

Syllabus for History 3313
Mexican Americans in the United States
Fall 2024

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OFFICE HOURS: Tuesday 3:00 p.m. to 4:30 p.m.

Wednesday: 3:00p.m. to 6:00 p.m.

Thursday: 3:00 p.m. to 4:30 p.m.

COURSE DESCRIPTION:

I am Dr. Jorge A. Hernandez, and this is History 3313. Because a large number of Mexican Americans reside in the area served by our university, this course should be extremely important and interesting for history majors. Up to the time that I began graduate school, I knew little about the history of Mexican Americans despite my background as a person of Mexican ancestry. Over the years, as a graduate student and a college professor, I have enjoyed learning as much as possible about the history of Mexican Americans, and their role in the historical development of the United States. The history of Mexican Americans concentrates extensively in the territory that will eventually be named the American Southwest because the overwhelming majority of these people have lived in that region up to our time. Large numbers of Mexican Americans have inhabited, and still live, in Texas, California, New Mexico, Arizona, Nevada, and Colorado. This course will start with a study of the Indian tribes that populated the American Southwest prior to the arrival of Spanish speaking settlers. Next, students will familiarize themselves with the initial ventures and settlements of Spanish speaking settlers in this region. Then, students will examine the Spanish speaking culture that developed in the American Southwest while the area belonged to Spain and Mexico. The arrival of Anglo Americans in the territory constitutes the following major development. Students will scrutinize the arrival of these newcomers to Texas, New Mexico, California, and the other provinces, and their impact on the American Southwest once they gained control of the region. They will also examine the effects upon Mexican Americans of railroads, closer economic links to the eastern United States, World War I and II, and the Great Depression. Students will also examine the status of Mexican Americans in the 1950s and the Chicano movement.

I like to use the textbook *North To Aztlan: A History of Mexican Americans in the United States (2nd edition)* because in the last decades of the twentieth century one of the authors, Arnaldo de Leon, has emerged as one of the most prominent historians of Mexican American history. As far as assessments, students will complete five examinations that will count for 83.33% of the final grade. In addition, students will also complete five study guides that will count for 16.67% of the final grade.

STUDENT LEARNING OUTCOMES:

In this course, a primary student learning outcome will be for students to learn to analyze the importance of cause and effect in an historical context. A second student learning outcome will be for students to demonstrate an understanding of historiography. By gaining an

understanding of these student learning objectives, students will acquire the marketable skill listed below.

SLO—The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.

Marketable skills---Students can utilize data to persuade various audiences.

Students can utilize data to generate and strengthen ideas.

Students can decipher stances adopted by various individuals.

SLO—The history student will demonstrate knowledge of American History, World History, and Non-American History.

Marketable Skills---Students can meet deadlines in a successful manner.

Students can discharge responsibilities in an adequate manner.

Students can manage the absorption of data.

LEARNING OBJECTIVES

In this course, the student will study the Native American tribes that occupied the American Southwest prior to the arrival of Spanish speaking settlers and the initial Spanish speaking settlements established by the earliest colonizers.

The student will also concentrate on the society that existed in the American Southwest during the time the area belonged to Mexico.

The student will also focus on the impact produced by Anglo Americans on the Mexican American population once the United States gained control of the American Southwest.

The student will also study the transformation that transpired in the American Southwest after 1880 following the construction of railroad lines.

The student will also examine the changes experienced by the Mexican American population during the booming decades of the 1910s and 1920s.

The student will also focus on the impact of the Great Depression and World War II on the Mexican American population.

The student will also examine the developments within the Mexican Americans population during the 1950s and the Chicano movement.

To accomplish these learning objectives, the student will be expected to read their textbook.

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 will appear in examinations. Therefore, STUDENTS MUST STUDY CAREFULLY THE TEXTBOOK TO ENABLE THEM TO PASS THEIR EXAMINATIONS.

STUDENTS WILL HAVE THE OPPORTUNITY TO TAKE EACH EXAM TWICE, AND THE FINAL GRADE POSTED ON BLACKBOARD WILL BE THE HIGHEST GRADE EARNED IN THE TWO ATTEMPTS.

The student will prove their mastery of the material learned in the textbook by taking five major exams. These exams will be made up of thirty multiple choice questions and the student will have forty minutes to answer them. The points earned in those exams will amount to five-hundred by the end of the semester, and the total number of points will count for eighty three percent of the final grade, with the completed study guides discussed below making up the remaining seventeen percent. The final grade earned by the student will correspond to the percentage of points earned during the semester. A student, for example, who ends with 500 points at the end of the semester will have about an 83% average, and thus will receive a grade

of B. Exams will be posted sometime on the morning of the due date and will stay posted until 8:00 p.m. of the same day.

Students will also be required to complete study guides provided by professor. The terms, names, and concepts included in those study guides must be answered to the fullest extent possible from the information in the textbook. The completed study guides must be turned in via regular email. Please refer to the date schedule below for due dates on completed study guides and exam dates.

First completed study guide due on Sept. 17

First exam will be given on Sept. 17

Second completed study guide due on Oct. 8

Second exam will be given on Oct. 8

Third completed study guide due on Oct. 29

Third exam will be given on Oct. 29

Fourth completed study guide due on Nov. 19

Fourth exam will be given on Nov. 19

Final completed study guide due on Dec. 9

Final exam will be given on Dec. 9

All exams will be posted in the morning and will stay posted until 8:00 p.m.

Please conduct all your communications with the professor through regular email or telephone.

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 Paulette Harris 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, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. [If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.] 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.