



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Humanities & Social Sciences
Department of Hispanic Studies

UNC Dual Enrollment at Greeley Central High School

MAS 100-673 Introduction to Mexican American Studies

Spring 2019

3 credits; (LAC, gtP*)

Instructor: Thomas Frasier
Location: GCHS 311
Email: Thomas.Frasier@unco.edu, TFRASIER@greeleyschools.org

Course Description: Introduces issues impacting the Mexican American populations in the United States. This course provides an overview of issues in culture, history, education, and migration.

Learning Outcomes: Students will have developed the knowledge and skills to address the following:

1. Identify and explain the four major historical periods: Indigenous American, Spanish America, Mexican Independence, and U.S. incorporation of southwest (Readings, Lectures, Films, Student Discussions, Exams),
2. Explore the intersection between culture, labor, education, and migration patterns that influenced the historical experiences of Mexican origin populations. (Readings, Lecture, Abstracts, Book Review, Student Discussions, Quizzes) (CDE Standards 8.22 (4) (c)),
3. Application of CDE CLD standards: Alma curriculum project, Cultural Event-Dia de los Muertos, Abstracts. (8.22(2)(c); 8.22(3)(f); 8.22(4)(c).

Course Objectives:

- To promote awareness of the diverse cultural and historical identities of the Mexican origin population.
- To examine the intersection of labor, education and migrant experiences of the Mexican origin population within the United States.
- To introduce students to CDE CLD standards.
- To promote oral and written communication skills.

Professional Standards:

Colorado Department of Education CDE:

Students will be introduced to CDE performance based standards. The educator of **Culturally and**

Linguistically Diverse (CLD) student population must be knowledgeable, understand and use the major theories, concepts and research related to language acquisition and language development.

8.22(2)(c) Language and literacy development for CLD students for social and instructional purposes in school setting, with emphasis on communication of information, ideas and concepts necessary for academic success, particularly Social Studies.

8.22(3)(f) Providing content instructional strategies that integrate the development of English Language learning and academic success.

Texts:

1. *The Devil's Highway*. Luis Alberto Urrea. (Group discussions and presentation)
2. **Readings on Schoology** –see listings in syllabus

Course Requirements:

Given the purpose of this course, the assignments are designed to encourage acquisition and retention of knowledge about the Mexican origin experience. Class attendance is required. Participation and preparation provide the opportunity for the students to engage in an active learning environment. Students are required to complete all assigned readings before class meetings and come to class prepared to discuss the main issues for each class session. Three absences will result in a lowering of-one-letter-grade.

Student Participation:

Grades will be based on active participation in class and the relevance of student responses and knowledge of the Mexican American experience.

Written Assignment: Literary Autobiography

This paper should recount the history of your literacy, emphasizing the development of your writing abilities. You may have better memories of your reading development, particularly in your elementary school years, so you may lean on these as the source of your evidence. Reading and writing form a recursive process, however, so your paper should answer two questions: How did you learn to write? How do you define quality writing? Consider the spectrum of possibilities framed by **Octavio Paz in “The Sons of Malinche,” Julia Alvarez in *House on Mango Street*, Alma Guillermoprieto in “Mexico City 1992,” Jimmy Santiago Baca in his poetry, and Richard Rodriguez in *The Hunger of Memory*.**

Written Assignment: Alma Project. See website- <http://almaproject.dpsk.org>

CDE 8.22(2)(c) and 8.22(3)(f) and TESOL Standard for Culture.

Instructions: Student will visit the Alma de La Raza at the above website. Students will select one lesson from an assigned unit. Prepare to teach that lesson for 3/5 minutes in class. Students will need to submit the following document on the date of their presentation.

1. Name of Student
2. Title of Unit (author) and Title of lesson to be taught
3. Standards addressed by lesson (select 4)
4. Describe: What will the students be learning?
5. Describe: What will be done to help students learn? (Instructional strategies; activities; vocabulary; assessments.)
6. Select one performance indicator from the TESL Standard on Culture that applies to the lesson you selected to teach.

MIDTERM AND FINAL EXAMINATIONS see course outline for dates

The exams, abstracts and other assessments will focus on the learning outcomes. Students should be prepared to address the three learning outcomes. These assessments are designed to provoke thoughtful and analytical responses based on course material, readings and class discussion. Grades will be assigned based on the student’s demonstration of mastery of learning outcomes and course content.

Make-up Exam Policy: Make up exams are allowed only in extreme cases. Documentation required.

Texting & Laptops: The use of texting/cell phones in class is not allowed. Laptops are for class notes only.

Plagiarism: According to UNC Policy Manual, plagiarism is “the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language or symbols of same and passing them off as the product of one’s own mind. Plagiarism includes not only the exact duplication of another’s work but also the lifting of substantial or essential portion thereof.” Plagiarism and academic dishonesty will not be tolerated and will result in an **F** grade for this course. There will be no exceptions.

Films, videos and/or guest speakers will be scheduled throughout the semester. Contents of these presentations are considered significant to course requirements and will be included in all exams.

Summary of Assessment

Literacy Autobiography	10%
Midterm Synthesis	20%
Final Synthesis	15%
Weekly Reading Assessments	30%
Rhetorical Analysis, Urrea	15%
Alma Presentation	10%

Grading Scale:

A	94-100
A-	90-93.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	63-66.9
D-	60-62.9

F (Failing) below 59

A failing grade is the result of noticeable deficiencies in areas of scholarship, initiative, altitude, cooperation, and individual improvement.

