

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u>History</u>								
<b>COURSE RUBRIC AND NUMBER</b>	<u>HIST 2328</u>								
<b>COURSE TITLE</b>	<u>History of the Mexican-American</u>								
<b>COURSE CREDIT HOURS</b>	<table border="0" style="margin: auto;"> <tr> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">:</td> <td style="padding: 0 10px;">0</td> </tr> <tr> <td style="padding: 0 10px;">Credits</td> <td style="padding: 0 10px;">Lec</td> <td></td> <td style="padding: 0 10px;">Lab</td> </tr> </table>	3	3	:	0	Credits	Lec		Lab
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**I. Catalog Description**

Surveys the history of Mexican-Americans in the United States with emphasis on the Pre-Columbian heritage, the Spanish-American influence, the 1846 War, subsequent interaction between the Mexican-American and the Anglo cultures in the 19<sup>th</sup> Century, and the contributions of Mexican-Americans to United States society in the 20<sup>th</sup> century. **Prerequisite: READ 0309 or INRW 0311 or ESOL 0340 (can be taken concurrently) or by placement exam or ENGL 1301 with a “C” or better or ENGL 1302 with a “C” or better. (3:0).**

**II. Course Objectives**

Instructors should cover all ten of the following units. They should cover a minimum of seven units in class and maximum of three units outside class.

Upon satisfactory completion of this course, the student will be able to:

Unit One – Pre-Columbian Meso-America

1. Discuss the ancient cultures of Teotihuacán and the Toltecs.
2. Analyze various aspects of the Maya culture.
3. Examine the Aztec culture and empire

Unit Two –The Spanish Conquest

1. Explain Spanish exploration and conquest of the New World.
2. Analyze the Spanish-American Imperial system.
3. Discuss the Spanish-American social class structure.
4. Examine the Columbian Exchange.

Unit Three –Spanish Northward Advance

1. Discuss the Spanish exploration and settlement of North America.
2. Explain the consequences of the mission and presidio systems.
3. Examine the 18<sup>th</sup> Century threats to Spanish America.
4. Discuss the development of the United States as a threat to Spanish America.

Unit Four –The United States and Spain

1. Discuss the Anglo-American immigration into Spanish Texas
2. Explain the Anglo-American interests that led to the Santa Fe Trail and trade.

Unit Five –The United States – Mexico War

1. Analyze the causes of the war of 1846-1848.
2. Discuss the major campaigns of the war.
3. Examine the Treaty of Guadalupe Hidalgo and its impact.

Unit Six –The Mexican-Americans

1. Examine the conditions of *tejano/as*, *californio/as*, and *nuevomejicano/as* in the Southwest.
2. Explain the impact of the American Civil War on Mexican-Americans.

Unit Seven –The Southwest in the Late 19<sup>th</sup> Century

1. Analyze economic developments in the Southwest.
2. Discuss the labor and immigration conditions.
3. Explain developments in Mexico under Porfirio Díaz.
4. Examine the impact of the Mexican Revolution of 1910.

Unit Eight –Northward Bound

1. Examine the migration of Mexicans into the United States and its impact on Mexican-Americans.
2. Analyze the American 1920s-30s economy—the boom and bust.
3. Explain the consequences of the Great Depression on Mexican-Americans.

Unit Nine –The Second World War

1. Examine the experience of Mexican-Americans during World War II at home and abroad.
2. Analyze the impact of the end of the war and the onset of the Cold War.
3. Explain the Bracero Program and its impact.
4. Discuss the Viet Nam experience for Mexican-Americans.

Unit Ten –The Last Fifty Years

1. Discuss the beginnings and growth of Mexican-American political activism and its consequences.
2. Explain the labor activism; focusing on César Chávez and the UFWU.
3. Analyze the impact of Mexican-American population growth
4. Discuss the future for Mexican-Americans.

### III. Evaluation

#### A. PREASSESSMENT

Due to the nature of history there is no challenge exam for the course. A reading test can be given to determine preparedness of students. Individual instructors may use a unit pre-assessment at their own discretion. Note will be made of this in their personal syllabi.

#### B. POSTASSESSMENT

The instructor will maintain records of each student's progress. Number and type of exams will be determined by each instructor. Information on this will be in the instructor's syllabi.

#### C. REMEDIATION

Instructors will determine remediation and make-up policies. Note will be made of these policies in individual syllabi.

#### D. GRADING

Grades will be determined by individual instructors based on student performance. Information regarding grading policy will be included in the instructor's syllabi.

### IV. Disability Statement (American with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024)

### V. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.