**HIST 2327 Mexican American History I**

# Instructor Contact Information

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| **Instructor:** |  | **Office Phone:** |  |
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| **Office Location:**  |  | **Student Success Hours:** |  |
| **E-mail:**  |  |

**Department/Division Contact: Please check with your chair or dean**

**for the appropriate information to include here**

# Course Information

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| **Course Title: Mexican American History** |  | **Term and Year:** |  |
| **Course Subject: Hist** |  |  |  |
| **Course Number and Section:** |  | **Class Days and Times: M/W 9:00-10:20** |  |
| **Credit Hours: 3** |  |  |  |
| **Lecture Hours: 3** |  | **Class Room Location: NH Acad 263** |  |
| **Lab Hours: 0** |  |  |  |
| **External Hours: 0** |  |  |
| **Total Contact Hours: 48****(All hrs. x 16)** |  |  |  |

**Prerequisites:** College level Reading and Writing

**Co-requisites:** N/A

**Required Book(s):** Vargas, Zaragosa. *Crucible of Struggle :A History of Mexican Americans from Colonial Times to the Present Era,* 2nd Edition. Oxford University Press, 2016. ISBN: 9780190200787

**Catalog Description:**

A survey of the economic, social, political, intellectual, and cultural history of Mexican Americans/Chicanx. Periods include early indigenous societies, conflict and conquest, early European colonization and empires, New Spain, early revolutionary period, Mexican independence and nation building, United States expansion to the United States-Mexico War Era. Themes to be addressed are mestizaje and racial formation in the early empire, rise and fall of native and African slavery, relationship to early global economies, development of New Spain’s/Mexico’s northern frontier, gender and power, missions, resistance and rebellion, emergence of Mexican identities, California mission secularization, Texas independence, United States’ wars with Mexico, and the making of borders and borderlands. (May be applied to U.S. History requirement.)

**Student Learning Outcomes:**

**Upon successful completion of this course, students will:**

1. Create an argument through the use of historical evidence.

2. Analyze and interpret primary and secondary evidence.

3. Describe the transformation of indigenous societies from 1400-1700.

4. Explain the causes and effects of European conquest and colonization on the Americas.

5. Evaluate the relative impact of mestizaje, slavery, global economics, and frontier settlement on the

creation of Mexican identity.

6. Connect independence movements, imperial conflict, class formation, and regional resistance to the

making of independent Mexico.

7. Discuss the transformation of communities in the borderlands as a result of Manifest Destiny and the

United States-Mexico War.

8. Compare and contrast the borderland regions of California, New Mexico and Texas from 1800-1850.

**Core Curriculum Statement:**

**Core Learning Outcomes**

1. **Critical thinking skills** } to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication skills** } to include effective written, oral, and visual communication.
3. **Personal Responsibility** } to include the ability to connect choices, actions and consequences to ethical decision-making
4. **Social Responsibility** } to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national and global communities.

# Instructor Guidelines and Procedures

**Course Technology Requirements:** In our efforts to keep students and employees safe in response to **COVID-19**, students will be expected to utilize computer technology while enrolled in classes, certificate, and/or degree programs within Lone Star College.The specific requirements for this course are listed below:

Internet access and minimum computer skills required. All assignments will be submitted online via D2L.

**Attendance:**

Attendance and participation are an important component to this class. Students who do not attend class or do not pay attention to details while they are in class often fail the class. While the majority of the lectures will cover the text, they will also incorporate other sources making attendance and careful notes a necessity. Regular attendance is strongly encouraged. As a teacher, student success is very important to me and in order to encourage student participation and success: I may drop students who have not attended class or contacted me in any form within 2 weeks of the class start date, or those students who miss more than a week later in the course. I may also drop students who are missing more than 5 assignments and have not contacted me to explain when the work will be completed. Your success depends on you doing the work and if you are not doing the work- why are you here?

Students must keep their phones on vibrate or off, and if students choose to text or play on their phones, I will not wait for them to catch up before moving on with notes.

**Electronic devices:**

Students may record the lectures and may look up information during the class. Smart phones are encouraged to enhance participation, but they are not necessary. Laptops or tablets may be used for taking notes. It is up to the students to make sure their use of this privilege is not distracting to any other student in the class.

