



UNIVERSITY OF NORTHERN COLORADO

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## Extended Campus

College of Humanities & Social Sciences  
Department of Mexican American Studies

UNC Dual Enrollment with Greeley Central High School

MAS 100-690/687 Introduction to Mexican American Studies (3 credits; LAC & gtP\*)  
Fall 2020

Instructor: Thomas Frasier

Class Location: GCHS 311

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**Course Description:** Introduces issues impacting the Mexican American populations. Provides an overview of issues in education, gender, demographics, health, immigration and border patterns and the environment.

**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) (8.22(2)(c); 8.22(3) (f) TESOL Standard for culture.
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) 8.22 (4)(c); TESOL Standard for culture.
3. Application of TESL Standard 2: Culture As It Affects Student Learning and Applying the Standard 2 Rubric, as applied to Alma curriculum project, Cultural Event-Dia de los Muertos, Abstracts. (8.22(2)(c); 8.22(3)(f); 8.22(4)(c); TESOL Standard for Culture).

**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 TESL Rubric for *Standard 2: Culture As it Affects Student Learning*.
- 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.

### **TESL Standards for ESL Educators**

**Domain 2. Culture.** Candidates know, understand and use the major concepts, theories and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELL's.

**Standard 2. Culture as it Affects English Language Learning.** Candidates know, understand and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement. Students will receive the supporting explanation along with the **Rubric for Standard 2. Culture as it Affects English Language learning.** (ESL English Language Learners).

### **Texts:**

1. *The Devil's Highway*. Luis Alberto Urrea.

2. **Supplemental readings** –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** grade will be based on active participation in class and the relevance of student responses and knowledge of the Mexican American experience. Academic discourse will be a constant element of this course—expect to see it as an assessment.

### **Reading Quizzes**

Close reading of primary and secondary sources, including written, visual, and oral texts, is an essential element of this course. Evaluations and assessments will cover annotation, comprehension, and analysis. Be prepared with questions on all our readings and anticipate quizzes over all of them.

### **Written Assignment: Oral History Project**

This essay should establish the results of your oral history collection within the larger context of the issues and events covered in this course.

### **Multimedia Presentation Assignment: Alma Project**

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

Instructions: Students will prepare and present a multimedia project based on a research topic of their choice. These presentations must include one annotated, scholarly article that serves as a basis for the project. These projects will be publicly displayed, presented, and defended.

### **Written Assignments: Midterm and Final Examinations**

This assessment is 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.

**Grading Scale:**

A	94-100	C	73-76.9
A-	90-93.9	C-	70-72.9
B+	87-89.9	D+	67-69.9
B	83-86.9	D	63-66.9
B-	80-82.9	D-	60-62.9
C+	77-79.9	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 projects, tests, and written assignments. Attendance and class participation in discussion are important ways by which students contribute to the course.

**Disabilities Statement.** 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.

**UNC Policies**

**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.

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**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 impact 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.

**Course Schedule:**

Week	Exemplary Readings	Course Division
Week 1		• Introduction to MAS 100 and Mesoamerica
Week 2	Codex excerpts; <i>Popol Vuh</i> ; David Carrasco, <i>Quetzalcoatl and the Irony of Empire</i>	• Mexican American Indigenous Roots
Week 3	Hernán Cortes, Bartolomé de las Casas	• Collision of Mexico and Spanish Empires
Week 4	Juan de Oñate, <i>Carta al Virrey</i> , Álvaro Núñez Cabeza de Vaca, <i>La Relación</i>	• Spanish Colonialism
Week 5	“The Persistence of the Corn Mothers,” Suina, “Devil Deer,” Rudolfo Anaya	• Nuevo México
Week 6	Agustín de Iturbide, <i>Plan of Iguala</i> Princess Carlotta, “A Letter from Mexico” Porfirio Díaz, “The Triumph of the Republic”	• Revolutions
Week 7	Excerpts, <i>The Death of Artemio Cruz</i> , Carlo Fuentes	• Mexican America 1850-1900 • Urban and rural labor 1990-1930s
Week 8	Mid Term Exam	
Week 9	<i>The Devil’s Highway</i>	• La Frontera/ Borderlands
Week 10	<i>The Devil’s Highway</i>	• La Frontera/ Borderlands
Week 11	<i>The Devil’s Highway</i>	• La Frontera/ Borderlands
Week 12	The Bracero History Archive <i>The Devil’s Highway</i>	• Bracero Program • 1965 INA Act and 1986 ICRA Act
Week 13	“La Raza de Colorado: The Chicano Movement in Colorado,” “Symbols of Resistance,” Rodolfo Gonzales, “Plan del Barrio”	• Chicano Movement
Week 14	Alma Project	• <i>The Magic Key</i>

	UNC Databases	
Week 15	Alma Project UNC Databases	<ul style="list-style-type: none"> <li>• Topics in Mexican History and Culture</li> </ul>
Week 16	Gloria Anzaldúa “How to Tame a Wild Tongue” Octavio Paz, “The Sons of La Malinche”	<ul style="list-style-type: none"> <li>• Public Presentation of Alma Projects</li> </ul>
Week 17	Oral History Project	<ul style="list-style-type: none"> <li>• Local Mexican American History</li> </ul>
Week 18	Oral History Project	<ul style="list-style-type: none"> <li>• Local Mexican American History</li> </ul>
Week 19	<i>Final: Synthesis Essay, The Devil’s Highway</i>	