



Honors Committee Agenda

Monday, April 24, 2023
ZOOM Meeting
2:30-4:00 PM

Type of Meeting: *Regular*

Note Taker: Towana Catley

Please Review/Bring: Agenda Packet & Minutes

Committee members:

Towana Catley, Faculty Co-Chair
Dr. Darcy Wiewall, Faculty Co-Chair
Christos Valiotis, Dean MSE Administrative Member
Rae Agahari, Arts & Humanities
David L. Adams, Social & Behavioral Sciences
Andres Carrillo, Math Sciences Engineering
Dang Huynth, Math Sciences Engineering
Dr. Matthew Jaffe, Social & Behavioral Sciences
Greg Langner, Rhetoric & Literacy
Kevin North, At-Large
Tamira Palmetto Despain, Counseling & Ex-Officio
Elinda Parkinson, Health & Safety Sciences

Mike Pesses, Math Sciences Engineering
Pavinee Villapando, Math Sciences Engineering
Alberto Mendoza Gonzalez Larreynaga, Adjunct Representative
Rachel Jennings Tafarella, Language & Communication Arts
Vejea Jennings, Ex-Officio
John Vento, Ex-Officio
Jasmine Walters, TAP Representative
Diana Ferrassoli & Brandy Lechuga, ASO Representative
OPEN, Athletics & Kinesiology
OPEN, At-Large
OPEN, Library

Items	Person	Action
Call to Order and Roll Call	Towana & Darcy	
Open Comments from the Public		n/a
Informational Items •	Towana & Darcy	
Approval of Minutes • Approval of Minutes – 3.27.2023	<i>All</i>	<u>Issues Discussed:</u> <u>Action Taken:</u> <u>Follow Up Items:</u>
Report • 2022-2023 Goals Review • Summer & Fall Honors Classes Enrollment • TAP Honors Syllabi Repository Status	Towana & Darcy	<u>Issues Discussed:</u> <u>Action Taken:</u> <u>Follow Up Items:</u>
Action Item • HIST 115 Honors Proposal \ Maria Espinoza-Schrock • Process for New/Existing Honors Options	<i>All</i>	<u>Issues Discussed:</u> <u>Action Taken:</u> <u>Follow Up Items:</u>
Discussion • HIST 115 Honors Proposal \ Maria Espinoza-Schrock • Honors Convocation Script April 26, 2023, 5:30-8pm	<i>All</i>	<u>Issues Discussed:</u> <u>Action Taken:</u> <u>Follow Up Items:</u>
• Adjournment		
NEXT MEETING DATE: August 28, 2023		



Honors Transfer Alliance Program Course Proposal

Instructions: Use this form to propose an honors section of a course. Honors sections of courses must fulfill all requirements of the Course Outline of Record, but they are distinguished from traditional courses in a number of ways:

- Innovative and active teaching learning method
- Depth and breadth of material
- Emphasis of critical thinking
- Use of technology, supplemental readings, practical applications

The following criteria will help the Honors committee to determine if the course will be distinguished from a non-honors course. **Please be very detailed and specific in your responses.**

Course Number and Title: History 115 H: Cultural History of Mexico

Check which of the following honors objectives will be best by the proposed course?

- Course will provide content about the history or background of the field being studied.
- Course will show an awareness of some of the field's major theories or current trends.
- Course will require students to perform a case study, field experience, or other application.
- Course utilizes research methods including proper documentation for the discipline.
- Course will help students to demonstrate critical thinking and/or meta-cognitive abilities.

- 1. Please provide an overview of your proposed course. Be sure to show how it differs from the traditional course. Please provide a copy of the syllabus for the traditional course (included it at the end of this document).**

The course desires to develop an understanding of the cultural phenomena which have shaped the unique Mexican character. Geography will be discussed in relation to its determination of culture as will economics, in particular development of the Pre-Columbian agriculture. Pre-Columbian civilization, its origin, development, and nature will be presented. Colonial history, the synthesis of Spanish and Indian cultures, introduction of Catholicism, Spanish language and the Hacienda system will be discussed. Modern Mexican history, beginning with the Mexican Revolution will be presented in terms of its formative effect on the Mexican character. The relationship between the United States and Mexico will be discussed in terms of the cultural change and evolution. This Honor's section uses a variety of methodologies to challenge Honor's students by analyzing a variety of primary and secondary sources, documentaries, visits to virtual museums, and guest speaker lecture.

- 2. Explain how the course will be flexible in format and teaching methodologies. Describe how the course will strive for a greater degree of student participation and involvement.**

This course is designed seminar style in order to have open discussions about the weekly readings and assignments. In addition, students will have more hand-on hand activities in the form of group activities, group presentations, field trips to close California Missions, and virtual guest speakers.

