

## Common Course Syllabus

**Department:** Behavioral Sciences

**Discipline:** HUMANITIES

**Course Number:** HUMA 2319

**Course Name:** AMERICAN MINORITY STUDIES

**Credit:** Semester hours: 3, Lecture: 3, Lab: 0

**This course satisfies a core curriculum requirement:** Yes (Humanities)

**Prerequisites:** none for campus; TSI reading for Internet Available Formats: Conventional and Internet

**Textbook:** The matrix reader: examining the dynamics of oppression and privilege, Ferber, Jimenez, O'Reilly, Herrera, & Samuels, 1st edition. McGraw-Hill Higher Education, 2009; or American Ethnicity, Adalberto Aguirre, Jr., Jonathan Turner, 7th edition. McGraw-Hill, 2009; or some sections use no textbook.

**Supplies:** Computer and Internet access for Internet courses and campus classes.

**Course Description:** (3:3:0) This interdisciplinary survey examines the diverse cultural, artistic, economic, historical, political, and social aspects of American minority communities. Topics may include race/ethnicity, gender, socioeconomic class, sexual orientation, national origin, age, disability, and religion.

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

**Course Requirements:** To maximize the potential to complete this course, a student should attend all class session, log into Blackboard multiple times per week, 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.

**Learning Outcomes/Competencies:** Upon the successful completion of this course, students will:

1. Analyze the history, culture, and struggles for equality of American minority groups.
2. Articulate an informed personal response and critically analyze works by minorities in the arts and humanities.
3. Demonstrate awareness of multiple cultural perspectives representative of diverse minority groups.
4. Describe the impact of discrimination on the everyday life of minority groups in the context of social, political, and economic circumstances.
5. Analyze minority group interactions in the United States focusing on immigration and migration patterns.
6. Formulate an understanding of shifting societal perceptions and self-identifications of minority group cultural identities.

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### Core Objectives:

- Communication skills- to include effective written, oral and visual communication.
- Critical thinking skills- to include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
- Social Responsibility- to include the demonstrated intercultural knowledge and competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.
- Personal Responsibility-to include the ability to connect choices, actions, and consequences to ethical decision-making.

**Attendance Policy:** Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus. When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the

college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting. Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy. It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

See instructor's Course Information Sheet for additions to the attendance policy.

**Disability Services Policy:** 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 at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529. See South Plains College General Catalog 2015-2016, pages 53 and 54 for more information.

**Academic Integrity Policy:** It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

**Cheating:** Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in an office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes of whatever length, as well as to final examinations, to daily reports and to term papers.

**Plagiarism:** Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identifiable expression of material taken from books, Internet resources, encyclopedias, magazines and other reference works, or from the themes, reports or other writings of a fellow student, is guilty of plagiarism. See South Plains College Student Guide 2015-2016, pages 13 and 14 and South Plains College General Catalog 2015-2016, page 22. See instructor's course information sheet for more information.

#### **Student Conduct Policy:**

**Classroom Conduct:** Failure to comply with lawful direction of a classroom teacher relative to maintaining good order is considered misconduct on the part of the student. Repeated violations of disrupting a class may result in the student being dropped from that course. See South Plains College Student Guide 2015-2016, pages 13 through 18 for full policy covering other areas of conduct including penalties for misconduct and procedures for disciplinary action.

**Grade and Academic Discipline Appeals:** South Plains College provides two procedures which allow students the opportunity to address grievances of an academic nature.

**Appeal Restrictions:** Only final grades or dismissal resulting from academic discipline will be considered. The instructor's teaching ability or expertise will not be considered during the hearing. No grade or disciplinary action can be formally appealed after a period of six (6) months from the date that the student is informed.

**Informal Appeal:**

1. The student should schedule an appointment with the instructor of the course to discuss the final grade or disciplinary action.
2. If the student is still not satisfied, she should schedule an appointment with the appropriate departmental chairperson to discuss the situation. The chairperson may request that the instructor also be present.
3. If the student is still not satisfied, he she should schedule an appointment with the Divisional Dean to discuss the situation. The dean may request that the chairperson also be present.
4. If the student is still not satisfied, he she should be advised of the formal appeal process.

**Formal Appeal:** If the student is not satisfied with the results of the informal appeal, s/he should provide the following information, in writing, to the Vice President for Academic Affairs:

1. A request for a formal appeals hearing.
2. A brief statement of what is being appealed.
3. The basis for the appeal.
4. Pertinent facts relating to the appeal.

The agenda of the appeals hearing will include only those factors documented in the student's appeal request letter. The Vice President for Academic Affairs will determine the date, time and place of the hearing, and notify the student accordingly.

The Hearing: Composition of the appeals committee:

Vice President for Academic Affairs will preside over the hearing.

Faculty member of the student's choice.

