

**South Plains College**  
**Common Course Syllabus: HISTORY 2328**  
**Revised 1/24**

**Department:** Social Sciences

**Discipline:** History

**Course Number:** HIST 2328

**Course Title:** Mexican-American History II

**Available Formats:** conventional, internet, hybrid

**Campuses:** Levelland, Reese, Plainview, Lubbock Center, Lubbock Downtown, Dual-Credit

**Course Description:** A survey of the social, political, economic, cultural, and intellectual history of Mexican Americans from the Civil War/Reconstruction period to the present. Mexican-American History II includes the study of industrialization, immigration, world wars, the Great Depression, Cold War, and post-Cold War eras. Themes that may be addressed in Mexican-American History I include: Mexican American settlement and diversity, Mexican American culture, religion, civil and human rights. As well as the impact of Mexican Americans on American technological, economic change, immigration and migration, and the federal government.

**Prerequisite:** TSI compliance in Reading

**Credit:** 3 **Lecture:** 3 **Lab:** 0

**Textbook:** Varies according to instructor.

**This course partially satisfies a Core Curriculum Requirement:** American History Foundational Component Area (060)

**Core Curriculum Objectives addressed:**

- **Communications skills**—to include effective written, oral and visual communication
- **Critical thinking skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Empirical and quantitative competency skills**—to manipulate and analyze numerical data or observable facts resulting in informed conclusions
- **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making.
- **Social Responsibility**—to include the demonstrated knowledge and competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**Student Learning Outcomes:** Upon successful completion of this course, students should be familiar with the evolution of American political, social, and economic institutions and traditions from the arrival of Europeans to the mid-nineteenth century. This would include the ability to:

- Create an argument through the use of historical evidence.
- Analyze and interpret primary and secondary sources.
- Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

**Student Learning Outcomes Assessment:** A pre- and post-test and/or a writing assignment rubric will be used to determine the extent of improvement that the students have gained during the semester.

**Course Evaluation:** See the instructor's course information sheet for specific items used in evaluating student performance.

**Attendance Policy:** Whenever absences become excessive and in the instructor's opinion, minimum course objectives cannot be met due to absences, the student will be withdrawn from the course. Each instructor will have additional information about attendance on his/her course information sheet.

**Student Code of Conduct Policy:** Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

**Diversity Statement:** In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

**For information regarding official South Plains College statements about Intellectual Exchange, Disabilities, Non-Discrimination, Title V Pregnancy Accommodations, CARE Team, Campus Concealed Carry, and Artificial Intelligence, please visit <https://www.southplainscollege.edu/syllabusstatements/>.**

**Syllabus: HISTORY 2328**  
**Mexican-American History II**  
**South Plains College**  
**Spring 2024**

Instructor: Abel Rios

Office: 1015A, Lubbock Downtown Center; AD 128, Levelland Campus, Admin. Building  
Office Hours: Tues./Thurs. 12:30-2:30 pm; Fri. 9:00-2:00 pm; Mon./Wed. 2:30-3:30 pm  
(Levelland)

E-mail: [arios@southplainscollege.edu](mailto:arios@southplainscollege.edu). Do not send me a message through "Course Messages" in *Blackboard*.

Class Meets: **Monday and Wednesday 1:00-2:15 pm – Levelland Administration Building 136 (HIST 2328.001)**

**Required Text:**

Gonzales, Manuel. *Mexicanos; A History of Mexican Americans in the United States*.  
Bloomington: Indiana University, 2019. ISBN# 978-0253041722

Russell, Jan Jarboe. *The Train to Crystal City: FDR's Secret Prisoner Exchange Program and America's Only Family Internment Camp During World War II*. Mineola, New York: Scribner.  
ISBN# 978-1451693676

**Suggested Text:**

*The American Yawp*, vol. 2: After 1877

This is a FREE online textbook located here: <https://www.americanyawp.com/>

**Access to Blackboard:**

You will need reliable Internet service for this course. Please use a recommended browser, like Google Chrome, and sign in with your SPC login information to <http://southplainscollege.blackboard.edu>.

