

**Inventing Mexico:
Peoples, Histories, and Identities
Syllabus Fall 2017**

Seminar, MW 10:30-11:20
Writing Workshop, T 9:55-11:10, F 10:30-11:20
Common Lecture, NH 040, R 9:55-11:10

Seminar Instructors	Writing Instructors	Peer Tutors
Rosana Blanco-Cano (MLL) Email: rblancoc@trinity.edu , Voice: 210-999-7531 Office Location: NH 255 Office Hours: M & W 11:30 a.m. a.m.-12:30 p.m., and by appointment	Rita Urquijo-Ruiz (MLL) Email: rurquijo@trinity.edu Voice: 210-999-7898 Office Location: NH 253 Office Hours: 11:15 a.m.-12:15 p.m, and 3:30 p.m.-4:30 p.m.. F: 12:30-1:30 p.m., and by appointment	Stacey Dabner Email: sdebner@trinity.edu Phone: 512-994-6263 Office Location: Coates Library/Coffee area Office Hours: Sundays from 5:30 p.m.-7:00 p.m., and by appointment
David Spener (SOC&ANTH) Email: dspener@trinity.edu Voice: 210-999-8562 Office Location: SML 016 Office Hours: by appointment on Mondays and Wednesdays between 1:00 and 3:00 PM	Debra Ochoa (MLL) Email: dochoa@trinity.edu Voice: 210-999-8092 Office Location: NH 250 Office Hours: Tuesdays and Thursdays: 12:40-2:00; Fridays: 8:30-10:20 and by appointment.	Delphina Morales
Jennifer Mathews (SOC& ANTH) Email: jmathews@trinity.edu Voice: 210-999-8507 Office Location: SML 020 Office Hours: T/Th, 1-4:00 and by appointment	Robert Huesca (COMM) Email: rhuesca@trinity.edu Voice: 210-999-8169 Office Location: LA 364 Office Hours: M-F: 2:30-5 pm Appt.: bit.ly/huesca-office-hours	Katherine Donovan Email: kdonovan@trinity.edu Phone: 281-216-6921 Office hours: MW from 5:00-8:00 pm, and by appointment

DESCRIPTION:

This FYE will offer students the opportunity to explore Mexico as a country and learn about the diverse peoples of Mexico, including persons of Mexican descent who live abroad. We will examine key aspects of Mexican history, geography, and culture, including issues of nationality, class, race, gender, and politics that have shaped and reshaped Mexican identities since the time of European colonization. Using a combination of lectures, readings of exemplary texts, and analytic writing assignments, we will investigate the forces that have shaped Mexico as a nation and created a wide range of Mexican identities, both inside and outside the country's borders, including in San Antonio. Our approach to

understanding Mexico and Mexicans will include ways they have been represented in literature, film, and other cultural artifacts. Through this exploration, students will discover the internal complexities of Mexico as a nation and the varied ways of being Mexican that have emerged at different times and in different places. The course will give students a firm grounding in key aspects of Mexican culture and serve as a gateway to further study of Mexico, other Latin American countries, and Latinas/os in the United States.

FYE meets five days a week. All sections will meet together on Thursdays, where an invited lecturer will speak on the reading assigned for that week. On remaining days, students will meet in their classrooms, alternating between writing workshop and seminar instructors according to the class schedule below.

REQUIRED TEXTS

At Bookstore

Buchenau, Jurgen. 2008. *Mexican Mosaic: A Brief History of Mexico*. Malden, Massachusetts: Wiley.

Graff, G. & Birkinstein, C. 2014. *“They Say, I Say”*: *The Moves that Matter in Academic Writing*. New York: W.W. Norton & Co.

Williams, J. & Bizup, J. 2014. *Style: The Basics of Clarity and Grace*, 5th ed. New York: Longman.

On T-Learn

Seminar-Selected readings (critical articles and chapters).

TriniTV (Trinity stream format video):

Most of the films will be watched through TriniTV: <http://iraa.trinity.edu/x505.xml> (on-campus only; read instructions carefully)

ASSIGNMENTS:

Common Lectures (on Thursdays-NH 040)

Students will be responsible for asking questions of the guest lecturers immediately following each lecture.

