MAS 2300: Introduction to Mexican American Studies

Fall 2016

Instructor
Dr. Erin Murrah-Mandril

Office
129D Swift Center
(The Center for Mexican American Studies is in the Swift Center at 1022 UTA Blvd.)

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Office Hours
Monday & Wednesdays 12:30-1:30

Section Information
MAS 2300-002

Time and Place of Class Meeting
Online

Description of Course Content

This course is an introduction to the multi-disciplinary field of Mexican American Studies. Mexican American Studies, as a field of inquiry, was born from multiple academic departments: history, sociology, literature, and political science, among others. The multiple academic discourses that make up Mexican American Studies may seem complex at times, but they also make the field dynamic and adaptable. We will begin the semester with Fernando Peñalosa's 1970 essay, "Toward an Operational Definition of the Mexican American." Peñalosa is concerned as much with the process of inquiry as he is with a concrete definition of Mexican American identity. Likewise, this course will be concerned with processes of intellectual discovery and identity formation along with concrete information about history, art, and contemporary social issues. By the end of the course, students will gain an understanding of important moments in Mexican American history, key concepts in Mexican American cultural studies, and the issues confronting Latino/as in the present day.

Student Learning Outcomes

- Students will identify and explain key events in the history and struggle for equality of Mexican Americans.
- Students will comprehend the shifting definitions of Mexican American cultural identity.
- Students will explore contemporary issues affecting Mexican Americans, such as immigration, education, health, and politics through analytical writing and/or multimedia projects.

Required Textbook and other Course Material:

There is NO required textbook for this course. Articles, essays, book chapters, and other required material will be posted on Blackboard each week. You also need to have these minimum technology items:

- a computer to access the course
- speakers or headphones to listen to lectures
- a word processing software, such as Microsoft Word
- a data processing software, such as Microsoft Excel
- a digital camera that can upload pictures (like on a cell phone)
- a printer is strongly recommended by not required

Mozilla Firefox and Google Chrome are the recommended and supported browsers for this course.

The course also has the following options for system requirements:

- Windows Vista or higher
- Mac OSX 10.6 or higher

Major Assignments and Exams

Essays You will be assigned two 4-page essays during the semester. Each time, you will have a choice between writing a research-based essay or a thesis-driven (argumentative) essay. Details about formatting will be provided in the assignment instructions. Your grade will be based on critical thinking and comprehension of course material as well as clarity and writing mechanics.

Exams You will have a midterm and a final. Each exam covers eight weeks of course material (i.e. the final is not cumulative). Exams include multiple choice, short identification and essay questions. The exams are NOT open book. Your web browser will be blocked during the exam and you will be video recorded. However, you are allowed to make your own 1-page cheat sheet for the exam that you can use during the course.

Quizzes You will have multiple-choice quizzes throughout the semester.

Other Weekly Assignments You will have a variety of other weekly assignments that may be individual or collaborative group or class projects. Most of them are writing based, like reflective journals and blog posts, but some involve other methods (visual compositions, use of digital tools, etc.). These are

designed to create a dynamic learning space where your own ideas contribute to the course. Identity and cultural formation are not static objects of study but are instead ever-changing, complex systems of meaning. In this sense, your ideas are as important as the instructor's. Please be engaged member of the classroom as you discuss the material.

Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, you timely completion of assignments is equivalent to attendance. This is not a work-at-your-own-pace course. Each week you will have access to new material with assignments due (usually Thursday and Sunday) during the week. You can complete assignments as soon as you are able to once the weekly material is posted, but you may not post material late. Often your classmates are depending on you. For example, you may need to write a blog post by Thursday and comment on someone else's blog post by Sunday. If students do not write their initial post in time, than others cannot comment on it in a timely manner. (Note: your own grade will not be affected by another classmate's tardiness). Consequently, while there is not official "attendance" being taken in the course, you grade will be impacted if you do not complete assignments on time.

Also, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Late Policy

As stated above, your classmates are depending on you to post your weekly assignments on time. You will receive **no credit** for late assignments that are in classroom or group blogs, wikis, and discussion boards. If you have a doctor's note, I will accept late work for the individual assignments like journal entries, essays, and exams.

Grading

The final grade for this course will be based on a 200-point scale 180-200 equals an A, 160- 179 equals a B, 140-159 equals a C, 120-139 equals a D, 119 and below equals an F. UTA does not use a + or – system for grades. There are 5 points of extra credit built into your weekly assignments. This means there are actually 205 points you can possibly earn, though you only need 200 point to achieve 100%.

Essays …… (20 x 2 essays) 40 pts.

Midterm …….. 25 pts.

Final …… 25 pts.

Quizzes ……...… 30 pts.

Other Weekly Assignments …… 85 pts.

Feedback

You will receive feedback on assignments within one week of their due date. Feedback on Midterm and Final multiple choice sections will be made available after all exams are graded.

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/aao/fao/).

Disability Accommodations

UT 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), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* 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 disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and

Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity

Students enrolled all UT Arlington courses 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.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or

requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of 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. Additional information is available at https://www.uta.edu/conduct/.

Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php. You can send e-mail to your instructor's and to classmate's MavMail account through the Blackboard e-mail link in Blackboard. However, you will need to go to your own MavMail account to check messages and responses you have received.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week

For semester-long courses**,** 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.

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 http://www.uta.edu/universitycollege/resources/index.php.

Semester Schedule

Aug 25 First Day of Classes (Thursday): Introduction
Read Fernando Peñalosa's "Toward an Operational Definition of Mexican American."
Write journal entry.

Aug 29 Week 2: First Contacts
Read lecture notes and excerpt from Charles Mann's *1491*.
Quiz
Write blog post

Sept 5 Week 3: Spanish Colonization (Labor Day on Monday)
Read lecture notes and Antonia Casteñeda's "Engendering the History of Alta California."
Watch Video's about *casta* system
Write collaborative wiki post and journal entry

Sept 12 Week 4: Mexican Independence
Read Raúl Coronado's Introduction to *A World Not to Come*.
Quiz

Write First Essay (opening paragraph due early)

Sept 19 Week 5: The U.S.-Mexico War

Read Richard Griswold del Castillo's *The Treaty of Guadalupe Hidalgo: A Legacy of Conflict*, ch 1; Excerpt of Juan Seguín's autobiography; and portions of The Greater Southwestern Studies' online database, *A Continent Divided: The U.S.-Mexico War.*

Quiz

Write blog post in small group.

Sept 26 Week 6: Cultural Production 1850-1900

Read Lecture notes and short excerpts from the writing of Francisco P Ramirez, Pablo de la Guerra, Juan N. Cortina, María Amparo Ruiz de Burton, and anonymous corridos.

Watch clip about Francisco P. Ramirez and *El Clamor Público.*

Listen to corridos on the site *Corridos Sin Fronteras*/Ballads Without Borders.

Write Journal entry and group wiki.

Oct 3 Week 7: Americanization and Mexicanization

Read NEH's EDSITEment page about the Mexican Revolution, Robert Treviño's "Prensa y Patria: The Spanish-Language Press and the Biculturation of the Tejano Middle class, 1920-1940," and lecture notes

Watch a clip about 1930 Mexican repatriation

Listen to The Mexican American Experience radio program's discussion of mutual aid societies.

Quiz

Write group discussion and wiki post

Oct 10 Week 8: Zoot Suits and WWII

Read lecture notes and Anthony Macias's *Mexican American Mojo,* ch 2.

Write Midterm cheat sheet

MIDTERM

Oct 17 Week 9: Farmworkers, the Bracero Program, and the Chicano Movement

Read Lecture notes; Gloria Anzaldúa's *Borderlands/La Frontera*, ch 1; Tomas Rivera's *Y no se lo trago la tierra …* excerpt; and an interview with Juan Loza, a former Bracero.

Watch *Chicano!: The Struggle in the Fields* PBS documentary.

Create a migration route map.

Write a blog post.

Oct 24 Week 10: Chicano Movement through Art, Identity, and Social Reform

Read lecture notes, Rudolfo "Corky" González's "I am Joaquín," and El Plan Espiritual de Aztlán.

Watch *Chicano!: The Questo for a Homeland,* and Luis Valdez's reading of "I am Joaquín."
Write a short answer journal entry.
Create a visual representation of Aztlán.

Oct 31 Week 11: Chicana Feminism, Theory and Praxis
Read Vicki Ruiz's *From out of the Shadow: Mexican Women in Twentieth-Century America*, ch 5; Gloria Anzaldúa's *Borderlands/La Frontera*, ch 7; and women's biographies on the *Chicana Por Mi Raza Digital Memory Archive*.
Watch short clip about Malintzin Tenepal, aka, La Malinche
Quiz
Write wiki entry

Nov 7 Week 12: A Retrospective, What does the Movement Mean Today?
Read Mario T. García's Introduction to his book, *Chicano Movement: Perspectives from the Twenty-First Century*.
Write Second Essay (opening paragraph due early)

Nov 14 Week 13: Education
Read Guadalupe Valdéz's Introduction to *Con Respeto: Bridging the Differences Between Culturally Diverse Families and Education, An Ethnographic Portrait* and Jeanne M. Powers and Tiffany R. Williams's "State of Outrage: Immigrant-Related Legislation and Education in Arizona," and Jason DeParle's New York Times article, "For Poor, Leap to College Often Ends in Hard Fall."
Quiz
Write collaborative wiki and submit four posts on discussion board

Nov 21 Week 14: Thanksgiving Break
No work Due this week

Nov 28 Week 15: Immigration
Read Faye Hipsman and Doris Meissner's "Immigration in the United States: New Economic, Social, Political Landscapes with Legislative Reform on the Horizon," Glossary Terms from Paul Allatson's *Key Terms in Latino/a Cultural and Literary Studies*, excerpts from Alicia Alarcón's *The Border Patrol Ate My Dust*, and two sections of notes.
Write Extended blog post

Dec 5 Art
Write Visual Analysis, Finals Cheat Sheet

Dec 12 Finals Week