

Sul Ross State University

Spring 2021

MAS 2301 001: Introduction to Mexican American Studies

Professor: Filemón Zamora

Office Hours: MW 10:00 - 11:30, TTH 8:00 – 9:15 a.m.

Office: MAB 103

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E-mail: fzamora@sulross.edu

Classroom and class time: MAB 107 TTH 11:00 -12:15

Required Texts:

North to Aztlán: A History of Mexican Americans, second edition by Arnolde de León and Richard Griswold del Castillo

Bless Me, Ultima by Rudolfo Anaya

On a Train Called Absence (Paletitas de guayaba) by Erlinda Gonzales-Berry

You must buy the books at once, especially ***North to Aztlán*** (there is already HWK from this book). We will definitely use them.

Course objective: Our approach to Mexican American Studies will be mainly through history. History will help us understand broadly the situation of Mexican Americans through time, thus we will be informed about their situation in labor, education, politics, race-relations, culture and immigration. To help us understand how Mexican American experience in the United States we are going to read two novels, *Bless me, Ultima* and *On a Train Called absence*.

The ultimate goal of this course is for students to understand the origin of Mexican Americans in the United States and be aware how they have encountered obstacles to achieve a better life. We will explore how they have reacted toward those obstacles. In addition, we will talk about their contributions to U.S. society.

It is expected that through our readings in history, literature, and use of audiovisual materials (documentaries, movies, music, etc.) and discussions about Mexican Americans, we will gain an inter-cultural understanding of our multicultural society.

Student Learning Outcomes:

- 1. The student will be able to learn basic information about the history of Mexican Americans in the United States.**

2. The student will be able to understand issues that have affected Mexican Americans, such as discrimination, segregation, immigration, etc.
3. The student will be able to critically assess reasons for Mexican Americans to have fallen behind in education, economic progress, etc.
4. The student will gain an appreciation of Mexican American contributions to U.S. society in many areas such as economic progress.
5. The student will gain an appreciation of the culture of Mexican Americans in literature, paintings, music, etc.

Marketable Skills for Mexican American Studies

1. Gain cultural sensitivity/awareness of Mexican American cultural practices, historical development and socioeconomic conditions
2. Effective written and oral communication
3. Critical thinking

Course Requirements: Students are expected to **attend all classes**, participate consistently and complete all reading assignments. It is absolutely imperative that students read all the material assigned and be ready to participate in class discussions. Students must pay attention during lecture time and when watching audiovisual material. **Cell phones should be put aside; I don't want students to use them in any form and I don't want to see them on the desk or in your lap. Do not put your backpack or purse on the desk. Also take care of your personal needs before class (go to bathroom, drink water, etc.) so that you don't leave the classroom in the middle of lecture or discussions.**

Course evaluation:

Quizzes-----	10%
Mid-term Exam-----	20%
Reflection paper-----	5%
*Participation-----	20%
Final Exam-----	25%
Book Exams -----	20%

Quizzes: We will have several quizzes throughout the semester. Some will be announced, some others will be unannounced ("pop quizzes")

***Participation** is graded using the criteria below. The criteria focus on what you demonstrate in the classroom through your participation. A good participation consists in your contribution to make class a more enriching educational experience. I want you to be generous by sharing your thoughts. We learn from each other. You will be evaluated in every class.

Grade	Criteria
0	Absent.
3-4%	<ul style="list-style-type: none"> · Present. · Seems apathetic and reluctant to participate. · Not focused in class. · Leaves classroom often
5-8%	<ul style="list-style-type: none"> · Tries to respond when called on but does not offer much. Needs more preparation in general. · Shows some interest in class but demonstrates very infrequent involvement in discussion.
9-10%	<ul style="list-style-type: none"> · Demonstrates some preparation when called on, but answers are vague. · Checks on book to answer questions. Needs a more adequate reflection on the material being discussed. · Does not volunteer to participate
11-14%	<ul style="list-style-type: none"> · Demonstrates some preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. · Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class).

