Course description

This class substitutes for HIST 1302 in the CORE Curriculum. We will examine the Mexican American/Chicana/o experience in the United States with an emphasis on the Southwest. Mexican-origin people are a diverse people whose culture and heritage dates to pre-columbian Mexico, Spain, and North America, and have a long presence in the Spanish-Mexican northern borderlands and American Southwest. Because of this, the history of Mexican-origin people is presented in the context of both Mexican and American history. Through assigned readings, lectures, films, and class discussions we will examine the social, economic, and political conditions that have shaped the diverse backgrounds, experiences, and identities of Mexican-origin people. Some topics of discussion include ethnic identity, language, labor relations, immigration, citizenship, education, political participation, and civil rights activism.

*This course aligns with the bilingual, bicultural, biliteracy mission of UTRGV and thus may be taught in Spanish or bilingually. This also means that students may turn in any assignment in Spanish or English and are welcome to speak Spanish and contribute to class discussion in Spanish or Bilingually. You are encouraged to draw from your language knowledge and resources to learn history from multiple perspectives. If you need translation in either English or Spanish, we will all help each other out when needed. Please see me if you have questions or concerns about this.

Course Learning Objectives: At the end of the course students should be able to:

- Analyze how theories about race and race relations shaped the Mexican American experience
- Explain Mexican Americans’ struggle for social justice, equality, upward mobility, political representation, and educational equality since 1848
- Identify key leaders, persons, and events that contributed to the making of the American Southwest and United States /

Learning Objectives for All US Survey History Classes

- **Critical Thinking Skills (CT)** – Students will demonstrate comprehension of a variety of written texts and other information sources by analyzing and evaluating the logic, validity, and relevance of the information in them to solve challenging problems, to arrive at well-reasoned conclusions, and to develop and explore new questions.
- **Communication Skills (COM)** – Students will demonstrate the ability to adapt their communication to a particular context, audience, and purpose using language, genre conventions, and sources appropriate to a specific discipline and/or communication task.
- **Social Responsibility (SR)** – Students will recognize and describe cultural diversity, the role of civic engagement in society, and the links between ethics and behavior.
- **Personal Responsibility (PR)** – Students will demonstrate an awareness of the range of human values and beliefs that they draw upon to connect choices, actions, and consequences to ethical decision making.
History Student Learning Objectives:
• Demonstrate critical historical thinking.
• Demonstrate competency in applying historical skills.
• Communicate historical information effectively in both oral and written expression.

Required Texts: Available in the bookstore (and on Library Reserve)
Rampolla, A Pocket Guide to Writing in History
Vargas, Zaragosa, *Crucible of Struggle: A History of Mexican Americans from Colonial Times*

Library Copies
The books by Vargas and Strum are also on library reserve at the Edinburg Campus library on the 3rd Floor and on the first floor at Brownsville. See [http://lib3.utpa.edu/search~S6/p](http://lib3.utpa.edu/search~S6/p) and ask the reserve desk librarian for assistance in checking out the books. The books can be checked out for four hours but can be renewed so that all students have access to the books.

Additional Required Readings: These are in Blackboard (See Course Materials)
Anzaldúa, Gloria, “The Homeland Aztlán: El Otro México” and “How to Tame a Wild Tongue”
Del Castillo, Richard, “Finalizing the Treaty” from *The Treaty of Guadalupe Hidalgo*
Gonzales, Manuel, “Spanglish and Native Americans: Prehistory-1521”
González, Gilbert, “Segregation and the Education of Mexican Children, 1900-1940”
Meier Matt and Feliciano Ribera, “The Meeting of Two Worlds”
Miller, Hubert J. “Oral History: A Tool for the Study of Mexican American History in the Lower Rio Grande Valley of Texas”
Obler, Suzanne, “Hispanics? That’s What They Call Us”
Salvucci, Linda, “Mexico, Mexicans and Mexican Americans in Secondary-School United States History Textbooks”
Strayhorn, Carol, “Special Report: Undocumented Immigrants in Texas”
Tijerina, Andres, “The Tejano Community”
Weber, David, “First Encounters”

Grading
There are 445 points possible in this course. Grades will be determined on the following:
Chapter/Reading Quizzes (12 @ 10 points each) 120
Critical Reflection Essays (1 @10 pts & 1 @ 15) 25
Oral History Project/Paper 100
Endangered Languages Project 100
Class Participation* 100
*attendance, discussion & in-class assignments)

A=90-100%   B=89-80%   C=79-70%   D=69-60%   F=59% and below
Readings
This is a reading intensive course. You are expected to complete all of the assigned readings according to the schedule. We cannot have intelligent, thought provoking class discussions if you do not complete the assigned readings.

