

Professor: Pablo García Loaeza

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TEXT: *The Mexico Reader: History, Culture, Politics*, Ed. Gilbert M. Joseph & Timothy J. Henderson, Durham: Duke UP, 2002. + i>clicker2

DESCRIPTION AND OBJECTIVES: This course will provide an overview of Mexican culture from the pre-Hispanic period through the present day. We will read and discuss a wide array of primary texts in order to gain an understanding of Mexican history, politics, and society and their development overtime. We will also consider the complex relationship between Mexico and the United States. By the end of the course students will be able to pinpoint key moments, events, and characters of Mexican history and be aware of the overarching trends of Mexican culture.

REQUISITES: Attendance and *active* participation (10%), 1 in-class presentation (15%), regular quizzes (20%), a midterm exam (25 %), a final exam (30%). Students are expected to strictly abide by WVU's code of conduct; plagiarism will not be tolerated (<http://www.arc.wvu.edu/rightsa.html>). In accordance with WVU's commitment to social justice, we will maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination (http://socialjustice.wvu.edu/policies_and_training/syllabus_statement_for_faculty).

- Attendance to every session is mandatory. Except for official WVU sponsored events, there will be no excused absences. However, you have an allowance of four (3) absences which you may use at your discretion. Missing more than three sessions will have an impact your final grade (2 percentile points off the final grade / absence). If for any reason you expect to miss five or more sessions, you should seriously consider dropping the course. Six or more absences automatically result in an F grade, no exceptions. Please be on time. Repeated tardiness will amount to one or more absences.

- Active participation is a very important component of this course and is not equivalent to attendance; the following criteria will be used to evaluate course participation:

A range: Very dynamic engagement in all class activities: Student is always well prepared for class sessions, very often begins interaction, participates actively and promotes participation in partnered and group activities, collaborates keenly in the creation of the learning environment.

B range: Active engagement in all class activities: Student is consistently prepared for class sessions, often begins interaction, participates actively in partnered and group activities, collaborates in the creation of the learning environment.

C range: Moderate engagement in class activities: Student is generally prepared for class sessions, sometimes begins interaction, participates moderately in partnered and group activities.

D range: Very little engagement in class activities: Student is seldom prepared for class sessions, never begins interaction, participates little in partnered and group activities.

F No visible engagement in class activities: Student is usually unprepared for class sessions, doesn't participate in partnered and group activities, interferes with the creation of the learning environment.

- In-class presentations will cover specific topics (periods, events, contexts, etc.); they should be thoroughly researched and richly illustrated taking full advantage of widely available electronic resources. Further instructions will be provided in class. Presentations will be graded according to the rubric provided below.

- Regular quizzes will take place at the beginning of each session and will cover the assigned readings for that session. An i>clicker2 will be required to complete the quizzes. No allowance will be made for forgotten or misplaced clickers. However, the three lowest quiz grades will be dropped.

- The midterm exam will cover all the material studied and discussed up to that point in the course, including the content covered in student presentations. The questions may include multiple choice, true or false, identification, and short-answer questions, as well as short essays. There will be no make-ups without significant reason.

- The final exam will cover all the material studied and discussed after the midterm, including the content covered in student presentations. The questions may include multiple choice, true or false, identification, and short-answer questions, as well as short essays. Incompletes will only be given under the most extreme of circumstances.

