**MAS 10A Fall Semester, 2011**

**Mexican Americans in the Development of U.S. History and Government**

**From Indigenous Civilizations to the Civil War**

Satisfies lower division GE requirements in American Institutions (F1, 2, and 3) and

Social Science (D2 and D3)

Professor Gregorio Mora Torres Professor Philip Tabera

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Office Hours: T-TH, 2:00-3:00 pm. Office Hours: M-TH, 7:30-8:30 am.

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**COURSE DESCRIPTION**

This course seeks to examine the multiethnic and multicultural history of the United States from colonial time to the Civil War. It will look at the major historical events and issues from the perspective of Mexican Americans. The major events to be covered will be the Spanish/English colonial experiences, the implantation of slavery, the U.S. Government’s treatment of Native Americans, the industrialization of the American economy, the westward movement, race relations, US-Mexico wars, and the Civil War. It will also focus on understanding the American political system as well as the workings of the US and California constitutions.

**COURSE GOALS**

1. To demonstrate the complex multiracial and multicultural origins of the United States as well as its development as a young, expanding nation.
2. To show the differences in settlement patterns and experiences between the English and Spanish colonies of the North American continent.
3. To demonstrate the development and evolution of the United States political system and its institutions as well as the U.S. and California constitutions and show how they have impacted the dominant European Americans and racial minorities. This goal will be accomplished through class lectures, class discussions, and discussion of pertinent readings.
4. To help students to write well-researched and clearly written essays on major American or Chicano historical or social, economic, or cultural issues.
5. To have students write at least 2500 words in a language and style appropriate for the course. The students’ writing will be graded for grammar, clarity, conciseness, coherence, and evidence of scholarly research.

**STUDENT LEARNING OBJECTIVES (SLOs)**

1. Students shall be able to identify and analyze the social dimensions of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation. (D2-3) Students will achieve this SLO through their writings in the journals and in the short essays component of midterm and final examinations.

2. Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts. (D2-3) Student will be able to accomplish this objective through their writings in the journal and in the term paper assignment.

3. Students will be able to identify the dynamics of ethnic, cultural, historical, gender/sexual, aged-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them. (D2-3) Students will be able to express their understanding of this SLO through the journals.

4. Students will able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. (D2-3) Students will be able to demonstrate their understanding of this SLO in their journals and in the short essay component of midterm and final examinations as well as the term paper.

5. Students will be able compare and contrast two or more ethnic groups, culture, regions, nations or social systems. (D2-3) Students will be able to express their understanding of this SLO through the journals and short essays in midterm and final examinations as well as term paper.

6. Students will be able to apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels. (D2-3) Students will be able to reach this goal through the journals and the term paper.

7. Students will able to analyze the principal historical events, developments, ideas, politics and international relations in all the territories now in the United States from the beginnings of this society to the American Civil War, including: early indigenous societies, European colonization, the American Revolution, westward expansion, economic development, slavery, women rights, the Mexican-American War, and Civil War. (F 1) Students will be tested on this SLO in the true/false and multiple choice components of midterm and final examinations.

8. Students will be able learn how political decisions are made, their consequences for individuals and society, and how individuals and groups may affect the decision-making process. They will learn the meaning and content of the democratic process as it has evolved in the United States and California. (F 2, 3) Students will be able to express their understanding of this SLO through short essays in midterm and final examinations as well as term paper.

9. Students will able to become recognize the foundations of the political system, including the evolution of the philosophies of the U.S. and California constitutions, political culture, separation of powers, bureaucracy, federalism and relations among various levels of government. Student should be able to analyze the evolving institutions of government, including a study of powers of the President, Congress, and the Judiciary. (F 2, 3) Students will be tested on this SLO in the true/false, multiple choice, and short essay components of the midterm and final examinations.

10. Students will able to understand the links between the people and government, including participation and voting, political parties, interest groups, and public opinion and socialization. Student should also analyze the rights and obligations of citizens, the tension between various freedoms of expression and due process and the maintenance of order, and the efforts to end racial and gender discrimination in both public and private sectors of society. (F 2, 3) Students will be tested on this SLO in the true/false, multiple choice, and short essay components of the midterm and final examinations and they will be able to express their understanding off this SLO in the journals.

