

**RACE AND ANTISEMITISM IN MEXICO AND ARGENTINA
HIST 4359.002**

Monday, Wednesday
2:30pm-3:45pm

Hybrid/Blended

CONTACT INFORMATION

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Office hours by MS Teams/Webex appointment only on Monday and Wednesday

Course Modality and Expectations

Instructional Mode	Blended (Hybrid) The course will be a combination of online and face-to-face meetings. Instructor will indicate the days of face-to-face meetings, the rest of the meetings will be online. See the Spring 2021 Registration Information webpage.
Course Platform	Online meetings will be held on MS Teams, or WebEx. Install MS Teams and login on the designated days/time: Installing Teams - Knowledge Base - OIT - The University of Texas at Dallas (utdallas.edu) . Instructor will submit an invitation link for any Webex meetings.
Expectations	All students are expected to participate and deliver weekly assignments timely. Office hours are highly encouraged since they can also count as participation.
Asynchronous Learning Guidelines	Students will have the opportunity to access the course asynchronously by a) Watching the recorded portion of the regular meeting; b) reading required materials, and delivering all assignments; c) fulfilling all submission requirements for midterm and final projects (for which students may submit videos or voice recordings); d) fulfilling ALL presentation assignments by recording video or voice messages to be shared with the class under the instructor moderation. Please see the Asynchronous Access for Spring 2021 FAQ webpage.

COVID-19 Guidelines and Resources

The information contained in the following link lists the University's COVID-19 resources for students and instructors of record.

Please see <http://go.utdallas.edu/syllabus-policies>.

Classroom Conduct Requirements Related to COVID-19

UT Dallas requires that all students must wear a face covering that covers the nose and mouth in all university buildings and classrooms. To help protect the health and safety of students, instructors, and the University community, students who choose not to wear a face covering may not attend class in person but may attend a course remotely. Anyone attending class in person without a face covering will be asked to put one on or leave. Instructors may end the class if anyone present refuses to appropriately wear a face covering for the duration of class. Students should also be sure they are at least six feet away from their fellow students and faculty, and seated in a seat that is designated to ensure that distance. Students who either refuse to wear face coverings appropriately or to adhere to other social distancing protocols may face disciplinary action for [Student Code of Conduct](#) violations. Students who are unable to comply with the university policies including wearing a face covering should consult the [Comets United - Student Safety](#) webpage for further instructions.

Students who have tested positive for COVID-19 or may have been exposed should not attend class in person and should instead follow required disclosure notifications as posted on the university's website (see "[What should I do if I become sick?](#)" webpage)

Class Attendance

The University's attendance policy requirement is that individual faculty set their course attendance requirements. Regular and punctual class attendance is expected regardless of modality. Students who fail to attend class regularly are inviting scholastic difficulty. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes (See Professor's Attendance Policy). These attendance requirements will not be used as part of grading (see Class Participation below for grading information).

In-person participation records may be used to assist the University or local public health authorities in performing COVID-19 occurrence monitoring. Please note – in-person attendance requires consistently adhering to University requirements, including wearing a face covering and other public safety requirements related to COVID-19, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Participation

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

The instructor may record meetings of this course .

Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Materials

The Instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Course Pre-requisites, Co-requisites, and/or Other Restrictions

No prior background is assumed or required.

COURSE INTRODUCTION AND DESCRIPTION

The history of Latin America is also the history of European expansion and interpretation of the colonies. The flows of ideas from the “Old World” found not only assimilation and appropriation in the “New World,” but new ways of reproducing social stratification, religious dominance, and political power.

During the colonial centuries, and in the years of modern nation-state consolidation, the views of elite groups, institutions, and popular culture affected the manner in which the peoples, those who did not have the qualifications to be part of a unified national body politic, would be treated and categorized. Jewish people have been one of the groups that historically have incarnated the internal enemy in Latin America. From the colonial perspectives of “purity of blood” to modern nineteenth-century biological arguments, anti-Judaism and antisemitism have defined the relations between Latin Americans and Jews until today. This course will analyze the ways in which religious perceptions about the Jews evolved into complex historical elements present in the Latin American collective imagery, powerful enough to have molded immigration policies, racialized political persecution, and sensibilities towards the State of Israel.

COURSE OBJECTIVES

This course will provide the tools to read the origin and perseverance of religious ideas and modern racialized socio-political policies that shaped the way in which contemporary Latin America thinks about Indigenous and Jewish people in negative ways.

