

JAN 28 2000

General Education Course Proposal

Proposed Course: CLS 114 Mexico and the Southwest 1810-1910 Units 3
Prefix No. Title

Department: Chicano and Latin American Studies School: Social Sciences

GE Category (Indicate one category only):

Foundation: A1 ___; A2 ___; A3 ___; B4 ___
Breath: B1 ___; B2 ___; C1 ___; C2 ___; D ___; E ___
Integration: B ___; C ___; D ; International/Multicultural ___

Existing Course ___; Revised Course ; New Course ___

Course Included in Current GE Program ___

New courses require the Undergraduate Course Proposal form in addition to this form
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)
The primary focus of this course is to examine the development of the Mexican nation from the Independence period to the Mexican Revolution (1810-1910). Special attention will be given to the nineteenth-century Mexican-American and Chicano experience in the U.S. Southwest Before the Treaty of Guadalupe Hidalgo(1848).

Enrollment limit per section: 40

Expected number of sections per semester-Year 1 1; Year 3 2-3

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Luz Donyag 12-21-99
Department Chair Date

J Scherer 1/26/00
School Dean Date

Brandt Kehoe 2/18/00
Associate Provost Date

John Puyos 1/26/00
School Curriculum Committee Date

Reds Ann 2/18/00
General Education Subcommittee Date

Forward Original and **TWELVE** copies to:
Associate Provost for Academic Affairs, M/S 54

Attachment #2: General Syllabus

Proposed Course: CLS 114 Mexico and the Southwest 1810-1910

Instructor: Name
Office: Instructor's Office
Office Hours: Instructor's office hours (minimum of five hours per week)
Phone/email: Instructor's office phone and email address
Dept. Office: Social Science, Room 211A; department hours: M-F, 8:00-5:00
Dept. Phone: 278-2848

Course Description:

This course traces the development of the Mexican nation from Independence to the beginnings of the Mexican Revolution. It will analyze the process of nation-state development during the nineteenth century, a period of conflict when Mexicans forged a national identity that would be consolidated during the twentieth century. The rupture of the colonial social order by Independence engulfed the new nation in struggles that determined its insertion into the world market. The struggles between the elite and the masses will be examined through the prism of the particular ideological, political, social and economic structures that reigned during this historical period. Defining moments in the construction of a Mexican national identity was the loss of half of the nation's territory to the invading United States, which annexed Mexico's northern borderlands, and its subsequent occupation by the French in the mid-nineteenth century. The sociohistorical dynamic between the Chicano population in the occupied territory of the Southwest and Mexico will also be examined as a new identity was being constructed by those who remained after the U.S. conquest and those who immigrated to the U.S. during the nineteenth century.

Goals and Objectives :

Specific course goals and objectives:

1. Students will recognize and define the political ideologies behind major events in Mexico and the U.S. Southwest during the nineteenth-century.
2. Students will be able to explain and develop alternative frameworks for analyzing the sociocultural and political developments of nineteenth-century Mexico and the U.S. Southwest.
3. Students will recognize the major leaders and figures that shaped nineteenth-century Mexico and the U.S. Southwest.
4. Students will understand the sociocultural and political forces that created the stage for the Mexican Revolution by a critical study of the *Porfiriato* (1876-1911).
5. Students will distinguish and explain the tensions and conflicts emerging in each of Mexico's confrontations with other nations, such as Spain, United States and France.

6. Students will understand how the U.S. occupation of Mexican territory contributed to the development of the Chicano within U.S. society.
7. Students will develop skills for critically analyzing competing historical perspectives and for distinguishing fact from judgement and belief from knowledge.
8. Students will learn to utilize primary sources for an understanding of nineteenth-century Mexican and Southwestern history.

Sample Texts:

Meyer, Michael C. and William L. Sherman. The Course of Mexican History. (New York: Oxford University Press, 1991) (**any edition will do**) (MS)

MacLachlan, Colin M., and William H. Beezley. El Gran Pueblo: A History of Greater Mexico. New Jersey: Prentice Hall, 1994.

Rodriguez, Jamie E. (ed.) The Origins of Mexican National Politics: 1808-1847. Wilmington, Delaware: Scholarly Resources, 1997.

