

ROSILES\_HUMA\_1305\_181\_2026S82

## COMMON COURSE SYLLABUS

### Introduction to Mexican American Studies

Department: Behavioral Sciences

Discipline: HUMANITIES

Course Number: HUMA 1305

Course Name: INTRODUCTION TO MEXICAN-AMERICAN STUDIES

Credit: 3 Lecture: 3 Lab: 0

This course satisfies a core curriculum requirement: Yes – Language, Philosophy and Culture

Prerequisites: none for campus; TSI reading compliance for Internet

Available Formats: Conventional and Internet

Campuses: INET

Supplies: Computer and Internet access.

**Course Description:** (3:3:0) : This interdisciplinary survey examines the different cultural, artistic, economic, historical, political, and social aspects of the Mexican-American/Chicano/a communities. It also covers issues such as dispossession, immigration, transnationalism, and other topics that have shaped the Mexican-American experience. Art, literature, historical analysis, economic analysis, and/or music will be utilized to understand the cultural differences.

Semester Hours: 3 Lecture Hours: 3 Lab Hours: 0 (This course covers the historical, economic, social, and cultural development of Mexican-Americans)

### **Learning Outcomes/Competencies:**

Upon the successful completion of this course, students will:

1. Analyze the developmental history, culture, and struggles for equality of Mexican-Americans.
2. Articulate an informed personal response and critically analyze works by Mexican-Americans in the arts and humanities.
3. Describe the impact of discrimination on the everyday life of Mexican-Americans in the context of social, political, and economic circumstances.
4. Analyze minority group interactions in the United States focusing on immigration and migration patterns.
5. Formulate an understanding of shifting definitions of Mexican-American cultural identities.

**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.

Texas Coordinating Board Approval Number..... 45.1101.53 25

Relevant SPC Policies & Procedures

**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 for additions to the attendance policy. (See Catalog)

**Academic 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. This policy relates to all forms of cheating and plagiarism. See Instructor’s Course Information for additions to the academic integrity policy.

**Student Conduct:** A high standard of conduct is expected of all students. Students are subject to federal, state and local laws, as well as South Plains College rules and regulations. Any student who fails to perform according to expected standards may be asked to withdraw. 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 Catalog/Student Guide for full policy). See Instructor’s Course Information for additional policies related to student conduct.

**Academic Appeals:** The Vice President for Student Affairs is the South Plains College Title IX Coordinator and is designated to formally investigate student grievances, address inquiries and coordinate the College’s compliance efforts regarding student complaints and grievances. Whenever possible and safe, the problem or complaint should first be discussed with the individual involved in the complaint. If satisfactory resolution is not reached after discussion with the individual, the student should contact the individual’s direct supervisor to attempt to resolve the complaint. If these efforts are unsuccessful, the formal grievance process may be initiated. The College does not require a student to contact the person involved or that person’s supervisor if doing so is impracticable, or if the student believes that the conduct cannot be

effectively addressed through informal means (See Catalog/Student Guide for full definitions and policy).

**Disability Services:** 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 Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

**Diversity & Equal Rights:** South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President of Student Affairs.

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 Catalog/Student Guide for full definitions and policies)

**South Plains College policies concerning Disabilities, Non-discrimination, Title IX Pregnancy and Parenting Accommodations, CARE (Campus Assessment, Response, and Evaluation), Intellectual Exchange, Campus Concealed Carry, COVID-19, and AI (Artificial Intelligence) can be found here:**

[Syllabus Statements](#)

#### Instructor and Course Information –

Huma 1305.181

#### Instructor and Contact Information

Instructor: Dr. Armida Rosiles

Office Phone: 885-3048, ext. 2944

Office Location: Downtown Lubbock location room 2012

Office Hours: email and by appointment

Email: [arosiles@southplainscollege.edu](mailto:arosiles@southplainscollege.edu)

Textbook and Readings:

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.

