Mexican Americans in Texas History, 19th and 20th Centuries
History 350R

Instructor: Emilio Zamora
Garrison 2.104B, 475-8706 (office), 739-0168 (cell)
E.zamora@mail.utexas.edu
Office Hours: Tues: Wed 10-12, and by appointment

Course Description

This seminar will introduce students to the historical experience of Mexican-origin persons and communities in Texas, with reading and research assignments involving basic documentary and interpretative texts, including digital records like the EBSCO-Arte Público Hispanic Historical Collection (Digitized Series 1 and 2) at the University of Texas at Austin. Our major concern will be to explain how, under what circumstances, and with what consequences Mexican-origin persons and communities from Texas enter the socio-economy of the United States.

The course meets the cultural diversity requirement in the new core curriculum that calls for at least one-third of its content to address the culture, perspectives, and history of one or more underrepresented groups in the United States. The course meets this requirement with its focus on Mexicans as an underrepresented group and their relations with African Americans and communities in Mexico. The course also provides students opportunities to advance their critical thinking and communication skills, as well as a sense of personal and social responsibility.

Reading and writing assignments and class discussions will advance critical thinking and history writing skills. Required attendance and expected academic honesty will promote a sense of personal responsibility. Numerous examples from history—including the practice of hard work and public service as acts of family and community responsibility and the work of attorneys who worked tirelessly to extend the constitutional guarantees of the 14th amendment to their communities—will be used to ground the sense of social responsibility in the course.

The course accommodates students with special challenges. They may request appropriate academic accommodations from the Division of Diversity and Community engagement, Services for Students with Disabilities, 512 471-6259. Students seeking assistance with their writing, contact the Undergraduate Writing Center, 471-6222. Medical assistance and counseling services are available at the UT Counseling and Mental Health Center, 471-3515. Our teaching assistants and I are also available.
Do not use your personal computer while in class, unless you are taking lecture and discussion notes. Course materials, including a copy of my resume, this syllabus, lecture notes, and guides for conducting research and preparing your writing assignments will appear on Canvas. Call the ITS help desk—475-9400—if you have problems accessing the Canvas site.

**COURSE REQUIREMENTS**

- Six reports for a total of 30 points;
- Four examinations for a maximum of 40 points;
- A family history research paper (or its equivalent) for a maximum of 25 points; and
- Attendance and class participation for a maximum of 5 points

**Readings, Discussions and Reports**

Students are required do all the reading assignments and come to class prepared to discuss the readings. I will provide short lectures and commentary on the subject of the readings and pose questions to encourage discussion. Students will be expected to select a body of assigned readings, prepare notes for the discussion the class meeting after the readings are assigned and submit a 1.5 to 2-page report two meetings after the readings are assigned. Each of these reports will be worth 10 points each.

**Examinations**

We will devote part of a class meeting to prepare for each of the four examinations and use an examination guide that I will prepare with three possible essay questions based on the conclusions that we will have reached during our discussions. Each examination will include two of these questions. Students will select one question and provide a response of at least one page in length. Each of the four examination will be worth ten points.

**Research Paper**

Students will conduct two interviews with family members and prepare a family history paper that addresses at least two major themes and that is at least eight pages in length, including an appendix that includes a family tree, a migration chart, and/or photographs. Students can access one of numerous free programs (Ex., Family Echo) for samples of family trees. I will provide a full explanation of the project and possible equivalent assignment in class.

**Attendance and Participation**

Unless excused, students are required to be on time for class and to remain for the duration of the class. More than three unexcused absences will result in a two-point deduction
on the final grade, and one more point deduction for every subsequent unexcused absence. Excuses for absences should be submitted one class meeting after the absence. I will circulate a daily attendance sheet every class meeting. Also, I will reward students who participate in class discussions. If you participate, you are responsible for turning in a sheet of paper with your name and the date of the class when you participated. I will maintain a record of your participation with these documents and grant a maximum of 5 points for perfect attendance.

### GRADING

I will use the following grading scale:

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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<td>A-</td>
<td>90-92</td>
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<td>B+</td>
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<td>D-</td>
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<td>59 and Below</td>
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### Required Readings:


Other required readings appear in the course schedule.

