

Term Information

Effective Term Autumn 2024
[Previous Value](#) [Autumn 2022](#)

Course Change Information

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

Adding REGD to the course

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

This course is shifting to be more explicitly an REGD Course

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	This course offers an intersectional study of the history of Mexico, highlighting the importance of gender, sexuality, race, and ethnicity from the precolonial era to the present day. Throughout the semester we will examine patterns of conflict and negotiation, including ways in which everyday people participated in and influenced cultural and political events.
Previous Value	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
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never

Campus of Offering

Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Previous Value

Prereq: English 1110.xx, or permission of instructor.

Exclusions

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

Baccalaureate Course

Intended Rank

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); Historical and Cultural Studies; Race, Ethnicity and Gender Diversity

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

Previous Value

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

General Education course:

Historical Study; Global Studies (International Issues successors); Historical and Cultural Studies

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

Course Details

Course goals or learning objectives/outcomes

- 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.

COURSE CHANGE REQUEST
3106 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
02/16/2024

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)
- No

Sought Concurrence

Attachments

- History 3106 REGD (Smith) 2.8.2024.docx: Syllabus
(Syllabus. Owner: Getson,Jennifer L.)
- 3106 GE Form Smith.docx: GE Form
(Other Supporting Documentation. Owner: Getson,Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	02/08/2024 03:16 PM	Submitted for Approval
Approved	Soland,Birgitte	02/08/2024 10:59 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/16/2024 12:30 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/16/2024 12:30 PM	ASCCAO Approval

HISTORY 3106
The History of Mexico, Autumn Semester 2024, Denney Hall 214
Tuesday and Thursday, 9:35am – 10:55am

Instructor: Dr. Stephanie Smith
Professor, History
Office: Dulles Hall, Room 340
Phone: (614) 292-6216
Email: smith.4858@osu.edu
Office Hours: Tuesday and Thursday at 11:15am to 12:15am or by appointment

Course Description:

This course offers an intersectional study of the history of Mexico, highlighting the importance of gender, sexuality, race, and ethnicity from the precolonial era to the present day. Throughout the semester we will examine patterns of conflict and negotiation, including ways in which everyday people participated in and influenced cultural and political events. The roles of gender, sexuality, race, and ethnicity will be analyzed throughout the lectures and assignments, 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 rich diversity of Mexico's pre-Columbian indigenous societies, including the importance of gender and women's diverse roles; **2.** The complex interactions between the Spaniards and the indigenous populations of Mexico, including systems of oppression but also resistance; **3.** The colonial era, including the hierarchical social systems based on ethnicity, as well as the roles of women, including Sor Juana and indigenous women; **4.** The struggle for Independence and an analysis of Mexico's indigenous participation; **5.** The 19th century breakdown into chaos, the modernizing "Porfirian" dictatorship, and the horrific loss of indigenous land; **6.** The Mexican Revolution, including an in-depth study of women's diverse roles in the battles; **7.** Mexico's dynamic postrevolutionary art scene, with a focus on women artists and Frida Kahlo; **8.** The rise of the country's one-party state, the return of indigenous land under President Cárdenas, and struggle for women's right to vote; **9.** The 1968 student movements, including women's participation; **10.** Mexico's ongoing efforts for just economic development, and the continuing movement for inclusion by Mexico's indigenous population; **11.** Mexico's border with the United States, including the movement of peoples and resulting restructuring of gender norms within Mexico, as well as a discussion of the racial and ethnic assumptions surrounding current discussions on the immigration today; **12.** Mexico's current issues, including Mexico's 2024 presidential election with two women candidates.

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.

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.

General Education (GE):

For students who entered the University in Autumn 2022 or later, this course can fulfill EITHER the **GEN Foundation: Race, Ethnicity and Gender Diversity** requirement OR the **GEN Foundation: Historical or Cultural Studies** requirement. The course may NOT be used to satisfy both requirements for an individual student. For students who entered the university in Summer 2022 or earlier, the course can satisfy the **Historical Studies GEL category** and the **GE Diversity: Global Studies** category.

For more details about how this course may apply to your individual degree plan, please see your academic advisor.

<u>New GE (GEN) Foundations: Race, Ethnicity and Gender Diversity</u>
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Goals:

1. Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.
2. Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Historical Studies Expected Learning Outcomes (ELOs):

Successful students are able to ...

- 1.1. Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2. Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3. Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4. Evaluate social and ethical implications of studying race, gender, and ethnicity.
- 2.1. Demonstrate critical self-reflection and critique of their social positions and identities.
- 2.2. Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 2.3. Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course fulfills the goals and ELO's of the GE category Foundations: REGD in the following ways:

- 1.1 In this course, students will evaluate how the historically and socially constructed categories of sex, race, gender, ethnicity, and social class influenced how people were treated throughout Mexico's history; how they saw or described themselves; how they were represented in art and film or were able to express themselves creatively, and what kinds of rights or freedoms they enjoyed. Each week students will explore a different aspect of these issues, as described in the course calendar below.

