

COMMON COURSE SYLLABUS
Introduction to Mexican American Studies
Instructor and Course Information –
Huma 1305.151

Instructor and Contact Information

Instructor: Dr. Armida Rosiles
Office Location: RC 405 C
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Office Hours: email and by appointment

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ard will be the link for professor/student contact.

Textbook and Readings:

Text: There is NO Textbook for this class. Electronic readings and videos will be made available in lieu of a textbook.

Blackboard Information: You can find the following information on Blackboard:

Course Syllabus
Instructor information
Classroom Videos
Assigned Readings
Discussion Postings and Homework link
Grades

Course Description: This course emphasizes the cultural diversity of Mexican Americans. Combining psychological, historical, and sociological perspectives, this course offers an alternative perspective to the typical curricula that is traditionally presented in mainstream liberal arts courses and which ignores all those people who are not of White, European ancestry; of a Judeo-Christian religious tradition; in the middle class; heterosexual; abled/without disabilities, etc.

WARNING

This course involves controversial topics which may challenge or conflict with your existing beliefs and may require you to go outside your comfort zone. We will examine oppression privilege and inequality from a variety of expert, academic, and research perspectives. Although you are not expected to accept or concur with the perspectives, attitudes, and beliefs of the instructor, authors, or fellow classmates, you must at least consider other perspectives and interact with others respectfully.

My door is always open to any concerns you have during this course.
Confidentiality is guaranteed.

DOUBLE WARNING

The level of readings for this course ranges from short and sweet to difficult and demanding. You must be prepared to read, read, read, read, read, read . . . and, most importantly, think. If you don't like to read period, you may want to rethink this class. On the other hand, you may find that some of the readings, although challenging, are not incomprehensible and you may even find them fascinating.

Course Goals and Objectives:

- 1) To present an analysis which links sociological systems of domination-subordination to psychological patterns (i.e., relates the social conditions of oppression to the psyche and psychological responses).
- 2) To examine the current social problems and both positive and negative patterns of psychological functioning of Mexican Americans within the context of the history of domination-subordination.
- 3) To develop an awareness of (a) how ethnic and gender oppression, as well as heterosexism, infiltrates and permeates the lives and experiences of Mexican Americans, and (b) how oppression grinds down subordinate group members physically, mentally, emotionally, and spiritually.
- 4) To expose students to phenomenological accounts of Mexican Americans (i.e., their lived experiences) in the form of documentaries, film, music, photography, and visual arts, as well as essays and writings.
- 5) To identify some processes and practices that may transform the negative psychological experiences to a positive sense of empowerment.

NOTE: This is an American Minority Studies class in which the emphasis is on persons of Mexican ancestry. As such, the core of this course includes the history, achievements, contributions, and tribulations of members of this ethnic group as opposed to focusing mainly on White persons who tend to be the nucleus of generic courses. Moreover, due to the subject under study, the written lectures as well as required readings, may to some individuals be disturbing, offensive, or possibly in conflict with their personal beliefs, ideology, values, or worldview. It is not the instructors intent to insult, offend, or convert any student to a view that conflicts with his or her value system, but rather to introduce students to a broader perspective of political, psychological, and sociological thought in today's increasingly pluralistic society.

Student Learning Outcomes:

Knowledge outcomes:

- Explore the multidisciplinary (sociological, historical, economic, political) processes by which dominant and subordinate groups are constructed, including ideologies of privilege, power, oppression, difference, and inequality.
- Compare and contrast the histories, tribulations, achievements, contributions, values, and communication styles of dominant and subordinate groups
- * Possess the ability to read and comprehend at least 60% of all the written material and assignments.
- * Demonstrate the ability to write responses in complete, grammatically correct sentences and paragraphs.
- * Be able to think in a critical manner.
- * Plan ahead, prioritize work and manage time.
- Develop a heightened sensitivity to and tolerance of people from diverse backgrounds and cultural perspectives.
- Explore conditions under which reductions in prejudice, discrimination, and social inequality may occur

Specific Course/Instructor Requirements

1) **Assignment/Discussion Policy** - This course involves no quizzes or tests. My objective is for you to understand, analyze, evaluate, synthesize, and create meaning from the lectures and readings, rather than just regurgitate information back to me on tests. To this end, assignments will require you to answer questions, write an essay, complete an exercise, outline readings, create a product, or complete some other such task. There will be a wide variety of assignments for you to choose from. You will have some flexibility as you need to complete only 8 out of 11 assignments that I post. **Note:** I will only grade the first 8 assignments you turn in. Do not waste your time completing extra assignments. I will not give you extra points. Each assignment will be worth 50 points for a total of 800 points (8 X 50 = 400 points). Assignments will be due on Mondays at 9:00 a.m. Some assignments will consume more of your time than others so please plan our time accordingly. Due dates will be posted on the calendar portion of this website.

There are no make-up assignments, and late assignments will not be graded! Deadlines are firm!! If you realize that you will not be able to get your assignment submitted by the deadline, you should adjust your planning schedule so that you are able to meet future deadlines. If you miss an assignment you should evaluate your progress to determine if you need to drop. Be aware that if you fail to turn in four (4) assignments or partial assignments that are less than 60% complete by the posted date and time, you will receive a grade of "F" in the class. Assignments will be due **no later than 9:00 a.m. on Mondays**. I will make every attempt to have grades returned to you within 7 days. However, this time frame will depend some on the following factors: number of students enrolled, length of the particular assignment, and amount of feedback required to give each individual student.

In lieu of a final exam, you will complete a **final project** worth 100 points. You will be able to choose from a list of suggested projects or devise your own project. If you choose to devise your own project, you will need to communicate those intentions to me for approval to negotiate the terms.

