Mexican American Historiography
HIST 5175, Section 004, Three Hours

Dr. Aaron Coy Moulton
moultonac@sfasu.edu
Office: Liberal Arts North (LAN) 314
Office Hours: MoWeFr, 1:00p.m. – 5:00p.m., and by appointments

- You are welcome to use moultonac@sfasu.edu to contact me with any questions or problems. Generally, I should respond within 24 hours to e-mails. Use appropriate spelling, grammar, and other such considerations when writing e-mails. Do not try to contact me at any other electronic address other than moultonac@sfasu.edu.
- DO NOT CONTACT ME THROUGH D2L!!!!!!
- Electronic communications must be formal. If I receive a message that does not address me directly in its first line, does not identify the sender, or does not include an e-mail address from the sender, I will assume it is a ‘spam’ message and not reply.
- Again, upon your sending an electronic communication during the working week, expect up to 24 hours to receive a response. Expect longer response times for weekend communications.

Class Meeting Time and Place
HIST 5175, Section 004, Fall 2021, Three Hours
Face-to-face adaptable to schedules

Course Description
- This course is a reading intensive graduate course on Mexican Americans in the United States focused on the historiography.
- This course delves into the recent literature regarding Mexican Americans and their experiences/contributions in U.S. history.

Texts and Materials
- George Sánchez, Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945
- Catherine Ramírez, The Woman in the Zoot Suit: Gender, Nationalism, and the Cultural Politics of Memory
- Cynthia Orozco, No Mexicans, Women, or Dogs Allowed: The Rise of the Mexican American Civil Rights Movement
- Lorena Oropeza, ¡Raza Sí!, ¡Guerra No!: Chicano Protest and Patriotism during the Viet Nam War Era
- Ian Haney López, Racism on Trial: The Chicano Fight for Justice
- Steven Rosales, Soldados Razos at War: Chicano Politics, Identity, and Masculinity in the U.S. Military from World War II to Vietnam
- Eduardo Contreras, Latinos and the Liberal City: Politics and Protest in San Francisco
- Stephen Pitti, The Devil in Silicon Valley: Northern California, Race, and Mexican Americans
Lori Flores, *Grounds for Dreaming: Mexican Americans, Mexican Immigrants, and the California Farmworker Movement*

Guadalupe San Miguel, Jr.: *Brown, Not White: School Integration and the Chicano Movement in Houston*

Gabriela González, * Redeeming La Raza: Transborder Modernity, Race, Respectability, and Rights*

Jimmy Patiño, *Raza Sí, Migra No: Chicano Movement Struggles for Immigrant Rights in San Diego*

The above book may be purchased or rented online at various sites (alibris, abebooks, half, amazon, powells, betterworldbooks, etc.).

---

**Course Requirements**

This course includes two components:

- The first component is the discussion and analysis of the assigned texts that counts for 50% of the semester grade.
- The second component is the historiographical paper on U.S. foreign relations synthesizing the texts that counts for 50% of the semester grade.

---

**Academic Honesty/Integrity**

Stephen F. Austin State University expects all students to abide by University policies related to academic honesty/integrity. Students’ academic development cannot be furthered without students upholding the highest level of integrity related to their studies.

Each Stephen F. Austin State University student is required to be familiar with and abide by the University’s standard of academic integrity, akin to the Student Code of Conduct. The University’s policy can be found at [sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](sfasu.edu/policies/4.1-student-academic-dishonesty.pdf). Students with questions about how this policy applies to a particular course or assignment should immediately contact their instructor.

While most students follow these well-recognized standards regarding academic integrity, instances of academic dishonesty do occur and must be addressed immediately. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

As outlined in the University’s policy above, cheating generally involves an attempt to use unauthorized materials or falsify information, and plagiarism is utilizing someone else’s writings, ideas, or works without providing due credit or proper citation. Quotation marks and footnote/endnote citations are utilized in order to note the source of the work or idea, but students can consult their instructors, writing centers (such as the Academic Assistance and Resource Center or AARC Tutoring Center at [library.sfasu.edu/arc#/?_k=m57j8y](library.sfasu.edu/arc#/?_k=m57j8y)), or other resources to clarify any questions or concerns related to such citations and attributions. The
University’s 4.1 policy on Student Academic Dishonesty is provided in the earlier and following links, and students can also consult the Student Code of Conduct.