- 1.2 Students will examine the complex systems of power and hierarchy that underlay all of Mexican society, including the pre-colonial era, the colonial era, following independence into the twentieth century, and up until today. Students also will carefully examine how the constructed categories of race, ethnicity, gender, religion, and class affected the lived experiences and relationships of women, indigenous groups, and Afro-Mexicans throughout history. In this respect, students will learn how people interacted with systems of power at all levels: through the oppressive hierarchies of power embedded within the Spanish-indigenous interactions; the unequal gendered power relationships between women and men; the loss of indigenous land during Mexico's nineteenth century; the hierarchies and of local civic and community groups and of legal and religious institutions; the indigenous population's and women's participation during the Mexican Revolution; twentieth-century local rebellions, including the Zapatistas; the cyclical social and political foundations of immigration (including a transnational consideration of the U.S.); and women's recent gains in social and political rights.
- 1.3 Students will be asked to think and analyze the topics in terms of intersectionality. At every point, the class will stress how lived experiences differed for women, indigenous populations, and Afro-Mexicans depending on the diverse and intersecting socially constructed categories in which they lived. Students will learn to understand the differences and relationships between 1) socially and historically constructed roles and expectations of people of a particular race, ethnicity, sex, gender, and social class; and 2) the social or lived experiences of folks outside of elite groups throughout Mexico's history.
- 1.4 This class will consider the social and ethical implications of studying race, gender, and ethnicity throughout the term. For example, in Week 1, students will define important terms and consider the importance to historical study of seeking out the experiences of all peoples. Here students will analyze their views of the past with an awareness of historical biases. Throughout the course students will learn to ask different questions about history; discuss the ways in which we uncover the voices of those who were previously invisible in the historical archives or commonly assigned historical narratives; and analyze how to consider the perspectives of those who lived outside of the space most commonly inhabited by elite groups. Moreover, for this class students will analyze the ways in which the dominate classes historically and socially constructed the ethical, political, and social structures—both conceptional or material—that intersected with commonly held conceptions about race, ethnicity, and gender.
- 2.1 During class discussions, students will engage with critical self-reflection and critique of their social positions and identities in relationship to the history of indigenous groups, gender issues, and Afro-Mexicans, including their shifting identities as socially constructed categories. Students also will explore how many of our contemporary cultural categories, attitudes, and social positions are not fundamental or natural, but instead rooted in past attitudes, laws, and practices.
- 2.2 Through lectures and primary and secondary source readings, this course will highlight how perceptions of difference shape one's own attitudes, beliefs, or behaviors. In this respect, this class will emphasize how biases against, and beliefs concerning race,

ethnicity, gender, and class, influenced social and political attitudes and led to assumptions, misconceptions, and political reforms that continue to until today.

- 2.3 Finally, this course will ask students to analyze in discussion and through their reading response papers how these intersectional categories influenced the lived experiences of everyone throughout Mexico's history, no matter what identity categories they accepted for themselves or were assigned by others.

<u>New GE (GEN) Foundations: Historical and Cultural Studies</u>

Historical Studies Goals:

Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Historical Studies Expected Learning Outcomes (ELOs):

Successful students are able to...

1. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
2. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
3. Use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors.
4. Evaluate social and ethical implications in historical studies.

For HIST 3106 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. For example, students will analyze the sources used by scholars and historians to analyze the Spanish "Conquest" of Mexico's indigenous population in 1519 to understand how these primary and secondary sources lead to different interpretations of the interactions between the Spanish and the Aztecs.

Students will analyze, discuss, and debate historical events to understand better the origins of current issues that affect Mexico today, including the U.S.-Mexico border, immigration, and the drug wars. For example, in order to understand the long-term consequences of maintaining historical inaccuracies, especially when considering commonly held misconceptions concerning Mexico today, students will integrate material from lectures, readings, assignments, and class discussions to analyze the long-held myths of the Spanish "Conquest."

To construct an integrated perspective on events and ideas that influence human perceptions, beliefs, and behaviors, this course will take a broad historical approach to the history of Mexico, examining ancient cultures up to the recent presidential elections and student uprisings. For example, students will study the Maya's Popol Vuh, their origin myth written down on paper soon after the arrival of the Spanish, to analyze whether Spanish cultural traditions, especially religion, influenced the writing of the Popul Yuh.

Students will evaluate the social and ethical implications in historical studies throughout this course. For example, students will incorporate issues of race and ethnicity to rethink the Mexico-U.S. border. They also will analyze the roles of non-white migrants to the U.S., and extraordinary levels of racial violence that Mexicans and Mexican Americans confronted in the U.S. Additionally, this class will examine the intersection of issues of race and repression and their contributions to the beginning of the surveillance on the border that exists today.

<u>Legacy General Education (GEL): Historical Studies</u>
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This course fulfills the GE Historical Study and GE Diversity: Global Studies requirements. It counts towards the history major.

Legacy GE: Historical Studies

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

Expected Learning Outcomes (ELOs):

- 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 the struggle for women's rights. 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.**
 - 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 and immigration.
 - 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 write papers based on assigned readings, discussions, the text, and to document their sources in their papers with proper historical citations. They also will participate in discussions.

Legacy GE. Diversity: Global Studies.

Students understand of 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 (ELOs):

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.

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 the struggle for women's rights. During class discussions, students will engage with critical self-reflection and critique of their social positions and identities as global citizens in relationship to the history of indigenous groups, gender issues, and Afro-Mexicans, including their shifting identities as socially constructed categories.

Required Course Materials:

1. Michael C. Meyer, William L. Sherman, *The Course of Mexican History*, 11th Edition, Oxford University Press, 2017.
2. Gilbert M. Joseph and Timothy J. Henderson, ed., *The Mexico Reader: History, Culture, Politics*, Duke University Press, 2022.
AVAILABLE ONLINE
3. Matthew Restall, *Seven Myths of the Spanish Conquest*, Oxford University Press, 2021.
AVAILABLE ONLINE
4. Kelly Lytle Hernández, *Bad Mexicans: Race, Empire, and Revolution in the Borderlands*, Norton, 2022. (Winner of the Bancroft Prize; One of *The New Yorker's* Best Books of 2022; A *Kirkus* Best World History Book of 2022; shortlisted for the National Book Critics Circle Award for Nonfiction; and many other awards).

