

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.)

E-mail Address

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Contact Response Time: I prefer e-mail and I will respond within 24 hours to an e-mail submitted Mon-Fri. Weekend response times may be longer.

Office Telephone Number

817-272-2933

Faculty Profile

<https://www.uta.edu/profiles/erin%20-murrah-mandril>

Office Hours

Monday & Wednesdays 12:30-1:30

Section Information

MAS 2300-001

Time and Place of Class Meeting

MWF 2:00-2:50

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 issues confronting Latinos/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's online content (of go to the library!)
- a word processing software, such as Microsoft Word
- a printer is strongly recommended by not required

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. 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. Many of them are writing based, 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. You will have graded in-class assignments and quizzes which you cannot make-up. Thus, absences will affect your grade. If you have a family emergency or health issue with a doctor's note, contact me as soon as possible. In the event of an emergency, I will provide make-up exams for the midterm and final, but documentation of your reason for absence will be required (Dr.'s note, etc.)

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.

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.

Essays	(20 x 2 essays) 40 pts.
Midterm	25 pts.
Final	25 pts.
Quizzes	30 pts.
Other Weekly Assignments	80 pts.

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://www.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>.

MAS 2300-001 Schedule Fall 2016

Aug 26 First Day of Class: Introduction
In-class writing and discussion

Week 2: First Contacts

Aug 29
Read Fernando Peñalosa's "Toward an Operational Definition of Mexican American." Class Discussion, follow-up writing

Aug 31
Lecture on first contact

Sept 2
Read excerpt from Charles Mann's *1491*. Class Discussion
Quiz

Week 3: Spanish Colonization

Sept 5 Labor Day: No Class!

Sept 7
Read Antonia Castañeda's "Engendering the History of Alta California."
Lecture and discussion

Sept 9
In-class activity

Week 4: Mexican Independence

Sept 12
Read Raúl Coronado's Introduction to *A World Not to Come*.
Receive Essay Instructions

Sept 14
Lecture and Discussion
Quiz
Essay 1st Paragraph Due Online

Sept 16
In-class writing workshop

Week 5: The U.S.-Mexico War

Sept 19

First Essay Due!

Sept 21

Read Richard Griswold del Castillo's *The Treaty of Guadalupe Hidalgo: A Legacy of Conflict*, ch 1;

In-class activity with The Greater Southwestern Studies' online database, *A Continent Divided: The U.S.-Mexico War*.

Quiz

Sept 23

Read Excerpt of Juan Seguin's autobiography

Lecture and In-class Activity

Quiz

Week 6: Cultural Production 1850-1900

Sept 26

Read Short excerpts from the writing of Francisco P Ramirez and Pablo de la Guerra

Lecture

Sept 28

Read excerpt from María Amparo Ruiz de Burton's *The Squatter and the Don*

Sept 30

Read excerpt from Juan N. Cortina, and text of anonymous corridos.

Lecture, listening to corridos, and in-class group project.

Week 7: Americanization and Mexicanization

Oct 3

Read Robert Treviño's "Prensa y Patria: The Spanish-Language Press and the Biculturation of the Tejano Middle class, 1920-1940."

Lecture in-class

Quiz

Oct 5

Listen on your own before class) to The Mexican American Experience radio program's discussion of mutual aid societies. Lecture/ discussion about repatriation

Quiz

Oct 7 No Class!

Week 8: Zoot Suits and WWII

Oct 10

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

(Very long. Start early!) Lecture

Oct 12

Midterm review

Oct 14

MIDTERM

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

Oct 17

Watch clips from two documentaries in-class

Oct 19

Read Gloria Anzaldúa's *Borderlands/La Frontera*, ch 1; Tomas Rivera's *Y no se lo trago la tierra ...* excerpt

In-class Lecture and Discussion

Oct 21

Read the interview with Juan Loza, a former Bracero.

Create a migration route map in-class

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

Oct 24

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

Watch documentary in class

Oct 26

Read Luis Valdez's play *Los Vendidos*

In-class lecture and discussion

Oct 28

In-class group project

Week 11: Chicana Feminism, Theory and Praxis

Oct 31

Read Vicki Ruiz's *From out of the Shadow: Mexican Women in Twentieth-Century America*, ch 5

Lecture and discussion in class

Quiz

Nov 2

Read Gloria Anzaldúa's *Borderlands/La Frontera*, ch 7

In-class writing and discussion

Quiz

Nov 4

In-class project with women's biographies on the *Chicana Por Mi Raza Digital Memory Archive*.

Receive Essay Instructions

Week 12: A Retrospective, What does the Movement Mean Today?

Nov 7

Read Mario T. García's Introduction to his book, *Chicano Movement: Perspectives from the Twenty-First Century*.

Begin drafting essay in class

Nov 8 VOTE!

Nov 9

Workshop essay draft in-class

Nov 11

Second Essay Due

Week 13: Education

Nov 14

Watch documentary in-class

Nov 16

Read Jeanne M. Powers and Tiffany R. Williams's "State of Outrage: Immigrant-Related Legislation and Education in Arizona."

In-class lecture and discussion

Quiz

Nov 18

Read Guadalupe Valdéz's Introduction to *Con Respeto: Bridging the Differences Between Culturally Diverse Families and Education, An Ethnographic Portrait*

Quiz

In-class group writing project

Week 14: Education Continued

Nov 21

Read Jason DeParle's New York Times article, "For Poor, Leap to College Often Ends in Hard Fall."

In-class discussion

Quiz

Nov 22 Take and early break: No Class!

Nov 24 No Class!

Week 15: Immigration

Nov 28

Read Faye Hipsman and Doris Meissner's "Immigration in the United States: New Economic, Social, Political Landscapes with Legislative Reform on the Horizon."

Lecture

Nov 30

Study Glossary Terms from Paul Allatson's *Key Terms in Latino/a Cultural and Literary Studies*.

Read excerpts from Alicia Alarcón's *The Border Patrol Ate My Dust*.

In-class discussion

Dec 2

Continue lecture/Discussion and compose in-class writing project

Week 16: Art

Dec 5

Discuss and view Chicano Art in-class

Write Visual Analysis of art in-class

Dec 7

Final review

Dec 9

Optional study groups

Finals Week

Dec 12, 2:00-4:30 pm

FINAL