- As initial referent students will identify and learn about the ways in which race and racism affect their local communities in the U.S.
- Students will be able to identify a periodization in Latin American history.
- They will also be able to understand how Christian beliefs shaped Latin American thought in terms of the belief of a hidden Jewish identity.
- The students will recognize the basic elements of antisemitism.
- Students will be able to identify adverse national policies that affected immigration policies towards Mexico and Argentina during WWII.
- This course will expose the ways in which racial policies affected Jewish communities throughout Mexico and Argentina, and how antisemitism played an important role identifying political opponents tagging them with “Jewish moral characteristics.”
- Students will be able to recognize how colonial ideas and modern identities created during the nineteenth century still play an important role in the way in which politicians and Latin American citizens perceive Jews and the State of Israel.

REQUIRED TEXTBOOKS AND MATERIALS

Articles and chapters to be available on reserve.

1. Daniela Gleizer, *Unwelcome Exiles: Mexico and the Jewish Refugees from Nazism 1933-1945*, (Brill Academic Pub, 2013).
2. Katzew, Iona and Susan Deans-Smith, Ed. *Race and Clasification. The Case of Mexican America*, (Stanford University, 2009).
3. Small, Charles. Introduction to Global Antisemitism: A Crisis of Modernity. Vol. I (Institute for the Study of Global Antisemitism, 2013).
4. Haim Avni, *Argentina and the Jews. A History of Jewish Immigration* (The University of Alabama Press, 1991).
5. Joshua Lund, *The Mestizo State. Reading Race in Modern Mexico* (University of Minnesota Press, 2012). ISBN 0816656371
6. Erin Graff Zivin, *Figurative Inquisitions. Conversion, Torture, and Truth in the Luso-Hispanic Atlantic*. (Northwestern University Press, 2014).

7. Tzvetan Todorov, *The Conquest of America. The Question of the Other* (University of Oklahoma Press, 1999).

RECOMMENDED READING:

The subject matter of all films and their historical context are crucial to the understanding of the films, hence a coherent narrative of Mexican history is necessary in terms of an appropriate historiographical framework. Students should consult:

Michael Meyer, et al. *The Course of Mexican History* 9th edition (Oxford University Press, 2011). Older editions will work too.

Jeffrey M Pilcher, *The Human Tradition in Mexico* (Scholarly Resources, 2003).

John C. Chasteen, Chapter 4-5 “Post-Colonial Blues” and “Progress,” in *Born in Blood & Fire. A Concise History of Latin America* (W. W. Norton Company, 2002) Second Edition (but other version will work)

Textbooks and some other bookstore materials can be ordered online or purchased at the [UT Dallas Bookstore](#).

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

STUDENT LEARNING OBJECTIVES AND OUTCOMES

Students will be able to recognize different narratives of Mexican and Argentinian history, which will vary from the state of historiography during the time of production to the content expressed in each analyzed film/material. The periods contemplated for discussion start with the Colony (roughly 1500’s) through present. Students will demonstrate their ability to analyze historical films, articles and books while correlating different layers of examination with historical essays narrating the way in which Latin American knowledge elites/institutions dealt with Jewish people. This weekly exercise will have as a result the in-class discussions and written assignments, both in descriptive manner, which will incorporate proof of knowledge of the information packed in the academic productions—cultural, sociopolitical and economic—as well as the deeper analytical comprehension of a given historical context. Such objectives and outcomes can be summarized as follows:

LEARNING OBJECTIVE	MEASURABLE OUTCOME
Identification of structural historical questions	Students will watch films, and will read the associated texts that will help them identify the core questions supporting the course’s topics. Discussions and written essays will reveal the understanding of such questions.
Visualization of historical periods	The interpretation and discussion of the required sources will allow students to demonstrate how historical change occurs, and the ways in which events produce historical causation.
Formal introduction to the history of ideas	An analytical approach to the films/texts will allow students to discover elements beyond the aesthetic realm. Students will distinguish how philosophical, scientific, political, and religious ideas contribute to shape the past.
Differentiating historiography	Students will compare multiple sources, which requires working with a variety of historical interpretations that will lead to contrasting views.
Appreciation of diversity	The identification of multiple layers of meaning, within the borders of the course’s sources, will make the students engage with non-hegemonic histories such as: “race,” gender, class, ethnicity, and religion.