- 3. What activities, assignments, or readings will provide greater depth and breadth of subject matter? Describe writing assignments and discuss how the course will foster critical thinking?**



In addition to the textbook, students will learn to analyze Jstor articles, primary sources, documentaries, films, and art by visiting virtual museums from Mexico. This will be use for critical written assignments, as well as discussions.

- Students will be required to visit virtually the Mexico City's National Museum of Anthropology. Specifically, the students will explore the pre-Hispanic civilizations of Mexico exhibits. The students are responsible to write a two-page interpretation of the exhibits.
- Students will watch a documentary on the Bracero program and will have a guest speaker to learn the effect of the Bracero program in Mexican families. As an activity, the students will have an active critical discussion with the guest speaker.
- Students will analyze the Water Treaties between Mexico and the United States, and will write a three page paper on how these treaties still affect the relationship between the two countries today.

4. **What supplemental readings will be assigned and how will independent reading be determined and assessed? Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.**

As noted above I will provide supplemental readings, documentaries, guest speaker lectures will be use for written assignments and discussions. The readings include primary and secondary sources. The written assignments include finding the argument of the author, methodology, evidence, and their opinion on the readings. Students will link these readings to the lectures, and other reading materials. The primary sources will help with critical interpretation written assignments.

5. **What ideas do you have for field trips, guest speakers, and opportunities to attend related cultural and social events, if applicable?**

- Guest speaker:
 - Dr. Mayra Avila, Historian at the University of Texas Rio Grande Valley
 - Lecture: The Bracero Program and Mexican Women
- Field trips:
 - San Fernando Rey de España, 17th California Mission

6. **The course fulfills which of the following (check all that apply):**

- General education requirement**
 Major requirement
 Elective only

Antelope Valley College
HISTORY 115-02
Fall 2022

Instructor: Maria L. Espinoza-Schrock

Phone: (661) 722-6300, Ext. 6999

Security: 722-6399; **Emergencies:** 4444

Email: mespinozaschrock@avc.edu

Office: MH 215

Office Hours: MW10:00-12:00 p.m., TR 2:30-3:30., Online via Zoom TR 11:00-1:00 p.m. I can be reached through the Canvas Inbox function or through campus email at address above or by appointment.

Course Subject and Number: History 115-02

Course Name: Cultural History of Mexico

Course Section Numbers (CRN): 70704

Course Units: Three (3)

Times & Location: Mondays and Wednesdays 8:00-9:20 a.m. Yoshida Hall 209B

Course Description

This honors course, intended for students in the Honors Transfer Program, desires to develop an understanding of the cultural phenomena which have shaped the unique Mexican character. Geography will be discussed in relation to its determination of culture as will economics, in particular development of the Pre-Columbian agriculture. Pre-Columbian civilization, its origin, development, and nature will be presented. Colonial history, the synthesis of Spanish and Indian cultures, introduction of Catholicism, Spanish language and the Hacienda system will be discussed. Modern Mexican history, beginning with the Mexican Revolution will be presented in terms of its formative effect on the Mexican character. The relationship between the United States and Mexico will be discussed in terms of the cultural change and evolution. Contemporary art in all forms will be discussed. The honors course provides more content and requires greater intensity and depth of study than the non-hours class. (CSU, AVC)

Objectives

After completing this course, a successful student should be able to:

1. Identify major individuals from this historical period.
2. Appraise significant events from this historical period.
3. Recognize key problems relating to this historical period.
4. Compare and contrast major historical events and problems in terms of background, substance, and impact.
5. Evaluate and assess the repetitive cycles of history.
6. Recognition of the quality of effective sources through interpretation of primary and secondary sources.
7. Develop independent research, learning, and presentation skills through advanced research on topics related to Mexican history.

Student Learning Outcomes

1. Evaluate the repetitive cycles of history relevant to Mexican cultural history and current events.
2. Recognize significant problems arising during Mexican cultural history.
3. Identify and describe major individuals and cultural, economic, political, social, and religious events from Mexican cultural history.

Program Learning Outcomes

1. Students will be able to apply discipline specific methods of inquiry to topic/problems within the discipline.
2. Students will be able to critically evaluate the behaviors, attitudes, and beliefs of diverse cultures.

Institutional Learning Outcomes

1. Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
3. Demonstrate a breadth of knowledge and experience from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.
4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and variety of technologies.
5. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
6. Identify career opportunities that contribute to the economic well-being of the community.