**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.

### **Specific Course/Instructor Requirements**

1. Assignments - 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 6 assignments you turn in. Do not waste your time completing extra assignments. I will not give you extra points. Each assignment will be worth 25 points for a total of 200 points (8 X 25 = 200 points). Assignments will be due on Sundays at 11:00 a.m. Some assignments will consume more of your time than others so please plan our time accordingly.

2. Discussions - You will need to participate in 10 of 11 class discussion topics that I provide. Each discussion posting is worth 15 points each for a total of 100 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 2.5 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 5 points to add to the points you earn on your initial posting.

3. 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.

### Grading Policy

You can earn a total of 450 points (Assignments 150, Discussions 200, Final Project 100). The total number of points that you earn at the end of the semester will determine your grade as follows:

500-450 = A

449-400 = B

399-350 = C

349-300 = D

299 and below = F

### Schedule at a Glance

All work is due by 5:00 p.m. on Friday afternoon.

Remember, you only need to do 8 out of the 10 assignments but must complete all discussion postings.

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### **Week 1 March 9-13**

1. Please secure your book and ensure your Internet is working properly.
2. Watch the introductory videos
3. Submit your Introductory posting to your classmates
4. Look over the different assignments and send me the 8 assignments you have chosen to complete this semester.
5. Read article: Mexican Americans: A Historical Perspective
6. Assignment #1 Due (only if you chose this as one of your assignments)
7. Posting #1 Due (Not Optional)

### **Week 2 March 16-20**

Spring Break!

### **Week 3 March 23-27**

1. Reading: Are Chicanos the Same as Mexicans?
2. Reading: Hispanic Heritage Month 16 de Septiembre
3. Assignment # 2 (only if you chose this as one of your assignments)
4. Posting # 2 (Not Optional)
5. Reading: The Legacy of Oppression. Pg. 51-55, 64-71
6. Assignment # 3 (only if you chose this as one of your assignments)
7. Posting # 3 (Not optional)

### **Week 4 March 30-April 3**

1. Hispanic Activists: A Class Apart/ Viva La Causa/ Justice for my People
2. Assignment # 4 (only if you chose this as one of your assignments)
3. Posting # 4 (Not optional)
4. Reading: Attitudes and Images pg. 55-64
5. Reading: Y Tu Abuela A'onde Esta?
6. Assignment # 5 (only if you chose this as one of your assignments)
7. Posting # 5

### **Week 5 April 6-10**

1. Reading Identity and Struggle for Integration pg. 72-90.
2. Reading: Acculturation of Mexican American Women
3. Assignment # 6 (only if you chose this as one of your assignments)

4. Posting # 6: Poem by Pat Mora
5. Issues in Education: Lemon grove, Walkout, Si Se Puede (Walkout 2006)
6. Assignment # 7 (only if you chose this as one of your assignments)
7. Posting # 7

### **Week 6 April 13-17**

1. Reading: Community and Political Power
2. Assignment # 8 (only if you chose this as one of your assignments)
3. Posting # 8
4. Reading/Video: Day of the Dead/Religious Practices
5. Assignment # 9 (only if you chose this as one of your assignments)
6. Posting # 9

### **Week 7 April 20-24**

1. Videos/Readings: Immigration Debate: Crossing Arizona, Beyond the Border, 30 Days Texas Minutemen, Delgado Bill/ U.S. Apologizes
2. Assignment # 10 (only if you chose this as one of your assignments)
3. Posting # 10
4. Videos/Readings: Chicano Rock/ Selected readings from Sandra Cisneros and Women's voices from the borderlands.
5. Assignment # 11 (only if you chose this as one of your assignments)
6. Posting # 11 Readings: Where are We Now? Numbers and Diversification

### **Week 8 April 27-May 1**

Work on Final Project

### **Week 9 (May 7<sup>th</sup> Thursday)**

Turn in Final Project by Thursday noon!