**Mexican Americans: Identity, Movements, & Social Justice**

**Instructor:** Dr. Jennifer G. Correa  
**Office Hours:** Tues/Thurs 2-3 (Or by appt).  
**Email:** jcorrea@tamusa.edu  
**Office:** 350D Central Academic Building  
**Phone:** 210-784-2249  
**Course Meetings:** Tues/Thurs 12:30-1:45 p.m.  
**Classroom #:** MADLA 337

“Do work that matters. Vale la pena.”  
*Gloria E. Anzaldúa*

“I could shelter myself from conflict by leaving the conversation, but I have come to believe that the comfort we feel when we avoid hard conversations is a dangerous comfort, one that seduces us into ignorance about the experiences of others and about the full meaning of our own lives.”  
*Mari Matsuda*

**Course Description**

As of 2012, there are approximately 33.7 million “Mexican-origin Hispanics” in the United States. This estimate is comprised of roughly 11.4 million immigrants who were born in Mexico and 22.3 million who were born in the US. Overall, those who identify as Mexican American comprise nearly 64% of all Latinos in the US. The focus of this course will be to provide a sociological context for the politics of racial/ethnic identity and culture, socio-political and economic inequalities within the Mexican community, and the social movements, such as the Chicano and Chicana Movements, which have emerged in response to these phenomena. Specifically, we will interrogate these concepts by assessing the social, political, and economic conditions which shaped Mexican Americans; in turn, we will delve into the ways in which this population has effected change upon socio-political and economic structures in the US through social movement mobilization against racial discrimination, legal repression, and economic inequality.

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COURSE OBJECTIVES
In sum, the objectives of this course are as follows:

(1) **Examine** the varying laws and policies that have affected Mexican Americans.
(2) **Understand** the socio-political, cultural, and economic forces which have shaped Mexican racial/ethnic identity.
(3) **Analyze** key social movements that have emerged at the grassroots level among the Mexican community to change the legal-political landscape in the US, in particular, issues such as institutional racism and economic exploitation.

EXPECTATIONS FOR SUCCESS
- Complete all readings & assignments.
- Ask questions/participate in class.
- Review your materials – e.g. notes, etc.
- Attend all your courses.
- Check for Confirmation of Blackboard submissions/uploads.
- Check to ensure each assignment you’ve completed is graded.

TEXTBOOK/REQUIRED READINGS

BLACKBOARD
- Points, grades, course documents, relevant links, or course/syllabus updates & announcements are generated in Blackboard.
- Blackboard Assignments – Please make sure you receive confirmation of a submitted assignment. No blank documents are accepted and will be counted as late work.

CLASSROOM CONDUCT & POLICIES
BE PREPARED
- Assigned readings must be done before class, ready to discuss for next class;
- Any Assignments must be completed by due date; having read the required reading(s);
- The quality of discussions generated are NOT my sole responsibility; I also look to you to learn from the readings and to come to class with discussion points and questions.

2 *Other readings via chapters, articles, and pdf scanned copies will be detailed via Blackboard*
**EXCESSIVE ABSENCES & SIX DROP RULE**
- If you miss class and do not provide me with official documentation (e.g. doctor’s note or obituary notice), you will not receive credit for attendance/participation for that day.
- If you encounter an emergency (sickness or death in the family) during the semester, please keep me abreast of your situation and make sure to provide documentation.

**LATE WORK & MAKE-UP EXAM POLICY**
- No late work will be accepted unless you have experienced an emergency (e.g. death in the family or are critically ill).
- Provide documentation of emergency situation. Then, I will assess the points earned/lost due to the absence(s) and whether it is deemed Excused or Un-Excused.
- Blank documents submitted/uploaded to Blackboard are considered Late Work and depending on situation, may not be accepted.

**GRADE CONCERNS**
- It is your responsibility to see me during my office hours or by appointment throughout the course if any concerns about your graded work arise.
- I do not view grading as a process of negotiation.

**PRODUCTIVE & MEANINGFUL DIALOGUE**
- Sociology covers difficult, controversial, and at times, painful topics. My expectation is that you will meaningfully and respectfully engage.
- Reflect upon your position in the context of the sociological research provided, keeping an open mind.
- You do not need to agree with everything presented in the readings or by me, but your task is to demonstrate sociological understanding.

**EMAIL CORRESPONDENCE**
- All correspondence between professor and students must occur via University email accounts.
- I have many emails that are sent to me daily; however, I try my best to respond back to students within 24-48 hrs during the week.
- I do not tend to check my email over the course of the weekend.

**CELL PHONES**
- Please make sure to silence/power off your cell phone while in class. This is disruptive for me and your colleagues.
- If a loved one is in the hospital, you can put your phone on vibrate and take/make your call outside of the class.
**LAPTOPS & TABLET DEVICES**
- Laptops & tablets are allowed for use in the classroom;
- However, if it becomes a disruption, you may lose this privilege.