Students will be evaluated on the basis of their participation in class and their performance on tests and written assignments. Attendance and class participation in discussion are important ways by which students contribute to the course.

Course Outline:

Week	Readings	Course Division
Week One	Charles C. Mann, "1491"	<ul style="list-style-type: none"> • Introduction to MAS 100 and Four historical periods Mesoamerica
Week Two	<i>Popol Vuh</i> , Bernal Díaz del Castillo	<ul style="list-style-type: none"> • Mexican American Indigenous Roots
Week Three	Hernán Cortes, Bartolomé de las Casas,	<ul style="list-style-type: none"> • Collision of Mexica and Spanish Empires
Week Four	Juan de Oñate, <i>Carta al Virrey</i> , Álvaro Núñez Cabeza de Vaca, <i>La Relación</i>	<ul style="list-style-type: none"> • Spanish Colonialism
Week Five	"The Persistence of the Corn Mothers," Suina, "Landscape and History," Silko	<ul style="list-style-type: none"> • Nuevo México
Week Six	Agustín de Iturbide, <i>Plan of Iguala</i> Princess Carlotta, "A Letter from Mexico" Porfirio Díaz, "The Triumph of the Republic"	<ul style="list-style-type: none"> • Revolutions
Week Seven	Excerpts, <i>The Death of Artemio Cruz</i> , Carlo Fuentes	<ul style="list-style-type: none"> • Mexican America 1850-1900 • Urban and rural labor 1900-1930s
Week Eight	Oral History, Corridos, and the art of José Guadalupe Posada	<ul style="list-style-type: none"> • Survey of Immigration laws 1880s-1965 impacting the Mexican American experience.
Week Nine	<i>The Devil's Highway</i>	<ul style="list-style-type: none"> • Dia de los Muertos
Week Ten	Dia de los Muertos October 31st Wednesday <i>The Devil's Highway</i>	<ul style="list-style-type: none"> • Public program at University Center
Week Eleven	Experiencing War: Hispanics in Service, Stories from the Veterans History Project <i>The Devil's Highway</i>	<ul style="list-style-type: none"> • Mexican Americans and the WWII experience
Week Twelve	The Bracero History Archive <i>The Devil's Highway</i>	<ul style="list-style-type: none"> • Bracero Program • 1965 INA Act and 1986 ICRA Act
Week Thirteen	<i>The Devil's Highway</i> Rudolfo Gonzalez, "Plan de Barrio" "El Movimiento, the Chicano Movement in Colorado"	<ul style="list-style-type: none"> • Chicano Movement
Week Fourteen	Alma Project Due 11/15 Pew Research Center	<ul style="list-style-type: none"> • "The Magic Key": The Education of Mexican Americans
Week Fifteen	Octavio Paz, "The Sons of La Malinche" Sandra Cisneros, <i>House on Mango Street</i> , excerpt Richard Rodriguez, <i>Hunger for Memory</i> , excerpt	<ul style="list-style-type: none"> • Summary of the Mexican American experience in the U.S. • The Search of Lo Mexicano Americano
Week Sixteen	Final: Synthesis Essay , <i>The Devil's Highway</i> =	<ul style="list-style-type: none"> • Finals week

Disability Support Services: Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at Greeley Central High School to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Plagiarism: Plagiarism is the intentional or unintentional attribution of another's ideas, materials, or language as your own without proper documentation. Plagiarism is a serious issue and is grounds for failure in this course and will receive further University attention. UNC has adopted the following policy regarding plagiarism: <http://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf>. Students who are caught plagiarizing will receive a final grade of "F" in the course. In addition, they will be reported to the Dean of Students' Office for possible further disciplinary action.

Dropping or withdrawing from a course: Note: Drop and withdrawal dates for the courses at your school can be found on your [dual enrollment page for your high school](#). Please use the [Dual Enrollment Drop & Withdrawal Form](#).

You can drop your course up until the designated Drop Deadline. The course will be removed from your transcript and you will receive a full tuition refund. After the Drop Deadline and up until the Withdrawal Deadline you can withdraw from your course. The course will remain on your transcript with a grade of "W" (this does not affect your GPA), and there is no tuition refund. After the withdrawal deadline you are unable to be removed from the course. The course will remain on your transcript with the grade that you have earned, and there is no tuition refund. If you stop attending the course but fail to officially withdraw from the course(s) at UNC, you will be responsible for full tuition and fees and the course grade will remain on your transcript.

***Liberal Arts Core & Colorado gtPathways:** This course satisfies 3 credits of Area 8: Multicultural Studies of the UNC Liberal Arts Core. This course has been approved by the Colorado Commission on Higher Education for inclusion in the Colorado Guaranteed Transfer Program, gtP. gtP courses automatically transfer to any public institution in Colorado and will continue to count toward general education or other graduation requirements for any liberal arts or science associate or bachelor's degree program IF a grade of C- or higher is recorded. Statewide articulation agreements prescribe specific general education and degree requirements in the following professional degree programs: business, early childhood, elementary education, engineering and nursing. Most other courses not approved for the gtP designation will also be accepted in transfer by other institutions, but may not fulfill general education or degree requirements.