

# HIST 2327 Mexican American History I

## Course Syllabus

*"Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed."*

## Andrew Yox Ph.D.

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Office Hours (and by appointment)	Monday	Tuesday	Wednesday	Thursday	Friday
	8 a.m.-5 p.m.	9:30 a.m. – 5:00 p.m.	8 a.m.-5 p.m.	9:30 a.m. – 5:00 p.m.	8-Noon

*This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities. Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.*

**Course Description:** A survey of the economic, social, political, intellectual, and cultural history of Mexican Americans/Chicanx. Periods include early indigenous societies, conflict and conquest, early European colonization and empires, New Spain, early revolutionary period, Mexican independence and nation building, United States expansion to the United States-Mexico War Era. Themes to be addressed are *mestizaje* and racial formation in the early empire, rise and fall of native and African slavery, relationship to early global economies, development of New Spain's/Mexico's northern frontier, gender and power, missions, resistance and rebellion, emergence of Mexican identities, California mission secularization, Texas independence, United States' wars with Mexico, and the making of borders and borderlands. (May be applied to U.S. History requirement.)

**Prerequisite(s):** none

**Course Objectives:** After completing this course, you will be able to:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary evidence.
3. Describe the transformation of indigenous societies from 1400-1700.
4. Explain the causes and effects of European conquest and colonization on the Americas.
5. Evaluate the relative impact of *mestizaje*, slavery, global economics, and frontier settlement on the creation of Mexican identity.
6. Connect independence movements, imperial conflict, class formation, and regional resistance to the making of independent Mexico.
7. Discuss the transformation of communities in the borderlands as a result of Manifest Destiny and the United States-Mexico War.
8. Compare and contrast the borderland regions of California, New Mexico and Texas from 1800-1850.

## Evaluation/Grading Policy:

Your Final Grade is an average of the Four Subsidiary Grades Below

1. Average of Online Sunday@6 p.m. Submissions
2. Average of First and Second Tests
3. Final Exam for Second Half of Course
4. Final Research Essay

**Numerical grading scale:** A: 100%-90; B: 89-80; C: 79-70; D: 69-60; F: 59 or below

**Required Instructional Materials:** Fernández-Armesto. *Our America*, to page 149, and my “The Promise of Student Scholarship.” Both appear on our Blackboard pages, the Armesto on the landing page, “The Promise” under the Start Here folder, and Week One module.

**Minimum Technology Requirements:** You must have access to a computer to take this course. Your computer needs to have Windows XP SP3 or later or MAC OS X10.3 or higher. You will need Office 2003 or higher, and you will need broadband internet access. You can check your operating system by right clicking on the My Computer icon on the home screen. You can check your word processing program by going to Start and clicking on All Programs. You will find your Office program there. If you do not have access to a computer with the minimum computer requirements, I strongly suggest that you reconsider taking this online course.

**Required Computer Literacy Skills:** Ability to use Blackboard as well as Microsoft Office. Microsoft Office programs, including Word, are provided free to all enrolled students.

### Course Structure and Overview:

- I. *Each Sunday, Sunday at 6 p.m. Exercises*, are due. This usually consists of:
  1. Discussion Board Question. Answer with more than 200 words, and fifteen “specifics” (precise, unusual historical details such as first-and-last names of historical characters). Submit both to Turnitin.com and Discussion Board.
  2. Quiz on Important Terms Related to Course Objectives Above. Need fifteen specifics, and more than 250 words (This exercise may also come in various formats). Submit to Turnitin.site in the weekly module.
  3. Two Ideophanies, twenty specifics and 300 Words or More on Your Research in total for the two. I will explain ‘ideophanies’ in Blackboard. Submit to Turnitin site in weekly module.

**Response to My Feedback:** Within a week after I provide you with feedback, I will expect a 100-word response. This will not apply to week VIII. I would prefer this occur as an email to [ayox@ntcc.edu](mailto:ayox@ntcc.edu). This response may address questions, respond to my concerns, relay frustrations, and/or also note what you are learning. Failure to have a response can lower a grade already given by ten points. Telephone conversations, and

*Facetime* may count for the response effort I am hoping for.

## **II. Two Early Tests**

Tests will be in Essay Format and will appear on a Monday. They will need to be completed by Thursday at 6 p.m., and submitted to the Turnitin Site in the relevant weekly module. Students will need to use at least 700 words per test. Points will be subtracted for AI plagiarism as well as copy-and-paste plagiarism of any kind.

## **III. Final Test**

Test will again expect an Essay Format and will appear on the Monday of Finals week. They will need to be completed by Thursday of Finals week at 6 p.m., and submitted to the Turnitin Site. Students will need to use at least 900 words for the Final. Points will be subtracted for AI plagiarism as well as copy-and-paste plagiarism of any kind.

## **IV. Final Essay**

The final essay needs to be at least 1,100 words with at least five citations, and contain both primary and secondary source citations in the form of endnotes. 'A' essays will support a main idea or thesis throughout the essay. We will work the entire span of this course to perfect your final draft of your essay! This process will begin when the student emails me the first week, introducing themselves, and helping both me and you decide what your topic of research should be.

**Communications:** Blackboard messages or direct email serve as the best ways to communicate. \*Reminder: NTCC email is the official form of communication used by the college. TEAMS is the only other official form of communication.

## **NTCC Academic Honesty/Ethics Statement:**

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, collusion, and the use of AI (artificial intelligence) is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

## **ADA Statement:**

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264.

**Family Educational Rights and Privacy Act (FERPA):** The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools

that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.