

SYLLABUS FOR HISTORY 3313
SPRING 2017

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OFFICE HRS: W: 4:00 p.m. to 6:00 p.m.-Eagle Pass
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 And by appointment

LEARNING OBJECTIVES

The student learning outcomes for this class are for the students to analyze the importance of historical context, for the students to demonstrate the ability to analyze works by historians, and for students to conduct historical research in a well organized written paper that is mechanically correct and supported by relevant documentation.

In this course, the student will study the conquest of Mexico and the subsequent emergence of a new people, the Mexican race, with a new culture formed by the fusion of Spanish and Indian customs.

The student will also concentrate on the activities of the initial Spanish-speaking newcomers, both explorers and colonizers, in the area that will later be known as the American Southwest.

The student will also focus on the wars of independence in Mexico and their immense impact on that country.

The student will also consider the European events that exerted considerable influence on the development of the Mexican people, such as the War of the Spanish Succession, the French Revolution, and Napoleonic Wars.

The student will also spend more than half of the course examining the repercussions of the arrival of Anglo-Americans to Mexico=s northern frontier.

The student, as far as contact between Anglo-Americans and Mexican-Americans, will start by focusing on the relations between the two groups during the nineteenth century.

The student will also examine the process by which Mexican-Americans commenced to integrate to the mainstream of American society.

To accomplish these learning objectives, the student will be expected to read their main textbook and to attend lectures where these topics will be presented and discussed by both students and professor.

TEXTBOOKS AND EXAMS:

The textbook needed for this course is North to Aztlán: A History of Mexican-Americans in the United States (isbn 0-88295-243-9) by Richard Griswold del Castillo and Arnolde de León. Material from this book, as well as items discussed in the lectures, will appear in examinations.

The students will demonstrate their mastery of the material learned in the textbook and discussed in class by taking fifteen weekly quizzes during the semester. The quizzes will consist of fifteen multiple choice questions and each of them will be worth thirty points. Make-up exams will not be given. Final exam will not be comprehensive.

CLASSROOM REGULATIONS:

Some classroom regulations will be followed during the semester. To avoid class disruptions, students must refrain from arriving late to class, leaving the classroom prior to the end of class, and talking to their classmates during lectures. If a student misses anything during the lecture, the professor urges students to ask questions that might help clarify the topic under discussion. Students with medical conditions that require brief departures from the classroom must notify the professor before the start of lecture. Students must also turn off their cell-phones while in class. Tape recorders will not be allowed in the classroom.

ATTENDANCE:

Because regular attendance leads to a successful completion of the course and high grades, the professor expects students to attend all classes. All students who miss four regular classes, two days during the summer or nights, or more will need to speak with the professor and might be dropped from the course or lose a letter grade at the end of the semester.

DISABILITIES ACT OF 1973

Sul Ross State University is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services should contact Kathy Biddick at 830-279-3003. The mailing address is 2623 Garner Field Road, Uvalde, Texas 78801.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ASSIGNMENTS:

Week of:

- Jan. 16 De Leon, chap. 1-----Lecture will focus on the conquest of Tenochtitlan, the Spanish explorations, and the Spanish colonization of the American Southwest.
- Jan. 23 De Leon, chap. 2-----Lecture will focus on the Bourbon Reforms and the wars of independence in Mexico.
Weekly Quiz
- Jan. 30 De Leon, chaps. 2-3---Lecture will focus on the American Southwest under Mexico, and the aftermath that followed the United States' conquest of Mexico's northern frontier.
Weekly Quiz
- Feb. 6 De Leon, chap. 3-----Lecture will focus on the relations between Anglo-Americans and Mexican-Americans in the nineteenth century.
Weekly Quiz
- Feb. 13 De Leon, chaps. 3-4--Lecture will focus on Mexican-American culture in the last decades of the nineteenth century, and the changes that transpired around the onset of the twentieth century due to the actions taken by the United States and Mexican governments.
Weekly Quiz
- Feb. 20 De Leon, chap. 4-----Lecture will focus on the Mexican-American culture during the early decades of the twentieth century.
Weekly Quiz
- Feb. 27 De Leon, chap. 5-----Lecture will focus on the United States economy and politics from 1910-1930 and the Mexican revolution.
Weekly Quiz
- Mar. 6 De Leon, chap. 5-----Lecture will focus on the Mexican revolution and World War I.
Weekly Quiz
- Mar. 13 SPRING BREAK
- Mar. 20 De Leon, chaps. 5-6--Lecture will focus on the Mexican-American culture in the 1920s and 1930s and the Great Depression.
Weekly Quiz
- Mar. 27 De Leon, chap. 6-----Lecture will focus on the Mexican-American culture in the 1930s.

Weekly Quiz

- Apr. 3 De Leon, chap. 6-----Lecture will focus on World War II and the Mexican-American culture in the 1940s.
Weekly Quiz
- Apr. 10 De Leon, chap. 7-----Lecture will focus on the emergence of the “Mexican-American Generation” in the 1950s.
Weekly Quiz
- Apr. 17 De Leon, chaps. 7-8---Lecture will focus on the emergence of the “Mexican-American Generation” in the 1950s, and the onset of the Chicano movement in the 1960s.
Weekly Quiz
- Apr. 24 De Leon, chap. 8-----Lecture will focus on the Chicano movement.
Weekly Quiz
- May 1 De Leon, chap. 8-----Lecture will focus on the Chicano movement.
Weekly Quiz
- May 8 Final Exam