Class Participation, Discussions, and In-Class Activities
Students are expected to actively participate in class by active listening, taking notes, asking questions, providing comments, and contributing to class discussions. Learning is a two-way process and is enhanced when students are prepared in advanced to discuss, exchange views and share knowledge with others. Class discussions of the texts, articles, and films are a central feature of this course thus our classroom will be a “gracious space,” which means that everyone has the opportunity to share their opinions, insights, and voices in either Spanish or English.

Writing Assignments
This is a writing intensive course. Some writing assignments are shorter than others, including the chapter/readings quizzes, but all are reflective in nature and are designed to promote critical thinking and writing. Guidelines and instructions for all papers are posted in Blackboard. All papers will be submitted in Blackboard and are due on the scheduled due date. You will upload your papers in the link provided for each assignment (See Assignments folder) by clicking on “Browse My Computer” to locate your paper then attach your paper and click submit. All assignments will go through Safe Assign.

All written work is expected to be college quality, in proper essay format and free from grammar, spelling, and sentence structure errors, and will be graded on such. All papers must be properly cited, including direct quotations, i.e., you must give credit to any author for information and/or ideas that are not your own, using the Chicago/Turabian Style method of citation (See instructions in Other Course Resources folder in Blackboard).

All papers must meet the following requirements:
1. Heading with your Name, Course No. (HIST 2328), Title of Assignment & Date
2. Typed, 1.5 or double spaced (except for heading)
3. 12-point font such as Times New Roman
4. Displays a one-inch margin on all sides.
5. Submissions must be in Microsoft Word (.doc)—Blackboard does not open other formats

Chapter Quizzes
Quizzes on the chapters and other readings are due every Thursday in Blackboard by 9:00 a.m. according to the Course Schedule (unless otherwise stated). You must upload your paper every Thursday before class. Technical difficulties is not an excuse for late papers. See the Late Policy on page 7

Endangered Native Languages of Northern Mexico and the Southwest—A Historical and Linguistic Perspective Collaborative Project
This project will be done in collaboration with Dr. Regine Pellicer’s ENGL 2315 class in the Department of Writing and Language Studies. See Blackboard (Endangered Languages Project Folder under Course Materials) for Guidelines and Instructions
In groups, students enrolled in ENG 2315 will investigate linguistic issues related to native languages while HIST 2328 students will look at the history of the populations who speak/spoke these languages. Students enrolled in each course will communicate electronically with their counterparts to exchange their findings regarding the chosen native languages. We have selected languages that are/were spoken in Northern Mexico and in the border areas of the United States. Some of these languages belong to the same family while others are not related to any other language from the same area: Nahuatl, Mixtec, Purépecha, Yucatec Maya, Tarahumara, Navajo, Zuni, Tewa & Lipan Apache. At the end of the project, students will reflect on what they learned about these languages and how it complicates their understanding of their own language(s).

**Oral History Project**
The main project for this course is an oral history interview of a person of Mexican descent. Your interviewee may be member(s) of your family (father, mother, grandmothers/fathers, siblings, aunts, uncles, cousins, or older relative), friends, coworker, employer, or neighbor.

There are several components to this project. You will: 1) conduct a 45-60 minute interview with interviewee; 2) audio/video record the interview; 3) transcribe the interview; 4) analyze the data collected from audio/video recording; 5) use the data from the interview to write a 1500 word (roughly 5 pages) essay placing the person’s story and/or experiences in the context of a topic, event, or issue in Mexican American history. Each component will be completed in stages.