Your textbook for the class, *The Course of Mexican History*, and *Bad Mexicans* 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 two 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 and other locations.

Grading:

Attendance/Preparation of Readings/Informed Class Participation: 20%
2 Film Response Papers: 20%
Midterm Paper: 30%
Final Paper: 30%

Grading Scale:

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: 60 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.

Late Assignments:

Students should turn in their papers at the scheduled date and time. Students will be allowed to turn in late work only for urgent reasons, such as a medical or legal emergency. After a documented event, students also are required to turn in missed work within three days of returning to classes unless agreed upon differently by the student and the professor. Please feel free to discuss your specific situation with me.

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.

Also, given the short turnaround for the final grades, there will be no exceptions for the final paper—you must turn in your paper by the assigned deadline.

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 or the midterm 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.

Grade Grievances and Other Academic Complaints

Students with complaints about courses, grades, and related matters should first bring the matter to the professor. If the student and the professor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the department, Alice Conklin (conklin.44), who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (levi.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department's grievance resource officer. For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

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:

- **Papers:** You must complete the response papers, midterm paper, and final paper yourself, without any external help or communication.
- **Written assignments:** Your written assignments should be your own original work. 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.

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/>.

Religious Accommodations:

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research

responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

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 the OSU Center for the Study and Teaching of Writing for information on plagiarism and writing handouts: <https://cstw.osu.edu/writing-resources/paper-content-and-organization/plagiarism>

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.

AI/ChatGPT: Although AI technology is new and constantly evolving, please know that using ChatGPT or any other AI text generator to assist in writing your papers counts as plagiarism and will be treated as such (see above). If you are unsure about whether something may be plagiarism or academic dishonesty, please contact your instructor to discuss the issue.

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.

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>).

Weather or other short-term closing: Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly schedule time. I will share any updates via email.

Accessibility accommodations for students with disabilities:

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):

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 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Intellectual Diversity:

State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Study and Paper Tips:

☺ 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 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 laborers" should be "Laborers 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 citations properly.

OSU Center for the Study and Teaching of Writing: <http://cstw.osu.edu>

CARMEN/CANVAS Website:

PowerPoint, handouts, and extra copies of the syllabus can be found on Carmen/Canvas. You also will upload your final papers to Carmen/Canvas.

FILMS:

We will view 2 films for the class. Both are available via the OSU library; I've provided the link on the syllabus. *The Popol Vuh* provides a transcript, and *Which Way Home* is captioned.

1. The Popol Vuh is an animated film that employs imagery from ancient Maya ceramics to create a riveting depiction of the Popol Vuh, the Maya creation myth.
2. *Which Way Home* follows several unaccompanied child migrants as they journey through Mexico en route to the U.S. on a freight train they call "The Beast." Their stories display hope and courage, but also disappointment and heartbreak.

Course Requirements

1. Attendance/Participation: 15%

***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 assigned materials and documents that complement the lectures.

*** 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.

2. Film Response Papers: 20% (10% each)

Your film response papers will analyze the assigned films and should be 3-pages in length, 12-point type, double-spaced. Besides an analysis of the films, your response papers should incorporate relevant material from your textbook and your primary source reader. I will hand out prompts for your film paper in class. Because these are short papers, please avoid using long quotations. When you do quote, you should use citations (footnotes or in-text).

Your papers should include: **1)** an introduction where you will include the thesis—or main argument—of the film; **2)** the body of your paper, where you will address each of the prompts, including how the film and relevant primary sources specifically relate to broader questions about gender, sexuality, race, and ethnicity in Mexico; **3)** and conclusion, where you will provide your analysis of the film.

Film Paper #1

Students will write a response paper on the “Popol Vuh,” in which they will discuss how the film and the relevant primary sources specifically relate to questions of race, ethnicity, gender, and sexuality.

Film Paper #2

Asks students to consider the social and ethical implications of our studies through their evaluation of the documentary, “Which Way Home.” In this respect, the film paper asks students

to analyze how the child immigrants' race, gender, ethnicity, and poverty led them to have little choice but to flee their homes. In this case, the ethical implications are huge, in that students will evaluate how young people throughout the Americas experience childhood differently depending on their race, gender, ethnicity, and class.

3. Midterm Paper: 35% DUE BY SUNDAY, OCTOBER 16 AT 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, especially concerning the roles of indigenous populations and their crucial interactions with the Spanish? 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 concerning ethnicity, race, and gender concerning Mexico that continues until 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 turn in a hardcopy of your Midterm Paper” in class. PLEASE SEE THE GUIDE ON THE NEXT PAGE FOR GENERAL INSTRUCTIONS ON YOUR PAPER.

