



**Profesora:** Ilda N. González

**Telephones:** 432.837.8097 (office), or 432.940.2356

**Office Hours:** Office: Monday: 2:00 p.m. – 4:30 p.m. **Internet:** Wednesday –2:00 p.m. to 3:30 p.m.

**I am also available by appointment.**

**Semester:** Spring 2025

**Email:** [igonzalet@sulross.edu](mailto:igonzalet@sulross.edu)

# **Sul Ross State University**

## **MAS 2301 – Intro to Mexican American Studies**

### **Course Syllabus – Hybrid Course**

#### **Semester**

#### **Course Description**

The course is organized thematically, blending the study of history with the study of music, art, and literature. In addition to exploring various types of cultural expression and historical analysis, it also covers key concepts in Mexican American Studies, such as identity formation, race, cultural change, resistance, and politics. By the end of the course, students will gain an understanding of important moments in Mexican American history, key concepts in Mexican American studies, and the issues confronting Mexican American/Chican@s in the present day.

There are no course prerequisites SPAN 2301 Mexican American Studies I. This course is for everyone interested in topics and issues, regardless of cultural identity or background.

#### **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:

- ④ A computer to access the course's online content (or go to the library!)
- ④ Word processing software, such as Microsoft Word.
- ④ Free recording software such as Audacity.

#### **Grading**

##### **Your Final Grade will be comprised of:**

1. Participation in Online course Discussion Forums (30%).
2. Essays (30%).
3. Quizzes (15%).
4. Final Exam (25%).



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## Course Calendar

The course covers a wide range of topics in Mexican American / Chicano Studies and Arts. The course introduces historical contexts, complimented by primary sources and examples of works by Mexican Americans and Chican@s. The course facilitates investigation of key issues and arts by Mexican Americans, participants in the Chicano Movement, as well as contemporary artists. Course topics will include (not necessarily in this order):





-  Colonial North America
-  Wars and Treaties and the US/Mexico Border
-  Immigration, Migration, Deportation, Citizenship
-  Civil Rights and "El Movimiento"
-  Theoretical Approaches to Popular Culture
-  Oral Traditions
-  Art
-  Cinema
-  Newspapers, Radio, and Television
-  Literature
-  Music

## Course Objectives/Outcomes

The class is an introduction to the Mexican American culture, heritage, and history, and a result of having taken this course.

1. Students will be able to recognize contributions of Mexican Americans to the US society.
2. Students will be able to describe various themes and developments (including socio-economic and cultural) which have contributed to Mexican American/Chicano/a experience and culture in the U.S.
3. Students will be able to articulate an informed personal response and critically analyze works by Mexican American/Chican@s in the arts and humanities.

## General Learning Objectives

-  **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
-  **Communication Skills:** to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.
-  **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
-  **Personal Responsibility:** to include the ability to connect choices, actions, and consequences within a larger ethical framework.



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## Student Learning Outcomes

- SR Empirical & Quantitative:** Students will develop empirical and quantitative skills to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- SR Teamwork:** Students will develop teamwork skills to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- SR** Students will identify and explain key events in the history and struggle for equality of Mexican Americans.
- SR** Students will comprehend the shifting definitions of Mexican American cultural identity.
- SR** Students will explore contemporary issues affecting Mexican Americans, such as immigration, education, health, and politics through analytical writing and/or multimedia projects.

## Marketable Skills

-  Students will have strong written and oral communication skills.
-  Students will develop critical thinking and analytical skills.
-  Students will develop cultural diversity and competency skills.
-  Students will develop team building and group-centered leadership skills.
-  Students will have research skills.
-  Students will have the ability to examine complex situations from diverse national and global perspectives.

## Major Assignments and Exams

**Essays** You will be assigned four 2-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.

**Quizzes** You will have multiple-choice and fill-in the blank quizzes throughout the semester.

**Other Weekly Assignments** You will have a variety of other weekly assignments. 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.

**Final Exam** The final is not cumulative. The exam will include multiple choice, short identification, and essay questions.



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## **Americans with Disabilities Act**

SRSU Disability Services. 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](mailto: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, SUI Ross State University, Alpine, Texas, 79832.

## **SRSU Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are in the student handbook.

## **Libraries**

Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your Lobo ID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass.

Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, [library.swtjc.edu](http://library.swtjc.edu). The SWTJC Libraries serve as pick-up locations for Interlibrary Loan (ILL) and Document Delivery from the Alpine campus.

## **Academic Integrity**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as



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original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

## **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another based on race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

## **Supportive Statement**

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."