**Grades:**

*The Train to Crystal City* Essay – 40 points

Quizzes (3 X 20 points each) – 60 points

Exam 1 – 100 points

Exam 2 – 100 points

Final Exam – 100 points

Total – 400 points

## **Final Grade:**

**A** (100-90) = 400-360 points

**B** (89-80) = 359-320 points

**C** (79-70) = 319-280 points

**D** (69-60) = 279-240 points

**F** (59-0) = 239-0 points

## **Course Work Descriptions:**

### **Quizzes**

There will be three (3) quizzes. Each quiz will cover material for the weeks prior to the quiz. For example, the first quiz will cover weeks 1-4, the second quiz will cover weeks 5-10, and the third quiz will cover weeks 10-15. Quizzes will include lecture material and assigned readings.

### **Exams**

There will be three (3) exams also. Each exam will cover material from the weeks prior to the exam and will be the week after the quiz. For example, the first exam will cover weeks 1-4, the second exam will cover weeks 5-10, and the final exam will cover weeks 11-15. Exams will include lecture material and assigned readings. Exams will include multiple-choice and fill-in-the-blank questions. Also, there will be an essay question.

### ***The Train to Crystal City* Essay**

A quiz will be given over *The Train to Crystal City* at the end of the semester. See the syllabus for the exact date. **READ only chapters 1-11.**

## **South Plains College and Class Policies:**

**Attendance:** Students are expected to attend all classes in order to be successful in a course. You are expected to attend class, arrive on time, and remain for the entire class period. **Absences will only be excused with acceptable documentation provided in a timely manner, and at the sole discretion of the course professor.**

- **FOUR (4) missed assignments OR absences** (at any time; for any reason) will result in you being dropped from the course.
- Students who enroll in a course but have “Never Attended” by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records.
- A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of “X” or “F” as determined by the professor.
- When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the professor may permit the student to make up work missed. It is the student’s responsibility to complete work missed within a reasonable period of time as determined by the professor.

- Class attendance is recorded by the professor or on a sign-in sheet. The sign-in sheet will be available until the scheduled time that class starts.
- A student should plan to be in class for the entire period. A student who leaves class **regularly** will be marked absent even if he/she was present for the majority of the time.
- Tardiness is disruptive to the classroom setting. If you arrive **AFTER** class starts, then you will be counted absent.
- Material presented in class will **NOT** be repeated during office hours or any other communication forum such as e-mail. **If you are absent, request class notes from another student.**

#### **Dropping the course:**

- If you are considering dropping the class you should speak with me first. It is the student's responsibility to withdraw from this course. If you decide to drop the class, then you should submit a [Student Initiated Drop Form](#) online from the SPC website. Failure to complete the drop procedure will result in an "F" grade on your transcript. The drop date can be found on the SPC calendar.

#### **Late or make-up work:**

- Your work must be turned in on schedule to receive credit.
- If a student is absent for a quiz or exam it is your responsibility to contact the professor.
- **All work must be turned in BEFORE the Final Exam week. There are no exceptions.**

#### **Academic integrity:**

- Anything that borders on cheating, plagiarism, or affects the academic integrity of the assignment or of the course will be dealt with -- the least thing that could happen to the student is dismissal from the class roster with a failing grade.
- Your work must be *in your own words* and it must be original (cheating and plagiarism -- that is copying someone else's work or copying from another source). Students who cheat or plagiarize will be dropped from the class with an "F."

**Plagiarism and Cheating:** Students are expected to do their own work on all projects, quizzes, assignments, examinations, and papers. Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant.

Plagiarism violations include, but are not limited to, the following:

1. Turning in a paper that has been purchased, borrowed, or downloaded from another student. This includes a paper generated by AI (artificial intelligence) technology such as ChatGPT, OpenAI, or similar programs.
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation.
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or missing in-text citations.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion.
2. Discovering the content of an examination before it is given.
3. Using an unauthorized source of information (notes, textbook, text messaging, internet, apps) during an examination, quiz, or homework assignment.
4. Taking an examination for another.
5. Copying another's work during an examination or on a homework assignment.
6. Rewriting another student's work to the point that the original student's writing is absent.
7. Taking pictures of a test, test answers, or someone else's paper.

**Remember this: to check for plagiarism the professor can take a random phrase from an essay, copy it, and paste it into a Google search and the source will appear.** The internet has made plagiarism much easier but it has also made catching it much easier, too!