4. Final Paper: 35% DUE BY FRIDAY, DECEMBER 9 AT 11:59 PM

For your final paper, you will analyze the main arguments in Kelly Lytle Hernández, *Bad Mexicans: Race, Empire, and Revolution in the Borderland*. According to the author, and reflecting on issues of race, ethnicity, and gender, how does the author rethink the Mexico-U.S. border? How did the Mexican Revolution shape U.S. history in turn? How does Lytle Hernández discuss the roles of non-white migrants to the U.S., and extraordinary levels of racial violence that Mexicans and Mexican Americans confronted in the U.S.? According to Lytle Hernández, how did historical inaccuracies—especially when considering commonly held beliefs concerning ethnicity, race, and gender—contribute to repression and the beginning of the surveillance on the border that exists today. In this respect, please analyze the long-term consequences in maintaining these inaccuracies that continue until today. And ultimately, why and how does Lytle Hernández argue that Mexican and U.S. histories are intertwined and inseparable? In your conclusion, please discuss if Prof. Lytle Hernández 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 on Carmen. PLEASE SEE THE

GUIDE BELOW 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>
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Course Schedule

Class Format: Following an introductory lecture, for each class students will 1) break up into small groups to read, analyze, and evaluate a specific assigned primary source that addresses issues of race, gender, and ethnicity (and sometimes class as well). 2) The class then will collectively discuss the primary source together, during which time students are encouraged to interrogate the prevailing and interconnecting systems of power concerning race, ethnicity, and gender as revealed within the primary source. 3) Students will consider how what they've uncovered in the sources relates to Mexico (and occasionally Mexico-U.S. relations) today. For this reason, be sure to read the readings before class and be prepared to discuss with your classmates.

Week 1

Tues. Aug. 20

Introduction

Discussion of the class and importance of the intersectional study of gender, sexuality, race, and ethnicity throughout the history of Mexico.

Thurs. Aug. 22

Early Societies of Mexico

Texting Reading: Meyer, 3-21; 29-34

Discussion—Mexico Reader: “Introduction;” “How to Tame a Wild Tongue”

Please start reading the *Seven Myths of the Spanish Conquest*

For a map of Latin America see:

http://www.lib.utexas.edu/maps/americas/latin_america.gif

Discussion Topics:

- Students will discuss how the ways we view gender, race, and ethnicity today impact the ways in which we think and write about historical actors.
- Students will discuss the ways in which historians and scholars we uncover the voices of those who do not leave a written record.

Week 2

Tues. Aug. 27

The Maya, Part 1

Textbook Reading: Meyer, 21-28

Discussion—Mexico Reader: “Popol Vuh”

FILM: *Popol Vuh* <https://video-alexanderstreet-com.proxy.lib.ohio-state.edu/watch/popol-vuh-the-creation-myth-of-the-maya>

Please continue reading the *Seven Myths of the Spanish Conquest*

Thurs. Aug. 29

The Maya, Part 2

Textbook Reading: Meyer, 35-42

Discussion—Mexico Reader: “The Meaning of Maize for the Maya”

Please continue reading the *Seven Myths of the Spanish Conquest*

Discussion Topics:

- Students will view the animated film, “Popol Vuh,” outside of class, but we will then discuss the film’s representation of the Maya, and their creation myths, during class.

Week 3

Tues. Sept. 3

The Aztecs, Part 1

Textbook Reading: Meyer, 43-62

Discussion—Mexico Reader: “The Cost of Courage in Aztec Society”

Please continue reading the *Seven Myths of the Spanish Conquest*

FILM RESPONSE PAPER #1 DUE IN CLASS

Thurs. Sept. 5

The Aztecs, Part 2

Textbook Reading: Meyer, 62-72

Discussion—Mexico Reader: “Omens Foretelling the Conquest”

Please continue reading the *Seven Myths of the Spanish Conquest*

Discussion Topics:

- In their primary source, students will read about issues of gender and religious hierarchies in Mexico’s early societies, including the Olmecs, Maya, and Aztecs (Mexico).
- In class students will analyze the ways in which commonly held beliefs about the Aztecs (Mexico), including sacrifice, cannibalism and warfare, impact the ways in which Mexico’s indigenous groups are portrayed today (as violent, superstitious, non-modern).

Week 4

- Tues. Sept. 10 The Spanish “Conquest,” Part 1**
 Reading: Meyer, 75-85
 Discussion—Mexico Reader: “The Spaniards’ Entry into Tenochtitlán”
 Please continue reading the *Seven Myths of the Spanish Conquest*
- Thurs. Sept. 12 The Spanish “Conquest,” Part 2**
 Reading: Meyer, 85-95
 Discussion—Mexico Reader: “Cortés and Montezuma” (Group 6)
 Please continue reading the *Seven Myths of the Spanish Conquest*

Discussion Topics:

- Discussion of the primary sources and discussion of the commonly held myths of the Spanish “Conquest.” Here students will interrogate their social positions and identities in relationship to their misconceptions about the indigenous populations in Mexico, and how they interacted with the Spanish. In other words, students will question why they have certain beliefs, where they learned them, and how they continue to shape their views on the Mexican people.
- Discussion on how the terms “race” and “ethnicity” were shifting and unstable during the colonial era.
- Discussion on how formerly enslaved peoples and persons of mixed African and Spanish ancestry were able to negotiate the Spanish’s attempts to order society into rigid categories.

Week 5

- Tues. Sept. 17 The Settlement of New Spain**
 Reading: Meyer, 96-139
 Discussion—Mexico Reader: “The Spiritual Conquest”
 Please continue reading the *Seven Myths of the Spanish Conquest*
- Thurs. Sept. 19 Colonial Society: Race and Gender, Part 1**
 Reading: Meyer, 140-170
 Discussion—Mexico Reader: “Why the Indians Are Dying”
 Please continue reading the *Seven Myths of the Spanish Conquest*

Discussion Topics:

- Students will read discuss how artists represented race, ethnicity, class, and gender in colonial society in Mexico through their “Casta Paintings.” I will provide PowerPoints of the paintings, and we will analyze the meanings of the paintings during class.

