

COURSE SYLLABUS

August 25, 2014

INSTRUCTOR INFORMATION Santiago Andres Garcia, M.A. / E-mail: sgarcia@riohondo.edu / Office Hours: By appointment only / Skype ID: [avian_serpent](#) / URL: www.santiagoandresgarcia.com

COURSE DESCRIPTION (3 UNITS) Humanities 125 (CRN-70154) Honors provides an interdisciplinary presentation of vital artistic, literary, architectural, musical, political, religious and historical movements within Mexico spanning from pre-Columbian to contemporary times. This course is designed for students who wish to further their understanding of major Mexican cultural and historical developments. In addition, this course meets the humanities general education requirement for students transferring to a CSU or UC institution of learning. As an honors student, you are required to complete one informative poster relevant to the class, SEE ADDENDUM.

STUDENT LEARNING OUTCOMES The goal of this class is to give students a comprehensive view of major cultural achievements from Mexico spanning from pre-Columbian to contemporary times. By the end of the course, students should be able to: (1) Explain the significance of major historical events and their impact on Mexican culture; (2) Describe the ideological similarities/differences among Mexico's cultural leaders; (3) Recognize and explain major pre-Columbian cultural developments that led to the formation of Mexico; and (4) Identify Mexican values, traditions, and the role of indigenous people in modern day Mexico.

TEST, FINAL EXAM POLICY, AND HOMEWORK No tests shall be taken after the scheduled date. In the case of an absence, a student should turn in the one extra credit assignment allowed, to make up for the missing test points. In the case of the final exam, only students who miss the last day due to an emergency (i.e., documented illness, car accident, or death in the family), will be allowed to retake the final exam on a later day. **I DO NOT ACCEPT LATE WORKSHEETS OR SUMMARIES FOR ANY REASON.** I offer random extra credit! **DO IT!**

ATTENDANCE & PARTICIPATION In order to comprehend the course topics students must attend EVERY class meeting and participate in all classroom discussions and activities. This practice is based on an honor system, **ROLE WILL NOT BE TAKEN DAILY.**

STUDENT LOGIN To view the syllabus online and download any required class readings visit the following website <http://www.santiagoandresgarcia.com> and click on the "Rio Hondo Student Page."

REQUIRED TEXTBOOK *Introduction to Mexican Culture* by Martha Carreón, 2013 Edition, Rio Hondo College, Whittier, CA (2013) ISBN #: Pending, available in bookstore, **NOTE: The 2013 Edition is required for this course.**

CHEATING, PLAGIARISM, & SEXUAL HARASSMENT See Rio Hondo College catalog.

COURSE SCHEDULE & TOPICS

WEEK 1

08/26/2014 Tuesday

- Introduction to class and syllabus, roll call, and summary instructions

08/28/2014 Thursday

- Personal histories as contributions, and student academic information cards
- **Worksheet 1** Cultural Pursuit *Loteria* (20 pts.)

WEEK 2 Labor Day week, **WE WILL BE MEETING ON Tuesday!!!**

09/02/2014 Tuesday

- Lecture on taking an anthropological approach to the study of Mexican Culture
- **Worksheet 2** Taking an anthropological approach to the study of Mexican culture (20 pts.)

09/04/2014 Thursday

- The Americas, bodies of water, migration theories, and mega-fauna
- Hunters and gatherers, the domestication of plants, sedentary lifestyles, and culture

WEEK 3

09/09/2014 Tuesday

- You Tube Video: The Solutreans “The First American’s” 1 hr. 26 min
- **Worksheet 3** The Solutreans “The First American’s” (20 pts.)

09/11/2014 Thursday

- **Test 1** on the Peopling of the New World, domestication, culture, and anthropological concepts
- Lecture on *maize* (corn) in Mesoamerica
- **Worksheet X** Maize in Mesoamerica: Domestication, Sustenance, and Symbolism (40 pts.)

WEEK 4

09/16/2014 Tuesday

- Introductory lecture on Mesoamerica (MC13 pages 1-24)
- The Olmec of the Gulf Coast of Mexico, Tlatilco, and San Jose Mogote (MC13 pages 11-24)

09/18/2014 Thursday

- You Tube Video: Secrets of the Ancients, Olmec Heads 50 min
- **Worksheet 4** Olmec word search and definitions (20 pts.)

WEEK 5

09/23/2014 Tuesday

- Lecture on the Teotihuacano’s (MC13 pages 26-38)
- Lecture on the Classic Maya (MC13 pages 67-101)

09/25/2014 Thursday

- Lecture on the Classic Maya (MC13 pages 67-101) cont.
- Amazon Video: Lost Civilizations of the Ancient Maya 57 min

WEEK 6

09/30/2014 Tuesday

- **Test 2** on Mesoamerica, the Olmec, Teotihuacan, and the Ancient Maya

10/02/2014 Thursday

- Lecture on Tula and the Epi-classic period (MC13 pages 116-125)
- Lecture on Cacaxtla and Xochicalco

WEEK 7

10/07/2014 Tuesday

- Lecture on the *Mexica* (MC13 pages 137-159)

10/09/2014 Thursday

- Lecture on the conquest of the Americas (MC13 pages 163-177)
- **Worksheet 5** Mesoamerican Timeline (20 pts.)