Writing Workshop Sub-Section

The Writing Workshop component of the course will focus on critical reading OF TEXTS ASSIGNED IN THE COURSE, writing, and thinking skills, emphasizing writing as a persuasive analytical activity. We will concentrate on close reading, carefully developed argument, critical analysis, and editing techniques in an attempt to foster the kinds of writing that you will be asked to do throughout your academic career.

Requirements: 6 Essays, 14 Lecture Deconstructions, 1 Oral Presentation. All assignments, readings and papers are due at the beginning of class on the assigned dates and must be completed in order to pass the course. No late papers will be accepted.

In addition to hard copies submitted in class, students must submit electronic copies of their essays to the writing workshop instructor as an email attachment.

On Fridays, the WW section will deconstruct the Common Lecture. Students should submit by e-mail a short “Lecture Deconstruction” (LD) noting: Speaker’s Thesis/Question; Method/Mode of Analysis; Structure of Argument; Nature of Evidence; Strength and Weakness of Presentation. Presenters will be assigned to lead these sessions in class.

Seminar Sub-Section

Students will make ten short written posts (200-300 words) to the class discussion forum on TLEARN, which will be graded for content and clarity of the ideas they express. The topics of these brief assignments will deal with the reading assignments and the lecture content. Since the ideas for the assignments will grow out of class discussion and lectures, attendance and active, intelligent class participation are mandatory and will be considered in the final course grade.

Oral participation is an integral part of the course and gives the students an opportunity to try out ideas for the paper assignments. Students should also arrive at the seminars armed with questions about the texts under discussion.

Each student will prepare one individual presentation and one group presentation. . The individual presentation (10-12 minutes long, assigned by the professor) will be on a specific reading related to a topic discussed in class the week the presentation is assigned. . Students must read the assigned class materials carefully and prepare a handout, a PowerPoint, or some other type of material to use in making the presentation. The group presentation (on any topic related to the concept of “the invention of Mexico) will report research conducted by 2-3 students and will be 10-15 minutes long. For this presentation, each student will be required to prepare an annotated bibliography that identifies and evaluates at least 4 scholarly sources that their group will be able to use in making its presentation. Students will be required to turn in their annotated bibliographies at least two weeks before their group’s presentation.

There will be two exams given in the course, one at the midterm and one at the end of the semester. Both will be take-home exams and will require students to write several short essays in response to prompts provided by the instructors.

No unexcused late work will be accepted.

Mandatory events:

Required off-campus excursion to the San Antonio Mexican/Chicanx community

One of your major assignments for the FYE is to make at least one off-campus field excursion to visit some part of the San Antonio Mexican/Chicanx community. The assignment is due no later than November 15. Here are the instructions:

1. Choose an excursion to make from the list provided by your seminar instructor. A hard copy of the list will be posted to TLEARN.
2. Either on your own or with classmates, make arrangements for the excursion using the contact information and locations provided for each excursion.
3. Inform your seminar instructor in advance of making the excursion, sending them an email explaining where you will be going and when and which other FYE students will go with you.
4. Make the excursion and document it with photographs and/or videos of what you experience.
5. Write a 300-400 word written reflection about the excursion, relating it to themes discussed in the seminar, and email it to your seminar instructor as an attached MS Word document within one week after completing the excursion. Attach any photos or videos you take to the email or, if the files are too big, share them with your seminar instructor using Google Drive.

Each student will need to hand in a 300-400 word written response that relates what they experienced to topics covered in the course.

Rules:

Read the assignment carefully and come to class prepared. Please bring the readings to all classes and lectures so that we may refer to them. You are expected to complete your readings before class, bring questions and comments related to them.

Attendance: Attendance is required for all classes and lectures. Unexcused absences will be penalized. Attendance will be taken at all lectures by your peer tutor.

Academic Integrity: We expect students to abide by the Honor Code to which they pledged upon enrollment. In the event that a student violates this code, we will follow the protocol outlined in the Student Handbook and will turn the matter over to the Honor Council.

Electronic Devices: The use of electronic devices (phones, tablets, computers) in lectures and class meetings is not allowed, unless the professor/lectures requires.

Class Materials (articles/chapters): All students are required to PRINT chapters and articles used for class discussion/writing assignments.

Peer Tutors:

Each section of FYE has a peer tutor. They attend their respective classes as well as the weekly lectures. They are involved in class discussions and are available to talk with you outside of class. The peer tutors can be particularly helpful as you develop your ideas for your papers or as you prepare to lead class discussion. They read and comment on, but do not grade, student work. The professors alone make the final decision concerning all grades.