Geographical identification	Students will be able to analyze how nations and societies are historically affected by their geographical location, natural richness, and the socio-political relations with neighbors and other regions of the world.
Knowledge of historical context	The correct use of primary and secondary sources will allow the students to elaborate about the phenomena, environment, and general characteristics surrounding a given historical event.
Thesis proposal	The critical thinking skills involved in the dissection of films and texts included in the course will be demonstrated while constructing effective arguments that support a thesis.
Documentation	The appropriate understanding and effective use of the writing style manuals sanctioned by this course will develop a habit of correct documentation of sources.
Presentation skills	Students will engage in class dialogues, and will learn to present their ideas and research in a loud and clear fashion. This objective will culminate with a professional/seminar style presentation of a term creative project.

COURSE AND INSTRUCTOR POLICIES

I will NOT accept final versions of any assignment as e-mail attachments. All assignments for this class are mandatory. Materials used in this course have been carefully selected for their scholarly value, but some viewers/audiences may take offence at topics of a sensitive nature. There will NOT be substitutions of readings, films, documents, presentations, and/or other requirements to suit personal preferences. There are NO exceptions to this rule.

ASSIGNMENTS

For many class there will be films that you need to watch on your own. Most of these films are available through platforms such as Kanopy, Netflix and YouTube, however most of the films will be held on reserve at the library. The viewing of such films is your responsibility, and those films will be clearly noted on the course schedule. All films noted for each class day must be included in your film report for the following class meeting.

Class participation: This a discussion-heavy course and all students are expected to participate in class discussions. Typically we will have discussions for the first part of the class—one hour. The discussion will focus on the film(s) viewed in the previous class meeting, any film(s) assigned to be viewed outside of class, and the relevant readings. Please be prepared to participate in class in a *meaningful* way. The weekly reports maybe used as reference for your participations. Participation throughout the course will be graded as follows:

<p>Grading (credit) Criteria</p>	<p>Grades will be determined based on the following point scale:</p> <p>Assignments:</p> <p>(1) Short 5-minute Oral Presentation (1) Midterm Paper: a 2 to 3 page outline/proposal for the Final Paper (1) Final Paper: a 5 to 7 page analytical paper (1) Final Creative Project: 1-2 page justification; presentation no longer than 15 minutes (15) Weekly Reflection Journal: You will need to find news articles or notes on racism from anywhere around the world (try to focus in Mexico and Argentina if possible). Print it and bring it to class for discussion.</p> <p>The following grade scale will be used: 0–59 [F]; 60–62 [D-]; 63–66 [D]; 67–69 [D+]; 70–72 [C-]; 73–76 [C]; 77–79 [C+]; 80–82 [B-]; 83–86 [B]; 87–89 [B+]; 90–92 [A-]; 93–95 [A]; 96–100 [A+]. Grades may be curved, rounded, or otherwise adjusted at the sole discretion of the professor.</p>
<p>Make-up Exams</p>	<p>Make-up exams/assignments will be allowed only in exceptional circumstances</p>
<p>Extra Credit</p>	<p>Extra credit opportunities may be offered during the semester.</p>
<p>Late Work</p>	<p>Response papers are due at the beginning of the class period. Late work will only be accepted in exceptional circumstances.</p>
<p>Participation</p>	<p>Participation is mandatory, the class will be based on discussions that require student’s analysis</p>
<p>Class Attendance</p>	<p>Attendance is mandatory. Extended absences and/or excessive absences (more than 5 during the semester) will result in a deduction in the final grade.</p>
<p>Classroom Citizenship</p>	<p>Please refrain from disruptive behavior in the classroom. Personal electronics will be allowed, but if they become disruptive, this privilege may be revoked.</p>
<p>Comet Creed</p>	<p><i>This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:</i></p> <p><i>“As a Comet, I pledge honesty, integrity, and service in all that I do.”</i></p>
<p>UT Dallas Syllabus Policies and Procedures</p>	<p><i>The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus. Please go to http://go.utdallas.edu/syllabus-policies for these policies.</i></p>

Academic Calendar

WEEK 1: Introduction

January 20: Introduction to the course

WEEK 2: The American Construction of the Other

January 25: Michael Philips, *White Metropolis: race, ethnicity and religion in Dallas 1841-2001*. First half.

https://utdallas.primo.exlibrisgroup.com/permalink/01UT_DALLAS/2hgl0t/alma9927924410001421

January 27: William D Carrigan and Clive Webb, *Forgotten Dead. Mob Violence against Mexicans in the United States, 1848-1928* (Oxford University Press, 2013). **Introduction and Chapter 1.**

https://utdallas.primo.exlibrisgroup.com/permalink/01UT_DALLAS/2hgl0t/alma9927787298001421

