History of Mexican Americans in the United States
History 314/Mexican American Studies 316
M, W 3:30-4:45, 328 Belmont

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Course Description
This course examines the history of Mexicans/Mexican Americans/Chicana/os in the United States from the U.S.-Mexican conflict in what is now the southwestern United States to the present. We will attempt to understand the past through an interdisciplinary lens – through art, literature, film, poetry, geography, economics and revisionist histories. We will focus on understanding how these histories influence contemporary Mexican/Mexican American/Chicana/o life and experience.

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

Learning Objectives
Over the course of the semester, you will learn how, when and why Mexican and U.S. histories intersect in the second half of the nineteenth century and throughout the twentieth century, how people of Mexican descent in the United States have experienced migration, settlement and the establishment of their communities, and how the contemporary border shapes the lives of Mexicans and Mexican Americans. These objectives will be assessed through your written work and class participation.

Required Materials
Américo Paredes, *George Washington Gómez*
Vicki L. Ruiz, *From Out of the Shadows*
i>clicker (**must be registered by Wednesday, January 27, 2011**)
2 bluebooks (more if you write large)
A packet of required readings is available at Jenn's on Guadalupe at Dean Keaton.
A few required readings will be available on Blackboard.
One copy of each book is on reserve at the Perry Castañeda Library.

Class Environment
This class requires a good deal of reading, and thoughtful discussion of those readings. You are expected to show respect for and thoughtful consideration of issues discussed in class and the readings. We will work collaboratively throughout the semester to understand the complex issues raised by the readings and in-class activities. Class time (lectures, discussions, activities) is intended to complement the readings. As such, **attendance is required**.

Policies and Procedures

Grading: A grade of C denotes basic fulfillment of all course requirements. A and B grades are given for original work that exceeds the course requirements, with an A denoting outstanding achievement. A grade of D will be given to work that attempts to meet the requirements but misses specified details. Work that does not fulfill the requirements of the course will be graded F. Plus and minus grades will be issued for this course. An 87 must be earned for a B+, an 83 will designate a B-, and so on. No incompletes will be given in this course. **Any act of scholastic dishonesty will result in an F for the course and referral to Student Judicial Services.**

Your grade for this course will be based on the following:

Assignment	Dates (subject to change)	% of grade
essays	2/9 , 5/4	30
exams	3/9 , 4/13	30
attendance	daily	5
participation	daily	20
quizzes	as needed	15

Essays: Essays are due ***at the start of class***. You will respond to a question, quote, or idea that addresses some major event or theme discussed in the course, drawing on course readings, films and lectures. Essay topics and requirements will be distributed at least one week before the due date.

Exams: Exams will take place during the class period. Students who attend class regularly, pay rapt attention and keep up with the readings should know in advance what the exam covers. Exams will consist of an essay question and *may* include one or more short answer questions.

Quizzes: Quizzes will be given periodically throughout the semester. Students who attend class regularly, pay rapt attention, and keep up with the readings should do well on quizzes. There will be a couple of extra credit opportunities to replace **a** poor quiz grade. Details will be announced in class.

Attendance: It is your responsibility to sign-in or click-in on a daily basis. Attendance clicks will happen within the first 90 seconds of class, every day. Under no circumstances should you sign-in or click-in for another student. **Any students involved in such questionable behavior will be considered absent for all days in question.**

Participation: Class discussions will be a significant part of the course. Therefore, attendance and participation are required. You are expected to be on time for class. If you are consistently late or leave class early, this will affect your final course grade. There will be in-class assignments, discussions and other activities that require your participation. These activities and the credit associated with them cannot be made up.

I work from day one to create an environment that is open to and welcoming of your participation. I encourage you to participate during class sessions with relevant questions and comments about the readings, lectures and films. If you are not comfortable speaking in class, think about other ways to engage the material. For example, you may e-mail me a link to a relevant article on-line, visit during office hours to discuss readings and assignments, or suggest i<clicker questions for future class sessions. i<clicks will make up half of your participation grade, traditional participation will make up the rest. It is my expectation that you will be in class and engaging the material every day.

