



(9) Dashboard

Inbox History

?

Help

Courses Calendar

Syllabus

Announcements

Fall 2024

Home

Modules

Discussions Grades

Zoom

Library Resources

Campus Resources

People

Course Syllabus

Chicano/a History, 1492-1900

HST/CHLA 325 Fall 2024

Professor Pastrano Fully Online Course

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Course Description:

the US period. Chronologically organized from 1492-1900, the course explores historical themes such as agency and resistance, cultural change and continuity, and identity and racial formation. It spotlights Spain's capitalist and colonial foundations to illuminate the economic, political, and social frameworks that empowered Mexicans to navigate structural changes in the economy, politics, and society. Through readings and board discussions, students will evaluate the cultural and political roles regional elites played in integrating Mexico's Northern Frontier into a global market; they will study Spanish Mexican women's response to assess their experience as they adapted, negotiated, and resisted their way through institutions. HST/CHLA 325 also studies Chicano/a history against the larger backdrop of the American experience. It highlights the emergence of national markets to examine nation building in the American Southwest. The rise of a market-based economy changed political, social, economic settings that in turn altered labor, race, and gender relations. Mexican American contested labor, racial, and gender systems as they adapted to new labor, racial, and gender arrangements. Students will thus appraise men and women in the context of a changing world to analyze the strategies they took in their efforts to practice cultural traditions.

HST/CHLA 325 introduces students to Chicano/a History from the Spanish colonial era to

Reading Assignments:

Students do not need to purchase textbooks or download online articles. Reading material has been uploaded on Canvas, and students will have access to the readings throughout the quarter. Weekly reading assignments offer a chronological and thematic view of the history of Mexican-origin people from the Spanish era to US period. The goal is to teach students to reflect and evaluate sources independently as well as to question the sources authors used to support their arguments and narratives.

There are no other reading requirements besides the weekly reading assignments.

Reading materials are available on Canvas.

Discussion Board:

Discussion posts need to be posted by Saturday of the week the discussion prompt being responded to is posted. Responses should be original and show an insightful reading of the sources pertinent to the questions. Simply repeating in different words what others have already said earlier in the discussion will not get discussions off the ground. Answers should encourage responses from others. Cite specific passages from the readings to support your analysis of the reading.

- Students will write one substantial post each week from weeks 1 to 3 and one each week from weeks 6 to 8.
- Students need to answer only one of the questions posted for the week to qualify for a passing reading/discussion board grade. • Students are not required to answer all the questions, but if they like the questions
- published for the week, they are welcome to answer more than one. If students like the conversation that is unfolding on the discussion board, they are
- welcome to participate by posting more than the one substantial post required for the week in question. This is completely optional.

made available on Canvas 1 week in advance of the midterm due date and similarly 1 week in advance of the final due date. Students will have adequate amounts of time to complete exams in a high-quality manner.

Exam questions reflect the assigned reading material. Questions and instructions will be

- Students will complete one midterm and one final exam.
- I will upload the midterm on week 4 and the final exam on week 10.
- There are no other writing assignments besides discussion board posts, the midterm, and the final.

Students who have writing issues should contact the writing center for assistance at https://www.pdx.edu/writing-center/.

Course Objectives/Learning Outcomes

Students will be able to:

Writing Assignments:

- Develop reading, writing, and analytical skills.
- Critically read and write with attention to evidence.
- Organize and argue an intellectual perspective based on the course readings.
- Understand Chicano/a history from Colonial Era to 1900.

Grading:

Mid-term: 40%

Mexico, pp. 122-157

Final: 40%

Reading/Discussion Board: 20% Grading of the reading will be based on your analysis of the reading material when you

https://www.pdx.edu/writing-center/.

write your midterm and final exam essays and discussion posts. Students who have writing issues should contact the writing center for assistance at

Class Schedule:

Week 1 (09/30 – 10/04): Mexico's Northern Frontier

Readings: John Tutino, "Capitalist Foundations: Spanish North America, Mexico, and the

36-71; David J. Weber, The Mexican Frontier, 1821-1846: The American Southwest Under

United States," in John J. Tutino, Mexico and Mexicans in the Making of the United States, pp.