**A&M-SA Conduct Rules, Policies, & Services**

**ACADEMIC INTEGRITY**
- Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters.
- University policy prescribes serious consequences for acts of academic dishonesty including, but not limited to, a grade of ‘F’ on the particular paper or assignment, a failing grade in the course, or possible expulsion from the University. Academic Dishonesty falls under Acts of Dishonesty in the Student Handbook’s Code of Conduct (Page 37):  
  [http://www.tamusa.edu/studentengagementsuccess/TexasA&MSanAntonioStudenthandbook.pdf](http://www.tamusa.edu/studentengagementsuccess/TexasA&MSanAntonioStudenthandbook.pdf)

**A&M-SA Office of Disability Support Services**
- The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities.
- If you believe you have a disability that may require accommodations, please contact Disability Support Services (DSS) for the coordination of services. DSS is located at the Main Campus on the 2nd floor of the Central Academic Building in room 210. The phone number for DSS is (210) 784-1335 and email is dsupport@tamusa.tamus.edu.
- If there are aspects of the instruction or design of this course that result in barriers to your inclusion, please notify me as soon as possible.

**A&M-SA Jaguar Writing Center**
- This Center provides writing assistance to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments.
- Students can make individual or group appointments with a writing tutor. The Writing Center location: Central Academic Building, Suite 208. This location can be reached by emailing tutoring@tamusa.edu or calling (210)784-1332. Appointments can also be made through Jag Wire using TutorTrac, which is found under the services tab.
TEXAS SIX DROP RULE, SENATE BILL 1231

- You are subject to the requirements of Senate Bill 1231 passed by the Texas Legislature in 2007. SB 1231 limits you a maximum of 6 non-punitive drops during your undergraduate career.
- Please be aware of your drops because they can be punitive. Further information can be found:
  http://www.tamusa.edu/registrar/registration/adddropwithdrawprocess/sixdroplimit.html.

COURSE ASSESSMENTS

ESSAY EXAMS
There will be a total of 2 take-home essay exams in the course which are comprised of the Midterm and Final worth 80 pts total. The essay exams will be comprised of holistic questions. This means that I will not necessarily ask you to regurgitate information straight out of a text or article; rather, they will be reflexive and narrative in nature. The exams will encompass questions over the readings, lectures, discussions, and/or film(s) I have assigned over the course of the semester.

ANALYTIC FACILITATION
Analytic Facilitations are worth a total of 20 pts. Students will work individually on this task. These facilitations will be over previous reading, and will take place on either a Tuesday or Thursday class meeting, typically after I have introduced the readings, beginning in Week 1 and ends in Week 10. You must submit this facilitation the date you are scheduled to facilitate by 11:59 p.m via Blackboard (e.g. “Analytic Facilitation 3-17”). You must raise at least 1 question in your Facilitation. *If there is a Guest Speaker on the day you are scheduled for a reading/day, we will need to re-schedule for the next course meeting. However, I will first try to see if we can complete the Facilitation. Nonetheless, I strongly urge you to have it complete ahead of the date you are scheduled for. Please sign up for a facilitation date with me.

- Grading rubric for the Analytic Facilitations is as follows:
  1. Ability to demonstrate understanding of the material (5 pts).
  2. Ability to communicate your facilitation synopsis for 3-5 minutes to class audience (5 pts).
  3. Ability to critically analyze an idea(s), concept(s), or theory/theories (5 pts).
  4. Meet a minimum 400-word requirement along with One Discussion Question (5 pts).

- Tentative Structure of the Analytic Facilitation:
  (i.) Point out ONE or TWO key point(s) you found to be the most important.
  (ii.) Critically analyze an idea, concept or theory put forward by author(s) and how it expands (or possibly falls short) our understandings of the situation.
  (iii.) Pose a question for the audience that is informed by the reading(s) of an issue, concern, or context that needs further collective elaboration.
COLLABORATIVE PROJECT
Presentations will be worth a total of 60 pts. Students will be put into groups of 4-5 students and will have to choose a topic comprised of any of the themes/concerns discussed in course. Class readings can be used either to better explain/illuminate or critique the topical issue at hand. More will be discussed as date approaches. You will need to complete a Personal-Group Member Evaluation Form where you will indicate the duties/responsibilities you were assigned as well as that of your peers and if they were completed (or not). I will use these evaluations to compile a grade for you as well as that of your peers. There are other factors that will be used as criteria to compile your grade that will be outlined in the Student Group Presentation Project Grading Rubric. You will receive a Student Group Presentation Project Grade Rubric as well as a Personal-Group Member Evaluation form before we begin working on the Student Group Presentation Projects, typically a week before we begin assembling groups. This evaluation form will also be worth a set number of points and will need to be submitted via Blackboard. REPEAT: This is a collaborative project, if you do not complete your assigned tasks, this will be grounds for a zero for the total project OR if you are noted for slacking off, your grade will suffer. If you have 2 negative evaluations/complaints alleged against you via the Personal-Group Member Evaluation form, your grade will drop by 10 pts from the total. For every negative evaluation alleged against you thereafter, your grade will drop by 5 pts for each negative evaluation. I’m giving you time in class to work on your projects. Many professors do not set aside time in class to do these things. You must upload via Blackboard the final PowerPoint at least 12 hrs before your scheduled presentation. Make sure to use scholarly sources/citations (academic journals, books, etc.); this excludes the use of Wikipedia and Dictionary.com. A rubric will follow as we get closer. The PowerPoint must include:

1. An introduction into the topical issue.
2. An argument for how the course readings adequately explain OR critiques the topical issue.
3. A conclusion section connecting the analytical dots to your topical findings for your audience.
4. At the end of the presentation, your group must have at least 2 discussion questions for the class to respond to.

ATTENDANCE
- Your attendance in the class will be monitored throughout. Attendance is worth 30 pts total (2 pt deduction for each Un-excused Absence). I may drop a student for non-attendance at any time prior to the mid-point of a course.
- A drop processed by a faculty member for non-attendance will be treated as a non-punitive grade unless the undergraduate student is subject to the requirements of Texas Senate Bill 1231. I will pass out a sign-in sheet beginning on our Thursday, January 16th class meeting.
- Warning: If you miss more than 3 classes, chances are you will not do well in the course or likely fail altogether.
**PARTICIPATION**

- Participation is worth **30 points total** and is assessed via the classroom.
- With regard to your Participation grade, it is assessed as follows:

  * **High participation = 30 pts** (A student participates in meaningful and productive discussion regarding lecture/text during all class meetings)
  * **Moderate participation = 20 pts** (A student participates in meaningful and productive discussion regarding lecture/text during majority of class meetings)
  * **Somewhat participation = 10 pts** (A student participates in meaningful and productive discussion regarding lecture/text in some class meetings)
  * **No participation = 0 pts** (A student does not participate in any meaningful and productive discussion or exchange throughout entire course).

**Note:** Participation is not solely focused on whether a student is present, although that is a major factor. I assess Participation also by the engagement level of the student in class discussion and the frequency that students contribute their thoughts, ideas, reflections etc on the topic at hand throughout the semester.

**Grading Scheme**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay Exams (2 X 40 pts each)</td>
<td>80</td>
</tr>
<tr>
<td>Collaborative Project</td>
<td>60</td>
</tr>
<tr>
<td>Analytic Facilitation</td>
<td>20</td>
</tr>
<tr>
<td>Attendance</td>
<td>30</td>
</tr>
<tr>
<td>Participation</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>220 points total</strong></td>
</tr>
</tbody>
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198 – 220 = A  
176 – 197.5 = B  
154 – 175.5 = C  
132 – 154.5 = D  
Below 132 = F

**Course Schedule, Due Dates, & Readings**

**Week 1**

**Legacies of Conquest**

**Week 2**

**Legacies of Conquest (cont.)**
WEEK 3
SEGREGATED SCHOOLING AFTER TREATY OF GUADALUPE-HIDALGO

WEEK 4
EARLY ORGANIZING—LEAGUE OF UNITED LATIN AMERICAN CITIZENS (LULAC)

WEEK 5
INSPIRING A MOVEMENT

WEEK 6
RISE OF CHICANO MOVEMENT & LEGAL REPRESSION

WEEK 7
THE CHICANA MOVEMENT: FEMINISM & GENDER IN-EQUALITY

WEEK 8
SAN ANTONIO, TX: FIGHT FOR LABOR, CIVIL, & POLITICAL RIGHTS

SPRING BREAK MARCH 9TH -15TH

WEEK 9
A NEW CIVIL RIGHTS ERA: STRUGGLE FOR MEXICAN AMERICAN STUDIES, KNOWLEDGE, & SCHOOL FUNDING
WEEK 10
A NEW CIVIL RIGHTS ERA (cont.): SCHOOL TO PRISON PIPELINE

WEEK 11
GROUP WORK

WEEK 12
GROUP WORK

WEEK 13
GROUP WORK

WEEK 14
GROUP PRESENTATIONS

WEEK 15
GROUP PRESENTATIONS

** Changes to the Syllabus**
I reserve the right to change any part of this syllabus at any time during the semester. I will provide adequate notification if changes are made.