Week 6

- Tues. Sept. 24 Colonial Society: Race and Gender, Part 2**
 Reading: Meyer, 171-190

Discussion—Mexico Reader: “On Men’s Hypocrisy” (Sor Juana)
Please finish reading the *Seven Myths of the Spanish Conquest*

Thurs. Sept. 26

Independence

Reading: Meyer, 193-238

Discussion—Mexico Reader: “Women and War in Mexico”

Please finish reading the *Seven Myths of the Spanish Conquest*

Discussion Topics:

- Students will read about Sor Juana, a brilliant nun who wrote poetry and plays during the colonial era. Here students will demonstrate critical self-reflection over how many of the ways women experienced discrimination from 1660 until 1695 still exist today.
- Discussion of intersectionality of ethnicity, women, and religion during the colonial era.

Week 7

Tues. Oct. 1

Aftermath of Independence and the War with the U.S.

Textbook Reading: Meyer, 241-268 Discussion—

We will discuss the Midterm Paper

Thurs. Oct. 3

Midterm Paper Due in Class

Discussion—We will discuss the Midterm Paper

Discussion Topics:

- Students will discuss Mexico’s War with the U.S., and the loss of over half of Mexico’s land. Here, students will interrogate their social positions to understand better the plight of the today’s Lantino/a population in the U.S.

Week 8

Tues. Oct. 8

19th Century Conflicts

Textbook Reading: Meyer, 269-319

Discussion—Mexico Reader: “Standard Plots and Rural Resistance”

Please start reading *Bad Mexicans: Race, Empire, & Revolution in the Borderland*

Thurs. Oct. 10

NO CLASS, Autumn Break

Week 9

Tues. Oct. 15

The Loss of Indigenous Land during the Porfiriato

Textbook Reading: Meyer, 323-357

Discussion—Mexico Reader: “Scenes from a Lumber Camp”

Please continue reading *Bad Mexicans: Race, Empire, and Revolution in the Borderland*

Thurs. Oct. 17

The Revolution! Part 1

Textbook Reading: Meyer, 361-396 Discussion—

Mexico Reader: “Plan of Ayala”

Please continue reading *Bad Mexicans: Race, Empire, and Revolution in the Borderland*

Discussion Topics:

- Discussion of the primary sources and discussion about the loss of indigenous land and the reasons that led to the Mexico Revolutions. Here, students will demonstrate critical self-reflection about the role of the U.S. in indigenous peoples’ loss of land.
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Week 10

Tues. Oct. 22

The Revolution! Part 2

Textbook Reading: Meyer, 397-421

Discussion—Mexico Reader: “The Restoration of the *Ejedo*”

Please continue reading *Bad Mexicans: Race, Empire, and Revolution in the Borderland*

Thur. Oct. 24

Women and Social Movements

Textbook Reading: Meyer, None

Discussion—Mexico Reader: “Amelio Roble’s Gender Battles in the Zapatista Army”

Please continue reading *Bad Mexicans: Race, Empire, and Revolution in the Borderland*

Discussion Topics:

- In their primary sources, students will read about, and discuss, how Amelio Roble, a trans man who fought during the Mexican Revolution, viewed himself, and how others viewed him.
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Week 11

Tues. Oct. 29

Post-revolutionary Mexico

Textbook Reading: Meyer, 425-444

Discussion—Mexico Reader: “The Constitution of 1917: Articles 27 and 123”

Please continue reading *Bad Mexicans: Race, Empire, and Revolution in the Borderland*

Thur. Oct. 31

Art and Artists

Reading: Meyer, Insert “1,500 Years of Mexican Art History, 456-469 Discussion—
Mexico Reader: “Art and Corruption”
Please continue reading *Bad Mexicans: Race, Empire, and Revolution in the Borderland*

Discussion Topics:

- Students will read about art and artists in Mexico, and how they represented issues of race, ethnicity, and gender in their art.

Week 12

Tues. Nov. 5 **Frida Kahlo and Women’s Roles in Postrevolutionary Art and Politics**
Reading: Meyer, None
Discussion—Mexico Reader: “What Can Photographs Tell Us about Mexico’s History?”
Please continue reading *Eating NAFTA*

Thur. Nov. 7 **Cardenás and the Restoration of Indigenous Land**
Textbook Reading: Meyer, 445-455
Discussion— Mexico Reader: “The Agrarian Reform in La Laguna”
Please continue reading *Bad Mexicans: Race, Empire, and Revolution in the Borderland*

Discussion Topics:

- Students will discuss Frida Kahlo and her paintings, to better understand the myth of the “tragic” woman and gendered relations. Here the class will analyze women’s art to consider the topic of women’s agency within a patriarchal society.