You will need to participate in **10 of 12 class discussion topics** that I provide. Each discussion posting is worth 20 points each for a total of 200 points. (10 X 20 = 200 points). Generally, I will precede these discussions with a brief reading or news item and then start you off with a few questions and allow you to branch off from that starting point. **The first 10 points are allocated to your original posting on the weeks readings.** You can then earn 5 points each for your responses to two classmates postings. You can post as much as you like to as many classmates as you like, I will grade your top 2 responses for a total of 10 points to add to the points you earn on your initial posting.

Grading Policy

You can earn a total of 700 points (400 assignments, 100 final project, 200 discussions). The total number of points that you earn at the end of the semester will determine your grade as follows:

700 - 630 = A
629 - 560 = B
559 - 490 = C
489 - 420 = D
419 and below = F

Failure to turn in (4) assignments or partial assignments that are less than 60% complete by the posted date and time = automatic F

Specific Requirements:

If you decide to drop this course, a "W" grade indicating Withdrawal does not become effective until **you turn in the completed form to the registrar's office.** You will remain in the class roll until the official notification of your withdrawal from the registrar. You are subject to being dropped with an "F" if you take too long to have the drop slip officially processed.

Note: Disruptive behavior will not be tolerated. Any student who, through words or actions, seeks to harass, embarrass, intimidate, or coerce staff, faculty or another student will be dropped from the course with an "F"

Disability Statement: Students with disabilities including but not limited to physical, psychological/psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Special Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Special Services Coordinator. For more information, refer to the SPC General Catalog, as well as call or visit the Special Services office in the Student Services Building of the Levelland campus, or call 894-9611, ext. 2529/2530 or at Reese Center, ext. 4654.

IMPORTANT: Copy and paste the following contract statement into the "Compose Box" of the Mail function of Blackboard and turn it in to me before the 12th class day. **I have read the syllabus for Dr. Rosiles's Blackboard class and agree to and abide by all of the terms listed. I understand that there are stringent deadlines for this class and that no make-up or late work will be accepted. I understand that if I fail to turn in all or part (Less than 60% of 4 assignments, I will receive an automatic grade of "f" in the class.**

****If I have not received this statement by the 12th class day, you will be locked out of the course and dropped with a grade of "N" never attended.**

By signing the above bold-faced statement and conveying it to the instructor, the student confirms that she or he has read, understands, and agrees to the policies of this course as outlined in the syllabus. This is a contract between the instructor and the student.

Please note: Syllabus is tentative and is subject to change.

Calendar of Assignments and Due dates

NOTE: All assignments are due Monday mornings at 9:00 a.m. You may turn assignments in early but I will not accept late papers. At times you may encounter computer problems. Please do not wait until the last day to submit your assignments. It is always best to work ahead of schedule to avoid missed assignments.

Complete only 8 of the 11 Assignments and 10 of the 11 Discussions!!! I will not grade any more assignments as extra credit.

Calendar of Assignments and Due dates

NOTE: All assignments are due Sunday evenings at 11:30 p.m. You may turn assignments in early but I will not accept late papers.

Date	Assignment(s)	Due Date
Week 1 8/28	Read 1 st Assignment Mexican Americans: A Historical Perspective Turn in Syllabus Contract via Blackboard email Discussion Post # 1 Introduction	Posting Due Sunday 9/3
Week 2 9/4	Assignment #1 Due	Sunday 9/10
Week 3 9/11	Reading: Are Chicanos the Same as Mexicans? Reading: Hispanic Heritage Month 16 de Septiembre Assignment # 2	Sunday 9/17

16th of September Celebration!

Posting # 2

Week 4
9/18

Reading: The Legacy of Oppression. Pg. 51-55, 64-71

Sunday 9/24

Assignment # 3

Posting # 3

Week 5
9/25

Hispanic Activists: A Class Apart/ Viva La Causa/ Justice for my People

Sunday 10/01

Assignment # 4

Posting # 4

Week 6
10/2

Reading: Attitudes and Images pg. 55-64
Reading: Y Tu Abuela A'onde Esta?

Sunday 10/08

Assignment # 5

	Posting # 5	
Week 7 10/9	Reading Identity and Struggle for Integration pg. 72-90. Reading: Acculturation of Mexican American Women Assignment # 6 Posting # 6: Poem by Pat Mora	Sunday 10/15
Week 8 10/16	Issues in Education: Lemon grove, Walkout, Si Se Puede (Walkout 2006) Assignment # 7 Posting # 7	Sunday 10/22
Week 9 10/23	Reading: Community and Political Power Assignment # 8 Posting # 8	Sunday 10/29
Week 10 10/30	Reading/Video: Day of the Dead/Religious Practices	Sunday 11/5

	Assignment # 9	
	Posting # 9	
	<i>Day of the Dead Celebration!</i>	
Week 11 11/6	Videos/Readings: Immigration Debate: Crossing Arizona, Beyond the Border, 30 Days Texas Minutemen, Delgado Bill/ U.S. Apologizes Assignment # 10 Posting # 10	Sunday 11/12
Week 12 11/13	Videos/Readings: Chicano Rock/ Selected readings from Sandra Cisneros and Women's voices from the borderlands. Assignment # 11 Posting # 11 Readings: Where are We Now? Numbers and Diversification Last day to drop course is November 16th!	Sunday 11/19
Week 13 11/20	Start your Final Project!!!! Send in submission of what you choose for final project and outline of plan for completion. S	Sunday 11/26
Week 14 11/27	Final Project Work Due. Final project must be brought to my RC campus office Room 402 A anytime during this week.	Monday 12/4
Week 15 12/4	I will post Final grades into Campus Connect by Friday December 8 th	12/08
Week 16 12/11	Finals Week! You may pick up your final project from my office on December 14 th or 15 th .	