

Master Syllabus History 2328 Mexican-American History II

The purpose of the History Department is threefold. First we provide excellent instruction in the discipline of history. Second, we provide each student with six semester hours of U.S. History instruction to meet the requirements of the Texas Education Code (51.303). Third, we provide history majors with fifteen semester hours of history instruction to prepare them to successfully pursue a bachelor's or higher degree in history at a four-year college or university.

Course 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.)

Course Rationale

The Texas legislature requires students to take 6 hours of American history to graduate from an institution of higher learning in Texas. This course helps fulfill that requirement. Students taking History 1302 can expect to improve their reading and writing competencies, critical thinking skills, research skills, etc., all of which help students better succeed in life outside academia.

Prerequisites

None

SCANS Competencies

None required, but students will need good reading, writing and study skills to succeed in this course. Students will be expected to read about 450 pages of textbook, and, depending on the individual instructor, may be obliged to read an outside book and/or do a research paper. Students will have to write essays, book reports, and/or research papers and will be expected to observe decent English grammar and spelling rules. Although students will be told when tests will take place and be given detailed learning objectives to facilitate study, students will be expected to study information in detail to prepare for the tests.

Program-Level Student Learning Outcomes

Upon completion of the A.A. degree in History students will be able to:

1. Use critical thinking in the analysis of historical facts
2. Demonstrate civic awareness in the appraisal of historical contexts
3. Demonstrate cultural awareness in the assessment of historical situations

Course-Level Student Learning Outcomes:

Upon completion of this course students will be able to:

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Common Course Objectives

After completing History 2328 the student should be able to:

1. Describe the forces that can be used to explain the long-standing tradition of Mexican migration to the United States
2. Discuss what made Mexican Nationals leave Mexico and what attracted them to the United States.
3. Trace how these forces changed throughout the history of Mexican migration, and how they have affected the type of immigrant coming to the United States.
4. Discuss how the Americanization of the Mexican Origin community developed in the Southwest of the United States, and the role played by education and political organization in the process.
5. Trace the development of the Mexican and Mexican American working class throughout the Midwest, the Southwest, and the West of the United States.
6. Describe the impact of the Great Depression on the Mexican American population, why deportation was used as a solution to the so called "Mexican Problem", and the fate of the Mexican American citizens and Mexican Nationals that were deported to Mexico.
7. Trace the reasons behind the Zoot Suit Riots in California and the ill-treatment of Mexican Americans by the local police departments, the soldiers and sailors stationed in California, and the California courts of law.
8. Discuss why Mexican American citizens in California were willing to give up their lives for the country during World War II despite the brutal treatment that residents of their community were receiving in the hands of members of the law enforcement offices, sailors and soldiers, and the courts of law.
9. Review the political climate of the Kennedy and Johnson administration and how it affected the Mexican American communities.
10. Describe the quality of life for the Chicanos in cities of the Southwest such as San Antonio, and the forces that directed the migration of Mexicanos, Mexican Americans and Chicanos from Texas to the northern cities of Chicago and Detroit among others.
11. Analyze the struggle for civil rights in the Mexican American barrios and the involvement of Chicano activists, the Brown Berets militants, and the high school and college students.
12. Describe the type of leadership that José Angel Gutiérrez, Reies Lopez Tijerina, and Rodolfo "Corky" Gonzalez brought to the Chicano Community during the years of civil rights struggle.
13. Describe the strategy of the Nixon administration regarding the civil rights struggle of the Mexican American community and analyze why the creation of the term Hispanic.

14. Review the political impact of La Raza Unida Party on mainstream national politics, on Mexican American politics, and on Chicano politics in Texas and Colorado.
15. Discuss the issue of gender in the Chicano movement.
16. Analyze how the foreign policies of the U.S. toward Mexico and Central America impacted the Mexican American Community and specifically in California with the wave of propositions passed to curtail services to the Mexican American Communities.
17. Review the leadership role played by Henry Cisneros, Bill Richardson, and Federico Peña in or for the Mexican American Community during the decade of the 1980s and 1990s.
18. Analyze the present conditions of the Mexican American Communities during the new wave of anti immigration and nativist resentment.

General Education Competencies

Upon completion of the general education component of an associate's degree, students will demonstrate competence in:

1. Gathering, analyzing, synthesizing, evaluating and applying information (Critical Thinking)
2. Analyzing and critiquing competing perspectives in a democratic society (Civic Awareness)
3. Comparing, contrasting, and interpreting differences and commonalities among peoples, ideas,. Aesthetic traditions and cultural practices (Cultural Awareness)

Required texts/materials/software

These materials will vary, depending upon the instructor.

Instructional Methodology

Depends on which instructor and format the student is taking.

Distance Education (for online or hybrid courses only)

Faculty syllabi will advise students, many of whom may be new to online learning, about the differences between online and traditional face-to-face learning. In particular, students will be advised of the time management and study skills required to be a successful online student. Students new to distance education will be encouraged to review the ACC Distance Education General Information available at <https://online.austincc.edu/faq/> . Students will use the Blackboard learning management system for assignment instructions, submitting assignments, and collaboration.