**Assignments:**

Exams -

This course will include three exams (including the final). Each exam except the final will be sixty percent multiple choice, twenty percent short id fill in the blank; ten percent essay and five percent will come from a brief reading of a primary source. Multiple choice questions will come from the text and unit readings, and the essays and identifications will come from lectures and films. Students who miss the test will take a 50- question multiple choice test online at the testing center. The questions will come from the chapters and unit readings but there is no study guide for this test. All make-up tests must be completed at the testing center by May 1st. Please bring your id and make sure to arrive at least an hour and fifteen minutes prior to their closing. Testing center hours are located online. If you miss the deadline for the make-up tests, you will receive a zero for the test. The third test will include one comprehensive essay and be worth 20% of your grade. These exams will help reinforce all of the student learning outcomes but in particular will focus on SLOs 3-8. Preparing for the exams will also enhance a students’ critical thinking skills and personal responsibility.

# Primary/Secondary Source Research papers

Each student will select a topic and write a three -page paper about the subject using at least four sources including one primary source. Topic choices will be provided in class, and the student must get approval from the instructor. This grade is a process- a student will submit a draft, edit and assess another student’s paper and then submit their final research paper. Quotes must be cited immediately following the quotation mark. Paraphrased information must be cited at the end of the paragraph in the order that the sources appeared if using more than one. A final paper that is lacking in citations or appropriately placed quotation marks will receive a zero for plagiarism. The primary/secondary research paper grade is a collection of smaller assignments, so a 0 for plagiarism is a big deal but it will not be the reason a student fails. This assignment is designed to help students analyze and interpret primary and secondary sources. Researching and writing this paper will help students develop student learning outcomes 1 and 2- in addition to any 1 of SLOs 3-8 depending on their selected topic. Preparing this paper will also enhance a student’s critical thinking skills, communication skills and social responsibility through the use of the editing assignment.

# Group Project

Each student will participate in a group project that will be graded as a group for their presentation; while also having an individual grade for participation and an individual essay. Instructions will be provided in class and through D2L. This assignment is designed to help students analyze student learning outcomes 3-8 depending on the group topic the student selects. The assignment will also help students develop the important core skills of critical thinking, communication, and personal and social responsibility.

# Unit Primary Readings and Discussion Assignments

All students will prepare and participate in class discussions for each unit. Several of these are formal assignments and some of them will be more casual in class discussions and impromptu assignments. These assignments are designed to help students create an argument through the use of historical evidence. Some of these assignments will be based on primary readings and comparisons between primary and secondary sources and will meet the student learning outcome #2. Each of the assignments will meet one of the SLOS 3-8. In class discussions of the material will also enhance a student’s critical thinking skills, communication skills and personal responsibility.

# Presentations

Throughout the semester there will be several presentations held at the Lone Star College- students are required to attend 2 of these events during the semester. The student will then create a discussion post and write a paragraph about what they learned or did at the event. This will allow other students to learn about events they were unable to attend. Students may attend more events for extra credit- in which case they will write a paragraph about what they learned and post it in an assignment drop box in the extra credit section. Presentations will be announced as quickly as I become aware of them and will only be permissible if they add to the student learning outcomes. These learning activities will promote students critical thinking skills and personal and social responsibility.

# Grades-

Grades are based on a point scale.

**Grade Determination:**

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| **Your grade will be determined by the following** | **Details** | **Points**(if applicable) | **Percent of Final Average** |
| **Exams 1 and 2** | There are two exams | 300 | 30% |
| **Exam 3** | This exam contains one comprehensive essay  | 200 | 20% |
| **Primary/Secondary Research paper** |  | 150 | 15% |
| **Group Project** |  | 150 | 15% |
| Unit Assignments | In class discussions and primary/secondary assignments | 150 | 15% |
| Presentations |  | 50 | 5% |
| Total: | 1000 | 100% |

## Final Examinations

A final evaluation activity will occur during the published final evaluation period. The appropriate dean must approve any variation to this schedule. <http://www.lonestar.edu/examschedule.htm>

## Letter Grade Assignment:

The chart given below explains how the final grades will be computed.

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| **Letter Grade** | **Final Average in Percent****Or****Final Total Point Count** |
| A | 890-1000 |
| B | 790-889 |
| C | 690-789 |
| D | 590-689 |
| F | 0-589 |

Lone Star College supports students with online tutoring, online bookstore access, online library resources, with access to Office 365 available. Information about tutoring and available resources may be found at <https://www.lonestar.edu/Student-Resources.htm>.

Lone Star College implemented the COVID-19 Prevention Expectations listed below for students attending class on a Lone Star College campus during the 2020 Fall Semester. Be sure to stay home if you are feeling ill or if you have been exposed to someone who has tested positive for illness.

