

COURSE SYLLABUS  
COLLEGE OF ARTS AND SCIENCES

**HIST 2328: Mexican American History, 1848-Present**  
**Fall 2025**  
**CRN 11919 Sec 001 (Face-to-Face)**

**Instructor:** Francis X. Galán, Ph.D.

**Office:** Central Academic Building (CAB), Room 313-I

**Office Hours:** Tues & Thurs, 11:00am-12:00pm or by Appt (In-person or via Zoom)

**E-mail:** [francis.galan@tamusa.edu](mailto:francis.galan@tamusa.edu)

**Phone:** (210) 784-2235

**Class Meetings:** Tues & Thurs, 9:30am-10:45am, Classroom Hall 221

**COURSE DESCRIPTION:** Examination of the experience of Mexican Americans in the United States since the Treaty of Guadalupe Hidalgo (1848) to the present day. Topics include conquest, the development of borderlands cultures, identity, religion, migratory and settlement patterns, labor, military service, and civil rights.

**LEARNING OUTCOMES:**

At the end of this course, the student will be able to:

- 1) Identify and understand the key institutions, agents, and concepts that shaped the history of Mexican Americans from conquest to the present.
- 2) Interpret the role of race, class, gender, commerce, revolution, ideology, immigration, foreign relations, and the environment.
- 3) Analyze, interpret, and synthesize both primary and secondary sources related to the study of Mexican American history.

**MEANS OF ASSESSMENT:**

Assignments	Outcomes to be Assessed	% of Final Grade
Attendance	All	10%
Readings, Films, Discussion, Quizzes	All	30%
Mid-Term Exam (Oct 16)	All	20%
Book Review (Nov 24)	All	20%
Final Exam (Dec 9)	All	20%

**Grade Scale:** A (90%-up); B (80-89%); C (70-79%); D (60-69%); F (0-59%)

**REQUIRED MATERIALS:** Ignacio M. García, *When Mexicans Could Play Ball: Basketball, Race, and Identity in San Antonio, 1928-1945* (Austin: University of Texas Press, 2013)

**Supplemental reading and multimedia materials:** via Blackboard Ultra (BU)

## **ASSIGNMENTS:**

**Attendance Policy (10%):** Students are expected to attend classes in person each week (see Course Calendar, pp. 7-9, for class meeting dates). If you know in advance that you will miss a scheduled class meeting, please notify me immediately so that you will not be marked absent. You will be **allowed three unexcused absences**, but still responsible for any missed assignment. Note that **four unexcused absences** from class meetings will result in a **drop of one letter grade** from your overall final grade for the course or an **“F” for five or more unexcused absences**. In any event, communication is key.

**Weekly Readings, Quizzes, Discussion (20%):** Students will submit *low-stakes* written assignments via Blackboard Ultra (BU), or a hard copy during class, and take quizzes in-person based off the assigned readings, discussion, film, primary and secondary source analysis. You will be graded on the quality of your contributions and your ability to analyze, think critically, and discuss course concepts. *Note:* Points will be subtracted from your final score on an assignment that is turned in past the due date.

**Book Review (20%):** I will provide you with a **Guide (& Rubric) to Writing the Book Review**. The format for this paper will be three pages in length (or 750 words), typed, double-spaced, and 12-point font (Times New Roman). You will analyze Dr. Barragán Goetz’s book, *Reading, Writing, and Revolution: Escuelitas and the Emergence of a Mexican American Identity in Texas*. The **Due Date** for this review is **Monday, Nov 24** (by Midnight) via Turnitin in BU, which checks for plagiarism, including AI (see Academic Misconduct Policy, page 3). *Note:* Points will be subtracted from your final score on this written assignment if turned in past the due date.

**EXAMS (40%):** I will provide you with a Guide to the **Mid-Term Exam** and a Guide to the **Final Exam** via Blackboard Ultra about one week prior to each exam date. The format for both exams will be a short-answer section and a long-essay section to be taken during class on the scheduled date (see Course Calendar below, pages 8 and 10, for the exam dates).

## **IMPORTANT POLICIES AND RESOURCES:**

**Academic Accommodations for Individuals with Disabilities:** Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All

students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

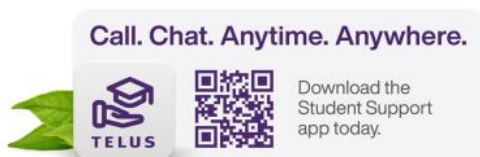
**Academic Learning Center:** The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202.