Student Technology Support

Austin Community College provides free, secure drive-up WiFi to students and employees in the parking lots of all campus locations. WiFi can be accessed seven days a week, 7 am to 11 pm. Additional details are available at <https://www.austincc.edu/sts>.

Students who do not have the necessary technology to complete their ACC courses can request to borrow devices from Student Technology Services. Available devices include iPads, webcams, headsets, calculators, etc. Students must be registered for a credit course, Adult Education, or Continuing Education course to be eligible. For more information, including how to request a device, visit <http://www.austincc.edu/sts>.

Student Technology Services offers phone, live-chat, and email-based technical support for students and can provide support on topics such as password resets, accessing or using Blackboard, access to technology, etc. To view hours of operation and ways to request support, visit <http://www.austincc.edu/sts>.

Grading System

Depends on the individual instructor.

Course Policies

Policies on attendance, withdrawals, incompletes, student discipline, and academic freedom vary by instructor. However, the entire department adheres to the following statements on scholastic dishonesty and students with disabilities.

Attendance/Class Participation

Regular and punctual class and laboratory attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class. In online course, regular and timely class participation in discussions and completion of work is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class. In *situations in which classes are cancelled because of weather, pandemic, or other emergencies*, the student is responsible for communicating with their professor during the closure and completing any assignments or other activities designated by their professor.

Withdrawal Policy

It is the responsibility of each student to ensure that their name is removed from the roll should they decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should they feel it is necessary. If a student decides to withdraw, they should also verify that the withdrawal is submitted before the Final Withdrawal Date. Students are also strongly encouraged to retain a copy of the withdrawal form for their records.

Students are responsible for understanding the impact that withdrawal from a course may have on their financial aid, veterans' benefits, and international student status. Per state law, students enrolling for the first time in Fall 2007 or later at any public Texas college or university may not withdraw (receive a "W") from more than six courses during their undergraduate college education. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are strongly encouraged to meet with an advisor when making decisions about course selection, course loads, and course withdrawals.

Students who enroll for the third or subsequent time in a course taken since Fall 2002, may be charged a higher tuition rate for that course.

Incompletes

An instructor may award a grade of "I" (Incomplete) if a student is unable to complete all the requirements for the course. An incomplete grade cannot be carried beyond the established date in the following semester. The completion date is determined by the instructor but may not be later than the final deadline for withdrawal in the subsequent semester.

An incomplete (grade of "I") will only be given for extenuating circumstances. What constitutes "extenuating circumstances" is left to the instructor's discretion. If a grade of I is given, the remaining course work must be completed by a date set by the student and professor. This date may not be later than two weeks prior to the end of the following semester. A grade of I also requires completion and submission of the Incomplete Grade form, to be signed by the faculty member (and student if possible) and submitted to the department chair.

Students may request an Incomplete from their faculty member if they believe circumstances warrant. The faculty member will determine whether the Incomplete is appropriate to award or not. The following processes must be followed when awarding a student an I grade.

1. Prior to the end of the semester in which the "I" is to be awarded, the student must meet with the instructor to determine the assignments and exams that must be completed prior to the deadline date. This meeting can occur virtually or in person. The instructor should complete the Report of Incomplete Grade form.
2. The faculty member will complete the form, including all requirements to complete the course and the due date, sign (by typing in name) and then email it to the student. The student will then complete his/her section, sign (by typing in name), and return the completed form to the faculty member to complete the agreement. A copy of the fully completed form can then be emailed by the faculty member to the student and the department chair for each grade of Incomplete that the faculty member submits at the end of the semester.
3. The student must complete all remaining work by the date specified on the form above. This date is determined by the instructor in collaboration with the student, but it may not be later than the final withdrawal deadline in the subsequent long semester.
4. Students will retain access to the course Blackboard page through the subsequent semester in order to submit work and complete the course. Students will be able to log on to Blackboard and have access to the course section materials, assignments, and grades from the course and semester in which the Incomplete was awarded.
5. When the student completes the required work by the Incomplete deadline, the instructor will submit an electronic Grade Change Form to change the student's performance grade from an "I" to the earned grade of A, B, C, D, or F.

If an Incomplete is not resolved by the deadline, the grade automatically converts to an "F." Approval to carry an Incomplete for longer than the following semester or session deadline is not frequently granted.

Missed Exam and Late Work Policies

These policies will vary depending upon the individual instructor.

Course Outline/Calendar

Each course syllabus will contain a course outline for the lecture (and laboratory), outlining what students will be doing on what days, identifying test dates and other due dates. Instructors are encouraged to add a statement of variance, such as, "Please note that schedule changes may occur during the semester. Any changes will be announced in class and posted as a Blackboard Announcement (or other resource faculty is using to communicate)."

Statement on Academic Integrity

Austin Community College values academic integrity in the educational process. Acts of academic dishonesty/misconduct undermine the learning process, present a disadvantage to students who earn credit honestly, and subvert the academic mission of the institution. The potential consequences of fraudulent credentials raise additional concerns for individuals and communities beyond campus who rely on institutions of higher learning to certify students' academic achievements and expect to benefit from the claimed knowledge and skills of their graduates.

