

SP17_HUMA_2319_202_271_208_209_211_ROSILES

COMMON COURSE SYLLABUS

American Minority Studies
Instructor and Course Information –
HUMA 2319
AMERICAN MINORITY STUDIES

Department: Behavioral Sciences

Discipline: Humanities/Sociology

Course Number: HUMA2319/SOCI 2320

Course Name: AMERICAN MINORITY STUDIES

Credit: 3 Lecture, 0 Lab

Satisfies a core curriculum requirement: Yes – Humanities, Behavioral or Social Science

American Minority Studies (HUMA2319/SOCI2320) fulfills the Humanities requirement in the SPC Core Curriculum for an Associate of Arts or Associate of Science degree. The course may also qualify as a sociology/humanities transfer to other institutions of higher education institutions (consult your advisor or the SPC Academic Transfer Counselor).

Prerequisites: TSI restrictions for INET

Campus: Levelland, Reese, ATC, Plainview, and INET

Textbook: *American Ethnicity*, Adalberto Aguirre, Jr., Jonathan H Turner, 6th edition. McGraw Hill, 2000

The Matrix Reader, Abby Ferber, et al., McGraw Hill, 2009

Course Description: This course addresses the psychological, sociological, cultural, historical, economic, political, and legal issues affecting American subordinate and dominant groups, including race/ethnicity, gender, socioeconomic class, sexual orientation, national origin, religion, age, and disabilities.

Course Purpose: American Minorities Studies provides a broad yet focused analysis of the subordinate/dominant statuses of individuals and groups by recognizing the impact of race/ethnicity, gender, and socioeconomic class of individuals and groups in relationship to American society. The course is designed to foster critical analysis of the issue of difference in our society and to prepare students to understand and interact with people from diverse backgrounds and cultural perspectives throughout their lives.

Course Requirements: To maximize the potential to complete this course, a student should attend all class sessions, complete all homework assignments, and complete all examinations. The specific course requirements are listed on the individual instructor's course information sheet.

Course Evaluation: Please see the instructor's course information sheet for specific items used in evaluating student performance.

Attendance Policy: Whenever absences become excessive and, in the instructor's opinion, minimum course objectives cannot be met due to absences, the student will be withdrawn from the course. The specific requirements for attendance in each class are described in the individual instructor's course information sheet.

Student Learning Outcomes:

Knowledge Outcomes:

- Explain major concepts, principles, and theories that account for psychological phenomena, such as individual and group prejudice, stereotypes, and discrimination.

- 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, achievement, contributions, values, and communication styles of dominant and subordinate groups.

Disposition Outcomes:

- 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.

Skills Outcomes:

- Employ diverse analytical resources, comparative modes of study, and research data and conclusions as critical cognitive tools to address issues of difference.

Instructor and Contact Information

Instructor: Dr. Armida Rosiles

Office Location: RC 402 A

Office Phone: 885-3048, ext. 2944

Office Hours: Mon/Wed. 2:30-4:00

Tues./Thurs. 2:30-4:00

Fridays 10:00-12:00

Email: arosiles@southplainscollege.edu

(Optional) Textbook:

Text: Ferber, A., Jimenez, C.M., Herrera, A.O., & Samuels, D.R. (2009). *The Matrix Reader: Examining the dynamics of oppression and privilege* (1st edition). Boston: McGraw Hill.

*** I will provide you with the electronic readings for the semester.

WHERE TO GET THE BOOK?

è Reese or Levelland Bookstore for about \$100.

è Online E-book at <http://www.coursesmart.com> for about \$60

è Online “used” from places like Amazon.com (where it’s priced from \$69.75)

è Rent it for about \$30 at places like Chegg.com

è On Reserve at Reese and Levelland LIBRARY. FREE FREE FREE

è I will also post required readings on Blackboard.

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

Course Description: This course addresses the psychological, sociological, cultural, historical, economic, political, and legal issues affecting American subordinate and dominant groups, including race/ethnicity, gender, socioeconomic class, sexual orientation, national origin, religion, age, and disabilities.

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 Purpose: American Minority Studies provides a broad yet focused analysis of the subordinate/dominant statuses of individuals and groups by recognizing the impact of race/ethnicity, gender, and socioeconomic class of individuals and groups in relationship to American society. The course is designed to foster critical analysis of the issues of difference in our society and to prepare students to understand and interact with people from diverse backgrounds and cultural perspectives throughout their lives.

