**HIST 3368: MEXICAN AMERICAN HISTORY**

**FALL 2013**

**Instructor:** Dr. Cristina Salinas

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**Office Hours:** MWF 10-11, and by appointment

**Time and Place of Class Meetings:** MWF 9:00 am in UH 01

**Description of Course Content:** This course will provide an introduction to the history of ethnic Mexicans in the United States, beginning with the Spanish Conquest of the Americas in the 16th century, until the present. Through this course of study, we will explore important currents that have shaped the experiences of the Mexican community in the U.S., including ideas of race and class, processes of cultural adaptation, community formation, and migration, just to name a few. In addition, we will consider how the writing of history has always been a political process, how the production of stories of the past have served the political aims of the present.

**Student Learning Outcomes:**

* Students will demonstrate competent knowledge of Mexican American history from 1520 to the present, as well as analyze major events in Mexican American history by comparing and contrasting historical eras, and analyzing the impact of major events on American society. Classroom instruction will be communicated via lecture, discussion, power point presentations, and media. Students will demonstrate their competence through essay exams, papers, and in-class discussion.
* Students will write evidentiary-based papers and exams, in order to learn how to construct arguments well supported by evidence. Students will utilize primary and secondary sources and distinguish between different types of sources.
* Students will learn how to evaluate evidence in order to distinguish between different types of historical scholarship and historical arguments. Students and the instructor will examine different types of primary documents in order to see evidence used to construct historical interpretations.

**Required Textbooks and Other Course Materials:**

Alvarez, Luis. The Power of the Zoot: Youth Culture and Resistance During World War II.

Mariscal, George. Brown-Eyed Children of the Sun: Lessons from the Chicano Movement, 1965-1975.

Molina, Natalia. Fit to be Citizens? Public Health and Race in Los Angeles, 1879-1939.

Plus, material posted on Blackboard

**Descriptions of assignments and examinations:**

**Primary Sources Assignment (10%):** This assignment will deal with primary source analysis on the Mexican-American War.

**Mid-Term Exam (20%):** This in-class exam will consist of two short essay questions and one longer essay question drawn from lectures, readings and discussion over the first half of the course.

**Analytical Paper (20%):** You will write a paper responding to some of the major issues or themes raised in the film, *Zoot Suit*, and the readings from Alvarez. The essay should be between 5-6 pages in length, and will be due at the beginning of class on the date indicated in the weekly class schedule.

**Reading Quizzes (10%):** I will give four reading quizzes throughout the semester to gauge how well you are keeping up with the reading in the course, and how well you can engage with the reading material.

**Final Exam (35%):** This exam will consist of essay questions from the second half of the course. It will take place during the assigned finals time.

**Attendance and Participation (5%):** Attendance and class participation will be monitored and are important factors in ensuring a successful course and in demonstrating your engagement with the class material.

**Grading**: Assignments will be given a numerical grade based on a 200-point scale. At the end of the course, the 200-point scale will be converted to a 100-point scale and to a letter grade.

Bring blue books and ink pens for exams, not pencils.

**Make-up Exams**: Make Up Exams will only be allowed for students with documented medical or personal emergencies. Alternative arrangements will be made for students with university-related conflicts or religious observance, but they must be approved in advance.

Papers will be penalized one-half letter grade for each day they are late.

**Other Policies:**

Laptops, cell phones, and other technology: The use of laptops, cellphones, and tablets will not be permitted in the classroom.

**Grade Grievances**: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. <http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#10>.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Suspected violations of the university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located directly ahead and to the right. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Student Feedback Survey:** At the end of each term, students shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Course and Reading Schedule:**

I reserve the right to adjust the course and reading schedule as necessary, though it will remain substantially the same.