- All interviewees should give consent to be interviewed and audio or video recorded.
- All interviews will be recorded if the interviewee agrees. If you need audio recording equipment, you may check out professional grade audio recorders from the Border Studies Archive (BSA) located on the 3rd Floor of the library. You will need to make an appointment with BSA staff to check out the recorder.
- All Interviews will be Transcribed (See Instructions in Blackboard)
- Instructions and guidelines for using the oral interview in your final paper are provided in Blackboard. To begin please read: UNC Writing Center, “Oral History” accessed at http://writingcenter.unc.edu/handouts/oral-history/. This handout is also in Blackboard in the folder labeled *Oral History Project/Paper*.

**Course Schedule**
Note: Changes to this schedule may occur due to ebb & flow of lectures or unforeseen circumstances.

**Tues Aug 29**  **Introduction to and Syllabus**

**Thurs Aug 31**  **Film: Precious Knowledge**  
Salvucci, “Mexico, Mexicans and Mexican Americans in Secondary-school United States History Textbooks”

**Tues Sept 5**  **Class Discussion of Precious Knowledge film**  

**Assignment #1 Due in Blackboard:** Critical Reflection on *Precious Knowledge*
Thurs Sept 7  Why Study Mexican American/Chicana/o History or MAS  
Año Nuevo Kerr, “State of the Discipline: Chicano History  

Tues Sept 12  Identities and Labels  
Obler, “Hispanics? That’s What They Call Us”  

Thurs Sept 14  Origins of Mexican Americans  
Meier and Ribera “The Meeting of Two Worlds”  
Gonzales, “Spaniards and Native Americans, Prehistory -1521”  
Quiz #1 on Meier & Gonzales due in Blackboard  

Tues Sept 19  Spanish Exploration & Colonization  
Weber, “First Encounters”  
Description of Interviewee & 2-pages of Transcription due in Blackboard  

Thurs Sept 21  The Spanish Northern Frontier to 1821  
Vargas, Crucible of Struggle, Chapter 1  
Quiz #2 on Weber & Vargas Ch 1 due in Blackboard  

Tues Sept 26  Life and Society in Mexico’s Northern Borderlands, 1821-1846  
Vargas, Crucible of Struggle, Chapter 2  
Tijerina, “The Tejano Community”  

Thurs Sept 28  Mexican Americans in the Era of War & American Westward Expansion  
Vargas, Crucible of Struggle, Chapter 3  
Quiz #3 on Vargas, Ch 2 & Tijerina due in Blackboard  

Tues Oct 3  The Treaty of Guadalupe Hidalgo and Gadsden Treaty  
Del Castillo, “Finalizing the Treaty”  
The Treaty of Guadalupe Hidalgo (Primary document)  

Thurs Oct 5  Mexican Americans from the 1850s to the End of the Civil War  
Vargas, Crucible of Struggle, Chapter 4  
Quiz #4 on Vargas Chp 3, Del Castillo & the Treaty of Guadalupe Hidalgo  

Tues Oct 10  Mexican Americans in the Southwest, 1870 to the Early Twentieth Century  
Vargas, Crucible of Struggle Chapter 5  

Thurs Oct 12  Film: The Head of Joaquin Murrietta  
Class Discussion of film and related issues  
Quiz #5 on Vargas Ch 4 due in Blackboard
**Tues Oct 17**  
**Mexican Immigration, Work, Urbanization, and Americanization**  
Vargas, *Crucible of Struggle* Chapter 6  
**Midterm Due: Endangered Languages Assignment due in Blackboard**

**Thurs Oct 19**  
**Mexican American Struggle for Labor Rights in Era of Great Depression**  
Vargas, *Crucible of Struggle* Chapter 7  
Strum, *Mendez v. Westminster*, Introduction & Chapter 1  
**Quiz #6 on Vargas Ch 5 due in Blackboard**

**Tues Oct 24**  
**Immigration Patterns and Policies 1940s-1960s**  
**Transcript of Oral Interview due in Blackboard**

**Thurs Oct 26**  
**Mexican Americans and the Schools, Part I**  
González, “Segregation and the Education of Mexican Children”  
Anzaldúa, “How to Tame a Wild Tongue”  
**Quiz #7 on Vargas Ch 6 due in Blackboard**

**Tues Oct 31**  
**Mexicans & Mexican Americans during World War II**  
Vargas, *Crucible of Struggle* Chapter 8  

**Thurs Nov 2**  
*No Class*  
**Quizzes #8 on Vargas Chp 7 due in Blackboard**

**Tues Nov 7**  
Class Discussion of Strum, *Mendez v. Westminster*  
**Assignment #2 due in Blackboard: Critical Reflection Mendez v. Westminster**

