Course Information Sheet

Dept/Number: History 31  
Course Title: Mexican American History  
Fall 2008

Prerequisites: College Level Reading/Writing Levels II or III. Reading comprehension and retention are absolute and necessary requirements to be successful in this course. By successful the instructor means a grade of "A/B/C".

Catalog Statement:  
This is a survey course in Mexican American history from its early Pre-Colombian Mesoamerican period through the Spanish-European conquest (1520–50) and "colonial" era (1550–1820), to the birth of Mexico (1810–20). That material completes the first part of UNIT ONE 1A of the course. The transition from "Mexican" Southwest to the "American" Southwest (1848–1900) on through the 1900 completes the second part of UNIT ONE 1B.

That's Mid Term #1 Material

The second unit of the course completes the Mexican American/American Mexicans textbook and the Latino book including what the 21st Century should look like for Mexican Americans, Mexicans, and other Hispanic/Latino groups.

This is the Final Exam material for the course.

The course fulfills the Social Science—Group A requirement for a Delta College AA Degree and applies toward the completion of the General Education CSUC/UC transfer requirement. This course must be taken together with the United States History 17a or the American Government and Institutions/Political Science 1 course to meet that requirement.

Required:  

(2) Latinos Remaking America, Marcelo M. Suarez-Orozco and Mariela M. Paez, University of California Press, 2002.

Recommended Only  
(1) The Course of Mexican History, Michael C. Meyers, Oxford University Press, 1999. (Handout from this text)

(2) Handouts from the Beyond 1848 textbook

Course Philosophies:

1. To understand the significance of the past in our own lives, both in the public and private spheres—and to society as a whole.

2. To be able to distinguish between the important and the inconsequential, and to develop a "discriminating memory" needed for judgment in one's public lives
3. To perceive past events and issues as they are experienced by the people at that time and to develop historical empathy as opposed to "present mindedness".

4. To improve the quality of relationships amongst people and to acquire at one and the same time a comprehension of diverse peoples and cultures developed from the American past and the rich diversity of the American experience.

5. To understand how things change, and how human intention matter, and how their consequences are shaped by the means-especially the resources-and a process to carry them out.

6. To be prepared to live with the uncertainties and exasperating, even the perilous unfinished business of life, realizing that not all problems have solutions.

7. To avoid the temptations to seize upon the particular "lessons" of history as cures for present ills, for historical judgment about the past are usually tentative and subjective.

8. To understand the relationship between geography and history as a matrix of time and place, and as a contextual factor for events.

9. To read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby frame your own useful thoughts and questions about history.

10. To recognize the importance of individuals who have made a difference in history, and the significance of personal character to do both good and ill.

Instructors Specific Aims:

1. The student will:
   a.) identify the source of a historical document and be able to assess its credibility, bias, and slant.
   b.) be able to recognize interpretations and divergent points of view from competing historical narratives.
   c.) consider multiple perspectives of various people.
   d.) synthesize information from the readings, lectures, class discussions, and audio-visual presentations
   e.) debate and challenge historical interpretation.
   f.) master the techniques of reading critically, thinking analytically, and writing clearly—useful skills in whatever academic interest or career path you follow.
   g.) recognize how many present day issues have historical roots/causes and hypothesize on the influences of the past.
Lecture/Reading Schedule

Fall 2008

1. Mexican-American/American Mexican textbook
   - the "historical constructs", the Introduction, p.3-8
   - "500 Years" Mural Overhead

Unit #1A/Mesoamerica/Mexicans

A. Pre-Columbian era", 30,000 B.C.-1519 A.D.

1. Handouts - The Course of Mexican History, Michael C. Meyer
   Chapter One, "The First Mexicans"
   Chapter Four/Five, "Rise of the Aztecs"

2. Video clip - "Apocalypse"

3. Handout - "The Columbian Exchange"
   "the importance of the disease factor in the conquest of Mesoamerica"
   (notice: the national Columbus Day Oct. 12th holiday has been renamed
   "Native American Day"/i.e. the "smallpox" threat to America since 9/11)
   Essay -- "Columbian Exchange"
   Essay Due:

B. New Spain/New Spaniards

1. Mexican-American/American Mexican textbook reading, p. 27-102

   Independence/Nation of Mexico born, 1810-1821, "Revolution and
   Disarray", p. 27-40;

   Spanish/Mexican Southwest -- "Man and Land On The Frontier",
   p.40-52;

   "Manifest Destiny", p. 53-68;

   "Roots of the Poison", p. 69-86;

   "Culture of Conflict in New Mexico", p.87-102

2. Beyond 1848 textbook reading, p. 3-109

   Handouts - various articles/readings on "becoming" Mexican Americans,
   1800-1900)

------------------ Mid Term #1 ------------------

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Course Evaluation

Mid Term Exams: A. Two (2) Objective Mid Term Exams
(One Comprehensive Exam Per Course Unit)

The Mid Terms ask three types of questions:
(1) The first section of fifty (50/60) questions are Multiple Choice
and forty True & False questions worth one point each. That’s the
first part of the Mid Term Exam—100 points over two days.

(2) The second section is Matching in style and has ten sections
each worth five (5) points each for a total fifty (50) points.
(Each Matching section is one chapter or topic worth of material)

(3) The third part of Mid Term #1 is a 1500-2000 word essay on the role
of disease in Mexican American history, specifically the role of disease in
the Conquest of Mesoamerica, 1500-1550.
That essay comes from a series of class handouts given out in class
in the fourth week. The essay is worth one hundred (100) points.

Mid Terms are open books/open handout exams.

Pop Quizzes: B. There will be eight (8) “pop quizzes” given during the
semester. Each pop quiz is worth 25 points. THE STUDENT KEEPS
THE TOP FOUR (4) QUIZZES—100 points.

There are no makeup quizzes. Any missed quizzes will be
the dropped quiz. If you miss class the day of the quiz,
that’s it—you missed the quiz.

The objective exams (Mid Term/Final) are each worth 150 points and account for 60% of your final grade.

The Essay is worth one (100) hundred points—that’s 20% of your final grade.

The Pop Quizzes are worth 25 points each and the student keeps the TOP FOUR
QUIZZES for 20% of your final grade.

There are 500 total points in the course.

There are No make-up exams or taking only part of the Mid Terms—so don’t ask. You’re entitled to take exams early with instructor permission, but never late—that is just flat out unfair to your fellow students to have extra time to prepare. Anyone misses any portion of the Mid Term exams—your dropped.

The only legally recognized “excused” absences are (1) a college sponsored field trip,
(2) officially called before a legal body, (3) emergency duty/national guard/police and fire/
and military duty. All other excuses are exactly that—JUST EXCUSES.
Social Science Division
Class Expectations
and
Minimum Class Requirements

- be attentive at all times and participate in all class and
  instructional activities.

- be courteous to people with different perspectives and
  values especially during class discussions.

- be respectful of all persons.

- be on time/follow class rules if not on time.

- do not leave early without instructor permission.

- do not disrupt class sessions with inappropriate behavior
  or operating unauthorized electronic devices/cell phones.

- do not cheat on assignments or examinations or
  engage in plagiarism in any form.

Delta College General Policies:

- do not eat or drink in classroom (bottled water OK)

- follow the college 2008-2009 smoking policy presently
  under revision (parking lot only)

- make use of instructor designated office hours.
  (Office: Budd 320) (Phone: 954-5213)

Student Signature ___________________________ Date:________