Fee: There are no fees associated with this course

Sample Assignments:

1. **ATTENDANCE IS REQUIRED:** Roll will be taken. Five absences or more will result in the subtraction of a letter grade from the final grade.
2. **Research Paper/30% of the final grade.** Students will write an 8-10 page final research paper, evaluating and analyzing a topic or issue related to the Chicano experience. The research paper must contain a minimum of 7 sources from journals or books. The research paper will be graded based on content, format, style, mechanics, and a clear defined style manual such as MLA or APA.
2. **Mid-Term Exam/25% of the final grade.**
3. **Final Exam/25% of the final grade.**
4. **4 Essays/5% each, 20% of the final grade.**

Grade Distribution: A total of 100 points are possible in this course

Research paper	30%
Final exam	25%
Mid-term exam	25%
4 Essays	<u>20%</u>
	100%

All exams, quizzes, research papers, and essays will be graded on the following basis:

90-00 = A
80-89 = B
70-79 = C
60-69 = D
0-59 = F

Course Topics

- Topic 1:** Course Introduction & General Survey of the Spanish and Pre-Columbian Background of Mexico. **(Approx. 1 week)**
Readings: Chapter 1, Meyer & Sherman
- Topic 2:** Conquest and the Hapsburg Colonial System. **(Approx. 1 week)**
Readings: Chapters 2 & 3, Meyer & Sherman
- Topic 3:** Dynastic Changes: Reason, reform and reaction. **(Approx. 1 week)**
Readings: Chapters 14 & 15, Meyer & Sherman
Rodriguez (ed), Introduction (pp. 1-9)
Rodriguez, (ed), Archer, Christopher I., "Politicization of the Army of New Spain during the War of Independence, 1810-1821 (pp. 11-63)
- Topic 4:** Mexican Independence and the First Mexican Empire (1808 – 1824). **(Approx. 1 week)**
Readings: Chapters 16 & 17, Meyer & Sherman
Chapter 1, MacLachlan & Beezley
Rodríguez (ed), Gueda, Virginia, "The First Popular Elections in Mexico City, 1812-1813, (pp.39-63)
- Topic 5:** The Early Republic and the Constitution of 1824/Mexican Republicanism on the Frontera (1822-1848). **(Approx. 1 week)**
Readings: Chapters 18 & 19, Meyer & Sherman
Rodriguez (ed), Jaime E., "The Constitution of 1824 and the Formation of the Mexican State, (pp. 65-84)

Topic 6: Manifest Destiny and the Conquest of the Southwest: Unresolved Legacy. **(Approx. 1 week)**
Readings: Chapters 20, Meyer & Sherman
Rodríguez (ed), Tenenbaum, Barbara A.,
"the Making of a Fait Accompli:
Mexico and Provincias Internas, 1776-1846,
(pp. 85-98)

Midterm Exam & 2 Essays Questions

Topic 7: Nation Under Strain: **(Approx. 1 week)**
Caudillos, Centrifugal vs. Centripetal Regional Forces,
Foreign Invasions and a Declining Economy, (1824 - 1854)
Readings: Chapters 21, Meyer & Sherman
Chapter 2, MacLachlan & Beezley

Topic 8: The Liberal/Conservative Struggle and the **(Approx. 1 week)**
Reforma French Intervention and the
Restored Republic, 1854 - 1861.
Readings: Chapters 22, Meyer & Sherman
Chapter 3, MacLachlan & Beezley

Topic 9: French Intervention, 1861 – 1867 **(Approx. 1 week)**
Readings: Chapter 23, Meyer & Sherman

Topic 10: Restored Republic, 1867 - 1876 **(Approx. 1 week)**
Readings: Chapter 24 & 25, Meyer & Sherman

Topic 11: The Consolidation of North American **(Approx. 1 week)**
Domination in the Southwest, 1848-1900
Readings: Class Handouts

Topic 12: The Porfiriato: The Triumphs and **(Approx. 1 week)**
Costs of Modernization, 1876 – 1910
Readings: Chapter 26, Meyer & Sherman
Chapters 4, MacLachlan & Beezley