WEEK 8

10/14/2014 Tuesday

- **Test 3** on the Epi-classic Period, the *Mexica*, and the conquest of the Americas

10/16/2014 Thursday

- Lecture on New Spain (MC13 pages 178-189)
- Lecture on the colonial period of the Americas, and **Worksheet 6** Colonial Period Word Search (20 pts.)
- **Worksheet 7** The Spanish Inquisition (20 pts.)

WEEK 9

10/21/2014 Tuesday

- Movie: *La Otra Conquista* (The Other Conquest) 1 hr 45 min
- **Worksheet 8** *La Otra Conquista* (20 pts.)

10/23/2014 Thursday

- Lecture on the fight for Mexican independence (1810–1821) (MC13 pages 216-228)

WEEK 10

10/28/2014 Tuesday

- Lecture on the battle with Texas (MC13 229-232)
- Lecture on the war with the United States (MC13 pages 234-240)
- Lecture on the war with France (MC13 241-250)

10/30/2014 Thursday

- **Test 4** on the colonial period, Mexican independence, battles with Texas, the US, and France

WEEK 11

11/04/2014 Tuesday

- Lecture on the Mexican revolution (MC13 254-270)
- **Worksheet 9** The Mexican Revolution (20 pts.)

11/06/2014 Thursday

- Lecture on the Mexican Constitution of 1917 (MC13 pages 270-272)
- Lecture on Mexico's political parties (MC13 pages 270-272)

WEEK 12

11/11/2014 Tuesday **VETERANS DAY, COLLEGE CLOSED NO SCHOOL!!!**

- No School

11/13/2014 Thursday

- Lecture on the muralist/art movement in Mexico (MC13 pages 276-301)
- Lecture on Mexican traditional Values (MC13 368-401)

WEEK 13

11/18/2014 Tuesday

- Movie: Frida Kahlo *La Cintas Que Envuelve Una Bomba* 60 min
- **Worksheet 10** Frida Kahlo Free Write (20 pts.)

11/20/2014 Thursday

- **Test 5** on the Mexican Revolution, the Mexican Constitution, and the muralist/art movement
- Lecture on the Zapatistas of Chiapas, Mexico (Readings and worksheets to be provided)

WEEK 14 (Thanksgiving Holiday Week, **Class WILL MEET ON TUESDAY ONLY**)

11/25/2014 Tuesday

- **Worksheet 11** The Zapatistas of Chiapas and the EZLN (20 pts.)
- Lecture on the Zapatistas of Chiapas, Mexico cont.

11/27/2014 Thursday **Thanksgiving Day CAMPUS CLOSED NO SCHOOL!!!**

- No School

WEEK 15

12/02/2014 Tuesday **Extra Credit Paper Due**

- Lecture on *curanderismo*, Mexico's healing practices (MC13 354-366)
- Lecture on curandero/a treatments: herbalism, *limpias*, and *sobadas*

12/04/2014 Thursday

- **Test 6** on the Zapatistas and *curanderismo*
- **Submission and grading of honors student's informative poster** (100 pts.)
- Final Review

WEEK 16 Finals Week

12/09/2014 Tuesday

- No Class!!!

12/11/2014 Thursday 08:05am to 10:05am

- Final Exam (75pts.)

COURSE GRADING SCALE & POINTS BREAKDOWN

Learning Tasks		Possible Points
Classroom worksheets (11)	x20	220
Worksheet X (maize) (1)	x40	40
Test's (6)	x25	150
Final Exam (1)	x75	75
Honors poster (1)	x100	100
Total Class Points		585

EXTRA CREDIT Museum or lectures visit write-up (2-3 pages, double-spaced, informative paper) 25 points possible. List of qualifying museums and current speaking, and/or cultural events will be announced. Extra Credit due 12/02/2014

REFERENCE LIST AND BOOK RECOMMENDATIONS

Martha Carreón *

2013 *Introduction to Mexican Culture*, 2013 Edition. Rio Hondo College

Mayo, Samuel H.

1978 *A history of Mexico: From pre-Columbia to present*. Prentice-Hall

Meyer, Michael C., William L. Sherman, and Susan M. Deeds

2011 *The Course of Mexican History 9th Edition*. Oxford University Press, Oxford

*Mandatory course material.

