

HISTORY 124 - Mexican American in the United States

Spring 2018 Section 46359

Tues & Thurs 1:25-2:50pm, I-107

This course is a survey of Mexican American history in the U.S. from the Pre-Columbian period to the present. Emphasis on Mexican American contributions to the political, social, economic, and cultural development of the U.S. Will also examine the relationship of Mexican Americans to other cultural groups. You will be required to work in assigned groups on a regular basis, participate in presentations and discussions, and be an active learner in this class. Some assignments, mostly writing, will be ungraded, but are still required. Being able to convey your thoughts verbally and in essay format is a skill that takes time and practice thus you will have ample opportunity to

practice.

Come prepared to participate:

we meet early in the morning and we all need to be physically **and** mentally present!



RULING GIVES MEXICAN CHILDREN EQUAL RIGHTS

Representation of Mexican school children from cities in Felix Irujo. Also school districts the today was held by U.S. Judge Paul J. McCormick to be a violation of their guarantee of the 14th Amendment of the Constitution. The opinion was written in an opinion with a suit filed by the parents of Mexican children asking for relief and an injunction forbidding the school districts from starting the separate Mexican children in separate schools.

The school districts involved were Westchester, Orange County, Santa Ana City Schools and El Monte. The suit also covered the superintendent and trustee of the district.

Judge McCormick overruled the defense contention that segregation from being an educational matter, it fell under the jurisdiction of the State. He held that segregation on violation of the 14th Amendment were indicated. The Federal court has a right to intervene.

"The evidence clearly shows," the opinion states, "that Spanish-speaking children are denied equal rights in the public schools by being segregated by race of ancestry."

"It is also established by the record that the methods of segregation provided in the defendant school districts have discriminated in the children and suggest inferiority among those whose race is white."

Judge McCormick at the same time ordered Attorney David C. Milson, who represented the defendant, to file a petition for an injunction against the defendant within 10 days, indicating that the restraining order would be approved upon the findings of 300 copies.

“The function of the historian is neither to love the past nor to emancipate [them]self from the past, but to master and understand it as the key to the understanding of the present.”

- Edward Hallett Carr

“Thus between the mechanically ‘realist’ and naively ‘constructivist’ extremes, there is the more serious task of determining not what history is – a hopeless goal if phrased in essentialist terms – but how history works. For what history is changes with time and place or, better said, history reveals itself only through the production of specific narratives. What matters most are the process and conditions of production of such narratives.”

- Michel-Rolph Trouillot

Instructor Information:

Megan Lange 714.564.6543 lange_megan@sac.edu OR saclangemegan@gmail.com
 Office Hours: D-407
 Mondays or early a.m. by appointment
 Tuesdays: 10:30-11:30am
 Wednesdays: 4:00-6:00pm
 Thursdays: 10:30-12:30pm

www.langemegan.com

COLLEGE MISSION: Santa Ana College inspires, transforms, and empowers a diverse community of learners.

Course Student Learning Outcomes:

Upon completion of this course you will be able to:

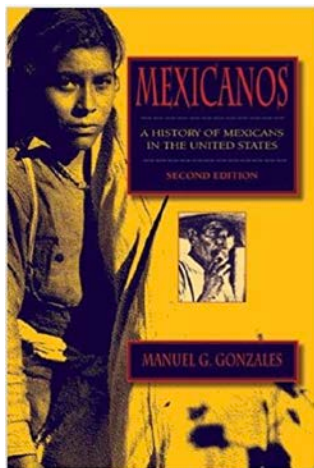
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- 1) Critically analyze and interpret primary documents and secondary sources, and will be able to interpret qualitative and quantitative data in order to evaluate historical events;
- 2) Develop communication skills through oral and written exercises, and develop analytical skills by critically interpreting historical events;
- 3) Analyze how local, national, and international policies and practices developed in the past continue to impact their contemporary lives.