Topic 13: Mexican Modernization and **(Approx. 1 week)**
Immigration to the U.S.
Readings: Chapter 27, Meyer & Sherman
Chapter 5, MacLachlan & Beezley

Topic 14: Life during the Porfiriato **(Approx. 1 week)**
Readings: Chapter 29, Meyer & Sherman

Topic 15: The Costs of Modernization (Approx. 1 week)
Readings: Chapter 28, Meyer & Sherman
Chapter 6, MacLachlan & Beezley

Topic 16: Distant Rumbblings: The Sound of Change (Approx. 1 week)
Readings: Chapter 30, Meyer & Sherman
Chapter 7, MacLachlan & Beezley

*******Research Paper Due*******

Final Exam & 2 Essay Questions

Guidelines for evaluating writing:

The following letter grading system, and criteria, will be applied to all writing assignments:

An "A" exam or paper is clearly excellent. There is specific and convincing detail, and ideas are developed with insight and maturity. It demonstrates clear, logical organization, a creative and varied use of language, mature sentence structure, and mastery of mechanics.

A "B" exam or paper is more than adequate and has an organization of ideas, specific detail, and some insight. It demonstrates correct use of language, some sentence variety, and few mechanical errors.

A "C" exam or paper is adequate, but it is less mature in thought or less well-handled in terms of organization, supporting detail, sentence structure, word choice, or mechanics. Also, it may ramble and the organization is weak, lacks supporting detail and sentence variety. Mechanical errors may occasionally obscure meaning.

A "D" exam or paper has almost no redeeming qualities. It lacks organization, clarity, and supportive detail. Serious defects in sentence structure and mechanics frequently obscure meaning.

An "F" exam or paper is one that either the response is off the topic, the response is minimal (a few sentences), or is mechanically deficient it is unreadable.

Students should note that a solid research paper or essay exam:

1. Integrates as much information from the greatest variety of sources possible.
2. Is well written. It has a thesis and includes an introduction, a discussion of specific evidence, and a conclusion. Avoid misspellings, typos, and grammatical errors.
3. Includes evidence of originality and creativity. It should reflect your own thoughts; PLAGIARISM WILL NOT BE TOLERATED. PLAGIARISM is defined by the 1999-2000 CSU-Fresno General Catalog as "a specific form of

cheating that consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one's own work." (p. 480.) Examples of plagiarism are: Failure to use appropriate referencing when using the words or ideas of other persons. Altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own. I will apply this definition on all written assignments. Also, see p. 480 in the General Catalog for the definition of Cheating. If there are any cases of suspected cheating or plagiarism, you will receive an automatic "F" for the course and you will be reported to the competent university authorities.

4. If you use another author's words, be sure to indicate this by employing quotation marks and citing the author and page number. **AVOID, AT ALL POSSIBLE COSTS, RELYING HEAVILY ON QUOTES.**
5. Develops points completely, but does not include irrelevant data.
6. If for any reason you cannot turn in your paper on time, you must speak to me and the excuse must be a valid one. Only under these conditions will I accept late papers but, I WILL "TAKE OFF" FOR TARDINESS.
7. If you have a disability, it is your responsibility to identify yourself to the university and the instructor so that reasonable accommodations for learning and evaluation can be made.

General Information:

1. **Attendance policy: ATTENDANCE IS REQUIRED:** Five absences or more will result in the subtraction of a letter grade from the final grade.
2. **Missed quizzes, make-up work, late paper policy.**
3. **Cheating and plagiarism:** Cheating and/or plagiarism will not be tolerated in this course. University policy defines "cheating" as "the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term 'cheating' not be limited to examination situations only but that it include any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means." University policy defines "plagiarism" as "a specific form of cheating which consists of the misuse of the published and/or unpublished work of another by representing the material so used as one's own work." Depending on the seriousness of the action, a student may be penalized by "F" on the assignment up to an "F" in the course and the filing of a Cheating/Plagiarism Report to be placed in the student's permanent academic record.
4. **Information for Disabled Students:**
If you are disabled student, be sure to identify yourself to the University and the instructor so that reasonable accommodation for learning and evaluation within the course are made.
5. **Classroom conduct** - Student are responsible for following the University's policies regarding conduct of courses, including cheating, plagiarism, and classroom disruption. Policies can be found in the Catalog and the Schedule of Courses.
6. **Dropping the class** - As per university policy, students may withdraw from the class for any reason through the seventh day of instruction. After that time, students may drop a class only for "serious and compelling reasons." The difficulty of the class is not a serious and compelling reason to drop. The over-scheduling of classes is not a serious and compelling reason to drop either; it is your responsibility, in consultation with your academic advisor, to register for an appropriate number of units. Medical reasons must be accompanied by a doctor's statement indicating inability to attend class. Similarly, a change in work schedule involving a continuing job obligation must be accompanied by a statement from the employer on company letterhead.
7. **Scheduling Caveat:**
The above schedule and procedures for this course, accurate at the time of writing, are subject to change in the event of extenuating circumstances.

Attachment #3: Typical Syllabus
Proposed Course: CLS 114 Mexico and the Southwest 1810-1910

Instructor: Dr. Carlos Pérez
Office: Science 152
Office Hours: MWF, 12-2 p.m.
Phone/email: 278-8352/carlos_perez@csufresno.edu
Dept. Office: Social Science, #211A; Department hours: M-F, 8-5 p.m.
Dept. Phone: 559-278-2848

Course Description:

This course traces the development of the Mexican nation from Independence to the beginnings of the Mexican Revolution. It will analyze the process of nation-state development during the nineteenth century, a period of conflict when Mexicans forged a national identity that would be consolidated during the twentieth century. The rupture of the colonial social order by Independence engulfed the new nation in struggles that determined its insertion into the world market. The struggles between the elite and the masses will be examined through the prism of the particular ideological, political, social and economic structures that reigned during this historical period. Defining moments in the construction of a Mexican national identity was the loss of half of the nation's territory to the invading United States, which annexed Mexico's northern borderlands, and its subsequent occupation by the French in the mid-nineteenth century. The sociohistorical dynamic between the Chicano population in the occupied territory of the Southwest and Mexico will also be examined as a new identity was being constructed by those who remained after the U.S. conquest and those who immigrated to the U.S. during the nineteenth century.

Goals and Objectives :

Specific course goals and objectives:

1. Students will recognize and define the political ideologies behind major events in Mexico and the U.S. Southwest during the nineteenth-century.
2. Students will be able to explain and develop alternative frameworks for analyzing the sociocultural and political developments of nineteenth-century Mexico and the U.S. Southwest.
3. Students will recognize the major leaders and figures that shaped nineteenth-century Mexico and the U.S. Southwest.
4. Students will understand the sociocultural and political forces that created the stage for the Mexican Revolution by a critical study of the *Porfiriato* (1876-1911).
5. Students will distinguish and explain the tensions and conflicts emerging in each of Mexico's confrontations with other nations, such as Spain, United States and France.
6. Students will understand how the U.S. occupation of Mexican territory contributed to the development of the Chicano within U.S. society.

7. Students will develop skills for critically analyzing competing historical perspectives and for distinguishing fact from judgement and belief from knowledge.
8. Students will learn to utilize primary sources for an understanding of nineteenth-century Mexican and Southwestern history.

Required Reading:

Meyer, Michael C. and William L. Sherman. The Course of Mexican History. (New York: Oxford University Press, 1991) (**any edition will do**) (MS)

MacLachlan, Colin M., and William H. Beezley. El Gran Pueblo: A History of Greater Mexico. New Jersey: Prentice Hall, 1994.

Rodriguez, Jamie E. (ed.) The Origins of Mexican National Politics: 1808-1847. Wilmington, Delaware: Scholarly Resources, 1997.