**Fri. Aug. 23**: First Class Day: Introduction

**Mon. Aug. 26**: Spanish Conquest of the Americas.

**Wed. Aug. 28**: Indian Subjugation and African Slavery; Reading: Menchaca chapter on Blackboard.

**Fri. Aug. 30**: Race Formation in Spanish America; Reading: Martinez article on Blackboard. Film and Discussion.

**Mon. Sept. 2**: **Labor Day. No Class**.

**Wed. Sept. 4:** Northern Frontier in Spanish America; Reading: Castañeda article on Blackboard.

**Fri. Sept. 6:** Pueblo Revolt; Reading:

**Mon. Sept. 9**: Texas Settlement and Conflict; Reading:

**Wed. Sept. 11**: The Alamo, Film Clip and Discussion; Reading: **Primary Sources Assignment Sheet on Blackboard.**

**Fri. Sept. 13**: Manifest Destiny; Reading: Horsman chapter on Blackboard.

**Mon. Sept. 16**: Mexican-American War; Reading:

**Wed. Sept. 18:** Analyzing Primary Documents: The Mexican American War. **Primary Sources Assignment Due.**

**Fri. Sept. 20:** The Treaty of Guadalupe Hidalgo; Reading: Treaty of Guadalupe Hidalgo on Blackboard.

**Mon. Sept. 23:** Mexican Incorporation. Reading: Montejano chapter on Blackboard. **Exam Review Sheet will be posted on Blackboard.**

**Wed. Sept. 25**: Incorporation and Violence; Reading: Susan Johnson chapter on Blackboard.

**Fri. Sept. 27:** The *Corrido* as a Social Historical Form; Reading: Paredes chapter on Blackboard.

**Mon. Sept. 30**: **Exam One.**

**Wed. Oct. 2**: The Mexican Revolution; Reading: TBA

**Fri. Oct. 4**: San Diego Revolt. Reading: Benjamin Johnson chapter on Blackboard.

**Mon. Oct. 7**: Mexican Immigration to the United States; Reading: Molina, Chapter One.

**Wed. Oct. 9**: Mexican American Community Formation: Mutual Aid Societies; Reading: Molina, Chapter Two.

**Fri. Oct. 11:** Segregation and Americanization; Reading: Molina, Chapter Three.

**Mon. Oct. 14**: Great Depression and Repatriation; Reading: Sanchez, Chapter 10. Reading: Molina, Chapter Four.

**Wed. Oct. 16**: 1930s Mexican American Labor Activism; Reading: Molina, Chapter Five.

**Fri. Oct. 18:** Mexican Americans and World War II; Reading: Alvarez, Introduction and Chapter One. **Paper Assignment posted on Blackboard.**

**Mon. Oct. 21**: Mexican Americans, World War II and the Homefront; Reading: Alvarez Chapter Two and Three.

**Wed. Oct. 23**: Film Screening: Zoot Suit. Reading: Alvarez, Chapter Four.

**Fri. Oct. 25**: Film Screening: Zoot Suit. Reading: Alvarez, Chapter Five.

**Mon. Oct. 28**: Importing Mexican Workers: The Bracero Program; Reading: Rosas article on Blackboard. **Paper Due.**

**Wed. Oct. 30**: Deporting Mexican Workers: Operation Wetback.

**Fri. Nov. 1:** Post-WWII Mexican American Civil Rights.

**Mon. Nov. 4**: Civil Rights and Anti-Segregation Campaigns.

**Wed. Nov. 6**: Chicano Movement; Reading: Mariscal, Introduction and Chapter One.

**Fri. Nov. 8**: Analyzing Primary Documents; Chicano Movement Documents. Reading: Mariscal, Chapter Two.

**Mon. Nov. 11**: Chicano Movement; Reading: Mariscal, Chapter Three.

**Wed. Nov. 13**: Chicano Movement; Reading: Mariscal, Chapter Four

**Fri. Nov. 15**: Film Screening; Reading: Mariscal, Chapter Five.

**Mon. Nov. 18:** Immigration Reform, 1965 and 1986.

**Wed. Nov. 20:** 2006 Immigrants Rights Rallies.

**Fri. Nov. 22:** Immigrant Backlash: SB 1070 and other laws.

**Mon. Nov. 25:** Drugs and the Border. Reading, Grillo chapter on Blackboard.

**Wed. Nov. 27**: **No Class. Final Exam Study Guide Posted on Blackboard.**

**Fri. Nov. 29**: **Thanksgiving Holidays. No Class**

**Mon. Dec. 2**: Film Screening: *Precious Knowledge*.

**Wed. Dec. 4**: *Precious Knowledge,* cont.. **Last Class Day.**

**Final Exam: Date and Time to Be Announced**