This class explores the history and evolution of regional Mexican, Border and Mexican American music in relation to Mexico's post-Revolutionary nationalist agenda, rural to urban migration, modernization, border crossings and the transnational connections and life experiences that inform the music and support a dynamic transnational music industry. We will study music traditions that cross regional and historically indigenous boundaries within Mexico and across the border into what folklorist and Chicano scholar Américo Paredes has described as “Mexico de afuera” (Mexico outside), a place where new concerns, new lives and hybrid musics have emerged from what is considered traditional and familiar as well as that which is new and modern. One of the important challenges in this study will be to unpack the notion of “Mexicanidad” on both sides of the border and the crucial role music plays in the history, expression and transnational understanding of this concept. Likewise, we will examine the border as both fluid and contradictory, which has historically fostered expressions of music and performance by individuals in Texas, Mexico, the American Southwest and still migrating Mexican communities across the U.S. and which supports the navigation and negotiation of a cross-cultural and cross-experiential identity that is shaped by combined local, regional, and transnational allegiances amid challenging pressures of globalization.

Class Objectives
By the end of the course, students will be able to:
- identify and describe several forms of Mexican, Border and Mexican American traditional and popular music/dance styles
- understand the historical background and politics of Mexican nationalism and nation-building since the Mexican Revolution and the role of music in this process
- think critically about the connections between music, national identity, migration/immigration and transnational communities, political mobilization
- evaluate the importance of music to historical and modern social movements

B. Required Books:


Not Required but Recommended for further study:


**Note:** Additional readings beyond those in the books listed above will be made available to students for downloading through Blackboard, electronic reserves, library reserve. I will upload music examples as mp3 files for use in this class. Make sure you are able to play mp3 files on your computer and if not come see me, or better, speak to a tech person at the helpdesk. Be sure to bring assigned books and articles to class for discussion.

**C. Course Requirements & Activities:**

**Weekly readings and in-class discussions**

1. This course requires very active participation from all students. I am not here to simply “lecture” to you but rather serve as a guide to learning.

2. Students must complete all required readings for each class meeting (listed on separate reading list) and participate fully in class discussions and activities.

3. All students will have the opportunity to participate in three class presentation opportunities. Two will involve working with a team of one or two other classmates. The third will be a short final presentation on a critical book review and connected to a final written report. More details and instructions will be given in class prior to these assignments.

All students in the class should actively engage in the weekly discussions and have prepared questions, comments and ideas to share as well. The primary purpose for these presentations is not only to be familiar with the readings, but to learn to read them critically, understanding and evaluating the author’s argument and noting how it might/might not be of use to students of music and culture of Mexico and Mexican Americans in the US. In many cases I will ask presenters to evaluate specific arguments, theoretical approaches and/or methodologies that emerge.

**Listening Quizzes (In-class) and Take-Home Essay Tests:**

You will be given three (3) listening quizzes and three (3) take home essay tests covering music styles, terminology and social, cultural and political information based on discussions from each unit (see course schedule below). Listening quizzes will be taken in class on the date indicated in the course schedule below. I will give more information about how these short quizzes will be administered in class. Take home essay question(s) will be turned in via Blackboard.

The ability to write clearly and well is a highly prized attribute across disciplines. Please plan to submit assignments on time. You will be able to submit written assignments on
Blackboard by the date and time it is due. Blackboard will not accept late papers. If there is a legitimate excuse for a late paper, contact me prior to the date due and I will consider you request to turn in late. Remember, this is for emergencies only. Generally, I do not accept any late paper that has not been cleared in advance. The best course of action for any issues relating to extenuating circumstances regarding assignments is to talk to me immediately.