### Course Schedule

1-19  Course Introduction and Reading Assignments

1-26  Mexican American History
   Discussion on De Leon, Preface—Chapter 5
   Assignment: De Leon, Chapters 6-11

2-2   Discussion on De Leon, Chapters 6-11
   Assignment: Spanish Texas and Mexican Texas


2-9 Discussion on Spanish Texas and Mexican Texas

2-16 Review for Examination

2-23 Examination
   Assignment: *Anglo Texas*


### Discussion on Anglo Texas

Assignment: Mexican American War and Post-1850


The Library of Congress, “Abraham Lincoln’s Speech to Congress regarding the Mexican War,” January 12, 1848. [http://memory.loc.gov/cgi-bin/ampage?collId=mal&fileName=mal1/000/0007400/malpage.db&recNum=0](http://memory.loc.gov/cgi-bin/ampage?collId=mal&fileName=mal1/000/0007400/malpage.db&recNum=0)

The Library of Congress, “Treaty Between Mexico and Texas used by Lincoln When Preparing his Speech,” [http://memory.loc.gov/cgi-bin/ampage?collId=mal&fileName=mal1/000/0007500/malpage.db&recNum=0](http://memory.loc.gov/cgi-bin/ampage?collId=mal&fileName=mal1/000/0007500/malpage.db&recNum=0)


Jerry Thompson, "Mexican Texans In the Civil War," *Handbook of Texas Online*, [http://www.tshaonline.org/handbook/online/articles/pom02](http://www.tshaonline.org/handbook/online/articles/pom02)


### Discussion on Mexican American War and Post-1850

3-9
Preparation for Oral History Project
Examination Review

3-16 Spring Break

3-23 Examination
Assignment: 1900-1920


Emilio Zamora, “Introduction,” In The WWI Diary of José de la Luz Sáenz, Edited by Emilio Zamora; Translated by Emilio Zamora, with Ben Maya. College Station: Texas A&M University Press, 2014, pp. 1-19 (I will provide a copy of this article).


3-30 Discussion on 1900-1920
Assignment: 1920-1940

4-6 Discussion on 1920-1940
Assignment: 1940-1960
Emilio Zamora, “The Failed Promise of Wartime Opportunity for Mexicans in the Texas Oil Industry,” In Texas Labor History, Edited by Bruce A. Glasrud and James C. Maroney. College Station: Texas A&M University Press, 2013. (I will provide a copy of this article).


4-13 Discussion on 1940-1960
Assignment: 1960-Present


4-20 Discussion on 1960-Present
Assignment: Interpretative Essays


4-27 Discussion on Interpretative Essays

5-4 Discussion on Oral History Projects

Chapter Title: BECOMING GOOD NEIGHBORS
Book Title: Mexicans in the Making of America
Book Author(s): NEIL FOLEY
Published by: Harvard University Press. (2014)
Stable URL: http://www.jstor.org/stable/j.ctt9qdtbj.7

Debated Whiteness amid World Events: Mexican and Mexican American Subjectivity and the U.S.’ Relationship with the Americas, 1924–1936
Author(s): Michael Calderón-Zaks
Source: Mexican Studies/Estudios Mexicanos, Vol. 27, No. 2 (Summer 2011), pp. 325-359
Published by: University of California Press on behalf of the University of California Institute for Mexico and the United States and the Universidad Nacional Autónoma de México
Stable URL: http://www.jstor.org/stable/10.1525/msem.2011.27.2.325

1. "An Enemy Closer to Us than Any European Power": The Impact of Mexico on Texan Public Opinion before World War I
   Patrick L. Cox

Preface 1

Chapter One. Texas: A Spanish Outpost, 1716-1790s 7

Chapter Two. Under Three Nations: Spain, Mexico, and the Texas Republic, 1790s-1836 22

Chapter Three. A New Citizenship: Life in Anglo Texas, 1836-1880 38

Chapter Four. Mexican Americans and Inmigrantes in a Modernizing Society, 1880-1910 55
Chapter Five. Corridors North, 1900-1930 71

Chapter Six. The World Was I Years and the 1920s 85

Chapter Seven. To the U.S. Born, 1930-1945

Chapter Eight. “Latin Americans” in the Postwar Era, 1945-1960 120


Chapter Ten. Hispanic Texans in the Late Twentieth Century 153

Chapter Eleven. The Charge Forward 167