Week 13

Tues. Nov. 12 **Historical Analysis of the “Drug Wars” & the Subsequent Destruction of Indigenous Land**
Textbook Reading: Meyer, 533-555
Discussion—Mexico Reader: “The Narco Who Died Twice”
Please continue reading *Bad Mexicans: Race, Empire, and Revolution in the Borderland*

Thur. Nov. 14 **Historical Analysis of United States-Mexico Relations**
Textbook Reading: Meyer, 519-532
Film: “Which Way Home,” available online at the OSU library
<https://docuseek2-com.proxy.lib.ohio-state.edu/cart/product/158> Discussion—
Mexico Reader: “The High Cost of Deportation”
Please continue reading *Bad Mexicans: Race, Empire, and Revolution in*

the Borderland

Discussion Topics

- Students will analyze the rhetoric surrounding the “Drug Wars” in Mexico, and how and these misconceptions about the Mexican people are deeply connected to ethnicity and race.
 - Students will demonstrate critical self-reflection and critique their social positions when we analyze the “Drug Wars,” especially concerning the U.S. demand for drugs and the role of guns from the U.S.
 - Students also will demonstrate critical self-reflection and critique their social positions when we analyze the history of U.S.-Mexico relations, especially concerning how this relationship has changed over time, and how the U.S. subsequently has labeled the Mexican people in the U.S. today.
 - By analyzing the historical precedents of U.S.-Mexican relations, students will gain a deeper understanding of the racial and ethnic assumptions and misconceptions concerning Mexico today. Here, we also will incorporate issues of gender, including women’s distinct experiences as immigrants, but also their lives in Mexico.
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Week 14

Tues. Nov. 21

1940s and 1950s; Women Earn the Vote!

Textbook Reading: Meyer, 473-488

Discussion—Mexico Reader: “Women of Juchitán,” & *Roma* Exposes Mexico’s Darkest Secret”

Please continue reading *Bad Mexicans: Race, Empire, and Revolution in the Borderland*

Thur. Nov. 23

The 1968 Student Movement into the 1980s

Textbook Reading: Meyer, 489-518

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

Please finish reading *Bad Mexicans: Race, Empire, and Revolution in the Borderland*

FILM RESPONSE PAPER #2 DUE IN CLASS

Week 15

Tues. Nov. 27

The Zapatistas to Today—What is Mexico’s Future?

Textbook Reading: Meyer, 556-579

Discussion—Mexico Reader: “A Honduran Teenager’s Journey across Borders”

Please finish reading *Bad Mexicans: Race, Empire, and Revolution in the Borderland*

Thur. Nov. 28

No Class

Week 16

Tues. Dec. 3

Discussion of *Bad Mexicans: Race, Empire, and Revolution in the Borderland*

Textbook Reading: Meyer, 556-579

Discuss Final

FINAL PAPER DUE ON TBA; Please upload to Carmen during FINAL PERIOD



GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills all the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

This course offers an intersectional study of the history of Mexico, highlighting the importance of gender, sexuality, race, and ethnicity from the precolonial era to the present day. Throughout the semester we will examine patterns of conflict and negotiation, including ways in which everyday people participated in and influenced cultural and political events. The roles of gender, sexuality, race, and ethnicity will be analyzed throughout the lectures and assignments, 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 rich diversity of Mexico's pre-Columbian indigenous societies, including the importance of gender and women's diverse roles; **2.** The complex interactions between the Spaniards and the indigenous populations of Mexico, including systems of oppression but also resistance; **3.** The colonial era, including the hierarchical social systems based on ethnicity, as well as the roles of women, including Sor Juana and indigenous women; **4.** The struggle for Independence and an analysis of Mexico's indigenous participation; **5.** The 19th century breakdown into chaos, the modernizing "Porfirian" dictatorship, and the horrific loss of indigenous land; **6.** The Mexican Revolution, including an in-depth study of women's diverse roles in the battles; **7.** Mexico's dynamic postrevolutionary art scene, with a focus on women artists and Frida Kahlo; **8.** The rise of the country's one-party state, the return of indigenous land under President Cárdenas, and struggle for women's right to vote; **9.** The 1968 student movements, including women's participation; **10.** Mexico's ongoing efforts for just economic development, and the continuing movement for inclusion by Mexico's indigenous population; **11.** Mexico's border with the United States, including the movement of peoples and resulting restructuring of gender norms within Mexico, as well as an analysis of the assumptions surrounding race, ethnicity, and gender within the current discussions on immigration today; **12.** Mexico's current critical issues, including Mexico's 2024 presidential election with two women candidates.

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

In this course, students will evaluate how the historically and socially constructed categories of sex, race, gender, ethnicity, and social class influenced how people were treated throughout Mexico's history; how they saw or described themselves; how they were represented in art and film or were able to express themselves creatively, and what kinds of rights or freedoms they enjoyed. Each week students will explore a different aspect of these issues, as described below.

Class activities addressing this ELO:

Class activities: Following an introductory lecture, for each class students will 1) break up into small groups to read, analyze, and evaluate a specific assigned primary source that addresses issues of race, gender, and ethnicity (and sometimes class as well). 2) The class then will collectively discuss the primary source together, during which time students are encouraged to interrogate the prevailing and interconnecting systems of power concerning race, ethnicity, and gender as revealed within the primary source. 3) Students will consider how what they've uncovered in the sources relates to Mexico (and occasionally Mexico-U.S. relations) today.

Specific exercises that address this ELO:

Week 1—In-class exercise on the topic: Students will discuss how the ways we view gender, race, and ethnicity today impact the ways in which we think and write about historical actors.

Week 1—In-class exercise on the topic: Students will discuss the ways in which historians and scholars we uncover the voices of those who do not leave a written record.

Week 2—Students will view the animated film, "Popol Vuh," outside of class, but we will then discuss the film's representation of the Maya, and their creation myths, during class.

Week 4—In-class discussion on how the terms "race" and "ethnicity" were shifting and unstable during the colonial era.