**Corrido**
You will write song lyrics following the poetic form and structure of a traditional corrido (Mexican narrative ballad). As with traditional corridos, the song should narrate a current or historic event, whether of local/political/cultural interest or taken from national or international news stories. The corrido should have at least 8 verses and may be submitted in either Spanish or English. On the day the corridos are due, we will sing them in to a tune of the composer’s choice (it may be original, or may be sung to the tune of a traditional corrido studied in class, such as “Gregorio Cortez”). The grade will be based on: adherence to traditional form and structure; demonstration of understanding of corrido conventions; effective conveyance of the news event through the song. **Corridos due on blackboard on April 18 and will be sung in class on April 19.** You will received more instructions related to this assignment in class.

**Critical Book Review:**
A critical book review is not simply a book report or a summary. It is a reaction paper in which you analyze the strengths and weaknesses of an author’s thinking and writing and come to terms with their implications for your own understanding of and work on Mexican traditional and popular music and its relation to history, culture, politics, immigration, race and identity and other issues. A book review describes, analyzes, and evaluates the quality, meaning, and significance of a book. It should describe and explain what the author has tried to do, evaluate how well (in your opinion) the author has succeeded, and present evidence from the book to support your evaluation. **I will give you a list of books from which to choose for this assignment. Please note: the music library is very lean on books about Mexican/Mexican American music. That means you’ll likely have to request your book via UNT Interlibrary Loan (ILL) or purchase it. Be sure that you do this early in the semester so that you receive it in time to complete the assignment. 5-6 pages. To be turned in via Blackboard. DUE: May 5.**

**E. Regarding all written papers.** No unattributed sources are acceptable. In other words, unattributed sources such as Wikipedia-The Free Encyclopedia cannot count as one of your sources.

All written assignments are to be:
- word-processed and computer-printed, with
- text double-spaced, using 12-point font for body copy (headings/subheads, if used, can be slightly larger; footnotes can be slightly smaller), with
- pages having 1-inch margins on all four sides and numbered (no number needed for first page), stapled together, and
• clearly labeled with student name, course number, and submission date preceding the main title or assignment name.

All submissions should use collegiate-level vocabulary, employ a scholarly literary style, and should not include language or style of a colloquial nature (i.e., no incomplete or run-on sentences, misspellings, slang, etc.). All quotations, references, examples, illustrations, tables, etc. must be properly and consistently formatted.

Students will be graded on English language usage, originality of ideas, organization, neatness, rigor of thought, and the extent to which reference is made to concepts discussed in class. This applies to both oral and written presentations. Remember that in general, we write more formally than we speak. I would suggest you ask a friend or colleague to read your papers or visit the UNT Writing Center prior to their submission.

**F. Evaluation:**
The final course grade will be based on a total number of 375 possible points, distributed as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Motivation Points</td>
<td>45</td>
</tr>
<tr>
<td>Two in-class presentations on genres/readings (25pts each)</td>
<td>50</td>
</tr>
<tr>
<td>Listening/Terms Quizzes (3 @ 25 pts each)</td>
<td>75</td>
</tr>
<tr>
<td>Essay Test (3 @ 25 pts each)</td>
<td>75</td>
</tr>
<tr>
<td>Corrido</td>
<td>20</td>
</tr>
<tr>
<td>Other class activity/assignment/discussion post</td>
<td>10</td>
</tr>
<tr>
<td>Critical Book Review (briefly present to class or lose 25 pts)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points Earned</strong></td>
<td><strong>375</strong></td>
</tr>
</tbody>
</table>

Grades will be calculated using a “total points earned” approach:

\[
375 - 340 = A ; 339 - 305 = B ; 304 - 270 = C ; 269 - 240 = D ; 239 - 000 = F
\]

**Attendance and Participation:** This is crucial to the success of this class. My hope is that the material and assignments will inspire lively and stimulating discussions essential to learning. Everyone starts this class with 45 points for attendance. After the first two absences, you will lose 5 points for each unexcused absence up to 6 total (which is about three weeks). After the sixth (6th) unexcused absence, you will be advised to drop the course. I also reserve the right to deduct points based on lack of participation in class discussions as well.