Faculty member and student selected by the Vice President for Academic Affairs.

President of Student Government Association.

Dean of Students.

Other persons who should be available at the hearing:

The student who requested the hearing.

The faculty member involved.

Anyone the student or faculty member wishes to be present to substantiate the case.

Chairperson and Divisional Dean.

**Hearing procedure:** The committee will hear the student's appeal during which the parties to the controversy and such representatives as desired will present all facts relating to the case. By majority vote, the committee will decide to sustain, amend or reverse the previous decision. The decision of the committee is final and completes the academic appeals procedure. See South Plains College Student Guide 2015-2016, pages 18 and 19.

**Equal Rights Policy:** All students are entitled to equal rights under the affirmative action and equal opportunity laws. Students are also protected against unjust or biased academic evaluation, but at the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled. See South Plains College Student Guide 2015-2016, page 10.

# American Minority Studies/Huma 2319

INSTRUCTOR: Sara Martin English, Ph.D.  
 EMAIL: [senglish@southplainscollege.edu](mailto:senglish@southplainscollege.edu)  
 Phone: 894-9611, EXT. 2973

<b>OFFICE/OFFICE HOURS</b>	
REESE: Bldg. 4, Room 405A	Monday/Wednesday: 12:30- 2:30
LEVELLAND: Technical Arts 231	Tuesday/Thursday: 10:00-11:00, 12:15-1:00
Fridays at LEVELLAND, Technical Arts 231	10:00-12:00 by APPOINTMENT ONLY

## ATTENDANCE

**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. See college catalog, p. 21. Roll will be taken at each class session and a record of attendance maintained. If you accumulate **five (5) absences**, you may be administratively dropped from the class with an X, or if you have an F in the course at the time of the offense (excessive absences), an F. If attendance becomes a problem for you, contact ME as soon as possible.

## GRADES

3 exams @ 50 pts. each. ONE MAKE-UP	150 pts.	A = 189-210 pts. B = 168-188 pts. C = 147-157 pts. D = 126-146 pts. F = < 125pts.
3 journals @ 10 pts. each. NO DROPS.	30 pts.	
9 Film Quizzes @ 5 pts. each. 3 DROPS.	30 pts.	
<b>TOTAL POINTS</b>	<b>210 pts</b>	

## TENTATIVE SCHEDULE:

**See class syllabus for exam/quiz dates.**

<b><u>Weeks 1, 2, 3, 4, 5</u></b>	<p><b><u>Introduction to Minority Studies</u></b> / Research v. Dinnertable; Baby boy payoff; White names give job seekers an edge</p> <p><b><u>Biology of Race</u></b> / Three is not enough, Skin color map, Sports and Race; Colorism</p> <p><b><u>Ethnicity</u></b>/ Ethnicity definition, US Census, Census history</p> <p><b><u>FILM: A Class Apart</u></b></p> <p><b><u>Social Construction of Race</u></b>/ Race and relationships; Racial formations; Constructing race, creating white privilege; How The Jews became white folks; Disability as justification for inequality</p>
<b><u>Week 6, 7, 8, 9, 10</u></b>	<p><b><u>White Privilege</u></b>/ White privilege: Unpacking The invisible knapsack; Scholarships; White Denial and School Shootings; Racial disparities seen as prevalent in Juvenile Justice</p>

	<p><b><u>FILM: Tim Wise</u></b></p> <p><b><u>Gender/</u></b> Walmartyrs; Sex bias in vocational education; Night to his day; Patriarchy; Oppression</p> <p><b><u>Masculinity/</u></b> Masculinity as homophobia; Homophobia as a weapon of sexism</p> <p><b><u>FILM: Killing Us Softly</u></b></p> <p><b><u>Sexuality/</u></b>The social construction of sexuality; Intersex Society of North America; The invention of heterosexuality; Gender/Sex Glossary</p> <p><b><u>FILM: The Gender: Puzzle</u></b></p>
<p><b><u>Week 13, 14, 15/16</u></b></p>	<p><b><u>FILM: In Sickness and in Wealth</u></b></p> <p><b><u>Socioeconomic Class/</u></b> Class in America; Media Magic: Making class invisible; What scholars can tell politicians about the poor;</p> <p><b><u>FILM: Farmingville:</u></b> Farmingville redux</p> <p><b><u>Institutional v. Personal Racism/</u></b> Defining racism: Can we talk?; Slavery Pie Chart; Ethics of living Jim Crow; CP Ellis;</p> <p>Race relations becoming more complex; I'm not racist but . . . .</p> <p><b><u>FILM: In whose honor?:</u></b> Students defend icon that offends; Crimes against humanity, Chief press release</p> <p><b><u>Psychology of Racism/</u></b> On the nature of contemporary prejudice; Where bias begins: The truth about stereotypes; Is your baby racist?</p>