Academic Dishonesty: Academic dishonesty includes, but is not limited to, cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. **Any act of academic dishonesty will result in an F for the course and referral to Student Judicial Services.**

Communication: Course information and updates will be available via Blackboard. It is your responsibility to keep your UT contact information up-to-date and check your e-mail and Blackboard regularly. **It is your responsibility to monitor your own grades on-line and notify me of any discrepancies in a timely fashion.**

Use of Technology in the Classroom: Laptops, cell phones, and iPods are all great tools. However, they are not to be used in our classroom. They are a distraction to you, your classmates and me. Any use of these during class will affect your participation grade. You may be asked to leave if you are a repeat offender of this most basic courtesy, and you will be counted as absent for the class period.

Appropriate Accommodation: Accommodations will be provided for students with disabilities that have been documented by the Services for Students with Disabilities (http://www.utexas.edu/diversity/ddce/ssd/). If you have a disability requiring accommodation in this class, **please provide SSD documentation at the beginning of the course. Appropriate accommodation takes time and planning.**

Religious Holy Days: According to UT policy, you must notify me of your pending absence at least 14 days prior to the date of observance of a religious holy day. If you must miss a class or assignment to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

My approach: In my many years as a student, I found I learned the most from professors who had high expectations of me. I pass that along to you. I teach based on the assumption that you are here to learn. I do not spew information at you to have it spewed back at me in exams and essays. Rather, I provide puzzle pieces in the form of lectures, readings, discussions, films, poems and music. Your job is to illustrate **what *you* discover** by putting these puzzle pieces together. You will do this in writing the majority of the time. Writing well takes practice. I provide guidelines throughout the syllabus and in class on a daily basis to help you succeed in my class. Successful students in my classes make good use of these guidelines and the support offered through office hours and the Undergraduate Writing Center **throughout the semester**.

Course Schedule
(subject to change)
readings in **bold** are in the packet, readings in *italics* are on Blackboard

Week 1	**Introduction to the course**
1/19	Introduction to the course, terms
Week 2	**U.S.-Mexico conflict**
1/24	**Flores**
1/27	**Acuña, chapter 4**
Week 3	**Mexicans in the new U.S. West**
1/31	**Acuña, chapter 5**
2/2	**Wald, Jackson**
Week 4	**Mexicans in the new U.S. West**
2/7	**Paredes**
2/9	**PAPER DUE**
Week 5	**Mexican Revolution and great migration**
2/14	Ruiz, chapters 1 and 2
2/16	Paredes, Intro-105
Week 6	**The Mexican experience on the border**

2/21	Paredes, 107-175
2/23	Paredes, 177-end

Week 7	**The Great Depression and Repatriation**
2/28	**Saldívar-Hull, DuBois**
3/2	*Repatriation Documents*

Week 8	**The aftermath of the Great Depression**
3/7	**Vargas, chapter 7**
3/9	**EXAM**

SPRING BREAK

Week 9	**World War II**
3/21	**Vargas, chapter 8**
3/23	Ruiz, chapter 4

Week 10	**The Cold War**
3/28	**Vargas, chapter 9**
3/30	*World War II era Documents*

Week 11	**Chicano Movement**
4/4	**Acuña, chapter 13**
4/6	12 noon, extra credit opportunity (details in class)
4/6	Ruiz, chapter 5, **Sendejo**

Week 12	**Chicano Movement**
4/11	**García**, *Chicano Movement Documents*
4/13	**EXAM**

Week 13	**The Border**
4/18	**Lugo, chapter 4**
4/20	**Amnesty International, Arriola**

Week 14	**The Border**
4/25	**Lugo, chapter 6**
4/27	**Kamel and Hoffman**

Week 15	**The Border**
5/2	*Border Documents*
5/4	**PAPER DUE**

There is no final exam in this class.

Professor Martínez's Grading Guidelines for Essays

A An essay *excellent* in over-all quality

1.) has a clearly stated thesis or aim of exceptional interest.
2.) is well-organized to present that thesis or aim.
3.) shows that the student has read carefully and developed original responses to the readings.
4.) uses examples and evidence persuasively in support of analysis.
5.) has no mechanical errors or grammatical problems to interfere with comprehension.
6.) has appropriately and completely documented use of sources using Chicago-style footnotes for papers. For exams, consistently and accurately attributes ideas and examples to sources.