Week 4—In-class discussion on how formerly enslaved peoples and persons of mixed African and Spanish ancestry were able to negotiate the Spanish's attempts to order society into rigid categories..

Week 5—In-class exercise on the topic: Students will read discuss how artists represented race, ethnicity, class, and gender in colonial society in Mexico through their "Casta Paintings." I will provide PowerPoints of the paintings, and we will analyze the meanings of the paintings during class.

Week 10—In-class exercise on the topic: In their primary sources, students will read about, and discuss, how Amelio Roble, a trans man who fought during the Mexican Revolution, viewed himself, and how others viewed him.

Week 11—In-class exercise on the topic: Students will read about art and artists in Mexico, and how they represented issues of race, ethnicity, and gender in their art.

Week 12—In-class exercise on the topic: Students will discuss Frida Kahlo and her paintings, to better understand the myth of the "tragic" woman and gendered relations. Here the class will analyze women's art to consider the topic of women's agency within a patriarchal society.

FILM PAPER #1—Students will write a response paper on the "Popol Vuh," in which they will discuss how the film and the relevant primary sources specifically relate to questions of race, ethnicity, gender, and sexuality.

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Students will examine the complex systems of power and hierarchy that underlay all of Mexican society, including the pre-colonial era, the colonial era, following independence into the twentieth century, and up until today. Students also will carefully examine how the constructed categories of race, ethnicity, gender, religion, and class affected the lived experiences and relationships of women, indigenous groups, and Afro-Mexicans throughout history. In this respect, students will learn how people interacted with systems of power at all levels: through the oppressive hierarchies of power embedded within the Spanish-indigenous interactions; the unequal gendered power relationships between women and men; the loss of indigenous land during Mexico's nineteenth century; the hierarchies and of local civic and community groups and of legal and religious institutions; the indigenous population's and women's participation during the Mexican Revolution; twentieth-century local rebellions, including the Zapatistas; the cyclical social and political foundations of immigration (including a transnational consideration of the U.S.); and women's recent gains in social and political rights.

Class activities addressing this ELO:

Class activities: Following an introductory lecture, for each class students will 1) break up into small groups to read, analyze, and evaluate a specific assigned primary source that addresses issues of race,

gender, and ethnicity (and sometimes class as well). 2) The class then will collectively discuss the primary source together, during which time students are encouraged to interrogate the prevailing and interconnecting systems of power concerning race, ethnicity, and gender as revealed within the primary source. 3) Students will consider how what they've uncovered in the sources relates to Mexico (and occasionally Mexico-U.S. relations) today.

Specific exercises that address this ELO:

Weeks 1, 2, & 3—In their primary source, students will read about issues of gender and religious hierarchies in Mexico's early societies, including the Olmecs, Maya, and Aztecs (Mexico).

Week 2—Students will read about the "Popol Vuh," and will discuss in class the ways in which the indigenous creation myth still resonates with the indigenous Maya today.

Week 3—In class students will analyze the ways in which commonly held beliefs about the Aztecs (Mexico), including sacrifice, cannibalism and warfare, impact the ways in which Mexico's indigenous groups are portrayed today (as violent, superstitious, non-modern).

Week 4—In class discussion of enslaved peoples to the Mexico and the Americas overall.

Week 4—In class discussion of women and the indigenous population during the colonial era.

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Students will be asked to think and analyze the topics in terms of intersectionality. At every point, the class will stress how lived experiences differed for women, indigenous populations, and Afro-Mexicans depending on the diverse and intersecting socially constructed categories in which they lived. Students will learn to understand the differences and relationships between 1) socially and historically constructed roles and expectations of people of a particular race, ethnicity, sex, gender, and social class; and 2) the social or lived experiences of folks outside of elite groups throughout Mexico's history.

Class activities addressing this ELO:

Class activities: Following an introductory lecture, for each class students will 1) break up into small groups to read, analyze, and evaluate a specific assigned primary source that addresses issues of race, gender, and ethnicity (and sometimes class as well). 2) The class then will collectively discuss the primary source together, during which time students are encouraged to interrogate the prevailing and interconnecting systems of power concerning race, ethnicity, and gender as revealed within the primary source. 3) Students will consider how what they've uncovered in the sources relates to Mexico (and occasionally Mexico-U.S. relations) today.

Specific exercises that address this ELO:

Week 1—In-class discussion on the topic: Students will interrogate the intersection of gender, race, and ethnicity during the first class period.

Week 4—In-class discussion about the "Casta Paintings," and how the intersectionality of race, gender, ethnicity, and class through the depiction of clothing, children, landscapes, fruit, homes, flora, and other items.

Week 4—In-class discussion of intersectionality of women's roles during colonial society depending on their position in society (elite, indigenous elite, indigenous, formerly enslaved women).

Week 5—During their in-class discussion, and through their primary sources, students will analyze the intersection of ethnicity and class, in this case to consider the different abusive labor systems of the Spanish.

Week 6—In-class discussion of intersectionality of ethnicity, women, and religion during the colonial era.

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate specific activities/ assignments through which it will be met. (50-700 words)

This class will consider the social and ethical implications of studying race, gender, and ethnicity throughout the term. For example, in Week 1 students will define important terms and consider the

importance to historical study of seeking out the experiences of all peoples. Here students will analyze their views of the past with an awareness of historical biases. Throughout the course students will learn to ask different questions about history; discuss the ways in which we uncover the voices of those who were previously invisible in the historical archives or commonly assigned historical narratives; and analyze how to consider the perspectives of those who lived outside of the space most commonly inhabited by elite groups. Moreover, for this class students will analyze the ways in which the dominant classes historically and socially constructed the ethical, political, and social structures—both conceptionally or materially—that intersected with commonly held conceptions about race, ethnicity, and gender.