CLASSROOM ETIQUETTE

1. Engage your classmates through dialogue and intellectual conversations; though be respectful and mindful of people's social identities, gender, age, and physical disabilities. As a general rule, do not swear or use profanity in any academic setting.
2. Please have all of your electronic devices turned off. It is also recommended that you keep your valuable (expensive) gadgets out of public view – theft does occur. Do not walk into class late with your headphones on and the music turned up; this is a major distraction for everyone. If late, walk in quietly, books in hand, and prepared to learn.
3. **ABSOLUTELY NO TEXTING DURING CLASS, ON OR AFTER EXAMS.** You will be asked to put your phones away during class if this behavior is observed. Please do this during breaks only.
4. When asking a question raise your hand. No shouting or talking out loud. Refer to the instructor as "Instructor Garcia," "Mr. Garcia," "Professor Garcia," or "*Profe*," is fine also.
5. When emailing ANY instructor, myself included, be professional and clear in your message. "Hey what's up professor?" will not get you a timely response. **PLEASE DO NOT** ask me to print out your homework, as the college does not pay me for ink. All work is to be turned-in during scheduled classes or please place in my department box in the *Division and Behavioral Sciences* offices before class and before due date.
6. For this class, laptops for taking notes will not be allowed. **THEY ARE** a distraction for everyone, including the instructor. As an alternative, lectures can be voice recorded.
7. Assert yourself politely in class. Greet your classmates with "Good morning, how are you?" Give yourself time throughout the day to eat healthy, complete homework, and prepare for class.
8. Practice good hygiene; remember that the classroom is a *shared* space of learning. Arriving to class under the influence of drugs or alcohol is prohibited; **REMAIN** home, for your own safety and the safety of others.
9. **HOMEWORK POLICY:** I do not accept late summaries since these are scheduled and you are aware of their due date. Worksheets too are passed out only once on the scheduled day and are due during the next class meeting. In lieu of late work, all students may turn in one extra credit assignment that is to be announced.

What do you as a student receive in return? A passionate instructor knowledgeable in the disciplines of Mexican culture and history, Mexican-American history, and the four-fields of Anthropology. You will learn in my class, you will be challenged to think beyond the norm, and you will do so with new material. My goal is to aid your learning, teach you, bring out the best in you, and prepare you for what is a long but rewarding educational experience. **See my Teaching Philosophy** (Page 7).

Teaching Philosophy I bring with me into the classroom professionalism, vast academic familiarity, cultural awareness, and creative methods of instruction. I strive to introduce new topics within the humanities and the social sciences, while recognizing the contributions of students. My primary purpose is to help students to achieve their academic and career goals in order to enrich their lives. I do so through teaching and lecturing, aided by the use of music, visuals, websites, and multimedia technology.

My style in the classroom bridges astute organization, preparation, and I possess the skills necessary to deliver well thought out lesson plans. Well groomed and well dressed, I speak in a confident voice, lecture enthusiastically, and build rapport with my students almost immediately. I am sensitive to the age differences, gender, and diverse social and ethnic identities sitting before me. I advise, teach, and mentor all students that come before me, regardless of their social, religious, political, and sexual orientation. I encourage and challenge all students to: (1) recognize the historical and personal events that have shaped their thinking; (2) read, write, create, and learn beyond the given; and (3) pursue their academic and career goals relentlessly until one day they will achieve their dreams.

A first generation Mexican-American, I am culturally diverse, identifying with two national identities, and I am conversant in the history of both Mexico and the United States. This background allows me to relate well to a diverse group of students. In the classroom, I not only respond to the academic needs of the student body, but also understand further the social barriers that can impede their personal development. Violence, hardship, disease, and illness are not only national dilemmas, but also human conditions that require solutions through education, counseling, and modern medicine, and not solely by force, aggression, or political tampering between people, groups, and nations.

An anthropologist by training, I am invested in studying the human experience in its most unique context. I am familiar with the underlining social, religious, economic, and political themes that define complex cultures both ancient and modern. To ask questions and arrive at solutions I pull from my knowledge of the human body and its environment, the interpretation of cultural remains (artifacts), the use of language, and the observation of people's behavior. In the classroom, my lectures, activities, tests, and presentations challenge students to think critically about society, and encourage the student to describe their personal histories as contributions.

Within teaching, I strongly believe that teachers who actively research topics within their discipline benefit by developing new ideas and teaching material. As an active researcher, I strive to include new information within my lesson plans, in addition to fundamental concepts and historical facts. This allows me to learn from my students, and, in the process, allows students a teaching space of their own. My research is concerned with the social identities, religious, and economic activities of the non-elite, primarily during Mesoamerica's Formative period (1400–900 BC), an ancient Middle American period of the New World. In turn, I compare and contrast the human experience of yesterday with today, to help solve contemporary problems within our society.

My teaching philosophy ultimately stems from a desire to impact the lives of students and their families. Subsequently, my Mexican-American background allows me to identify with the struggles, victories, and passions of a diverse student body. Coupled with my research experiences, I strive to introduce new teaching materials and creative methods of learning every time I enter a classroom setting. I am an educator first, a researcher second, and an academic administrator third. Thereby, I invest my energy in the classroom, for the students, and for the academic and career goals set by the students themselves.

Santiago Andres Garcia, M.A.
Updated October 25, 2011