**G. Course Schedule** (subject to change, if needed)

*Note: You will receive a reading list for this class as well as other readings for personal reference. You will also receive detailed instructions for each assignment and other projects due. These will be made available on Blackboard.*
**Week One / Jan 19&21:** Introduction to course; objectives and goals. Discussion of weekly topics in readings, music examples, assignments, etc.


**I. Spanish Legacy, Mestizaje Identity and Regional Folk Styles**

**Week Two / Jan 26&28:** Regional Folk Music and Dance (Sones de Mexico)

**Week Three / Feb 2&4:** Regional Folk Music and Dance (cont.)

**Week Four / Feb 9&11:** Mariachi and Son Jarocho across Borders

*Listening Quiz (11th) and take home essay test*

**II. Mexican Revolution, the Porfiriato and the Role of Music in Creating a Modern Mexico**

**Week Five / Feb 16&18:** Revolutionary/Post-Revolutionary Corrido, Ranchera Music and the Mexican Cinema

**Week Six / Feb 23&25:** Ranchera & Cinema (cont.); Music and the Modern Nation: Bolero

**Week Seven / March 1&3:** (cont) Danzón; Romantic Trios and Baladas

*Listening Quiz (3rd) and take home essay question test*

**III. Border Music and Border Scholarship; Transnationalism and Border Imaginings**

**Week Eight / March 8&10:** The “Aural Border”: Border Corridos; Música Norteña

**** SPRING BREAK – March 14-20 ****

**Week Nine / March 22&24:** Banda/Techno Banda; Mexican Cumbia

**Week Ten / March 29&31:** Tex-Mex Conjunto; Music and Chicano Movement, (Film: *Songs of the Homeland*)

*Listening Quiz (31st) and take home essay test*

**IV. Transnational Markets: Performing Identity and Place (LA, South Texas, Mexico City New York)**

**Week Eleven / Apr 5&7:** La Onda Chicana: Selena; Akwid and LA Banda-Rap
Week Twelve / Apr 12&14 Sonideros (maybe Astrid Hadad?)

Week Thirteen / Apr 19&21: Sing Corridos! / Undergraduate Book Review Presentations/discussions
We will sing your “original” corridos on April 19. They are due on Blackboard the 18th. Undergrad book review presentations begin April 21 (5 minutes each)

Week Fourteen / Apr 26&28: Undergraduate Presentations/discussions (cont.)

Week Fifteen / May 3&5: Graduate Final Topic Presentations
Presentation of final projects by graduate student (approx. 10 minutes each)

**DUE (May 5): All Final Written Papers. Submit via Blackboard**

ACADEMIC DISHONESTY
Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term “cheating” includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term “plagiarism” includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ACCEPTABLE STUDENT BEHAVIOR
Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct

ACCESS TO INFORMATION – EAGLE CONNECT
Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: eagleconnect.unt.edu/
ADA STATEMENT
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at disability.unt.edu. You may also contact them by phone at (940) 565-4323.

Spring Semester Academic Schedule (with Add/Drop Dates)

Financial Aid and Satisfactory Academic Progress

Undergraduates
A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose their financial aid eligibility.

If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. Please visit http://financialaid.unt.edu/sap for more information about financial aid Satisfactory Academic Progress. It is recommended that you to schedule a meeting with an academic advisor in your college or visit the Student Financial Aid and Scholarships office to discuss dropping a course being doing so.

Student Perceptions of Teaching (SPOT)
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The short SPOT survey will be made available April 18th – May 1st to provide you with an opportunity to evaluate how this course is taught. For the spring 2016 semester you will receive an email on April 18th (12:01 a.m.) from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Please look for the email in your UNT email inbox. Simply click on the link and complete your survey. Once you complete the survey you will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu.

RETENTION OF STUDENT RECORDS
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates at the following link: essc.unt.edu/registrar/ferpa.html