Class activities addressing this ELO:

Class activities: Following an introductory lecture, for each class students will 1) break up into small groups to read, analyze, and evaluate a specific assigned primary source that addresses issues of race, gender, and ethnicity (and sometimes class as well). 2) The class then will collectively discuss the primary source together, during which time students are encouraged to interrogate the prevailing and interconnecting systems of power concerning race, ethnicity, and gender as revealed within the primary source. 3) Students will consider how what they've uncovered in the sources relates to Mexico (and occasionally Mexico-U.S. relations) today.

Specific exercises that address this ELO:

Week 1—In class exercise where students will define important terms and consider the importance to historical study of seeking out the experiences of all peoples.

FILM PAPER #2: Asks students to consider the social and ethical implications of our studies through their evaluation of the documentary, "Which Way Home." In this respect, the film paper asks students to analyze how the child immigrants' race, gender, ethnicity, and poverty led them to have little choice but to flee their homes. In this case, the ethical implications are huge, in that students will evaluate how young people throughout the Americas experience childhood differently depending on their race, gender, ethnicity, and class.

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self-reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

During class discussions, students will engage in critical self-reflection and critique of their social positions and identities in relationship to the history of indigenous groups, gender issues, and Afro-Mexicans, including their shifting identities as socially constructed categories. Students also will explore how many of our contemporary cultural categories, attitudes, and social positions are not fundamental or natural, but instead rooted in past attitudes, laws, and practices.

Specific exercises that address this ELO:

Students will have the opportunity to engage in critical self-reflection regarding their social positions and identities during every class, but I provide examples below.

Week 1—In-class discussion on the topic.

Week 4—In-class discussion of the primary sources and discussion of the commonly held myths of the Spanish "Conquest." Here students will interrogate their social positions and identities in relationship to their misconceptions about the indigenous populations in Mexico, and how they interacted with the Spanish. In other words, students will question *why* they have certain beliefs, *where* they learned them, and *how* they continue to shape their views on the Mexican people.

Week 6—Students will read about Sor Juana, a brilliant nun who wrote poetry and plays during the colonial era. Here students will demonstrate critical self-reflection over how many of the ways women experienced discrimination from 1660 until 1695 still exist today. In fact, students are often shocked that Sor Juana's poems on gendered inequalities could be applied to their lives today.

Week 7—Students will discuss Mexico's War with the U.S., and the loss of over half of Mexico's land. Here, students will interrogate their social positions to understand better the plight of the today's Lantino/a population in the U.S.

Week 9—In-class discussion of the primary sources and discussion about the loss of indigenous land and the reasons that read to the Mexico Revolutions. Here, students will demonstrate critical self-reflection about the role of the U.S. in indigenous peoples' loss of land.

Week 13—Students will demonstrate critical self-reflection and critique their social positions when we analyze the "Drug Wars," especially concerning the U.S. demand for drugs and the role of guns from the U.S.

Week 13—Students also will demonstrate critical self-reflection and critique their social positions when we analyze the history of U.S.-Mexico relations, especially concerning how this relationship has changed over time, and how the U.S. subsequently has labeled the Mexican people in the U.S. today.

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Through lectures and primary and secondary source readings, this course will highlight how perceptions of difference shape one's own attitudes, beliefs, or behaviors. In this respect, this class will emphasize how biases against, and beliefs concerning race, ethnicity, gender, and class, influenced social and political attitudes and led to assumptions, misconceptions, and political reforms that continue until today.

Specific exercises that address this ELO:

Week 12: Students will analyze the rhetoric surrounding the "Drug Wars" in Mexico, and how and these misconceptions about the Mexican people are deeply connected to ethnicity and race.

Week 13: By analyzing the historical precedents of U.S.-Mexican relations, students will gain a deeper understanding of the racial and ethnic assumptions and misconceptions concerning Mexico today. Here, we also will incorporate issues of gender, including women's distinct experiences as immigrants, but also their lives in Mexico.

FILM PAPER #2: Students will analyze the documentary, "Which Way Home," which provides interviews with children who are risking their lives to go U.S. on top of trains. Students will be able to interrogate their attitudes concerning race, ethnicity, and gender, and how their misconceptions in these categories shape their beliefs about those who are desperate to immigrate to the U.S.

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

Finally, this course will ask students to analyze in discussion and through their reading response papers how these intersectional categories influenced the lived experiences of everyone throughout Mexico's history, no matter what identity categories they accepted for themselves or were assigned by others.

Specific exercises that address this ELO:

Besides the weekly primary sources and discussions, this class provides two other crucial opportunities for students to describe how the categories of race, gender, and ethnicity influenced the lives experiences of others.

Midterm Paper—Students will analyze how the myths of the "Spanish Conquest" led to long-term consequences and the creation of historical inaccuracies, especially concerning commonly held beliefs about ethnicity, race, and gender in Mexico, that continue until today.

Final Paper—Students will analyze the roles of non-white migrants to the U.S., and extraordinary levels of racial violence that Mexicans and Mexican Americans confronted in the U.S. Students also will consider how historical inaccuracies—especially when considering commonly held beliefs concerning ethnicity, race, and gender—contributed to repression and the beginning of the surveillance on the border that exists today.