B An essay *good or very g*ood in over-all quality

1.) has a clearly stated thesis or aim.
2.) is adequately organized to present that thesis or aim.
3.) shows that the student has read carefully, although responses may be inconsistently developed and may not be original.
4.) uses examples and evidence competently to support analysis.
5.) has few mechanical errors or grammatical problems, that do no interfere with comprehension.
6.) has documented use of sources using Chicago-style footnotes, with minor errors. For exams, accurately attributes some ideas and examples to sources.

C An essay *fair* in over-all quality

1.) includes a statement of thesis or aim.
2.) is for the most part logically organized.
3.) shows that the student has done the reading. Comprehension may be faulty and/or arguments undeveloped.
4.) uses examples and evidence but these do not support analysis persuasively.
5.) has several mechanical errors or grammatical problems that do not interfere with comprehension.
6.) has incompletely or inconsistently documented sources using Chicago-style footnotes. For exams, incompletely or inconsistently attributes ideas and examples to sources.

D An *unacceptable* essay

1.) attempts unsuccessfully to state a thesis or aim.
2.) is poorly, even illogically, organized.
3.) suggests that the student has read only superficially, or perhaps not at all.
4.) uses few or poor examples and evidence, or uses them in a confused way.
5.) has mechanical errors and grammatical problems that interfere with comprehension.
6.) has not demonstrated the appropriate documentation of sources using Chicago-style footnotes. For exams, does not attribute ideas and examples to sources and/or does so inaccurately.

E A *failing* essay

1.) fails to state a thesis or aim.
2.) has no discernable organization.
3.) does not reflect on, or reflect accurately the reading.
4.) uses no examples or evidence, or uses them in a confused way.
5.) has mechanical errors and grammatical problems that interfere with comprehension.
6.) Has failed to document sources appropriately using Chicago-style footnotes. For exams, does not make specific references to sources.

Professor Martínez's Rules by Which to Live

- **Follow the directions.** Answer the question. Do the minimum required if you want a C. A and B students use a range of sources and use them as evidence to support their claims.

- **HAVE A TITLE!** Your title should hint at the thesis, not just give the subject.

THESIS

- **HAVE A THESIS!** A thesis does not summarize what you are about to do. *The thesis should be arguable, not a simple fact or an unsubstantiated statement of personal opinion.* Your thesis is the purpose of the essay; it is what you are trying to convince your reader to believe. As you study your material, develop a position. This should be clearly presented in the introduction. **Highlight or underline your thesis**.

  Compare the beginning of the paper with the end. Make sure that you make the same argument all the way through. Your paper may develop in an unexpected direction as you write, producing a more sophisticated idea than the one with which you began. Reread your paper to make sure all the paragraphs are in harmony with the new idea.

EVIDENCE

- **Have evidence for your argument.** Only use quotations that you can discuss. In a short paper, you will have to select only the very best from a lot of great evidence. When rereading your paper, make sure it is *your* voice and *your* arguments that are clearest in each paragraph, and not the voices and arguments of the authors you are citing. **Your words, not quotes, should begin and end paragraphs.** You always set the tone of the paragraph and get the last word.
- **Integrate sources.** Bring a variety of sources into conversation with each other. Do not summarize films or readings. We are quite familiar with them. Instead, use sources to support your claim. The more you *connect* varied sources, the more evident your analysis will be.

- **Cite your sources.** Any time you use sources, they must be cited in your paper and you must have footnotes. As historians, we use *Chicago-Style* footnotes. We will go over this in class. Pay attention. Take notes. See: http://www.chicagomanualofstyle.org/tools_citationguide.html

- **Never use more than THREE quotations in a single paragraph.** Follow the quote with an explanation of how it relates to your argument, rather than assume its meaning is self-evident. Do not use big block quotes, and never end a paragraph with an un-analyzed quote.

- Quotes longer than 3 lines should be indented 1/2" on the left and single-spaced. Your words must contextualize and explain the relevance of any quote.