11. Students will able to learn about the operations of California government, including similarities and differences between the California and U.S. constitutions, the relationship between state and local government in California, the basic issues of California politics and a careful assessment of the impact of demographic changes on the history and politics of the state and the nation. Students should demonstrate an understanding of tools of political actions and collective decision-making at the local, state, national, or global level. Also, students should be able to demonstrate the ability to articulate the values and assumptions that inform their civic engagement. (F 2, 3) Students will be tested on this SLO in the journals, true/false and multiple choice statements, and short essay components of the midterm and final examinations.

**Grades**

Students will be assigned grades based on an accumulated point system. Consequently, the final course grade will be based on the total points accumulated throughout the semester. The following represents a breakdown of the worth of each assignment or examination as well as the SLOs they satisfy and the approximate number or words that they contain.

**Student Journals (SLOs 1,2,3,4,5,6, 10, 11) 60 points**

**Mid-Term Exam (SLOs 1, 4, 5, 7, 8,9, 10, 11) 150 points**

 **Final Exam (SLOs 1, 4, 5, 7, 8,9, 10, 11) 150 points**

 **Term Paper Proposal 5 points**

 **Bibliography 10 points**

 **Rough Draft Term Paper Submission (pp. 7-10) 20 points**

 **Term Paper (pp. 7-10) (SLOs 2,4, 5, 6, 8) 130 points**

 **TOTAL POSSIBLE POINTS** **525 points**

The final course grade will be based on the following formula:

90% of total points: A

80% " " " B

70% " " " C

60% " " " D

50% " " " F

The midterm and final examinations will consist of multiple choice questions, true/false questions, and essay questions. The exam material will be based on reading assignments and class lectures.

The term paper could be on any topic covered by the readings or class lectures. If the student needs assistance in selecting a topic, he/she is encouraged to consult one of the instructors. The term paper should demonstrate **library research**, must follow a **standard format** (i.e. **APA, ASA, MLA or University of Chicago Manual of Writing)**, and must show proper use of grammar, punctuation, and a clear sense of organization. The students will be required to submit a rough draft of the term paper for instructor feedback; students are expected to make the corresponding revisions in their final paper submission.

Students are required to keep a journal in which they need to express their thoughts on **historical issues** that are covered in the lectures and readings or on relevant contemporary **political**, **social**, **cultural** or **economic** issues. Students are required to submit their journals to the instructors on a bi-monthly schedule.

**COURSE POLICIES**

Although class attendance is not required but it is **encouraged** since it will affect the class participation grade. Late assignments will be reduced by a **least** one grade. Missed tests and other "make-up" work will be done with approval of the instructor only. Incomplete grades may be granted only if the student has completed 75% of all course work with a "C" or better.

### *Academic Integrity Policy*

Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Integrity Policy requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at [http://sa](http://sa/).sjsu.edu/student conduct.

Campus Policy in Compliance with the Americans with Disability Act

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with us as soon as possible, or see us during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of disability.

**REQUIRED BOOKS**

Henretta, Brody, Dumenil, and Ware, **America: A Concise History,** Volume 1, To 1877, Fourth Edition, Bedford/St. Martin, 2010.

David J. Weber, **The Spanish Frontier in North America**, New Haven: Yale University Press, 2003.

Gregorio Mora Torres, **Californio Voices: The Oral Memoirs of José María Amador and Lorenzo Asisara**, Denton: University of North Texas Press, 2005.

**TOPICS AND SCHEDULE (all assignments are due on Thursdays unless instructors change the dates)**

**WEEK 1**

Aug 25 Introduction

 Meso-American Cultures before Columbus

Readings: America, Chapter 1; Spanish Frontier in North America, Introduction.

**WEEK 2**

Aug 30- Sept 1 Spanish Colonization in New Spain

 European Explorations of North America

 The Founding of the English Colonies in North America

 **Journal Submission #1 and #2 (15 points)**

Readings: America, Chapter 2.

**WEEK 3**

Sept 6 & 8 Roots to American Democracy: The Enslavement of Blacks and the Subjugation of Native Peoples

Readings: America, Chapter 3; Spanish Frontier in North America, Chapter 1.

**WEEK 4**

Sept 13 & 15 The Movement North: The Spanish Settling of the American South and West

 J**ournal Submission #3 and #4 (15 points)**

Readings: America, Chapter 4; Spanish Frontier in North America, Chapter 2.