**The consequence of plagiarism in my classes is this: the offender(s) will receive zero credit for the entire assignment or exam or will be dropped from the class with an F.**

**SPC Policy regarding "standard English":** All written assignments should be presented using the conventions of Standard Written English. South Plains College requires all students to become proficient in "academic English," a form of English that is typically used in academic, professional, and business contexts. While slang, regional idioms, and informal kinds of self-expression are appropriate in some contexts, they are out of place in academic writing. Writing instructors and professors in courses across the campus expect all students to demonstrate proficiency in using the conventions of academic English in their written work, whether it is in-class exams or take-home essays.

**Student Privacy:** South Plains College is bound by the Texas Open Records Law and the Family Educational Rights and Privacy Act of 1974. Information regarding these topics can be found in the South Plains College Catalog. As far as this class is concerned, I will NOT release or discuss your class performance, grades, averages, or attendance with anyone but you. This means that your parents, class counselors, principals, or any other interested party will not gain this information from me – if they need this sort of information they must ask you for it. This provision does not apply to student athletes or those for whom a grade check is part of their scholarship support.

**Tobacco Policy:** South Plains College prohibits the use of any tobacco product, electronic cigarette, or vapor device throughout all indoor areas and within a 25 foot perimeter around all facility entrances, exits and HVAC air intake vents under the control of SPC, including sporting facilities and SPC vehicles. Included in this ban are tobacco products of all types (including, but not limited to, cigarettes, cigars, pipes, chewing tobacco, snuff and all other kinds and forms of tobacco prepared in such a manner to be suitable for spit tobacco use, smoking, or both). This ban also includes herbal tobacco products and simulated tobacco products that imitate or mimic tobacco products such as e-cigarettes, vapor cigarettes, pipes or other types of inhalation devices.

**E-mail Etiquette:** I will respond to your e-mail within two business days from receipt. I will selectively respond to emails after 5:00 pm and on the weekends. In addition, I am your professor and expect a certain level of respect when addressed via electronic or face-to-face communiqué. Your e-mails should begin with a proper salutation (i.e. Dear/Hello Professor Rios). Informal or familiar language (i.e. “Hey,” “What’s up,” or writing text with no salutation or context) should be avoided when addressing your professor. You should identify yourself and your class. Professors teach several sections and are not always familiar with each student, especially in large sections. Please include what course you are enrolled in (Example: HIST 1301.156).

**Classroom Conduct:** All students are expected to act responsibly and respectfully. Below you will find some general guidelines covering some actions that are to be avoided during this course, but as a general rule any behavior that disrupts the class will not be tolerated.

- The use of tape recorders, cell phones, laptops, or any other electronic recording devices in class is prohibited without permission.
- You are expected to take adequate notes on the lecture material. You are strongly encouraged to take notes by hand. **Personal laptop computers, tablets, and/or similar electronic devices may be used only to type lecture notes.** Playing games, searching the internet, or communicating on social network sites in class is unacceptable.
- Turn off or silence cell phones and other communication devices before entering the classroom. **Texting in class is not acceptable and is considered a class disruption.**
- **A student who uses a cell phone in class may be dismissed from class and/or will be notified with a warning by e-mail. After the first warning, each time the student uses their phone, the student will be notified by email, and there will be a deduction of ten (10) points from the student’s final grade for each violation. For example, the final grade was 95 (A) and was reduced to 85 (B). The student was notified twice (the warning email and a second email).**
- **A student who disrupts the class may be asked to leave and counted absent.** See the “[Student Conduct](#)” section within the *South Plains College Student Guide*.

**Note:** The professor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.

## Course Schedule

### Week 1

Read Chapter 4, *Mexicanos*

Wed., January 17 - Introduction to Mexican American History; The New American Southwest/West, 1840-1900

### Week 2

Suggested Reading, Chapters 16-17, *The American Yawp*

Mon., January 22 - The New American Southwest and South, 1840-1900; Immigration, Big Business, and Urbanization, 1877-1920