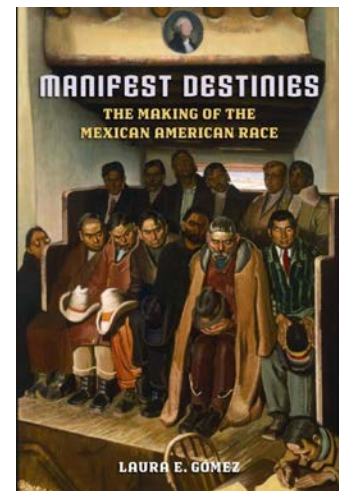
Course Requirements:



The study of history involves a lot of reading and analyzing content. As such, this course requires a lot of reading and writing. You will be given detailed instructions and grading rubrics for each assignment, and all assignments are due on the date they are listed on the calendar. The required course texts are:

MEXICANOS: A HISTORY OF MEXICANS IN THE UNITED STATES, 2nd Ed., by Manuel Gonzales
ISBN: 978-0-253-22125-4

MANIFEST DESTINIES: THE MAKING OF THE MEXICAN AMERICAN RACE, by Laura E. Gómez
ISBN: 978-0-814-73205-2



I highly recommend and encourage you to purchase the text, as it makes classroom discussion assignments that much easier. You may find that you want to review passages of either text for later exams and assignments as well. There are 2 copies of *Manifest Destinies* in the Nealey Library, one on reserve and one in the general stacks, and three copies of *Mexicanos* on reserve. PLAN ACCORDINGLY.

Canvas

You will submit your writing assignments as well as access additional readings not found in the required texts throughout the semester on Canvas, the new learning management system. You will be responsible for printing and bringing to class these reading assignments. As of Summer 2018 ALL SAC online content will be in Canvas, which will replace Blackboard. Canvas also has an app from which you can access some, but not all, of the content. You can access Canvas at <http://rscgd.instructure.com>

Course Policies:

Learning is the goal of this course; as such the classroom space is a safe and open space, conducive to learning. Respect for yourself, fellow classmates and me, the instructor, is required for lively and productive discussion. Dissenting opinions are not only tolerated, but they are encouraged. For the complete Student Code of Conduct see BP5500 at <https://www.sac.edu/StudentServices/StudentLife/Documents/Student%20Handbook/SAC-Student-Hndbk-2016.pdf>

Attendance is required. Absence for two (2) classes in a row may result in automatic exclusion. The last day to drop WITHOUT a 'w' is 2/18, the last day to drop WITH a 'w' is 5/6.

I expect you to be on time to class in your seat to begin class promptly at 1:25pm, and I expect you to remain for the duration of the course, until 2:50pm. If you arrive late please enter the room quietly and find a seat quickly. This time period may cut into your lunch hour – bring a snack! In addition, any recording of in-class content needs to be approved by me prior to recording, for any reason. **Please also plan to bring your text book and any other reading materials to class each class period.**

Class Participation:

What constitutes good participation specifically? First and foremost, attendance in class, having read the required

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readings. Discussions are a part of each class period, and you will be expected to participate, if not with the class as a whole, then during small group discussions, and your participation will be noted. Participation is key to a lively class, and it provides you with the opportunity to practice speaking and to develop persuasive arguments, as well as active listening skills. Try to avoid comments that are vague, unrelated to the topic, disrespectful of others or repetitive. I am interested in the quality of your remarks and dialogue, not the quantity. Participation points will be awarded based in part on attendance as well as involvement in and completion of in-class writing and group work. Participation is also completing the assigned homework, which includes readings and other assigned tasks.

Grading Policy:

Assignments and exams will be given points according to the following scale:

- Class Participation = 60 points
- Office Visit* = 5 points
- Essay 1 = 30 points
- Comprehension Questions (8 total) = 40 points (5 points each)
- In-class summaries and analyses** (12 total) = 60 points (5 points each)
- Onda Latina Presentation = 20 points
- Oral History Project (includes essay) = 80 points
- Topic Paper, 4-5 pages (1 total) = 50 points
- Exams (2 total) = 60 points (30 points each)
- TOTAL = 405 points

*Your first office visit is worth 5 points – this is NOT extra credit but a part of your total grade!