- A good quote is stated in a unique way or captures an unusual perspective. Do not quote, but still cite, when it easily can be put in your own words. If you fail to acknowledge the source of your information or ideas, you are guilty of **PLAGIARISM**, a serious academic offense, **which will result in an F for the course and referral to Student Judicial Services.**

PARAGRAPHS

- **Your words, not quotes, should begin and end paragraphs.** You set the tone of the paragraph and get the last word. I realize this is stated above. It bears repeating.
- **Each paragraph should develop a single point.** Think of a paragraph as a mini-paper. In the first sentence or two of each paragraph, tell the reader what the point is, making sure it ties back to your larger argument. In the following sentences, examine that point and back it up with data from your sources. It is never enough to state a point without analyzing it. Explain why that point is important, and how it is linked to the rest of the paper.

GENERAL GUIDELINES FOR STRONG ACADEMIC WRITING

- **Write an introduction.** The introduction should present a map of what you will argue. Set the stage: time, place, and broad ideas you will consider. Ideally, it should be intriguing.
- **Write a conclusion.** Sometimes students get tired when they reach the suggested length of the paper, and they just stop. Keep going! Re-assert your thesis, summarize your points, and exit gracefully. **Then, revisit your introduction to confirm that it is in agreement with your conclusion.**
- **Do not express beliefs or opinions.** Use facts and evidence you can document. Personal experience is factual evidence, but use it carefully and judiciously. It must complement course material, not replace it.
- **Use strong, convincing language.** "I think," "I believe," and "I hope" *are not* convincing. I argue, I demonstrate, I show *are* definitive statements.
- **Avoid judgmental language or language that assumes your reader's position on the topic.** "Absurd," "outrageous," and "of course" violate this basic rule.
- **Use past tense.** This is history; it already happened. Write your paper with that in mind. When you refer to an author, you may use present tense: "Acuña suggests…"
- **Know your problems:** word choice, spelling, grammar, and style. Do not repeat them in subsequent papers.
- **Do not use slang, contractions or informal language in your writing.** Using such language in quotes, or using the terms authors use is appropriate.
- **Never, ever turn in something that has not been spell-checked and proofread.**

Your tuition dollars pay for the Undergraduate Writing Center. Use it!
http://uwc.utexas.edu/
211 FAC, 471-6222
M-Th, 9-7; F, 9-3

Go early and often! They will help you develop your argument, outline your paper, and polish your conclusion. They send me an e-mail each time you visit. I certainly keep those e-mails in mind when I determine final grades.

Avoiding Plagiarism in History Courses

Plagiarism is one of the most prevalent and serious forms of scholastic dishonesty occurring at this university. When detected, plagiarism is likely to leave permanent effects upon a student's academic record and career prospects. Faculty members and Student Judicial Services assess academic penalties for this transgression ranging from failure in the course to expulsion from the University. **This handout is designed to help you understand what plagiarism is--and to help you avoid committing it.**

The University's Institutional Rules (Section 11-802(d)) define plagiarism as including, "but not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any other means material that is attributable in whole or in part to another source…and presenting that material as one's own academic work offered for credit." This definition is legalistic and wordy, but in courses at this university it comes down to this: **plagiarism is handing in someone else's work and taking credit for it as if it were your own.**

When a student is charged with plagiarism, it is irrelevant to the University whether the transgression was intentional or inadvertent. **The student who commits plagiarism through carelessness is just as accountable as the student who sets out to deceive.**

Opportunities for plagiarism in history courses often arise from a paradox that is embedded in our discipline: we require that your work be your own, but historical scholarship is inherently communal and cumulative. Historians are expected to engage and build upon the work of their colleagues and predecessors--and they are expected to be "original" at the same time.

Plagiarism in history courses can take many forms. Copying another person's published or unpublished writing word-for-word without quotation marks and without attribution is the most obvious and blatant instance. Plagiarism also includes paraphrasing another writer's ideas too closely or without adequate attribution. (See examples below.) There is also an infraction known as "self-plagiarism": it is an offense against University rules to turn in the same work for credit more than once unless all involved instructors consent in advance.