Course Content

1. Geographical factors and their effect on cultural development
 - a. Mexican ethnobotany
 - b. The nature of Mexican rural economy
2. Pre-Columbian Mexican civilizations
 - a. Religion, art, daily life, architecture
 - b. Maya, Toltec, Zapotec, Mixtec
3. The Valley of Mexico, the cultural legacy of the Aztecs
4. Cultural heritage of Spain
 - a. Religion
 - b. Language
 - c. Machismo
 - d. Family concept
5. Colonial Mexico and the synthesis of Spanish and Indian culture
6. Independence, change among chaos, sociopolitical evolution

7. Cultural impact of the Mexican War, relationship between the United States and Mexico in cultural context
8. The Mexican Revolution of 1910 and its cultural consequences
9. Urbanization and the decline of the rural culture, the cultural impact of immigration on both societies, and speculation for the future.
10. How to Write a Term Paper Using MLA Format

Required Text and other materials:

- The required text for this class is *Course of Mexican History*, by Deeds, Susan M./Meyer, Michael C.
- *Mexico Reader: History, Culture, Politics*, by Joseph, Gilbert M./Henderson Timothy J.
- Reading book discuss in class.

Course Prerequisites

Advisory: Eligibility for College Level Reading and ENGL 101 or completion of ENGL 101.

Students with Disabilities

The college is committed to providing all students with equal access to learning opportunities. The Office for Students with Disabilities (OSD) is the official campus office that works to arrange for reasonable accommodations for students with an identified physical, psychological, or cognitive disability such as learning, ADD/ADHD, psychological, visual, hearing, physical, cognitive, medical condition etc. Students are encouraged to contact Dr. Louis Lucero, OSD Direction at (661) 722-6507, or if you do not wish to register with OSD, you may contact the ADA Section 504 Compliance Officer at (661) 722-6311 to arrange for a confidential meeting to discuss services and accommodations. Contact should be initiated as soon as possible to allow adequate time for accommodation to be arranged.

FERPA Statement

Please refer to the following link for the most up-dated FERPA regulations on students' privacy:

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Plagiarism

Cheating-Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; misrepresenting or non-reporting of pertinent information in all forms of work submitted for credit.

Facilitating Academic Dishonesty-Intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

Plagiarism-The deliberate adoption or reproduction of ideas, words or statements of another person, as one's own, without acknowledgement. This includes all group work and written assignments. Plagiarism is misrepresenting someone else's words or ideas as your own. The wording or ideas of others, when used in a written composition, oral presentation, or other assignments, must be properly attributed. This means using proper citation style to give credit to the source in a paper, opinions, statistics, graphs, drawings, and physical models.

Use of another person's wording requires quotation marks and a proper citation in a written presentation, or clear spoken attribution of the quotation in an oral presentation. Paraphrasing or summarizing-any form of restating ideas of others in your own words-also requires attribution. When you paraphrase, you must use your own words and sentence structure; changing or re-arranging a few words is not sufficient and is considered plagiarism.

GROUND RULES:

If a student shows up at the first session but then fails to show up at the succeeding two meetings, he/she may be dropped from the class to make way for others trying to take this class. If you stop coming to this class before the end of the semester, either before or after the "W" date, it is your responsibility to file an official drop with the Registration Office.

Grading

Your grade will be based on the following work:

- a. **Syllabus Quiz:** Students must read the syllabus first before taking this quiz.
- b. **Exams:** There will be three exams plus a final. Every four weeks you will have an exam. The exam will include five short essay questions and one full essay question. The final exam will be a 8-page essay. Instructions will be discuss in class. **Exams that show 20% or more plagiarism automatically will receive a grade of an F.**
- c. **Book Review:** You are responsible for reading a reading book for this class and write a book review about it. Instructions will be discussed in class. You will submit your book review on Canvas. **Book reviews that show 20% or more plagiarism automatically will receive a grade of an F.**
- d. **Group Presentation:** Each group will make a presentation on a different state of Mexico to show how the state developed politically, culturally, socially, and economically. The presentation must be at least 20minutes. **Please note that everyone in the group must participate in putting the presentation together, and must speak the day of the presentation in order to receive a grade for this portion.**

- e. **Individual Presentation:** Every week, a student will be in charge to carry out the discussion for the week reading assignments. The discussion must include well-thought critical questions to engage the students.
- f. **Reading Response:** Students are responsible to write 10 reading response to the weekly readings. The response should be a two-page paper. Instructions will be giving in class.
- g. **Participation:** This is very important for this class, and although you will not be graded on attendance, you will be graded on class participation, therefore attendance is important. We will be discussing primary sources, documentaries, and other class material. Please note that to get full participation points, you must participate in all discussions done in class, whether in groups or individually.
- h. **LATE ASSIGNMENTS:** Please note that I will accept late assignment, yet **I will deduct 10% for each day the assignment is late.** If you need to turn in an assignment and Canvas is not working, please contact Canvas support. If the time is almost up and you are having problems with Canvas, PLEASE do not e-mail to tell me Canvas is not working. Instead, e-mail me the assignments and explain on the e-mail that you were having problems with Canvass, that way I know that you did have your assignments on time.