**Thurs Nov 9**  
**Mexican Americans and the Schools, Part II**  
**Quizzes #9 on Vargas Ch 8 due in Blackboard**

**Tues Nov 14**  
**Mexican Americans in the Postwar Years, 1946-1963**  
Vargas, *Crucible of Struggle*, Chapter 9

**Thurs Nov 16**  
**Film: The Longoria Affair**  
**Quiz #10 on Vargas Ch 9 due in Blackboard**

**Tues Nov 21**  
**Mexican Americans in the Protest Era, 1964-1974, Part I**  
Vargas, *Crucible of Struggle*, Chapter 10

**Thurs Nov 23**  
*No Class*  
**Happy Thanksgiving**  
**Quiz #11 Vargas Ch 10 due in Blackboard**

**Tues Nov 28**  
**Mexican Americans in the Protest Era, 1964-1974, Part II**
Thurs Nov 30    Mexican Americans at the End of the Twentieth Century  
                Vargas, Crucible of Struggle, Chapter 11  
                Strayhorn, “Special Report: Undocumented Immigrants in Texas  
                Quiz #12 Vargas Ch 11 & Strayhorn

Tues Dec 5     TBA  
                Vargas, Crucible of Struggle, Chapter 12  
                Final Oral History Paper due in class

Important Dates for Fall 2017:  
The UTRGV academic calendar can be found at https://my.utrgv.edu/home  
August 31        Last day to add a course or register for fall 2017  
September 4      Labor Day – NO classes  
November 15      Last day to drop a course; will count toward the 6-drop rule  
November 23 – 26 Thanksgiving Holiday – NO classes  
December 6       Last day of classes  
December 7       Study Day – NO class  
December 8-14    Fall 2017 Final Exams  
December 15-16   Commencement Ceremonies

COURSE POLICIES  
Cell Phones & Texting  
Texting is prohibited during class. Please turn off all cell phones, IPads, laptops and other  
electronics during class. Anyone caught texting or using their phone or other electronics will be  
counted absent for the day. I will give warnings for first time offenses. After that, the policy will  
be enforced.

Tardiness  
Please be on time. It is very distracting when students come in late and disrupt the class after it  
begins. You will be marked absent for coming in after the first 10 minutes of class.

Late Work Policy  
All assignments are due on their scheduled due dates. Special permission for extensions must be  
requested via email before the due date. All requests for extensions will be determined on a case-  
by-case basis and may require documentation. Late work without an approved extension will be  
deducted 20% of the earned grade. There are no make-ups for in-class activities, discussions, or  
assignments. If you will be absent due to university-related activities or reasons, please notify me  
of the dates in advance. Students absent for University-related activities will be given the  
opportunity to turn in their work without late penalties.

Communications  
All email communications between students and faculty and staff must be conducted through the  
students’ official UTRGV email account. Other email addresses may be blocked by the spam  
filter and I may not receive your email. You may contact me anytime via email at  
maritza.delatrinid@utrgv.edu or Blackboard. Be sure to include salutation, your name and which
class you are in for all emails. You may also visit during my office hours listed on page 1. If you cannot stop by during office hours, please email me to set up an appointment.

You must have access to Blackboard and check it daily for announcements, instructions, and due dates. All course-related content, study materials, and course resources are in Blackboard. In addition, you will submit all writing assignments through Blackboard, therefore it is crucial that you have easy access to the Blackboard course website.

If you find you are having difficulty keeping up with assignments and other course requirements, please let me know as soon as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing me when difficulties arise during the semester so that I can help you find a solution. I cannot help you if I do not know what your situation is.

**UTRGV POLICIES**

**Students with Disabilities**

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**Mandatory Course Evaluation Period**

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

- Fall 2017 Module 1: Oct. 5 – Oct. 11
- Fall 2017 Module 2: Nov. 29 – Dec. 5
- Fall 2017 (full semester): Nov. 15 – Dec. 6

**Attendance**

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.
**Scholastic Integrity**
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**Sexual Harassment, Discrimination, and Violence**
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

**Course Drops**
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.