

HIST 2328   
Mexican American History II

# Instructor Contact Information

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| **Instructor:** Professor | **Office Location:** |
| **Email:** professor@lonestar.edu | **Student Hours:** Monday/Wendesday 2-3:30pm  Tuesday/Thursday 10-10:30am |
| **Phone:** | **Website / Other Contact:** |

Welcome to HIST 2328

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| **Course Title:** HIST 2328 | **Classroom Location:** Bldg 12 Room 411 |
| **Course Subject:** Mexican American History II | **Semester and Year:** Fall 2021 |
| **Course Section:** 6001 | **Class Days and Times:** MW 10-11:20am |

Course Overview

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| **Credit Hours:** 3 | **Lecture Hours:** 3 |
| **Contact Hours:** 48 | **Lab Hours:** |
| **Prerequisite:** ENGL 1301 |  |
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**Catalog Description:** A survey of the economic, social, political, intellectual, and cultural history of Mexican Americans/Chicanx. Periods include the United States-Mexico War Era, incorporation of Northern Mexico into the United States, Porfirian Mexico, and the nineteenth century American West, 1910 Mexican Revolution and Progressive Era, the Great Depression and New Deal, World War II and the Cold War, Civil Rights Era, Conservative Ascendancy, the age of NAFTA and turn of the 21st Century developments. Themes to be addressed are the making of borders and borderlands, impact of Treaty of Guadalupe Hidalgo, gender and power, migration and national identities, citizenship and expulsion, nineteenth century activism and displacement, industrialization and the making of a transnational Mexican working class, urbanization and community formation, emergence of a Mexican American Generation, war and citizenship, organized advocacy and activism, Chicano Movement, changing identifications and identities, trade and terrorism. (May be applied to U.S. History requirement.)

**Student Learning Outcomes:**

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

2 - Analyze and interpret primary and secondary evidence.

3 - Differentiate between the promises and realities of the Treaty of Guadalupe Hidalgo.

4 - Describe how race, gender, and class shaped material conditions and inter-ethnic dynamics for Mexican Americans in the United States.

5 - Discuss the transnational political and economic ties between the United States and Mexico.

6 - Assess the impact of the 1910 Mexican Revolution on the United States and Mexico.

7 - Articulate the place of the Mexican American struggle for civil rights within the context of the broader Civil Rights Movement.

8 - Evaluate periods of significant change in Mexican migration patterns to the United States.

1. - Explain the history of self-identification in Mexican American communities in the United States.

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.

**In our efforts to prepare students for a changing world, students may be expected to utilize computer technology while enrolled in classes, certificate, and/or degree programs within LSCS. The specific requirements are listed below:**

Online quizzes, online assignment submissions, Microsoft Word document submissions, discussion boards, etc.

# Getting Ready

**Required Material:**

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|  | 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 |  |

**Optional Material:**

# Instructor Guidelines and Policies

**Attendance:** To successfully complete the course, your attendance is required. Showing up to class is not enough to score a perfect attendance and participation grade; participation is required! Roll will be taken; being more than 10 minutes late, you risk being counted absent and you will have missed a quiz.

**Late Work:** Late work is accepted. Any assignment not submitted by the due date will receive a point deduction.

**Make-up Assessments:** Students must contact the instructor prior to missing a scheduled examination. An opportunity to take a makeup examination will be offered to those who make prior contact with the instructor. All make-up exams will be administered in any Lone Star campus assessment center.

**Cell Phones and Computers:** Electronic devices are allowed, as long as you do not create a distraction to others.

**Official Day of Record:** Students that have not attended an in-class meeting or participated in an online class prior to the official day of record will be dropped from the course without exception. Official day of record for this course is 9/11/20.

**Withdrawal Policy:** No credit will be awarded for a course earning a “W.” If you stop attending class, you must withdraw at the registration office prior to “W” day, 11/9/20. If you stop attending class and do not officially withdraw, you will receive an “F” for the course.

**Six Drop Rule:** Students who enrolled in Texas public institutions of higher education as first-time college students during the Fall 2007 term or later are subject to section 51.907 of the Texas Education Code, which states that an institution of higher education may not permit a student to drop (withdraw with a grade of “W”) from more than six courses, including courses that a transfer student has previously dropped at other Texas public institutions of higher education that have already been counted against their six drop limit.   Each student should fully understand this drop limit before you drop any course. Please see a Counselor or Advisor in our Student Services area for additional information and assistance. This policy does not affect developmental or ESOL students.

**Anti-Racism:** LSC-UP is committed to eliminating all forms of racism and discrimination by modeling inclusive learning and work environments for students and employees. LSC-UP dismantles barriers for the underrepresented student and commits to ongoing self-examination of our teaching, learning, and operations. By honoring the experiences and cultural capital that each person brings, we strive to create opportunities for all to succeed. We embrace diversity because it enriches everyone’s experience; we advance equity because it is necessary for democracy; we cultivate inclusion because together we achieve greater goals.  
  
As our community’s college, we move beyond equity in access to achieve equity in outcomes. If you experience or witness discrimination, we welcome your communication.