A student attending ACC assumes responsibility for conduct compatible with the mission of the college as an educational institution. Students have the responsibility to submit coursework that is the result of their own thought, research, or self-expression. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating, fabrication, collusion, falsifying documents, or the inappropriate use of the college's information technology resources. Further information is available at <https://www.austincc.edu/about-acc/academic-integrity-and-disciplinary-process>.

Penalties for scholastic dishonesty will depend upon the nature of the violation and may range from lowering a grade on one assignment to an "F" in the course and/or expulsion from the college.

Student Rights and Responsibilities

Students at the college have the rights accorded by the U.S. Constitution to freedom of speech, peaceful assembly, petition, and association. These rights carry with them the responsibility to accord the same rights to others in the college community and not to interfere with or disrupt the educational process. Opportunity for students to examine and question pertinent data and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This concept is accompanied by an equally demanding concept of responsibility on the part of the student. As willing partners in learning, students must comply with college rules and procedures. Students are entitled to fair treatment, are expected to act consistently with the values of the college, and obey local, state, and federal laws. www.austincc.edu/srr

Students of Austin Community College are expected to abide by the Student Standards of Conduct:
<https://www.austincc.edu/students/students-rights-and-responsibilities/student-standards-of-conduct>

Safety Statement

Austin Community College is committed to providing a safe and healthy environment for study and work. Students are expected to learn and comply with ACC environmental, health and safety procedures and to agree to follow ACC safety policies. Additional information on these can be found at <http://www.austincc.edu/ehs>. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the Emergency Procedures poster and Campus Safety Plan map in each classroom. Additional information about emergency procedures and how to sign up for ACC Emergency Alerts to be notified in the event of a serious emergency can be found at <http://www.austincc.edu/emergency/>.

Please note that students are expected to conduct themselves professionally, with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be dismissed from the day's class activity, may be withdrawn from the class, and/or barred from attending future activities.

Use of ACC email

All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college-related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail

account when communicating with instructors and staff. Instructions for activating an ACCmail account can be found at <http://www.austincc.edu/accmail>.

Testing Center Policy

Under certain circumstances, an instructor may have students take an examination in a testing center. Students using the Academic Testing Center must govern themselves according to the Student Guide for Use of ACC Testing Centers and should read the entire guide before going to take the exam.

The Testing Centers will allow only limited in person testing and testing time will be limited to the standard class time, typically one and one-half hours. Specifically, only the following will be allowed in the Testing Centers:

- Student Accessibility Services (SAS) Testing: All approved SAS testing
- Assessments Tests: Institutionally approved assessment tests (e.g., TSIA or TABE)
- Placement Tests: Placement tests (e.g., ALEKS)
- Make-Up Exams (for students who missed the original test): Make-up testing is available for all lecture courses but will be limited to no more than 25% of students enrolled in each section for each of four tests.
- Programs incorporating industry certification exams: Such programs (e.g., Microsoft, Adobe, etc.) may utilize the ACC Business Assessment Center for the industry certification exams (BACT) at HLC or RRC.

To request an exam, one must have:

- [ACC Photo ID](#)
- Course Abbreviation (e.g., ENGL)
- Course Number (e.g., 1301)
- Course Synonym (e.g., 10123)
- Course Section (e.g., 005)
- Instructor's Name

Do NOT bring cell phones to the Testing Center. Having your cell phone in the testing room, regardless of whether it is on or off, will revoke your testing privileges for the remainder of the semester. ACC Testing Center policies can be found at <http://www.austincc.edu/testctr/>

Student and Instructional Services

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these campus services and resources is available at <http://www.austincc.edu/students>. A comprehensive array of student support services is available online at:

<https://www.austincc.edu/coronavirus/remote-student-support>

For help setting up your ACCeID, ACC Gmail, or ACC Blackboard, see a Learning Lab Technician at any ACC Learning Lab.

Student Accessibility Services

Austin Community College (ACC) is committed to providing a supportive, accessible, and inclusive learning environment for all students. Each campus offers support services for students with documented disabilities. Students with disabilities who need classroom, academic or other accommodations must request them through Student Accessibility Services (SAS).

Students are encouraged to request accommodations prior to the beginning of the semester, otherwise the provision of accommodations may be delayed. Students who have received accommodations from SAS for this course will provide the instructor with the legal document titled "Faculty Notification Letter" (FNL) through the Accessible Information Management (AIM) portal.

Until the instructor receives the FNL, accommodations should not be provided. Once the FNL is received, accommodations must be provided. Accommodations are not retroactive, so it is in the student's best interest to request their accommodations as soon as possible prior to the beginning of the semester.

Please contact SAS@austincc.edu for more information.

Academic Support

ACC offers academic support services on all of its campuses. These services, which include online tutoring, academic coaching, and supplemental instruction, are free to enrolled ACC students. Tutors are available in a variety of subjects ranging from accounting to pharmacology. Students may receive these services on both a drop-in and referral basis.

An online tutor request can be made here: <https://de.austincc.edu/bbsupport/online-tutoring-request/>

Additional tutoring information can be found here: austincc.edu/onlinetutoring