WEEK 3: The Local Construction of the Other

February 1: Karen E. Fields and Barbara J. Fields, *Racecraft. The Soul of Inequality in American Life* (Verso, 2014) **Introduction and Chapter 1**

https://utdallas.primo.exlibrisgroup.com/permalink/01UT_DALLAS/2hgl0t/alma9927932709201421

*Watch: *Race: The Power of an Illusion*. Episode 1 (Kanopy)

February 3: Karen E. Fields and Barbara J. Fields, *Racecraft. The Soul of Inequality in American Life* (Verso, 2014) **Chapter 2 and 4.**

*Watch: *The Power of an Illusion*. Episode 2-3 (Kanopy)

WEEK 4: The Conquest

February 8: Tzvetan Todorov, *The Conquest of America. The Question of the Other* (University of Oklahoma Press, 1999). **Chapter 1 Discovery**

February 10: Tzvetan Todorov, *The Conquest of America. The Question of the Other* (University of Oklahoma Press, 1999). **Chapter 2 Conquest**

WEEK 5: The Conquest

February 15: Tzvetan Todorov, *The Conquest of America. The Question of the Other* (University of Oklahoma Press, 1999). **Chapter 3 Love**

February 17: Tzvetan Todorov, *The Conquest of America. The Question of the Other* (University of Oklahoma Press, 1999). **Chapter 4 Knowledge**

WEEK 6: Inquisition

February 22: Erin Graff Zivin, *Figurative Inquisitions. Conversion, Torture, and Truth in the Luso-Hispanic Atlantic*. (Northwestern University Press, 2014). **Introduction and Chapter 1**
https://utdallas.primo.exlibrisgroup.com/permalink/01UT_DALLAS/16oidda/cdi_askewsholts_vle_books_9780810167438

February 24: Erin Graff Zivin, *Figurative Inquisitions. Conversion, Torture, and Truth in the Luso-Hispanic Atlantic*. (Northwestern University Press, 2014). **Chapter 3**

WEEK 7:

March 1: Katzew, Ilona and Susan Deans-Smith, Ed. *Race and Clasification. The Case of Mexican America*, (Stanford University, 2009). **Introduction**

*Watch *Espiritu. El Baile de San Juan* (Athie)

March 3: Katzew, Ilona and Susan Deans-Smith, Ed. *Race and Clasification. The Case of Mexican America*, (Stanford University, 2009). **Chapter 1**

WEEK 8: Mestizaje **[MIDTERM DUE]**

March 8: Joshua Lund, *The Mestizo State. Reading Race in Modern Mexico* (University of Minnesota Press, 2012). **Introduction and Chapter 1**
https://utdallas.primo.exlibrisgroup.com/permalink/01UT_DALLAS/2hgl0t/alma9924659760001421

March 10: Joshua Lund, *The Mestizo State. Reading Race in Modern Mexico* (University of Minnesota Press, 2012). **Chapter 2**

*Workshop: Creative Projects and Final Paper

WEEK 9: Spring Break

WEEK 10: Immigration and Antisemitism

March 22: Daniela Gleizer, *Unwelcome Exiles: Mexico and the Jewish Refugees from Nazism 1933-1945*, (Brill Academic Pub, 2013).

March 24: Daniela Gleizer, *Unwelcome Exiles: Mexico and the Jewish Refugees from Nazism 1933-1945*, (Brill Academic Pub, 2013).

WEEK 11: Antisemitism

March 29: Judit Bokser Liwerant and Yael Siman, "Antisemitism in Mexico and Latin America: Recurrences and Changes."

March 31: Small, Charles. Introduction to Global Antisemitism: A Crisis of Modernity. Vol. I (Institute for the Study of Global Antisemitism, 2013).

WEEK 12:

April 5: Domingo F. Sarmiento, *Facundo: Or, Civilization and Barbarism* (Penguin Classics 1998) **First Half**

https://utdallas.primo.exlibrisgroup.com/permalink/01UT_DALLAS/2hgl0t/alma9927853107201421

April 7: Domingo F. Sarmiento, *Facundo: Or, Civilization and Barbarism* (Penguin Classics 1998) **Second Half**

WEEK 13:

April 12: Mollie Lewis Nouwen, *Oy, My Buenos Aires: Jewish Immigrants and the Creation of Argentine National Identity* (University of New Mexico Press, 2013) **Chapters TBD**

https://utdallas.primo.exlibrisgroup.com/permalink/01UT_DALLAS/16oidda/cdi_projectmuse_ebooks_9780826353511