Week 2 (10/07 – 10/11): Spanish-Mexican Women: Negotiation & Human Agency Readings: Miroslava Chavez-Garcia, Negotiating Conquest, Gender and Power in California,

1770s to 1880, pp. xii-xxi, 25-85

Week 3 (10/14 – 10/18): Spanish-Mexican Women: Resistance & Adaptation

Readings: Deena J. Gonzalez, The Spanish-Mexican Women of Santa Fe, 1820-1880, pp. 3-15, 17-78

Readings: Raul A. Ramos, Beyond the Alamo, Forging Mexican Ethnicity in San Antonio, 1821-1861, pp. 1-14, 27-52, 81-107, 111-131

Week 6 (11/04 - 11/08): American Southwest and Nation Building Readings: David Montejano, Anglos and Mexicans in the Making of Texas, 1836-1986, pp. 15-

Week 7 (11/11 – 11/15): Mexican Migrant Workers

Week 8 (11/18 - 11/22): The Devil is Loose Readings: Stephen Pitti, The Devil in Silicon Valley: Northern California, Race, and Mexican

Readings: Montejano, Anglos and Mexicans, pp. 50-99

Week 4 (10/21 – 10/25): Tejano Identity Formation

Week 5 (10/28 –11/01): Midterm Exams

Week 9 (11/25 - 11/29): Anglo-Hispanic Frontier Readings: Gonzalez, The Spanish-Mexican Women of Santa Fe, pp. 79-106; Sarah Deutsch,

No Separate Refuge: Culture, Class, and Gender on an Anglo-Hispanic Frontier in the American Southwest, 1880-1940, pp. 3-40

Week 10 (12/02 – 12/06): Hispanic Village Women

Wednesday, 12/18/24: Winter 2024 Grades Available Online

schedule an appointment and initiate a conversation about reasonable

Readings: Sarah Deutsch, No Separate Refuge, pp. 41-86 Week 11 (12/09-12/13): Final Exams

If you have, or think you may have, a disability that may affect your work in this online

course and feel you need accommodations, contact the Disability Resource Center to

Accessibility notice

Americans, pp. 1-7, 30-77

accommodations (https://www.pdx.edu/drc). Students who require additional consideration for the timely completion of any of the course requirements due to accessibility needs should speak to the instructor at the beginning of the term and must be registered with PSU's Disability Resource Center. **Title IX statement** Federal, state, and PSU policies require faculty members to mandatorily report any

instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. PSU faculty are required by law to file a report if they have reasonable cause to believe that a child with whom they come into contact has suffered abuse, or that any person with whom they come into contact has abused a child. These reports are **not** confidential. Campus resources where reports may be made confidentially may be found by following this <u>link</u>.

Submission of late work and assignment extensions

I accept late work, though all late work is assessed a penalty on a sliding scale. Refer to the assignment guidelines for more information on late work penalties. Students needing deadline extensions for assignments must contact the instructor at least 12 hours before the assignment due date to request an extension. Failure to meet extension deadlines will result in late penalties.

Plagiarism policy

and is considered by PSU a breach of academic honesty.

Plagiarism, intentional or unintentional, is an impermissible infraction in any setting where ideas are exchanged and discussed and constitutes a violation of PSU's Honor Code. Papers that can be shown to have been plagiarized will automatically receive a grade of "0". Students will be required to resubmit their papers and will be deducted in their grade an amount appropriate to the late paper policy given in the assignment guidelines. Repeated or egregious offenses may be the cause for additional formal action, including referral to the Dean of Student Life for academic disciplinary measures. If you are unsure what plagiarism is, you may educate yourself at this web site → maintained by Indiana

Remember, ignorance of what constitutes plagiarism is no excuse for doing it!

main webpage.

Library access All students enrolled in courses taught at PSU, both face-to-face and online, have full access to Millar Library and its resources. The library's hours are posted at the top of its

University. Work completed for other classes may not be submitted for HST/CHLA 326U