**Counseling/Mental Health Resources:** As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are **free and confidential** (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit [tamusa.edu/studentcounseling](http://tamusa.edu/studentcounseling)

***Crisis support is available 24/7 by calling the SCC at 210-784-1331.***

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



**Emergency Preparedness:** JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

**Financial Aid and Verification of Attendance:** According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to

ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

**Writing, Language, and Digital Composing Center:** The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

**Meeting Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

**Military Affairs:** Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at [military.va@tamusa.edu](mailto:military.va@tamusa.edu) or (210) 784-1397.

**Religious Observances:** Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

**The Six-Drop Rule:** Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

**Statement of Harassment and Discrimination:** Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or [titleix@tamusa.edu](mailto:titleix@tamusa.edu).

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

**Pregnant/Parenting Students:** Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784-2061; CAB 439K). Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who

are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

**Young Jaguars:** can support parenting students with daycare who meet this criteria: Must be enrolled in classes at TAMUSA in the current semester. Must be Pell eligible or a single parent. They serve children ages 3 to 12-years-old. Children must be enrolled in Pre-K-3 through 6th grade.

**Students' Rights and Responsibilities:** The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

#### *Students' Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

#### *Students' Responsibilities*

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.



5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

**Academic Misconduct Policy:** Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic Dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submission, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. All students are responsible for being familiar with the Academic Dishonesty Policy, which may be found in the Texas A&M University-San Antonio Student Handbook (<http://www.tamusa.tamus.edu/studenthandbook.html>).

University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of 'F' on the particular paper or assignment or a failing grade in the course. Also, a referral may be issued to the Office of Student Rights and Responsibilities where the sanctions can vary up to possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

**NOTE ABOUT AI:** All student papers and other written assignments are subject to analysis by anti-plagiarism software. Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments must be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Thus, **AI-generated submissions are not permitted in this class and will be treated as plagiarism.**



**TEXAS A&M UNIVERSITY  
SAN ANTONIO**

## **COURSE CALENDAR**

### **WEEK ONE: Introduction**

**Read (8/26):** Course Syllabus, via Blackboard Ultra (BU)

**Topic (8/28):** Historiography

### **WEEK TWO: Borderlands Roots**

**Topic (9/2):** Life and Society in Mexico's Northern Borderlands, 1821-1846

**Read (9/4):** Steven Mintz, Preface, *Mexican American Voices: A Documentary Reader* ("MAV"), pp. xv-xvi, and Mintz, Introduction, *MAV*, pp. 1-17 (BU)

### **WEEK THREE: Conquest**

**Topic (9/9):** The Mexican War, 1846-1848, and American Westward Expansion

**Read (9/11):** *MAV*, Chap. 4, pp. 68-69, pp. 70-71 (Doc #1.2), pp. 71-73 (Doc #2) & pp. 77-80 (Doc #5) (BU) for **Written Assignment #1 due by Friday, September 12 via BU**

### **WEEK FOUR: Legacies of Conquest; Migratory and Settlement Patterns**

**Topic (9/16):** Mexican Americans from the 1850s to the early 20th Century

**Read (9/18):** *MAV*, Chap. 5, pp. 81-82, pp. 82-85 (Doc #1), pp. 85-88 (Doc #2), pp. 88-89 (Doc #3), & pp. 89-91 (Docs #4, 4.1, & 4.2) (BU) for **Written Assignment #2 due by Friday, September 19 via BU**

### **WEEK FIVE: Migratory and Settlement Patterns; Resistance**

**Topic (9/23):** Mexican Americans from the 1850s to the early 20th Century, continued

**Read (9/25):** *MAV*, Chap. 5, pp. 91-95 (Docs #5, 5.1, 5.2 & 6) pp. 96-100 (Docs #7 & 8); and *MAV*, Chap. 7, pp. 120-121 (Doc #2) (BU) for **Written Assignment #3 due by Friday, Sept 26 via BU**

### **WEEK SIX: Labor; Immigration; Military Service**

**Topic (9/30):** Mexican Americans from the 1850s to the early 20th Century, continued

**Read (10/2):** David G. Gutiérrez, "Mexican Immigrants and the Development of the American Southwest," in Omar Valerio-Jiménez and Carmen Teresa Whalen, eds., *Major Problems in Latina/o History*, pp. 194-204 (BU) for **Written Assignment #4 due by Friday, Oct 3 via BU**

