

UC 12186 12F ✓

CBM003 ADD/CHANGE FORM

APPROVED MAR 27 2013  
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Undergraduate Council  
 New Course  Course Change  
 Core Category: WID Effective Fall 2014

or Graduate/Professional Studies Council  
 New Course  Course Change  
 Effective Fall 2013

1. Department: HIST College: CLASS  
 2. Faculty Contact Person: Susan Kellogg Telephone: 33118 Email: skellogg@uh.edu

3. Course Information on New/Revised course:  
 • Instructional Area / Course Number / Long Course Title:  
HIST / 3369 / Colonial Mexico  
 • Instructional Area / Course Number / Short Course Title (30 characters max.)  
HIST / 3369 / COLONIAL MEXICO  
 • SCH: 3.00 Level: JR CIP Code: 54.0199.02 01 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 19 2012 M.M.

4. Justification for adding/changing course: To meet core curriculum requirements  
 5. Was the proposed/revised course previously offered as a special topics course?  Yes  No

If Yes, please complete:  
 • Instructional Area / Course Number / Long Course Title:  
 \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 • Course ID: \_\_\_\_ Effective Date (currently active row): \_\_\_\_

6. Authorized Degree Program(s): ~~HIST, LAST~~ BA/BS  
 • Does this course affect major/minor requirements in the College/Department?  Yes  No  
 • Does this course affect major/minor requirements in other Colleges/Departments?  Yes  No  
 • Can the course be repeated for credit?  Yes  No (if yes, include in course description)

7. Grade Option: Letter (A, B, C...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title  
HIST / 3369 / Colonial Mexico  
 • Course ID: 25826 Effective Date (currently active row): 8242009

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)  
Cr-3, (3-0). Prerequisites: Junior standing or consent of instructor. Description (30 words max.): The evolution of Mexican society from the Spanish conquest in 1521 until the Independence Revolution of 1810.  
*evolution*

10. Dean's Signature: \_\_\_\_\_ Date: 10/15/12  
 Print/Type Name: Sarah Fishman

## REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: History

Person Making Request: Susan Kellogg

Telephone: 33118

Email: skellogg@uh.edu

Dean's Signature: \_\_\_\_\_

Date: ~~Click here to enter text.~~ 10/15/12

Course Number and Title: HIST 3369 Colonial Mexico

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

1. Students will gain a comprehensive understanding of Mexican colonial history.
2. Students will gain the skills needed to achieve excellence in historical writing, including being able to identify, evaluate, and appropriately cite online and print resources;
3. Students will be able to analyze primary and secondary sources and use these to support their understanding of historical events as well as the diverse cultural ideas, values, and institutions that were part of Mexican colonial society.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

**Critical Thinking:**

Students will write a 5-page paper using primary and secondary sources to analyze the causes and impact of the conquest of the Aztecs or the labor system put in place by the Spanish to harness Indian labor. In these papers they will deal with issues such as comparing variable social structures and cultural belief systems around war or labor; the impact of war and disease on native society; and the ethics of Just War or slavery and encomienda. ✓

**Communication Skills:**

In the same 5-page paper as above, students will demonstrate their ability to communicate effectively. ✓

**Empirical & Quantitative Skills:**

Click here to enter text.

**Teamwork:**

Click here to enter text.

**Social Responsibility:**

In the same 5-page paper as above, student will explore issues of social responsibility.

**Personal Responsibility:**

In the same 5-page paper as above, students will explore issues of personal responsibility.

Will the syllabus vary across multiple section of the course?  Yes  No

If yes, list the assignments that will be constant across sections:

Click here to enter text.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: \_\_\_\_\_

\_\_\_\_\_

HISTORY 3369  
SPRING 2010  
M/W 2:30-4  
PROF. SUSAN KELLOGG

OFFICE: AH 560  
PHONE: 713-743-3118  
E-MAIL: skellogg@uh.edu  
OFF. HRS: M 4-5, or by appt.