- In accordance with University policy, any instance of academic dishonesty, including plagiarism and cheating, are referred to the office of the dean of the student’s major which becomes a part of the student’s record. It is the student’s responsibility to understand the University’s ideals as outlined at sfasu.edu/policies/4.1-student-academic-dishonesty.pdf.

**Withheld Grades (Semester Grades Policy, A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities and/or Requiring Accommodations**
To obtain disability related accommodations, alternate formats, and/or auxiliary aids, students must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Mental Health Statement**
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
Human Services Room 202
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line:  Text HELLO to 741-741
Explanation of credit hours awarded for course:
This is an upper-level history course. Upper-level lecture courses in history meet for 2,250 minutes (37.5 hours), including examination times, during the course of a semester. Students typically have weekly reading assignments from a combination of textbooks, monographs, scholarly articles, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc.). The level of reading is more advanced than that required in lower-level surveys, and the number of pages students are required to read is generally higher. Typical upper-level courses require students to take 2-3 essay exams per semester, in addition to the final exam, which is also generally a written exam. In addition, out-of-class writing assignments (book reviews, biographical sketches, research papers, etc.) are typically required in upper-level courses. Course instructors are required to hold regularly scheduled office hours to make themselves available to consult with students as needed. Combined, studying for exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom. Online sections of upper-level courses contain extensive written content within modules, and instructors hold “electronic office hours” to consult with students as needed, generally responding to student inquiries within 24 hours. Online course content includes the same information students receive in a face-to-face lecture course, requiring students to engage the online modules for at least 2,250 minutes per term. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every hour an online student spends engaging the content in the modules, s/he spends at least two hours completing associated activities and assessments.

Graduate Student Learning Outcomes:
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning an M.A. degree in History:
1. The student will be able to explain the key issues and developments in at least two historical periods (one per course).
2. The student will be able to identify the main historical works and interpretive debates associated with an event or period.
3. The student will be able to locate, identify, and critically analyze primary sources.
4. The student will be able to research and analyze effectively an issue or topic in writing.
5. The student will be able to present written work in an appropriate academic style, including the proper citation of sources using Chicago Manual of Style (15th or most recent edition).

This course will incorporate to varying degrees each of these PLOS, with a particular emphasis on PLOs 1, 2, 4, and 5.

Student Learning Outcomes:
- The student will read each week a key work related to the history and historiographical debates shaping the study of Mexican-Americans in support of PLOs 1 and 2.
• The student will write at the end of the semester a historiographical review analyzing the assigned texts and their contributions to the study of Mexican-Americans in support of PLOs 2, 4, and 5.

I reserve the right to change the syllabus. Any changes will be announced in class. Students should be prepared to discuss all materials on the respective days.

**Course Calendar**

*Week 01:* Sánchez, *Becoming Mexican American*

*Week 02:* Ramírez, *The Woman in the Zoot Suit*

*Week 03:* Gómez-Quiñones and Vásquez, *Making Aztlán*

*Week 04:* Orozco, *No Mexicans*

*Week 05:* Oropeza, *!Raza Sí!*

*Week 06:* López, *Racism on Trial*

*Week 07:* Rosales, *Soldados Razos at War*

*Week 08:* Contreras, *Latinos and the Liberal City*

*Week 09:* Pitty, *The Devil in Silicon Valley*

*Week 10:* Flores, *Grounds for Dreaming*

*Week 11:* San Miguel, *Brown, Not White*

*Week 12:* González, *Redeeming La Raza*

*Week 13:* Patiño, *Raza Sí, Migra No*

*Week 14:* Thanksgiving Break – NO MEETING

*Week 15:* Discussion of Historiographical Paper

*Week 16:* Historiographical Paper Due