Wed., January 24 - Immigration, Big Business, and Urbanization, 1877-1920

### Week 3

Read Chapter 5, *Mexicanos*

Mon., January 29 – Refugees, Immigration, Labor, and Americanization, 1910-1929

Wed., January 31 – Refugees, Immigration, Labor, and Americanization, 1910-1929

### Week 4

Suggested Reading, Chapters 19-20, *The American Yawp*

Mon., February 5 – The Progressivism and Americanization, 1890-1920

Wed., February 7 – The Progressivism and Americanization, 1890-1920

**Quiz 1** (The first quiz will cover weeks 1-4.) Go to *Blackboard* for the quiz.

### Week 5

Suggested Reading, Chapters 19-20, *The American Yawp*

Mon., February 12 – America’s Overseas Expansion and Statehood Politics, 1890-1914

Wed., February 14 – America’s Overseas Expansion and Statehood Politics, 1890-1914

**Exam 1** (The first exam will cover weeks 1-4.)

### Week 6

Suggested Reading, Chapter 21, *The American Yawp*

Mon., February 19 – The Great War and Ethnic Mexicans, 1914-1920

Wed., February 21 – The Great War and Ethnic Mexicans, 1914-1920

### Week 7

Read Chapter 6, *Mexicanos*

Mon., February 26 – The Roaring 20s

Wed., February 28 – The Roaring 20s

### Week 8

Suggested Reading, Chapter 23, *The American Yawp*

Mon., March 4 – The Great Depression, the New Deal, and Ethnic Mexicans, 1929-1939

Wed., March 6 – The Great Depression, the New Deal, and Ethnic Mexicans, 1929-1939



### **Week 9**

Mon., March 11 – No class

Wed., March 13 – No class

**Mar. 11-15 – Spring Break**

### **Week 10**

Suggested Reading, Chapter 24, *The American Yawp*

Mon., March 18 – Ethnic Mexicans and World War II, 1939-1945

Wed., March 20 – Ethnic Mexicans and World War II, 1939-1945

**Quiz 2** (The second quiz will cover weeks 5-10.)

### **Week 11**

Suggested Reading, Chapter 25, *The American Yawp*

Mon., March 25 – The 1950s: The Cold War, U.S. Globalism, and ‘Good Neighbors,’ 1945-1960

Wed., March 27 – The 1950s: The Cold War, U.S. Globalism, and ‘Good Neighbors,’ 1945-1960

**Exam 2** (The second exam will cover weeks 5-10.)

### **Week 12**

Read Chapter 7, *Mexicanos*

Mon., April 1 – The 1950s: The Cold War, U.S. Globalism, and ‘Good Neighbors,’ 1945-1960

Wed., April 3 – The 1950s: Postwar America and Ethnic Mexicans, 1945-1960

### **Week 13**

Suggested Reading, Chapters 26-27, *The American Yawp*

Mon., April 8 – The 1950s: Postwar America and Ethnic Mexicans, 1945-1960

Wed., April 10 – The 1960s: The Civil Rights *Movements* and Challenging the Status Quo, 1960-1968

### **Week 14**

Read Chapter 8, *Mexicanos*

Mon., April 15 – The 1960s: The Civil Rights *Movements* and Challenging the Status Quo, 1960-1968

Wed., April 17 – The Chicano Movement, 1965-1975

***The Train to Crystal City* quiz is due (only chapters 1-11)**

### **Week 15**

Read Chapter 9 *Mexicanos* and suggested reading Chapter 28, *The American Yawp*

Mon., April 22 – The 1970s: Identity Politics, the Vietnam War, and the “Crisis of Confidence”

Wed., April 24 – The 1970s: Identity Politics, the Vietnam War, and the “Crisis of Confidence”

**Quiz 3** (The third quiz will cover weeks 11-15.) Go to *Blackboard* for the quiz.

**Last day to drop the course (April 27)**

### **Week 16**

Read Chapter 10 *Mexicanos* and suggested reading, Chapters 29-30, *The American Yawp*

Mon., April 29 – Debating Identity: From Cold War to the Culture Wars, 1980-2000

Wed., May 1 – Debating Identity: From Cold War to the Culture Wars, 1980-2000

**Final Exam Schedule:**

**All work must be turned in BEFORE the Final Exam week. There are no exceptions.**

HIST 2328.001 (MW 1:00-2:15 pm):

**Wednesday, May 8, 10:15 am-12:15 pm Final Exam (The exam covers weeks 11-16.)**