Grading:

Writing Workshop Sub-Section:

3 Short Essays: 30%

3 Long Essays: 51%

6 Peer-Review Drafts: 9%--A--all complete drafts turned in; B--drafts occasionally not complete and/or one missing during semester; C--drafts consistently incomplete and/or missing; D--half or more missing; F--no drafts submitted

Participation: 10% (includes in-class oral presentations, Lecture Deconstructions, and other informal tasks assigned throughout the semester)

The final grade generally reflects student improvement.

Seminar Sub-Section:

Individual Presentation: 10%

Group Research Presentation 15% (10% presentation/5% annotated bibliography)

Midterm: 15%

Final: 15%

Discussion forum posts: 25%

Class participation : 10%

3 Enrichment 10% (**at least one off campus**):

Students will receive one grade for the course. This six-credit grade is determined jointly by the writing workshop instructor and the first-year seminar instructor at the end of Events the semester.

Honor Code

“All students are covered by a policy that prohibits dishonesty in academic work. Under the Honor Code, a faculty member will (or a student may) report an alleged violation to the Academic Honor Council. It is the task of the Council to investigate, adjudicate, and assign a punishment within certain guidelines if a violation has been verified. Students who are under the Honor Code are required to pledge all written work that is submitted for a grade: “On my honor, I have neither given nor received any unauthorized assistance on this work” and their signature. The pledge may be abbreviated pledged with a signature.”

Student Accessibility Services

If you have a documented disability and will need accommodations in this class, please speak privately with your professors early in the semester so they may be prepared to meet your needs. Students must be registered with SAS office (Halsell 201) and submit a letter from SAS. Office: 210-999-7411; Fax: 210-999-7848; sas@trinity.edu

CLASS SCHEDULE

Introductory week

W 8/23 Seminar Introduction

- Th 8/24 Lecture-Meet FYE participants. Introduction to socio-historical background on Mexican Identities (Rita Urquijo-Ruiz & David Spener-Trinity U.)
 F 8/25 Writing Workshop (WW) LD, Spener and Urquijo-Ruiz, *TSIS* preface, intro.

WEEK 1. Pre-Columbian, Colonial, and Independent Mexico.

Texts:

a) Chapters 1 & 2, *Mexican Mosaic*

- M 8/28 Seminar, Chapter 1
 Tu 8/29 WW: *TSIS*, part 1, pp. 17-52
 W 8/30 Seminar, Chapter 2
 Th 8/31 Common Lecture: Jennifer Mathews (Trinity U.) Pre-Columbian Mexico
 F 9/1 WW: LD, Mathews

*****Seminar T-Learn Forum #1- Due on 9/1-5:00 p.m.**

WEEK 2. (Trans) National Modernity: Towards the XX Century.

Texts:

- a) Chapter 3 *Mexican Mosaic*
 b) Irwin, Robert "The Centenary of the Famous 41."
 Supplementary Reading (lecture): "Art and Architecture in Mexico" (optional)

- M 9/4 Seminar: Mexican Mosaic, Chapter 3. No regular class. Labor Day.
 Tu 9/5 WW, *TSIS* part 2, pp. 53-102
 W 9/6 Seminar: Read Irwin
 Th 9/7 Common Lecture: Dr. Kathryn O'Rourke. "The Architecture of 1900"
 F 9/8 WW, LD O'Rourke

*****Seminar T-Learn Forum #2- Due on 9/8-5:00 p.m.**

WEEK 3. (Trans) National Perspectives on the Mexican Revolution.

Texts:

- a) Chapter 4, *Mexican Mosaic*
 b) Lecture reading: Salas, Elizabeth. *Soldaderas in the Mexican Military* (Selection).