The points for the assignments are as follow:

Syllabus Quiz: 100	Individual Presentation: 200
Reading Response: 200	Group Presentation: 200
Exams: 300	Participation: 225
Book Review: 275	Final Exam: 300

1,800-1,620=A
 1,619-1,440=B
 1,439-1,260 =C
 1,259-1,080=D
 1,079-0=F

- i. **Cellphones:** Cellphones are not allowed in this class as they can be disruptive to students and the professor. Make sure phones are silent and put away while you are in class.

This Face to Face (F2F) class delivery depends on LA County Department of Health permissions. If restrictions do not allow in-person meetings, this class may be delivered by Zoom online (synchronous online) on the days and at times listed in the schedule. Students will be notified via email if changes are required. If you need any technology to attend this course online (Chromebook, laptop, hot

spot, earbuds), the college will lend this equipment during the period of online instruction. Additionally, the college will have areas on campus where students may access the course during the period of isolation.

Syllabus as a contract

Remember this syllabus is a contract between the professor and the student. As the professor, I reserve any right to make any changes I think are necessary.

Class Schedule

Week 1:

August 15

Introduction to the class
Assignment: Syllabus Quiz

Please note:

- **This quiz is due on August 17th before class.**

Week 2:

August 22

Pre-Colombian Mexico
Read Chapters 1-5

Please note: August 28th is the last date to add a class, to drop with refund, or to drop without a "W"

Week 3:

August 29

Colliding Worlds
Read Chapters 6-7
Quiz #1

Please note:

- **This quiz is due on August 29th before class.**

Week 4:

September 7

The Viceroyalty
Read Chapters 8-12
Quiz #2

Please note:

- **This quiz is due on September 7th before class.**

Week 5:

September 12

Exam #1

Please note:

- **You will need one or two blue books for the exam. Please note that after I hand you the exam, you will not be able to exit the classroom until you are finished.**

Week 6:

September 19

The Move to Independence
Read Chapters 13-16
Quiz #3

Please note:

- **This quiz is due on September 19th before class.**

Week 7:

September 26

Trials of Nationhood
Read Chapters 17-19

Week 8:

October 3

Read Chapter 8
Quiz #4

Please note:

- **This quiz is due on October 3rd before class.**

October 5

Continue with Chapter 8

Week 9:

October 10

Exam # 2

Please note:

- **You will need one or two blue books for the exam. Please note that after I hand you the exam, you will not be able to exit the classroom until you are finished.**

October 12

Read Chapter 9

Quiz #5

Please note:

- **This quiz is due on October 12th before class.**

Week 10:

October 17

Read Chapter 10

Quiz #6

Please note:

- **This quiz is due on October 17th before class.**

October 19

Continue with Chapter 10

Week 11:

October 24

Read Chapter 11

Quiz #7

Please note:

- **This quiz is due on October 24th before class.**

October 26

Continue with Chapter 11

Week 12:

October 31

Read Chapter 12
Quiz #8

Please note:

- **This quiz is due on October 31st before class.**

November 2

Continue with Chapter 12

Please note: November 4 is the last date to drop with a “W”

Week 13:

November 7

Exam #3

Please note:

- **You will need one or two blue books for the exam. Please note that after I hand you the exam, you will not be able to exit the classroom until you are finished.**

November 9

Read Chapter 13
Quiz #9

Please note:

- **This quiz is due on August 17th before class.**

Week 14:

November 14

Read Chapter 14

November 16

Continue with Chapter 14

Week 15:

November 21

Group Presentations

November 23

Group Presentations

Book Review

Please note:

- **Your book review is due on October 23rd on Canvas by 11:59 p.m. If you turn it in late, you will be deducted 10% per each day it is late. Also, as it is stated on the syllabus, book reviews with more than 20% plagiarism will automatically received a grade of an F.**

Week 16:

November 28

Chapter 15

Quiz #10

Please note:

- **This quiz is due on November 28th before class.**

November 30

Final Exam due in class.

NO LATE ASSIGNMENTS WILL BE ACCPETED AFTER THIS TIME.