**In-class writing assignments are not pre-scheduled and cannot be made up.

Your percentage achievement will be computed by dividing your cumulative point total by 405.

Extra credit opportunities will be offered throughout the semester, but total point value will not exceed 5% (20 points) of total possible points. This does not include the Service Learning option if available.

All assignments must be submitted TYPED – no handwritten papers will be accepted.

The following grading scale will be applied

90-100 = A	=364+
80-89 = B	=324-363
70-79 = C	=283-323
60-69 = D	=243-282
BELOW 59 = F	=0-242

Missed Exams/Make-Up Exams: All exams are pre-scheduled and you must be present in order to take the exam. All absences on exam dates should be brought to my attention a minimum of one week prior to the date; make-up exams will be scheduled during my office hours as close to the scheduled date as possible. There is no make-up option for unexpected (e.g. illness) absences on an exam date.

Missed Assignments/Make-Up Assignments: All assignments are due on the date scheduled. Late work will be accepted for partial credit upon agreement between you and me, your instructor. A total of 10% of possible points will be deducted *at minimum* for any late work submitted. It is your responsibility to finish your work and turn it in on time. In-class assignments/ participation points cannot be made up, however additional/extra credit opportunities will be given to all students throughout the semester.

Weekly Assignments: Each week you will be assigned to read a chapter or chapters of a text. Any readings that do not come from the required texts will be posted in Canvas, which you will need to download, print, read, and bring to class (see above for required texts). The files are posted as links in each week's corresponding module, as they are listed on the calendar. Take notes! If there is no official assignment, you will need to be ready to discuss the reading - notes, as well as a hard copy of the text, will be invaluable to you in class. For all other

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assignments, explicit instructions, including rubrics, will be made available in class. You will be assigned to a group and your group will work together in class regularly. Get to know your group-mates and classmates; I try to post all materials in Canvas, but if you missed an instruction in class you'll want a human back-up to confirm for you what's due and when.

Education Plan: Do You Have an Education Plan? An education plan is essential to completing your education and to insuring that every class you take counts toward your college graduation and toward getting a job or moving forward with your professional development. If you have not worked out an education plan with a Santa Ana College counselor contact the counseling office and schedule an appointment. Do it today!

<https://www.sac.edu/StudentServices/Counseling/3sp/Pages/Program-Description-Details.aspx>

Academic Honesty – Cheating and Plagiarism:

From the current Student Catalog: "Students at Santa Ana College are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to steal the words or ideas of another, or to cheat on an examination, corrupts the essential process by which knowledge is advanced. Academic dishonesty is seen as an intentional act of fraud, in which a student seeks to claim credit for the work or efforts of another without authorization, or uses unauthorized materials or fabricated information in any academic exercise. As institutions, we also consider academic dishonesty to include forgery of academic documents, intentionally impeding or damaging the academic work of others, assisting other students in acts of dishonesty or coercing students into acts of dishonesty."

Limited sanctions include an academic action such as assigning a lower grade or a grade of "F" for the assignment, project, or test. College-wide sanctions include any sanction that will affect a student's standing with the college-at-large, up to and including suspension or expulsion from the college.

When in doubt, cite your source.

Available Support Services (Tutors, Writing Lab): If you require extra academic support at any time throughout the semester, contact me. The SAC Learning Center, located in Dunlap Hall D-307, is open Monday-Thursday from 9:00am – 7:00pm (Fridays and Saturdays too) to assist you with your reading and writing skills. See their webpage for more details: <https://www.sac.edu/AcademicProgs/HSS/LearningCenter/Pages/default.aspx>. In addition, I am more than happy to help you with supplementary study resources.