- M 9/11 Seminar: Read Chapter 4, *Mexican Mosaic*
 Tu 9/12 WW, *TSIS* part 3, pp. 103-160, peer review of draft essay #1 (Opinion piece)
 W 9/13 Seminar: Read Salas "Soldaderas"
 Th 9/14 Common Lecture: "Soldaderas," Chrissy Arce, University of Miami (Via Skype)
 F 9/15 WW, LD, Arce

*****Seminar T-Learn Forum #3 Due on 9/15-5:00 p.m.**

WEEK 4. Post-Revolutionary Mexico

Texts:

- a) Gamio, Manuel. *Forjando Patria* (English Edition) (excerpt, "Our Women")
 b) Zavala, Adriana. "Santa, La India Bonita, and Mexican Maternity." *Becoming Modern, Becoming Tradition: Women, Gender, and Representation in Mexican Art*

- M 9/18 Seminar: Read Gamio

- T 9/19WW, short essay #1 (Opinion piece) due in class
 W 9/20Seminar: Read Zavala, “La India Bonita,”
 Th 9/21Common Lecture: Marion Oettinger (San Antonio Museum of Art, curator Latin American collection)
 F 9/22WW, LD, Oettinger, Williams and Bizup, Lessons 2-6
*****Seminar T-Learn Forum #4 Due on 9/22-5:00 p.m.**

WEEK 5. National Mythologies in the Golden Age of Mexican Cinema.

Texts:

- a) Herschfield “Race and Ethnicity in Mexico’s Cinema”
 b) Ramírez Berg “The Cinematic Invention of Mexico”

Film (TriniTV stream format):

- 1) *María Candelaria*

- M 9/25Seminar: Herschfield; **Watch film before class**, *María Candelaria*.
 T 9/26WW, Peer review of draft essay #2 (Directed close reading)
 W 9/27 Seminar: “Ramírez-Berg”
 Th 9/28 Common Lecture: “Golden Age of Mexican Cinema” by Charles Ramirez-Berg (UT Austin)
 F 9/29WW, LD, Ramirez-Berg, Williams and Bizup, Lessons 7-10
*****Seminar T-Learn Forum #5 Due on 9/29-5:00 p.m.**

WEEK 6. (Trans)national Mythologies: Peladitas, Peladitos, Pachucas & Pachucos

Texts:

- a) Ramírez, Catherine: *The Woman in the Zoot Suit: Gender, Nationalism and the Cultural Politics of Memory*
 b) Urquijo-Ruiz, Rita. *Wild Tongues* (Chapter 3) (Optional)

Film (stream format, TriniTV):

Zoot Suit (Luis Valdez, 1981)

- M 10/2Seminar: Read Ramirez
 T 10/3 WW, short essay #2 due in class (Directed close reading)
 George Orwell, “Politics and the English Language,” at www.george-orwell.org. Practice small paragraph writing in class.
 W 10/4Seminar: **Watch Zoot Suit before class.**
 Th 10/5Common Lecture: Rita Urquijo-Ruiz (Trinity University) “Transnational Pachucada”
 F 10/6 WW, LD, Urquijo-Ruiz, **Take-Home Midterm examination due on Monday 10/10, 2:00 p.m. by email**

WEEK 7. Sample of Musical Sensibilities.

Texts:

- a) Diaz-Sanchez and Hernandez, “The Son Jarocho as Afro-Mexican Resistance Music”

Documentary: Lalo Guerrero. *The Original Chicano* (on Trini TV, stream format)

M 10/9 Seminar: **Watch before class** *Lalo*
 T 10/10 WW, Peer review of draft essay #3 (Book review, *Mexican Mosaic*)
 W 10/11 Seminar: Read Diaz-Sanchez
 Th 10/12 Musical Event (**at Ruth Taylor Concert Hall**): Fandango Jarocho with Tallercito del Son SA
 F 10/13 WW: LD, Fandango Jarocho
*****Seminar T-Learn Forum #6- Due on 10/13-5:00 p.m.**

WEEK 8. Identities, Politics, and Power in the 1950s

Texts:

- a) Mexican Mosaic, Chapter 5
- b) Castellanos, Rosario. Act I from *The Eternal Feminine*
- c) Documentary: *The Deportation of Innocence* (streaming through TU library at <http://mill.trinity.edu/record=b2603204~S14>).