# Conflict Resolution

If you have an issue with any aspect of the class (grading, policies, instructor behavior, etc.), please discuss the issue with your instructor outside of class time.  If you cannot resolve the issue with your instructor, you may contact the department chair to further discuss the matter.

**Department/Division Contact:**

Department Chair, HUMA, PHIL, HIST:

Dr. Matthew Keyworth, Matthew.J.Keyworth@lonestar.edu, 281-290-5056

Dean of Instruction, Arts and Humanities:

Jonathan Anderson, Jonathan.Anderson@lonestar.edu, 281-401-5313

# Grade Determination

**Attendance and Participation** **This part of your grade is based upon your attendance and how much you have participated overall in the course during the semester.**

**Exam I** Essay Exam over Chapters 1-5 of the textbook SLO 1,2,3,4; Core 1,2,3

**Exam II** Essay Exam over Chapters 6-10 of the textbook SLO 1,2,6,7; Core 1,2,3

**Final Exam** Essay exam over Chapters 11-15 of the textbook SLO 1,2,8,9; Core 1,2,3

**Weekly Quizzes** Multiple choice quiz taken on D2Land due each week by Sunday, 11:59pm SLO 1,2 (3-8 Depending on the topic) Core 1,2,3

**Documentary Essay** A short, 500-word essay over the PBS documentary, “Latino Americans, Part II – Empire of Dreams” SLO 2,3,4; Core 1,2,3,4

**Primary Source Essay** A short, 500-word essay on a primary source of your choice from the LSC Lib Guide SLO 1,2,3,4,5; Core 1,2,3,4

**Topic Essay** A 750-1000 word essay on a Mexican-American history topic of your choice. (Topic must be approved by instructor) SLO 1,2,6,7,8,9; Core 1,2,3,4

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| **Your grade will be determined by the following** | **Summary** | **Percent of Final Average** |
| Attendance and Participation | This grade is based on your attendance and classroom engagement | 5.0 |
| Exam I | This essay exam will be over chapters 1-5 of the textbook | 10.0 |
| Exam II | This essay exam will be over chapters 6-10 of the textbook | 15.0 |
| Final Exam | This exam is over chapters 11-15 from the textbook | 20.0 |
| Weekly Quizzes | Weekly quiz over the chapter review questions | 15.0 |
| Documentary Essay | A short essay review of Part II of “Latino Americans – Empire of Dreams” | 10.0 |
| Primary Source Essay | Short essay over primary source readings | 10.0 |
| Topic Essay | Medium length essay over topic of your choice | 15.0 |
| **Total:** | | 100.0 |

Letter Grade Assignment

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| **Letter Grade** | **Points** | **Final Average in Percent** |
| A |  | 90 - 100 |
| B |  | 80 - 89 |
| C |  | 70 - 79 |
| D |  | 60 - 69 |
| F |  | < 60 |

# Tentative Instructional Outline

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| **Mon 08/31** | Intro & Impacts of the Treaty of Hidalgo | Read Chapter 1 |
| **Mon 09/07** | People of Color and the Antebellum World | Read Chapter 2 |
| **Mon 09/14** | The Mexican American Experience out West | Read Chapter 3 |
| **Mon 09/21** | The Civil War | Read Chapter 4 |
| **Mon 09/28** | Reconstruction and Changing Expectations | Read Chapter 5  Exam I |
| **Mon 10/5** | Segregation and Identity Awareness for Mexican Americans | Read Chapter 6 |
| **Mon 10/12** | The Spanish American War and the 1900 Mexican Revolution | Read Chapter 7 |
| **Mon 10/19** | Changing Relationships along the Southern Borders | Read Chapter 8  Primary Source Essay Due |
| **Mon 10/26** | World War I and People of Color | Read Chapter 9 |
| **Mon 11/2** | “The Brown Scare” & Xenophobia: the 1920s- Early civil rights | Read Chapter 10  Exam II |
| **Mon 11/9** | The Great Depression and Repatriation | Read Chapter 11 |
| **Mon 11/16** | World War II and the Bracero Program World War II and the Bracero Program | Read Chapter 12  Documentary Essay Due |
| **Mon 11/23** | Making a living in Agriculture | Read Chapter 13 |
| **Mon 11/30** | Chavez and the Chicano Movement | Read Chapter 14  Topic Essay Due |
| **Mon 12/07** | Changing Identities – immigration and new people of color | Read Chapter 15  Final Exam |

Lone Star College-University Park is committed to your success!

# GradUP

The LSC-University Park community is here to support you and we encourage you to graduate! Many of you come to a community college because it provides an open door and it makes sense financially. What you may not realize is what attaining an associate’s or workforce degree can do for you. Below are just some of the reasons why a degree is a positive move for your life and career:

1. You’ll be eligible for more jobs.
2. You could have higher earning potential.
3. You can finish in two years or less.
4. You have options for career paths.
5. You can discover what you want from your academic program and career.
6. You can apply for additional scholarships.
7. Many of the colleges in Texas have articulation agreements with community colleges that allow you to receive full credit for the courses you have completed.
8. Your transfer acceptance is higher with an associate’s degree.