Students With Disabilities: Please speak with me directly regarding any special accommodations you require in this course. Students with disabilities, whether physical, learning or psychological, who believe that they may need accommodations in this class, are also encouraged to contact Disabled Students Programs and Services (DSPS) as soon as possible to ensure that such accommodations are implemented in a timely fashion (714-564-6295; hours: M, T, TH 8:30-5:30pm, W 8:30-7:00pm, & F 8:30-12pm;

<https://www.sac.edu/StudentServices/DSPS/Pages/default.aspx>). Please meet with DSPS Staff to verify your eligibility for any classroom accommodations and for Academic assistance related to your disability. DSPS is located in VL-203.

In Case of Emergency: Download the LiveSafe app to easily communicate your whereabouts and other safety concerns with campus staff. In addition, follow directions on text and email notifications sent by the school. We will review exit or shelter-in-place strategies.

*****This syllabus is subject to change at any time****

Calendar/Schedule Of Class Readings, Topics, And Assignments

Week	Date	Topic	Assigned Reading(s)	Assignment
*All assignments are due on the date next to which they are listed				
1	Feb 6	CLASS INTRODUCTIONS		
	Feb 8	Follow the Corn	Dunbar-Ortiz, <i>An Indigenous People's History of the United States</i> , Chp 1	1 page summary

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2	Feb 13	Conquest of Tenochtitlán Using Primary Sources	<i>Mexicanos</i> , Chp 1	Comprehension questions
	Feb 15			
3	Feb 20	The Spanish Frontier Understanding Oral History	<i>Mexicanos</i> , Chp 2	
	Feb 22			
4	Feb 27	The Mexican Far North	<i>Mexicanos</i> , Chp 3 <i>Manifest Destinies</i> , Chp 2 Intro pp. 47-56	Comprehension questions
	March 1			
5	March 6	Manifest Destinies		
	March 8	New Mexico: A Bloodless Invasion?	<i>Manifest Destinies</i> , Chp 2, Part 2, "Race in New Mexico on Eve of US Invasion" pp. 56-61	Comprehension questions
6	March 13	Californios	<i>Manifest Destinies</i> , Intro pp. 1-13	
	March 15	Remember the Alamo? "A foreigner in my own land."	CANVAS: De Leon, <i>They Called Them Greasers</i> , Chp 4	Essay 1 due 11:59pm in Canvas
7	March 20	New Mexican Exceptionalism	<i>Manifest Destinies</i> , Chp 1 & Chp 2, Part 3, "Competing Narratives of Race" pp. 62-71	Comprehension questions
	March 22	MID-TERM EXAM		
8	March 27	The Great Migration	<i>Mexicanos</i> , Chp 5,	Begin Onda Latina presentations Interview Draft Questions due
	March 29	New Mexican Statehood	<i>Manifest Destinies</i> , Chp 2, Part 4, "Race and Statehood/conclusion pp. 71-79	
SPRING BREAK APRIL 1- APRIL 7, 2018				
9	April 10	The Depression (1930-1940)	<i>Mexicanos</i> , Chp 6	
	April 12	Braceros	CANVAS: Matt Garcia, Chp 5, <i>A World of Its Own</i>	Comprehension questions
10	April 17	WWII & Aftermath "Zoot Suit"	<i>Mexicanos</i> , Chp. 7	Comprehension questions
	April 19			
11	April 24	The Chicano Movement (1965-1970)	<i>Mexicanos</i> , Chp. 8	
	April 26			
12	May 1	Ruben Salazar		
	May 3	Dance Hall	CANVAS: Matt Garcia, Chp 6, <i>A World of Its Own</i>	Comprehension questions

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13	May 8	Oral History Project Presentations		Project essay due 11:59pm day of presentation
	May 10			
14	May 15	Goodbye to Aztlán	<i>Mexicanos</i> , Chp. 9	Comprehension questions
	May 17		CANVAS: Gloria Anzaldúa, Chps 1 & 3	
15	May 22	The Hispanic Challenge	<i>Mexicanos</i> , Chp. 10	Sample exam questions
	May 24			
16	May 29	REVIEW Topic Paper Due 11:59pm in Canvas		
	May 31	FINAL EXAM		