M 10/16 Seminar: Castellanos
 T 10/17 WW, short essay #3 (Book Review of Mexican Mosaic) due in class
 W 10/18 Seminar: Watch *The Deportation of Innocence* before class and come prepared to discuss
 Th 10/19 Read “Moonlit in the Mirror” (“El reflejo de la luna”) by Rosario San Miguel before common lecture. Common Lecture by Danny Anderson (Trinity U.)
 F 10/20 **Midterm recess**

WEEK 9. The Chicana/o Movement

Texts:

- a) Rosales, Arturo F. “Chapter 4: The Fight for Educational Reform.” *Chicano! The History of the Mexican American Civil Rights Movement*
- b) Film (available on TriniTV stream format): “Walk Out” (Edward James Olmos, 2006)

M 10/23 Seminar: Reading: Rosales (Ind. Present.#10), View film “Walk Out” before class
 T 10/24 WW, Peer review of draft essay #1
 W 10/25 Seminar-Information Literacy Session
 Th 10/26 Common Lecture: Rosie Castro, “The Chican@ Movement”
 F 10/27 WW: Looking ahead to long essays
*****Seminar T-Learn Forum #7 Due on 10/27-5:00 p.m.**

WEEK 10. The Age of Discrepancies: 1960s and 1970s

Texts:

- a) González de Bustamante, Celeste. “1968 Olympic Dreams and Tlatelolco Nightmares”
- b) Poniatowska, Elena. *Massacre in Mexico* (excerpts)

M 10/30 Seminar: González de Bustamante
 T 10/31 WW, Essay #1 due in class
 W 11/1 Seminar: Poniatowska
 Th 11/2 Common Lecture: Ed McCaughan (San Francisco State University, Skype Session)
 F 11/3 WW, LD, McCaughan
*****Seminar T-Learn Forum #8- Due on 11/3-5:00 p.m.**

WEEK 11. 1980-2000: The Decline of the Revolution/Neoliberalism.

Texts:

a) Bacon, David (2008) "Uprooted and Criminalized"

Documentary (available on TriniTV stream format): *Americas: Continent on the Move*

M 11/6 Watch **before class: *Americas*. Turn in Annotated Bibliography) (4 critical sources about Final Presentation)**
 T 11/7 WW, Peer review of draft essay #2
 W 11/8 Seminar: Read Bacon
 Th 11/9 Lecture: "Notes on Immigration", David Spener (Trinity University)
 F 11/10 WW, LD, Spener
*****Seminar T-Learn Forum #9 Due on 11/10-5:00 p.m.**

WEEK 12. Popular Culture Today

Texts:

- Beard, L.J. (2003). "Whose life in the mirror?: Examining three Mexican telenovelas as cultural and commercial products." *Studies in Latin American Popular Culture*, 22: 73-88.
- Watch Episode 1 (*Las Aparicio*), & Episode 1 (*El sexo débil*) (Common Screening at Library TBD, also available on Netflix)

M 11/13 Seminar: Beard
 T 11/14 WW, Essay #2 due in class
 W 11/15 Watch TV Episodes (*Las Aparicio* & *El sexo débil*)
 Th 11/16 Lecture: "Dissident models of *Mexicanidad* in Contemporary Mexican TV", Rosana Blanco-Cano (Trinity U.)
 F 11/17 WW, LD, Blanco-Cano
*****Seminar T-Learn Forum #10- Due on 11/17-5:00 p.m.**

WEEK 13. Lucha libre: Deep Play in Mexican Culture

Documentary: *Tales of Masked Men: A Journey through Lucha Libre* (55 minutes, on Netflix; review also <http://www.talesofmaskedmen.com/>)

M 11/20 Seminar: View *Tales of Masked Men* before class and come prepared to discuss
 T 11/21 WW, Peer review of draft essay #3
 W-F 11/22-24 **Thanksgiving break (no class)**

WEEK 14. Pluralism in (trans)national Mexico. Gender, Sexuality, and Ethnicity: 1980-2000**Texts:**

- a) Marrero, Teresa “Eso sí pasa aquí” (FOMMA & EZLN)
- b) Anzaldúa, Gloria. *Borderlands/La Frontera* (1987) (excerpts)

M	11/27	Seminar: Read Marrero
T	11/28	WW, Essay #3 due in class
W	11/29	Seminar: Final presentations & Course Evaluations (Bring laptop)
Th	11/30	Common Lecture: Read excerpts from Anzaldúa; “Life and Work of Gloria Anzaldúa”, Norma Cantú (Trinity University)
F	12/1	WW, LD, Cantú, Course Evaluations (Bring laptops)

WEEK 15. Presentations-

M	12/5	Seminar: Final Presentations
Tu	12/6	WW, by appointment

Seminar: Take-Home Final Exam-due on Friday Dec. 9, 6:00 p.m.