**Film:** "Los Mineros" (Galán Productions, 1991) during class for **Film Review #1**

### **WEEK SEVEN: Revolution; Patriotism; Immigration; LULAC; Identity**

**Topic (10/7):** Mexican Immigration, Work, Urbanization, Americanization, 1910-1929

**Read (10/9):** *MAV*, Chap. 6, Visual History, pp. 101-116 (all); *MAV*, Chap. 7, p. 117, pp. 121-123 (Doc #3) (BU)

**Note:** No class meeting on Thursday, Oct 9

### **WEEK EIGHT: Mid-Term Exam**

**Review (10/14):** *MAV*, Chap. 7, pp. 124-126 (Doc #4) & pp. 126-128 (Doc #5) (BU)

**Exam (10/16):** Mid-Term Exam

**Read:** Begin reading Dr. García's book, *When Mexicans Could Play Ball: Basketball, Race, and Identity in San Antonio, 1928-1945*, for **Book Review due by Monday, Nov 24**



**WEEK NINE: Immigration; Civil Rights; Labor; Education**

**Topic (10/21):** Mexican American Struggle for Labor Rights in Great Depression, 1929-1941

**Read (10/23):** *MAV*, Chap. 8, pp. 131-132, pp. 137-139 (Doc #2), pp. 139-140 (Doc #3), pp. 144-145 (Doc #7) & pp. 145-148 (BU)

**WEEK TEN: Military Service; Labor; Riots**

**Topic (10/28):** Mexican Americans in World War II, 1941-1945, & Postwar Years, 1946-1963

**Read (10/30):** *MAV*, Chap. 8, pp. 148-151 (Doc #9), pp. 151-154 (Docs #10, 11, & 12); *MAV*, Chap. 9, pp. 155-156, pp. 156-157 (Doc #1), pp. 157-160 (Doc #2) & pp. 160-162 (Doc #3) (BU)

**Read (10/31):** Luis Alvarez, "Youth and the Zoot Suit Riots in Los Angeles," in Valerio-Jiménez and Whalen, *Major Problems in Latina/o History*, pp. 250-258 (BU) for **Written Assignment #5 due by Monday, November 3 via BU**

**WEEK ELEVEN: Civil Rights; Labor; Education**

**Topic (11/4):** Mexican Americans in WW II, 1941-1945, & Postwar Years, 1946-1963, cont.

**Read (11/6):** *MAV*, Chap. 9, pp. 165-166 (Doc #6), pp. 166-167 (Doc #7), pp. 167-168 (Doc #8) (BU)

**Film:** "A Class Apart" (PBS, 2009) during class for **Film Review #2**

**WEEK TWELVE: The Chicano Movement**

**Topic (11/11):** Mexican Americans in the Vietnam War Era, 1964-1974

**Read (11/13):** *MAV*, Chap. 10, pp. 169-170, pp. 170-174 (Doc #1), pp. 174-176 (Doc #2), pp. 176-179 (Doc #3), pp. 179-182 (Doc #4) (BU)

*Note: November 14 (Friday) – Last day to drop with an automatic grade of "W"*

**WEEK THIRTEEN: The Chicano Movement; Military Service**

**Topic (11/18):** Mexican Americans in the Vietnam War Era, 1964-1974, continued

**Guest Presenter (11/20):**

**Book Review** (García, *When Mexicans Could Play Ball*) **due by Monday, Nov 24** (Midnight) via Turnitin in BU

**WEEK FOURTEEN: Civil Rights**

**Topic (11/25):** Mexican Americans at the End of the 20th Century and in the New Millennium

**Read (11/25):** Leo R. Chavez, "Immigration Reform and Nativism," in Valerio-Jiménez & Whalen, *Major Problems in Latina/o History*, pp. 481-489 (BU)

*Note: November 27 (Thursday) Thanksgiving Holiday – No class meeting*

**WEEK FIFTEEN: Arts; Music; Literature**

**Topic (12/2):** Mexican Americans in American Popular Culture

**Read (12/4):** *MAV*, pp. 197-200 (Appendix I) (BU) (Last day of class)

**Film:** "The Bronze Screen" (Questar/HBO, 2002) during class for **Film Review #3**

**WEEK SIXTEEN:** Final Exam is on Tuesday, Dec 9, 12:00pm-1:50pm

*Note: December 17 (Wednesday) – All grades due by noon*

*Note: December 19 (Friday) – Grades available in JagWire*

Instructor: *Dr. Francis X. Galán*      Date: *August 21, 2025*