# 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

[erin.murrahmandril@uta.edu](mailto:erin.murrahmandril@uta.edu)

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. I take attendance and missed classes will affect your participation grade. You will also 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 you 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.

Course Participation and in-class work …………………………….. 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://wweb.uta.edu/aao/fao/>).

## Disability Accommodations

UTArlington 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](http://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](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://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*](http://www.uta.edu/hr/eos/index.php)*.*

## 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](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\bbrought\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\6YZA49KH\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.

**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 on the side of the classroom. 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 individuals with disabilities. <http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php>. Emergency/Fire Evacuation Procedures can be viewed at: [http://www.uta.edu/police/Evacuation Procedures.pdf](http://www.uta.edu/police/Evacuation%20Procedures.pdf)

I encourage you to subscribe to the MavAlert system that will send information in case of an emergency to your cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

## 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](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). 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](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**The IDEAS Center (**2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

**The English Writing Center (411LIBR)**: [Optional.] The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at https://uta.mywconline.com. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**MAS 2300-001 Schedule**

**Fall 2018**

**Aug 22** First Day of Class: Introduction

In-class writing and discussion

**Aug 24 Read** Fernando Peñalosa’s “Toward an Operational Definition of Mexican American.” Class Discussion, follow-up writing

Week 2: First Contacts

**Aug 27** Lecture on first contact

**Aug 29 Read** excerpt from Charles Mann’s *1491*. Class Discussion

**Quiz**

**Aug 31** Continued discussion of early Spanish colonization and race

Week 3: Spanish Colonization

**Sept 3** Labor Day: No Class!

**Sept 5 Read** Antonia Casteñeda’s “Engendering the History of Alta California.” In-class summary writing

**Sept 7** Women’s Agency in New Spain: short homework assignment due

Week 4: Mexican Independence

**Sept 10 Read** Raúl Coronado’s Introduction to *A World Not to Come*. Lecture

Receive Presentation Instructionsand pre-plan

**Sept 12** **Quiz** based on reading and lecture from Monday

Work on presentations

**Sept 14**  **Present** on historical figure

Week 5: The U.S.-Mexico War

**Sept 17 Read** Richard Griswold del Castillo’s *The Treaty of Guadalupe Hidalgo: A Legacy of Conflict*, ch 1 Lecture on US-Mexico War

**Quiz**

**Sept 19 Read** Excerpt of Juan Seguín’s autobiography. Receive Homework assignment.

**Sept 21**  **Homework due** using website “A Continent Divided: The US-Mexico War”

Week 6: Cultural Production 1850-1900

**Sept 24 Read** Short excerpts from the writing of Francisco P Ramirez and Pablo de la Guerra and María Amparo Ruiz de Burton (half of PDF)

Discussion and group activity

**Sept 26** Continue group activity

**Sept 28** **Read excerpt from** Juan N. Cortina, and text of anonymous *corridos*. (other half of PDF)

Lecture, listeningto *corridos*, and in-class group project.

Week 7: Americanization and Mexicanization

**Oct 1 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 3 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 5**  Lecture/Discussion about acculturation

Week 8: Zoot Suits and WWII

**Oct 8 Read** Anthony Macias’s *Mexican American Mojo,* ch 2. (Very long. Start early!) Lecture

**Oct 10** Midterm review

**Oct 12** **MIDTERM**

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

**Oct 15 Watch** Documentary in-class

**Oct 17 Read** Gloria Anzaldúa’s *Borderlands/La Frontera*, ch 1; Tomas Rivera’s *Y no se lo trago la tierra …* excerpt

In-classLecture and Discussion

**Oct 19**  **Read** the interview with Juan Loza, a former Bracero.

Bring print copy to class note where he has traveled

**Create** a migration route map in-class

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

**Oct 22 Read**, Rudolfo “Corky” González’s epic poem “I am Joaquín,” and *El Plan Espiritual de Aztlán*.

Watchdocumentary in class

**Oct 24 Read** Luis Valdez’s play *Los Vendidos*

In-class lecture and discussion

**Oct 26**  No Class

Week 11: Chicana Feminism, Theory and Praxis

**Oct 29 Read** Vicki Ruiz’s *From out of the Shadow: Mexican Women in Twentieth-Century America*,ch 5

Lecture and discussion in class

**Quiz**

**Oct 31 Read** Gloria Anzaldúa’s *Borderlands/La Frontera*, ch 7

In-class writing and discussion

**Quiz**

**Nov 2** In-class project with women’s biographies on the *Chicana Por Mi Raza Digital Memory Archive*.

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

And Begin Education Section

**Nov 5 Read** Mario T. García’s Introduction to his book, *Chicano Movement: Perspectives from the Twenty-First Century*. Lecture and Discussion

**Receive Essay Instructions**

**Nov 6 (Tues) Midterm Elections GO VOTE!**

**Nov 7 Watch Documentary**

**Nov 9** **Read** Guadalupe Valdéz’s Introduction to *Con Respeto: Bridging the Differences Between Culturally Diverse Families and Education, An Ethnographic Portrait*,in-class group activity

**Quiz**

Week 13 and 14: Education Continued and Begin Immigration

**Nov 12** **Read** 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**

**Nov 14** Continue Education discussion

**Nov 16 Read** Article on history of Immigration policy in the US on Blackboard

Lecture and discussion

**Nov 19 (Mon) Read** Personal accounts of immigration

**Bring**current eventresource for essay

**Nov 21 and 23 Thanksgiving Break: No Class!**

Thanksgiving Break: No Class!

Week 15:Immigration

**Nov 28 Read** excerpts on current immigration policy, demographics and 21st-century activism.

**Nov 30 Essay Rough Draft Due** in-class workshop

**Dec 3** Review for Final Exam

Essay and Final

**Dec 5 Essay Due On Blackboard by 11:59 pm**

**Dec 10 (Mon) Final 9:00-10:30 am**