**WEEK 5**

Sept 20 & 22 The American Revolution and the Founding of the United States

 P**aper Proposal Due (5 points)**

Readings: America, Chapters 5& 6; Spanish Frontier in North America, Chapters 3 & 4.

**WEEK 6**

Sept 27 & 29 The Creation of the American Political System: The U.S. Constitution, the Bill of Rights, and the Process of Amendments

Readings: America, Chapter 7; Spanish Frontier in North America, Chapters, 5 & 6.

**WEEK 7**

Oct 4 & 6 Diverging American Economic Growth: The Industrializing North and the Southern Plantation Economy

**Submission of Research Bibliography for Term Paper (10 points)**

Readings: America, Chapter 8; Spanish Frontier in North America, Chapters 7 & 8.

**WEEK 8**

Oct 11 & 13 Slavery and the South

 **Midterm Examination**

Readings: America, Chapter 9; Spanish Frontier in North America, Chapters 9 & 10.

**WEEK 9**

Oct 18 & 20 The Spirit of Continentalism: American Westward Expansion;

Manifest Destiny and Encroachment of Indigenous Territories and the Coveting of the Northern Mexican Territories

 **Journal Submission # 5 and #6 (15 points)**

Readings: America, Chapter 10; Spanish Frontier in North America, Chapter 11 & 12.

**WEEK 10**

Oct 25 & 27 The Spanish/Mexican Settlements of the Southwest

Readings: America, Chapter 11; Californio Voices, Introduction, Chapts.1 & 2.

**WEEK 11**

Nov 1 & 3 The US/Mexico Wars: The Splintering of the Mexican Nation

 **First** **Submission of Term Paper (Nov 4), (20 points)**

Readings: America, Chapter 12; Californio Voices, Chapter 3.

**WEEK 12**

Nov 8 & 10 The Conquered People: Mexicans under U.S. Rule

 The First California Legislature and 1849 State Constitution

 **Journal Submission # 7 and #8 (15 points)**

Readings: America, Chapter 13; Californio Voices, Chapter 4.

**WEEK 13**

Nov 15 & 17 The Impending Crisis: The Failure of Political Compromises

Readings: America, Chapter 14.

**WEEK 14**

Nov 22 The American Civil War

 The Interpretations of the Civil War

Readings: America, Chapter 14

**WEEK 15**

Nov 29 & Dec 1 The Civil War and its Implications for Racial Minorities

 **Revised Term Paper Due Date: Dec 2**

Readings: America, Chapter 14.

**WEEK 16**

Dec 6 & 8 Course Review

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Final Examination date: **Tuesday**, **December 13, 0945- 1200**

**Meeting with Graduate Mentor (15 points)**

*Due Date*: no later than Thursday, October 14

Your graduate mentor will be holding regular office hours, where he/she can provide you with feedback on your writing and clear up any questions you may have from lecture week to week. When you meet with him/her one-on-one, he/she can help you assess your reading, writing and study skills and point you to other campus resources, enabling you to do your very best in this course. For more information, please see the “Graduate Mentor Program” description below.

## Graduate Mentor Program

We are very fortunate to participate in the Graduate Mentor Program in this course. Established in the fall of 2008, the program was designed to match a current graduate student (Master’s Candidates from the Mexican American Studies Department) with each section of MAS 10A/B in order to help personalize you experience in this large lecture course. The Mentor’s role is to enhance your experience in the course by providing academic skills workshops, both in and out of class; review sessions for the major assignments; community-building activities such as movie nights; and regular office hours to supplement those of the faculty. You should view the Mentor as an experienced friend, one who understands the demands of juggling full-time coursework, extracurricular activities and working part-time. Please feel free to approach the Mentor with any questions or concerns about the class, just as you would a faculty member. If you have suggestions for activities you would like to see the Mentor provide,

please let any one of us know.

**MENTOR BIOGRAPHY**

Felipe Ponce, San Francisco State University, Raza Studies & Liberal Studies Major. I am a graduate student in Mexican American Studies; I am studying to help change the ominous statistics in the Chicana/o Educational Pipeline. I eventualy want to get a PhD and open a middle school with an Ethnic Studies curriculum.

Office Hours: Tuesday 12:30-2pm & Thursday 1:30-3pm in YUH 30