### *Colonial Mexico*

#### **Our Lady of Guadalupe**



The modern nation of Mexico is so close geographically to the United States yet so distant culturally and historically. For Mexico and many other nations in Latin America, the colonial past has shaped and influenced the present and future in ways that are not as apparent in the U.S. or Canada. Mexico was the site of one of the most dramatic conquests in world history, and the colonial period has shaped many aspects of modern Mexico, including its economy and environment, its social structure and social tensions, its arts and culture, and its turbulent political system. This course will cover in detail the prehispanic, indigenous roots of modern Mexico as well as the colonial period when Spanish, indigenous, and African peoples built a large, wealthy, stable colony, a key part of the Spanish empire. In 1700, an independent Mexico was unimaginable. By 1810, the independence process was underway. We will also consider how colonial stability gave rise to instability and war.

#### LEARNING OBJECTIVES

This course will provide:

1. Students will gain a comprehensive understanding of Mexican colonial history.

2. Students will gain the skills needed to achieve excellence in historical writing, including being able to identify, evaluate, and appropriately cite online and print resources;
3. Students will be able to analyze primary and secondary sources and use these to support their understanding of historical events as well as the diverse cultural ideas, values, and institutions that were part of Mexican colonial society.

#### REQUIRED TEXTS

Alan Knight, *Mexico: The Colonial Era*

Richard Townsend, *The Aztecs*

Andres Resendiz, *A Land So Strange*

Linda Curcio Nagy, *The Great Festivals of Mexico City*

#### ASSIGNMENTS

1. One 4-5 page paper relating either to the Townsend or Resendiz books (100 points)
2. A 1-2 page summary of each chapter in the Knight book (there are 15 in total; worth 10 points each or 150 points total. First 3 due on Feb. 10; after that each is due on the Wednesday of the week the ch. is assigned. I will **NOT** accept late summaries.)
3. Attendance and class participation (50 points)
4. Final exam (200 points)
5. Extra-credit assignment (15 points).

You may find useful resources at: <http://www.class.uh.edu/last> or <http://info.lib.uh.edu/libraries/latinamerican.html>.

The writing assignments (about which more information will be provided shortly) will teach students to:

1. use the shared writing conventions, practices, and methods of citation of the discipline of history;
2. and understand and apply basic principles of critical thinking and historical interpretation;
3. demonstrate knowledge of these skills in relation to colonial Mexican history.

All work **MUST** be turned in by the date indicated on this syllabus and as hard copy. Late work and lack of attendance will have a severe negative impact on your grade. All university policies regarding academic honesty will be followed and plagiarism will not be tolerated. The minimum penalty for violations is a grade of F for the course. While I will strive to keep to the schedule set out in this syllabus, unforeseen circumstances can lead to changes, and I will make sure you are fully informed about those.

Please do everything within your power to arrive to class on time and turn off cell phones during the class. If you have a disability for which you will request accommodation please let me know and inform the Center for Students with Disabilities as soon as possible. Documentation from the Center is required for accommodations to be made.

LECTURE, DISCUSSION, AND READING TOPICS AND ASSIGNMENTS

Jan. 20 Introduction to the Class

25 Prehispanic Mexico: Environment, Geography, and Early Settlement

27 The Golden Age: Classic Period Mesoamerica

Begin Townsend; Begin reading Knight (1<sup>st</sup> summaries due 2/10)

Feb. 1 The Decline and Fall of Classic-period Civilizations

3 The Rise of the Aztecs

Continue Townsend

8 Other Mesoamerican Cultures

10 What is Colonialism?

Finish Townsend

\*Summaries of Part I: chs 1-3 of Knight due this class

15 Conquest

17 Conquest and Colonization

Begin Resendiz; Knight ch.4

22 Political Administration/Spanish

24 Political Administration/Indigenous

Continue Resendiz; Knight ch.5

March 1 Colonial Economy

3 Colonial Economy

Finish Resendiz; Knight, ch.6, ch.8

8 The Role of the Church

10 Indigenous Responses to Missionizing

\*1<sup>st</sup> paper due

15 Spring Break

17 Spring Break

22 Social Structure

24 The Afro-Mexican Experience

Begin Curcio; Knight, chs. 9-10

29 Culture and Its Institutions

31 A Dramatic Century: 1700 and Beyond

Continue Curcio; Knight Part II: ch.1

April 5 Society and Stress

7 No class

Finish Curcio

12 War of Independence

14 A New Nation Forms

Knight, chs.2-3

19 Colonial Legacy—Politics, Culture, Environment

21 Film

Knight, ch.4

27 Film

29 Extra-credit Presentations

Knight, ch.5

May 3 Review for Final (Wed., 5/12, 2-5 pm)