The development of Internet search engines, the process of downloading, and the ease of cutting and pasting text on a computer as you write successive drafts have made plagiarism--whether intentional or inadvertent--much easier to commit. (Of course these same search engines have also made plagiarism much easier for an instructor to detect.) **The process of copying material from one or more websites, rearranging it to suit your purposes, and pasting this concoction into your drafts does not make it "your" work. However artfully done, it is simply an innovative form of plagiarism.**

How do you avoid committing plagiarism? Here are some basic tips:

1. Historians use a variety of citation formats, including footnotes, endnotes, and indicating their source directly in their text within parentheses. Within those formats, they use a variety of styles. Ask your instructor for guidance on a uniform system of citations--and follow that advice.

2. Take notes carefully. Whenever you copy a direct quotation, protect yourself by putting quotation marks around it. Attach a full, accurate citation to any borrowed passage, whether quoted or paraphrased, and keep it attached as you write.

3. Although borrowed ideas must be fully acknowledged in a citation, you do not need to provide a citation for information that your reader can reasonably be expected to know. When in doubt, include a citation.

4. You can avoid plagiarism by learning how to paraphrase. It is much easier to avoid plagiarism that involves verbatim copying or handing in the same paper twice than it is to avoid plagiarism that

involves paraphrase, probably the trickiest area of all. Certainly it is the area where most instances of plagiarism occur.

A paraphrase is borrowed text digested and rewritten in one's own words for one's own purposes. Because the thought is expressed in your own words, you do not encase it in quotation marks. But because the thought is borrowed, its source must be acknowledged. Students often run into trouble on both counts: they paraphrase without attribution, and they stay too close to the wording and structure of the borrowed text. Simply moving your source's words around and inserting a few of your own is not acceptable; it is still plagiarism.

To help you master the difference between acceptable and unacceptable paraphrase, here is a statement written by a historian, followed by three examples of how a student might use it. Only the third example is not an instance of plagiarism.

Original passage: *"Revising interpretations of the past is intrinsic to the study of history. But no part of the American experience has, in the last twenty-five years, seen a broadly accepted point of view so completely overturned as Reconstruction--the violent, dramatic, and still controversial era that followed the Civil War. Since the early 1960s, a profound alteration of the place of blacks within American society, newly uncovered evidence, and changing definitions of history itself have combined to transform our understanding of race relations, politics, and economic change during Reconstruction."*[1]

[1]Eric Foner, *Reconstruction: America's Unfinished Revolution* (New York: Harper & Row, 1988), xix.

Example 1: *Revisionism is inherent in historical scholarship, but in the last generation no phase of American history has undergone a more drastic transformation in the way it is understood by historians than Reconstruction, the period of political, social, and economic upheaval after the Civil War. This revised interpretation is the result of new evidence, new modes of historical scholarship, and the altered status of African-Americans in the United States in the last half-century.*

This is plagiarism because the content and structure of the passage are obviously taken from Foner's passage without citation.

Example 2: *According to Eric Foner, changing interpretations of the past are intrinsic in the writing of history. But he believes that no period in American history has witnessed a widely accepted understanding so drastically overturned in the last quarter century as Reconstruction--the tumultuous and bloody period following the Civil War. Over the last forty years, a profound change in the place of blacks in our society, newly discovered evidence, and new understandings of history itself have converged to alter our understanding of race relations and the political and economic changes that occurred during Reconstruction.*[1]

[1]Eric Foner, *Reconstruction: America's Unfinished Revolution* (New York: Harper & Row, 1988), xix.

This example is also plagiarism but of a somewhat different sort. Although it cites its source, it still is unacceptable because it, too, tracks the structure and language of Foner's writing too closely.

Example 3: *Eric Foner begins his magisterial book with the point--by now something of a commonplace--that the upheaval in Reconstruction historiography in the late twentieth century was in part a result of the civil rights movement.*[1]

[1]Eric Foner, *Reconstruction: America's Unfinished Revolution* (New York: Harper & Row, 1988), xix.

This paraphrase is acceptable because, in its own "digested" words and with its own viewpoint and purpose, it summarizes Foner's point and it supplies a full citation.

5. Read more about what plagiarism is and how to avoid it--and see more examples of it--at the Student Judicial Services website:

http://deanofstudents.utexas.edu/sjs/academicintegrity.html

Department of History
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