April 14: Mollie Lewis Nouwen, *Oy, My Buenos Aires: Jewish Immigrants and the Creation of Argentine National Identity*. **Chapters TBD**

WEEK 14:

April 19: Sandra McGee Deutsch, *Las Derechas. The Extreme Right in Argentina, Brazil and Chile 1890-1939* (Stanford University Press, 1999) **Part 1**

April 21: Sandra McGee Deutsch, *Las Derechas. The Extreme Right in Argentina, Brazil and Chile 1890-1939* (Stanford University Press, 1999) **Chapter 6-Conclusions, and 10-Conclusions**

WEEK 15:

April 26: Emmanuel Nicolás Kahan, "Memories that Lie a Little," in *The New Jewish Argentina* (PDF)

April 28: Guest Lecture and Presentation of Final Creative Projects

WEEK 16: Presentations [LAST WEEK OF CLASS]

May 3: Presentation of Final Creative Projects

May 5: Conclusion [Final Paper Due]

Professor's Attendance policy: THIS IS NOT AN ONLINE COURSE

Regular class attendance and participation will be a deciding factor in all assignments and grades. Unexcused absences could make you have to repeat the course. An unexcused absence refers to missing class for a non-university approved reason or personal reason other than sickness and/or family emergency. Last minute emails and/or phone calls will not be accepted, unless in the case of a proven medical emergency. Only university-approved reasons

and illness with written proof by doctor will be accepted as student absences, and must be reported within three days of the absence date. Regular tardiness can be a distraction to the class and a sign of disrespect to the professor, thus three incidents will equal one unexcused absence. If you need to leave early, please let me know in advance at the beginning of class.

e-Learning: It is your responsibility to check MS Teams and e-Learning on a regular basis. You are responsible for announcements made through e-Learning. Your weekly journal posts are to be posted on e-Learning directly to the Professors and not as a thread to the class. Interviews and videos will be made available through MS Teams and e-Learning to further the topics discussed in this course.

Classroom Citizenship: Students are to be attentive during class, courteous, and polite during discussions. You are expected to listen respectfully to professors and to other students when speaking. Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inappropriate to express in this class. We respect all students and viewpoints and expect you to extend the same courtesy to your classmates and to professors. Disruptive students will be asked to leave and may be subject to disciplinary action.

University Policies: Information on university policies related to this and other classes may be found at <http://go.utdallas.edu/syllabus-policies>

General Warning: Scholastic dishonesty will be severely punished. The student will be subject to university disciplinary proceedings. The UTD Undergraduate Catalog defines scholastic dishonesty as the following: "Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records."

Guidelines for Writing Papers

Consider the following points for your Final Analytical Paper (Stetson University Handout)

What is an analytical essay?

An analytical essay means you will need to present some type of argument, or claim, about what you are analyzing. An analytical essay is not a summary. Analytical essays usually concentrate on how the piece was written –for example how certain themes present themselves in a story.

Thesis Statement

To analyze something is to ask what that something means. An analytical essay answers how something does what it does or why it is as it is. Therefore, a thesis statement in an analysis paper should be answering a HOW or WHY question. A strong thesis makes a claim about the subject that needs proving. It provides the writer (and the reader) with a clearly focused lens

through which to view the subject. A weak thesis either makes no claim or is an assertion that does not need proving. It is a fuzzy lens that will not help the writer (or the reader) be guided to a better understanding of the subject. Most weak thesis statements suffer because they are overly broad (or not specific enough)

Broad Noun + Weak Verb + Vague Adjective

The economic situation+ is +bad

Specific Noun + Active Verb + Assertive Prediction

The tax policies of the current administration+ threaten to reduce the tax burden on the middle class health+ by sacrificing education and care programs

Modern Language Association (MLA):

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Chicago Manual of Style (CMOS):

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/general_format.html

American Psychological Association (APA):

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

UTD WRITING CENTER

Located in McDermott Library (MC 1.310), the UT Dallas Writing Center is a free resource for students seeking help with a writing assignment. Tutors are available to work with you on your assignment during all stages of the writing process. The UTD Writing Center philosophy stems from the peer-to-peer model of collaborative learning. Students and Peer Leaders engage in one-on-one conversations about their work and Peer Leaders will lead sessions by asking open-ended, engaging questions which allow the student to take ownership of their own writing. The Writing Center aims to provide direct, honest feedback to students in each tutoring session. The main goal of our Writing Center is to help the writer, not just the piece of writing.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.