

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>History</u>								
COURSE RUBRIC AND NUMBER	<u>HIST 2328</u>								
COURSE TITLE	<u>History of the Mexican-American (F)</u>								
COURSE CREDIT HOURS	<table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 0 10px;"><u>3</u></td> <td style="text-align: center; padding: 0 10px;"><u>3</u></td> <td style="text-align: center; padding: 0 10px;">:</td> <td style="text-align: center; padding: 0 10px;"><u>0</u></td> </tr> <tr> <td style="text-align: center; padding: 0 10px;">Credits</td> <td style="text-align: center; padding: 0 10px;">Lec</td> <td></td> <td style="text-align: center; padding: 0 10px;">Lab</td> </tr> </table>	<u>3</u>	<u>3</u>	:	<u>0</u>	Credits	Lec		Lab
<u>3</u>	<u>3</u>	:	<u>0</u>						
Credits	Lec		Lab						

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 19th Century, and the contributions of Mexican-Americans to United States society in the 20th century. **Prerequisite: INRW 0311 or ESOL 0340 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:

- A. 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

- B. 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.

- C. 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 18th Century threats to Spanish America.
 - 4. Discuss the development of the United States as a threat to Spanish America.

- D. 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.
- E. 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.
- F. Unit Six –The Mexican-Americans
1. Examine the conditions of *tejano/as*, *californio/as*, and *nuevomexicano/as* in the Southwest.
 2. Explain the impact of the American Civil War on Mexican-Americans.
- G. Unit Seven –The Southwest in the Late 19th 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.
- H. 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.
- I. 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.
- J. 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. Learning Outcomes (ACGM)

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

IV. 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.

V. Disability Statement (Americans 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)

VI. 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.

VII. Title IX and Sex Discrimination

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.