Fee: There are no fees associated with this course

Course Assignments:

1. **ATTENDANCE IS REQUIRED:** Roll will be taken. Five absences or more will result in the subtraction of a letter grade from the final grade.
2. **Research Paper/30% of the final grade.** Students will write an 8-10 page final research paper, evaluating and analyzing a topic or issue related to the Chicano experience. The research paper must contain a minimum of 7 sources from journals or books. The research paper will be graded based on content, format, style, mechanics, and a clear defined style manual such as MLA or APA.
2. **Mid-Term Exam/25% of the final grade.**
3. **Final Exam/25% of the final grade.**
4. **4 Essays/5% each, 20% of the final grade.**

Grade Distribution: A total of 100 points are possible in this course

Research paper	30%
Final exam	25%
Mid-term exam	25%
4 Essays	<u>20%</u>
	100%

All exams, quizzes, research papers, and essays will be graded on the following basis:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

Course Schedule and Reading Assignments:

Dates indicate time by which reading should be completed

- Week 1:** Course Introduction & General Survey of the Spanish and Pre-Columbian Background of Mexico.
Readings: Chapter 1, Meyer & Sherman
- Week 2:** Conquest and the Hapsburg Colonial System.
Readings: Chapters 2 & 3, Meyer & Sherman
- Week 3:** Dynastic Changes: Reason, reform and reaction.
Readings: Chapters 14 & 15, Meyer & Sherman
Rodriguez (ed), Introduction (pp. 1-9)
Rodriguez, (ed), Archer, Christopher I., "Politicization of the Army of New Spain during the War of Independence, 1810-1821 (pp. 11-63)
- Week 4:** Mexican Independence and the First Mexican Empire (1808 – 1824).
Readings: Chapters 16 & 17, Meyer & Sherman
Chapter 1, MacLachlan & Beezley
Rodríguez (ed), Gueda, Virginia, "The First Popular Elections in Mexico City, 1812-1813, (pp.39-63)
- Week 5:** The Early Republic and the Constitution of 1824/Mexican Republicanism on the Frontera (1822-1848).
Readings: Chapters 18 & 19, Meyer & Sherman
Rodriguez (ed), Jaime E., "The Constitution of 1824 and the Formation of the Mexican State, (pp. 65-84)

Week 6: Manifest Destiny and the Conquest of the Southwest: Unresolved Legacy.
Readings: Chapters 20, Meyer & Sherman
Rodríguez (ed), Tenenbaum, Barbara A.,
"the Making of a Fait Accompli:
Mexico and Provincias Internas, 1776-1846,
(pp. 85-98)

Midterm Exam & 2 Essays Questions

Week 7: Nation Under Strain:
Caudillos, Centrifugal vs. Centripetal Regional Forces,
Foreign Invasions and a Declining Economy, (1824 - 1854)
Readings: Chapters 21, Meyer & Sherman
Chapter 2, MacLachlan & Beezley

Week 8: The Liberal/Conservative Struggle and the
Reforma French Intervention and the
Restored Republic, 1854 - 1861.
Readings: Chapters 22, Meyer & Sherman
Chapter 3, MacLachlan & Beezley

Week 9: French Intervention, 1861 – 1867
Readings: Chapter 23, Meyer & Sherman

Week 10: Restored Republic, 1867 - 1876
Readings: Chapter 24 & 25, Meyer & Sherman

Week 11: The Consolidation of North American
Domination in the Southwest, 1848-1900
Readings: Class Handouts

Week 12: The Porfiriato: The Triumphs and
Costs of Modernization, 1876 – 1910
Readings: Chapter 26, Meyer & Sherman
Chapters 4, MacLachlan & Beezley

Week 13: Mexican Modernization and
Immigration to the U.S.
Readings: Chapter 27, Meyer & Sherman
Chapter 5, MacLachlan & Beezley

Week 14: Life during the Porfiriato
Readings: Chapter 29, Meyer & Sherman

Week 15: The Costs of Modernization
Readings: Chapter 28, Meyer & Sherman
Chapter 6, MacLachlan & Beezley

Week 16: Distant Rumbings: The Sound of Change
Readings: Chapter 30, Meyer & Sherman
Chapter 7, MacLachlan & Beezley

*******Research Paper Due*******

Final Exam & 2 Essay Questions

Guidelines for evaluating writing:

The following letter grading system, and criteria, will be applied to all writing assignments:

An "A" exam or paper is clearly excellent. There is specific and convincing detail, and ideas are developed with insight and maturity. It demonstrates clear, logical organization, a creative and varied use of language, mature sentence structure, and mastery of mechanics.