If you have any questions or need guidance with your academic plan and graduation, please ask for assistance. There are resources, advisors, and additional materials available to you. Because your academic success is important, Lone Star College fosters and commits to a set of cultural beliefs.

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| **One LSC**  I develop meaningful relationships and collaborate for mutual success. | **Student Focused**  I support and prepare each student to succeed in college and life. | **Own It**  I bring my best, rise above challenges, and own my contributions. | **Advance Equity**  I advance diversity and inclusion to create an equitable environment. | **Cultivate Community**  I cultivate a community of trust and integrity through transparent dialogue and purposeful actions. | **Choose Learning**  I learn, grow, and create opportunities for others to do the same. |

**Your success is our primary goal!** If you are experiencing challenges achieving your academic goals, please contact your instructor or an advisor. We can provide assistance with academic needs, ADA accommodations, classroom difficulties, financial concerns, and other issues.

**Advising:** The Advising process is an integral part of your academic success. Academic advisors are available to assist you with a variety of academic services including admissions, testing, advising, registration, referral of campus and community resources, add/drop/withdrawal process, transfer planning and graduation processes.

<https://lonestar.edu/advising.htm>

**Academic Calendar:** <https://lonestar.edu/academic-calendar>

**Final Exam Schedule:** <https://lonestar.edu/examschedule.htm>

**Important Registration Dates:**

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| **Fall 2020** | |
| **Apr. 15** | Registration begins |
| **Aug. 15** | Payment due |
| **Aug. 24** | Fall classes begin |
| **Dec 4** | Payment due (Winter mini-mester) |
| **Dec. 7-13** | Fall 2020 Final Exams |
| **Dec 13** | End of semester |
| **Dec 14** | Winter mini-mester begins |
| **Jan. 3** | 3-week mini-mester ends |
| **Jan. 10** | 4-week mini-mester ends |

**Counseling Services:** Counseling services are available to students who are experiencing difficulty with academic issues, selection of college major, career planning, or personal issues. Visit <https://lonestar.edu/counseling-services.htm>for more information.

**Student Learning Resource Center (SLRC) - While the campus is closed, we are just a click away!**

The Student Learning Resource Center, also known as the SLRC, consists of the library’s digital resources and research assistance, academic coaching, and the assistive technology lab. These free services are available to currently enrolled Lone Star College students to support academic success.

**Academic Coaching: Writing, Math, and Science**

Academic Coaching includes elements of traditional tutoring but focuses on the goals and the process of teaching students to become more effective learners over the course of their studies. Academic Coaching provides academic support for subjects virtually through an online platform called Upswing. This support comes in the form of live coaches as well as a variety of tools and resources to support your academic success.

Academic Coaching aids with writing assignments and the writing process. Assistance in all levels of math and all areas of science is also provided.

More information, including hours, guidelines, and how to sign up for online tutoring, can be found online at <https://upresearch.lonestar.edu/academiccoaching>. Please contact [uptutor@lonestar.edu](mailto:uptutor@lonestar.edu) for more information

**Assistive Technology Lab**

The Assistive Technology (AT) Lab provides services for students who have accommodations that have been approved by Disabilities Services. Students should begin the process in the Disability Services Office (<https://lonestar.edu/disability-services.htm>).

Assistive technology is any item, piece of equipment, software program, or product system used to increase, maintain, or improve the functional capabilities of persons with disabilities. Some examples of services include note-takers, reader/scribes, digital recorders, smart pens, and text-to-speech software.

More information can be found at <https://lonestar.edu/up-assistivetech> and you can contact the Assistive Technology Lab staff at [upassistvietech@lonestar.edu](mailto:upassistvietech@lonestar.edu).

**Library: Digital and Research Resources**

The University Park library is completely digital. Online collections of credible resources include articles, e-books, videos, and are accessible from anywhere with your **14-digit library barcode, which you can request online** (<https://www.lonestar.edu/library/card.htm#card>). Librarians are available to assist with finding, evaluating, and citing information and can also be contacted by **email** ([uplibrary-ref@lonestar.edu](mailto:uplibrary-ref@lonestar.edu)), **text** (281.761.6852), or through the “**Chat** with the Librarian” button on the library webpages.

More information, including research and citation guides and a searchable FAQ, can be found online at <https://lonestar.edu/up-library> and [https://upresearch.lonestar.edu](https://upresearch.lonestar.edu/).

As soon as our COVID-19 crisis is behind us, come visit the SLRC physical space on the eighth floor. You will find open computer labs, study spaces, and printers. Normally, students get their student ID here, interact with friendly staff, and check out textbooks from the reserve collection.

When we open again, take time to check out the resources and services of your Student Learning Resource Center. We’ll see you there!

Lone Star College-University Park College Resources and System Policies

Please see this link for college details:[**https://lonestar.edu/up-syllabus-policies**](https://lonestar.edu/up-syllabus-policies)Please see this link for system details:[**http://www.lonestar.edu/syllabus-policies**](http://www.lonestar.edu/syllabus-policies)**​**