	<ul style="list-style-type: none"> · Does not offer to contribute to discussion, but contributes to a moderate degree when called on. · Demonstrates sporadic involvement.
15-17%	<ul style="list-style-type: none"> · Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. · Offers interpretations and analysis of case material (more than just facts) to class. · Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. · Demonstrates consistent ongoing involvement.
18-20%	<ul style="list-style-type: none"> · Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). · Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. · Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. · Demonstrates ongoing very active involvement.

Midterm: There will be a mid-semester exam (March 14 [tentative]), and it will cover everything we have studied up to that point (Chapter 5); it will include the audiovisual component.

Reflection papers: You will write a reflection paper at the end of class (3 pages). You will write about what you have learned from this class in general (from class discussions, readings, audiovisual materials, etc.) In addition, I may ask you to write a reflection paper on any audiovisual material we have seen in class.

Final Exam: Final exam will be comprehensive. It will include multiple choice questions, true or false statements, matching and essay questions about what we covered from beginning till the end of semester.

Attendance and punctuality: Besides losing points from participation after two absences I will take off 1% of your total grade for every absence. After 3 absences we need to talk. I may ask you to drop the course. If you do not miss classes I WILL ADD 2% to your final grade; if you miss only one class I will add 1%. If you are late three times, it will count for one absence.

Please do not bring food to class (beverages is okay), do not chew gum or tobacco. Sit straight, do not sleep, take off your hat or hood.

SRSU Disability Services:

ADA (Americans with Disabilities Act) Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Calendar

(This calendar is **subject to change**)

January 12: Introduction to course.

Homework:

1. Do the assessment test. I will send it to you by e-mail; send it back to me by e-mail as a PDF document.
2. Watch in Blackboard Episode One of ***Chicano! History of the Mexican American Civil Rights Movement***.

3. Read Preface of *North to Aztlán* and answer questions located in blackboard. Do not submit questions just come ready to share and to discuss your answers to the class. Come prepared to discuss documentary.

January 14: Discussion of video *Chicano!* and Preface.

Homework:

1. Read Chapter 8: Aztlán Rediscovered: The Chicano Movement. Answer questions.

2. Watch Episode 2 of *Chicano!*

January 19: Discussion of chapter 8 and *Chicano!*

Homework: Read first half of chapter 1 of *North to Aztlan* and answer first half of questions.

January 21: Discussion of chapter 8 and *Chicano!*

Homework: Continue reading Chapter 1. Answer second half of questions.

January 26: Discussion of Chapter 1 and *Chicano!*

Homework: start reading Chapter 2. Answer first half of chapter 2 questions.

January 28: Discussion of chapter 2

Homework: Finish reading Chapter 2 of *North to Aztlán*. Answer second half of questions.

February 2: Discussion of Chapter 2 of *North to Aztlán*.. Documentary: *U.S.-Mexican War*

Homework: Start reading Chapter 3 and answer first half of questions.

February 4: chapter 3 of *North to Aztlán*. Documentary: *U.S.-Mexican War*

February 9: Read chapter 4 of *North to Aztlán*. Documentary: **U.S. Mexican War**

February 11: Chapter 4 of *North to Aztlán*.

February 16: Chapter 5. **The Ballad of Gregorio Cortez.**

February 18: Chapter 5

February 23: Chapter 6. Movie: *The Lemon Grove Incident*

February 25: Chapter 6.

March 4: Midterm

March 8-12: Spring Break

March 16: *Bless me, Ultima*

March 18: Chapter 6. *Bless me, Ultima*

March 23: *Bless me, Ultima* book test.

March 25: Chapter 7. Movie: *Salt of the Earth*

March 30: Chapter 7. Movie: *Salt of the Earth*

April 1: *On a Train Called Absence*

April 6: *On a Train Called Absence*

April 8: *On a train called absence*

April 13: *On a Train Called Absence* book test

April 15: Chapter 9

April 20: Chapter 9.

April 22: Chapter 10.

April 27: Reflection paper due

April 29: Dead Day

Final Exam, Monday, May 3 at 10:15.