PRESENTATION GRADING CRITERIA				
Aspect	Excellent (A range)	Good (B range)	Acceptable (C range)	Poor (D range)
1. In general	Very thorough and engaging.	Thorough and engaging.	Somewhat thorough and engaging.	Partial and uninteresting.
2. Preparation	Presenter is evidently very well prepared.	Presenter is evidently well prepared.	Presenter is reasonably prepared.	Presenter is evidently not well prepared.
3. Content	Content shows a full investigation of the topic.	Content shows a good investigation of the topic.	Content shows an acceptable investigation of the topic.	Content shows a minimal investigation of the topic.
4. Organization	Presentation is logically organized.	Presentation is logically organized.	Presentation is fairly well organized.	Presentation is poorly organized.
5. Speech	Speech is clear and distinct 90% of the time.	Speech is clear and distinct 80% of the time.	Speech is clear and distinct 70% of the time.	Speech is clear and distinct less than 70% of the time.
6. Questions/ Issues	Discussion questions/issues addressed are pertinent and very interesting.	Discussion questions/issues addressed are pertinent and interesting.	Discussion questions/issues addressed are pertinent and somewhat interesting.	Discussion questions/issues addressed are not very pertinent or interesting.
7. Audience engagement	Presenter consistently engages the audience as a whole and encourages participation and discussion.	Presenter often engages the audience as a whole and encourages participation and discussion.	Presenter attempts to engage the audience as a whole and to encourage participation and discussion.	Presenter barely attempts to engage the audience as a whole and to encourage participation and discussion.
8. Audience feedback	Verbal and non-verbal feedback from the audience demonstrates a high degree of interest and engagement.	Verbal and non-verbal feedback from the audience demonstrates interest and engagement.	Verbal and non-verbal feedback from the audience demonstrates some interest and engagement.	Verbal and non-verbal feedback from the audience demonstrates little interest and engagement.



COURSE CALENDAR

DATE	PRESENTATIONS	PREPARATION AT HOME / DISCUSSION IN CLASS
01/09		Introduction to the course: culture
01/11		Introduction cont'd: spatial and human coordinates
01/16	NO CLASS	MARTIN LUTHER KING JR. DAY
01/18		Part II: The origins of the Aztecs & The cost of courage in Aztec society
01/23		Part II: Popol Vuh & The meaning of maize for the Maya
01/25	1. The Spanish Empire	Part II: Omens foretelling the conquest
01/30	2. The Spanish conquest	Part III: The Spaniards entry into Tenochtitlan & Cortés and Montezuma
02/01	3. Baroque art & architecture	Part III: The spiritual conquest & A baroque archbishop-viceroy
02/06	4. Sor Juana Inés de la Cruz	Part III: The Itching Parrot, the priest and the subdelegate
02/08	5. Mexican independence	Part IV: Sentiments of the nation & Plan of Iguala & Women and war in Mexico
02/13	6. U.S- Mexico war	Part IV: Considerations relating to the political... & Liberals and the land
02/15	7. The Mexican Empire	Part IV: Offer of the crown... & A letter from Mexico & The triumph...
02/20	8. José Guadalupe Posada	Part IV: Porfirio Díaz visits Yucatán & Scenes from a lumber camp & A gift...
02/22	9. Mexican Revolution	Part V: Land... & Plan of Ayala... & Zapatistas in the palace & Pancho Villa
02/27	10. U.S. interventions	Part V: Pedro Martínez & Juan the Chamula
02/29	11. Muralism	Part V: Ode to Cuauhtemoc & The oil expropriation
03/05	MIDTERM	MIDTERM
03/07		Movie: <i>Los tres García</i> (Dir. Ismael Rodríguez, 1948)
03/12		Movie cont'd and comments
03/14	12. Political Parties	Part VI: They gave us the land & Mexico's crisis
03/19	13. Spring break in Mexico	Part VI: The two faces of Acapulco & Modesta Gómez
03/21	14. The world in 1968	Part VII: The student movement & El Santo's strange career
03/26	NO CLASS	SPRING RECESS
03/28		
04/02	15. Mexican Music	Part VII: Corazón del Rocanrol & I don't believe them...
04/04	16. Zapatismo	Part VII: Identity hour... & EZLN demands... & The long journey...
04/09	17. NAFTA	Part VIII: Plan of San Diego & The Mexican connection & The maquiladoras
04/11	18. Immigration to the U.S.	Part VIII: Pedro P., coyote & There's a party... & Two poems...
04/16	19. Drugs in the U.S.	Part VIII: The deadly harvest... & Two songs... & the New World border
04/18	20. Chicano movement	Part I: The cosmic race & The sons of la Malinche
04/23		Part I: The problem of national culture & Does it mean anything to be Mexican
04/25		Retrospective & expansion: cultural contrasts and (mis)understandings

Final exam: Tuesday, May 1 from 11:00 AM to 1:00 PM