On-Campus[[1]](file:///C%3A/Users/sarazapata/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/23B4PS54/COVID%2019%20Syllabus%20Statement%20Revised%208-5v2_8.11.2020.docx#_ftn1) and In the Classroom

* You must properly wear a mask that adequately covers your mouth and nose.
	+ You should put your mask on upon exiting your vehicle in the campus parking lot. Unless otherwise provided by law, you will not be allowed on a campus or remain on a campus without a mask.
	+ If you need a mask, the campus will provide you one at the designated campus entry checkpoint.
	+ Failing to wear a mask or refusing to wear a mask while on a Lone Star College campus is considered a Student Conduct Code violation.
* Proceed to the designated campus entry checkpoint.
* You must submit to a temperature check at the Campus Screening Checkpoint.
* You should stay at least six feet from others while on campus.
* You should sanitize your hands regularly, but especially prior to entering a classroom and when leaving.

Notifications of Possible Exposure
* Lone Star College will notify you of possible exposure to COVID-19 if a person who was in your area of campus while you were on campus tested positive.
* In case of building closure, your instructor will notify you of the plan for continuing the course.

[[1]](file:///C%3A/Users/sarazapata/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/23B4PS54/COVID%2019%20Syllabus%20Statement%20Revised%208-5v2_8.11.2020.docx#_ftnref1) For purposes of this document, “campus” and “on-campus” includes both indoor and outdoor spaces located on a Lone Star College property.

# Tentative Instructional Outline:

**M/W Class Schedule**

Week 1 1/20- Introduction

Week 2 1/25- Overview of Mexican American history

 1/27- Pre-Contact (Europe and the Americas)

Week 3 2/1- Indigenous Peoples discussion **Unit 1 Reading Assignment**

 2/3- Mesoamerican Empires through the Aztec

Week 4 2/8- **Comparative primary source assignment and discussion**

 2/10- **Writing Lab**

Week 52/15- Contact and Collision

 2/17- **Test 1 Chapter 1 plus reading assignments**

Week 6 2/22- Making Independence Work- **P/S Draft due by midnight**

 2/24- Indian Relations on the Northern Frontier

Week 7 3/1- The Opening of Commercial Markets: The Taos Trade Fair and the Santa Fe

 3/3- Tejano Life on the Texas Frontier **Editing Assignment due by midnight**

Week 8 3/8- Conflict in Texas **Unit 2 Assignment**

 3/10- Conflict in New Mexico: The 1837 Revolt **P/S Final and rubric due by midnight**

Week 9 3/15-3/17 **Spring Break**

Week 10 3/22- Settling California

3/24- California Ranching and Missions

Week 11 3/29- California Era Revolts against Mexican Rule

 3/31- **Unit 2 Readings Assignment and class discussion**

Week 12 4/ 5 Continued trouble on the border

 4/7- **Test 2 Chapter 2 and Reading assignments**

Week 13 4/12- The impact of prior revolutions on the war

 4/14- The Outbreak of War **Unit 3 Reading**

Week 14 4/19- The Outbreak of War II

4/21- American Occupation of New Mexico

Week 15 4/26- **Group projects- All Presentations and sub-topic essays due by class time**

 4/28- U.S. Invasion of Mexico

Week 16 5/5- End of the War & Legacies of 1848 **Unit 3 Reading**

5/7- Reflection and Review

Week 16- 5/10-5/12 **Final and Test 3 Chapter 3; Reading assignments and comprehensive final essay**

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| Dates Listed Below are for a 16-Week Course  |
| Class Begins | January 22 |
| Official Day of Record  | February 2 |
| Midpoint Day of Record (MDR) | March 30 |
| Withdrawal “W” Date |  April 12 |
| Final Exam Date or Final Project Date |  May 10/ 12 |
| Holidays (Campus Closed)  | Spring Break 3-15-3/19 |
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# Lone Star College-CyFair Campus Guidelines and Procedures

We encourage students to read the [Student Handbook](http://www.lonestar.edu/departments/advising/LSCS_Student_Handbook_Web.pdf) and [LSC Catalog](http://www.lonestar.edu/lscs-catalog.htm) for a comprehensive list of guidelines and procedures.

## Lone Star College System Policies: Please use the following link to find ALL LSC policies, procedures, and student success information. It is your personal, academic, and legal responsibility to know and adhere to the information provided.

<https://www.lonestar.edu/syllabus-policies>

## Syllabus Disclaimer

It is the instructor’s right to modify the class schedule when necessary and cover course topics as he/she feels is necessary to meet the learning outcomes, therefore this syllabus is subject to change.