Student Learning Outcomes:

Knowledge outcomes:

- Explain major concepts, principles, and theories that account for psychological phenomena, such as individual and group prejudice, stereotypes, and discrimination
- 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

Disposition Outcomes:

- 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

Skills Outcome:

· Employ diverse analytical resources, comparative modes of study, and research data and conclusions as critical cognitive tools to address issues of difference.

Student Conduct:

“ Failure to comply with lawful directions of a classroom teacher relative to maintaining good order is considered misconduct on the part of the student. Repeated violations of disrupting a class will result in the student being dropped from the course”. (Student Guide p. 12) It is important that each student is fully attentive during lectures and when other students or presenters are speaking. Be respectful of the instructor and of the comments and opinions of classmates and presenters. Being respectful does not mean you have to agree with their comments; however, you must be respectful in your commentary. **Cell phones should be turned off during class.** If you have an emergency and need to keep your phone on during class, please inform the instructor. If you are disruptive during class or caught reading text messages or **texting** on your cell phone, you may be asked to leave the classroom and be credited with an absence. Repeated violations may result in expulsion from the class and an "F" for the semester.

Note Taking and Study Guides: To do well in this class you **MUST** take well-organized notes during each class! I will post class study guides on Blackboard, I expect you to print out your study guides to guide your note taking. If you need assistance with note-taking (or study skills in general), contact the Learning Center, building 8, room 814 or 810, 885-3048, Ext, 4631 or 4630. I expect you to read the assigned articles and complete homework assignments **before** you come to class. If you are absent from class, you may email me to see if there are any homework assignments due prior to the next class period.

Attendance, Late Arrivals, and Drop Policy:

See college catalog p. 21. In order to do well in this class, it is important that students not only attend each class lecture but also be fully mentally engaged and participate in class discussions. I will take roll and make announcements at the beginning of class. If you are late to class, it is your responsibility to make sure I have counted you as present. If you miss more than 10 minutes of class or need to leave early from a class, you will be credited with an absence. If you miss more than 3 days within the semester, I may drop you with an X or an F. If you have an emergency or experience a traumatic event that interferes with your class attendance, you need to notify me ASAP to determine whether you will be dropped, or need to withdraw.

ADA Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability 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 Disability Services Office. For more information, call or visit the Disability Services Office through the Guidance and Counseling Centers at Reese Center (Building 8) 716-4606, or Levelland (Student Services Building) 716-2577.

Evaluation/Grade:

1) Exams: (200 points) There will be 3 Exams to determine your competency in this class. Exams will be a combination of multiple choice, fill in the blank and essay. Each exam will be worth 100 points. I do not give make up exams. I will drop your lowest test grades from exam 1 or 2.

2) Attendance/Participation: (50 points) – This is a highly interactive class. It is important that you be present and contribute to each class discussion. If you leave early, arrive late, or lack participation, you will be counted absent. If you have more than 5 absences in this course, I will drop you from this course. (Majority of Participation points will be assigned during a set number of in class projects)

3) Assignments: (50 points) (I hear and I forget. I see and I believe. I do and I understand. - Confucius) I believe you learn more by doing than by listening to me lecture. Therefore, I will assign several hands on assignments to measure your competency on the material.

A) **Critical Analysis Project:** Choose from one of the 2 projects listed below. I do NOT accept late work. All papers must be submitted electronically by the assignment due date. Everyone must present a brief version of their project during the last week of classes. You must be present for all your classmates presentations in order to maximize your point total on the project.

Option 1: Movie Analysis (50 points)

This assignment requires you to view 2 current TV shows and critically analyze them using classroom

terminology. Details will be provided during classroom time. You will turn in your paper by the assigned due date and present your findings during the last class week of the semester.

Option 2: Song Analysis (50 points)

This assignment requires you to analyze 1 song and critically analyze it using classroom terminology. The song will then be re-written to eliminate prejudice, discrimination, sexism,....Details will be provided during classroom time. You will turn in your paper by the assigned due date and present your findings during the last class week of semester.

B) **Day of the Dead Project:** (50 points)

For this project, we will apply the concepts we are learning in class to a cultural practice in Latin American and the United States.

You can earn a total of 450 points in this course.

2 Exams (Drop your lowest score from Exam 1 or Exam 2)	= 100 points
Attendance/Participation	= 50 points
Final Exam (not cumulative)	= 100 points
Critical Analysis Project	= 50 points
<u>Cross Cultural Project</u>	<u>= 50 points</u>
	350 points

350-315 points = A

314-280 = B

279-245=C

244-210=D

219=F

I am here to help you succeed in this course. It is important that you come to class ready to engage in the material.

