. Please place an X in grid below to indicate how

strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

Level of student achievement expected for the ELO: Expected score: 70% of students “Good” or better and “Agree” or “Agree Strongly” that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

**ELO 3: Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.**

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: The main method of assessment for this learning outcome are the weekly discussions in which students discuss the material found in the assigned primary sources for each specific week. The discussions, combined with the written papers, will assess students’ ability to speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Sample question: What are the sources used by scholars and historians to analyze the “Spanish Conquest” of Mexico’s indigenous population in 1519? How does the analysis of these primary and secondary sources lead to different interpretations of the interactions between the Spanish and the Aztecs?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust and critical ability to speak and write about primary and secondary	Demonstrates adequate and critical ability to speak and write about primary and secondary	Demonstrates modest ability to speak and write about primary and secondary	Demonstrates little or no ability to speak and write about primary and secondary

historical sources.	historical sources.	historical sources.	historical sources.
---------------------	---------------------	---------------------	---------------------

2. Indirect measure:

Students will be directed to complete this evaluation online in week 15, before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

Level of student achievement expected for the ELO: Expected score: 70% of students "Good" or better and "Agree" or "Agree Strongly" that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

**B. Diversity- Global Studies**

**ELO 1: Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.**

1. Direct Measure:

Specific Question/Assignment: questions will appear on the final paper to assess students' ability to understand the economic, political, cultural, and social dimensions of the past and present societies of Mexico and will learn to weigh the various aspects of these dimensions in their understanding of past and present.

Sample: What were Mexico’s traditional crops since before the colonial era, and how has NAFTA’s implementation in 1994 impacted the kinds of crops now grown, and the manner in which they are cultivated? How have changes to Mexico’s agriculture led to recent differences in diet and eating habits in Mexico?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the varied aspects of the cultures and communities of Mexico and surrounding regions.	Demonstrates adequate understanding of the varied aspects of the cultures and communities of Mexico and surrounding regions.	Demonstrates modest understanding of the varied aspects of the cultures and communities of Mexico and surrounding regions.	Demonstrates little or no understanding of the varied aspects of the cultures and communities of Mexico and surrounding regions.

2. Indirect measure:

Students will be directed to complete this evaluation online in week 15, before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students’ input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

Level of student achievement expected for the ELO: Expected score: 70% of students “Good” or better and “Agree” or “Agree Strongly” that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department’s Undergraduate Teaching Committee. Assessments will be summarized



and used to alter the course for the next teaching.

**ELO 2: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.**

1. Direct Measure:

Specific Question/Assignment: question will appear on the final paper to assess students' ability to be able to situate local events in their global contexts and their ability to understand their own place in this economic context both as US and as global citizens.

Sample: How did the relationship between Mexico and the U.S. impact the creation of NAFTA, and what was the global impact—both in Mexico and the U.S.—of NAFTA? How did these global shifts in agriculture affect Mexico's small farmers?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the role of national and international diversity in shaping their worlds.	Demonstrates adequate understanding of the role of national and international diversity in shaping their worlds	Demonstrates modest understanding of the role of national and international diversity in shaping their worlds.	Demonstrates little or no understanding of the role of national and international diversity in shaping their worlds.

2. Indirect measure:

Students will be directed to complete this evaluation online in week 15, before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

Level of student achievement expected for the ELO: Expected score: 70% of students “Good” or better and “Agree” or “Agree Strongly” that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: History 3106**

**Instructor: Stephanie Smith**

**Summary: History of Mexico**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Office 365</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• CarmenWiki</li> <li>• Carmen Message Boards</li> <li>• Zoom</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All are available for free
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			OSU accessibility policy is included
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			OSU policy on obtaining these materials is included
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

### Reviewer Information

- Date reviewed: 6/16/20
- Reviewed by: Ian Anderson

**Notes: Remove notes under course technology left over from syllabus template.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.