A "B" exam or paper is more than adequate and has an organization of ideas, specific detail, and some insight. It demonstrates correct use of language, some sentence variety, and few mechanical errors.

A "C" exam or paper is adequate, but it is less mature in thought or less well-handled in terms of organization, supporting detail, sentence structure, word choice, or mechanics. Also, it may ramble and the organization is weak, lacks supporting detail and sentence variety. Mechanical errors may occasionally obscure meaning.

A "D" exam or paper has almost no redeeming qualities. It lacks organization, clarity, and supportive detail. Serious defects in sentence structure and mechanics frequently obscure meaning.

An "F" exam or paper is one that either the response is off the topic, the response is minimal (a few sentences), or is mechanically deficient it is unreadable.

Students should note that a solid research paper or essay exam:

1. Integrates as much information from the greatest variety of sources possible.
2. Is well written. It has a thesis and includes an introduction, a discussion of specific evidence, and a conclusion. Avoid misspellings, typos, and grammatical errors.
3. Includes evidence of originality and creativity. It should reflect your own thoughts; **PLAGIARISM WILL NOT BE TOLERATED.** PLAGIARISM is defined by the 1999-2000 CSU-Fresno General Catalog as "a specific form of cheating that consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one's own work." (p. 480.) Examples of plagiarism are: Failure to use appropriate referencing when using the words or ideas of other persons. Altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own. I will apply this definition on all written assignments. Also, see p. 480 in the General Catalog for the definition of Cheating. If there are any cases of suspected cheating or plagiarism, you will receive an automatic "F" for the course and you will be reported to the competent university authorities.

4. If you use another author's words, be sure to indicate this by employing quotation marks and citing the author and page number. **AVOID, AT ALL POSSIBLE COSTS, RELYING HEAVILY ON QUOTES.**
5. Develops points completely, but does not include irrelevant data.
6. If for any reason you cannot turn in your paper on time, you must speak to me and the excuse must be a valid one. Only under these conditions will I accept late papers but, I WILL "TAKE OFF" FOR TARDINESS.
7. If you have a disability, it is your responsibility to identify yourself to the university and the instructor so that reasonable accommodations for learning and evaluation can be made.

General Information:

1. **Attendance policy: ATTENDANCE IS REQUIRED:** Roll will be taken. Five absences or more will result in the subtraction of a letter grade from the final grade.
2. **Missed quizzes, make-up work, late paper policy.**
3. **Cheating and plagiarism:** Cheating and/or plagiarism will not be tolerated in this course. University policy defines "cheating" as "the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term 'cheating' not be limited to examination situations only but that it include any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means." University policy defines "plagiarism" as "a specific form of cheating which consists of the misuse of the published and/or unpublished work of another by representing the material so used as one's own work." Depending on the seriousness of the action, a student may be penalized by "F" on the assignment up to an "F" in the course and the filing of a Cheating/Plagiarism Report to be placed in the student's permanent academic record.
4. **Information for Disabled Students:**
If you are disabled student, be sure to identify yourself to the University and the instructor so that reasonable accommodation for learning and evaluation within the course are made.
5. **Classroom conduct** - Student are responsible for following the University's policies regarding conduct of courses, including cheating, plagiarism, and classroom disruption. Policies can be found in the Catalog and the Schedule of Courses.
6. **Dropping the class** - As per university policy, students may withdraw from the class for any reason through the seventh day of instruction. After that time, students may drop a class only for "serious and compelling reasons." The difficulty of the class is not a serious and compelling reason to drop. The over-scheduling of classes is not a serious and compelling reason to drop either; it is your responsibility, in consultation with your academic advisor, to register for an appropriate number of units. Medical reasons must be accompanied by a doctor's statement indicating inability to attend class. Similarly, a change in work schedule involving a continuing job obligation must be accompanied by a statement from the employer on company letterhead.
7. **Scheduling Caveat:**
The above schedule and procedures for this course, accurate at the time of writing, are subject to change in the event of extenuating circumstances.