

**Humanities 1301- 251 & 253**

**Drane Hall – 341  
(Office)**

**American Minority Studies**

**Fall 2019**

**Mr. Sanchez Arnold V.**

**Office hours: T/Th 8:30 AM - 9:30 AM**

**[asanchez@southplainscollege.edu](mailto:asanchez@southplainscollege.edu)**

**Course Credit:**

**3 semester hour credit**

**Meeting Times:**

**T/Th 9:30 AM - 10:45 AM/ T/Th 11:00 AM - 12:15 PM**

**Course Description:**

**This is an interdisciplinary, multi-perspective assessment of cultural, political, philosophical, and aesthetic factors critical to the formulation of values and the historical development of the individual and of society.**

**Purpose:**

**The purpose of this course is to introduce students to the major theories and concepts in life span development including the physical, cognitive, and psychosocial changes that occur from conception till death. Ultimately, this course is designed with the intent of offering students an opportunity to develop a range of sensibilities about students from various ethnic, cultural, and linguistic backgrounds, as well as develop a broader understanding of why multiculturalism and the questions/information it raises are critical in today's complex societies.**

## **Textbook and Readings:**

**Text: Pinkney, Alphonso. Black Americans. Fifth ed. Prentice Hall, 2000. Print.**

**Text: *American Ethnicity*, Adalberto Aguirre, Jr., Jonathan H Turner, 7th edition.**

### **Standard Written English REQUIREMENT:**

**All written assignments should be presented using the conventions of Standard Written English. South Plains College requires all students to become proficient in "academic English," a form of English that is typically used in academic, professional, and business contexts. While slang, regional idioms, and informal kinds of self-expression are appropriate in some contexts, they are out of place in academic writing. Writing instructors and professors in courses across the campus expect all students to demonstrate proficiency in using the conventions of academic English in their written work, whether it is in-class exams or take-home essays. Each instructor may also add additional requirements regarding written assignments that are contained in your syllabus.**

## **Evaluation:**

Student progress on student learning outcomes will be evaluated using by a variety of assessment measures that will vary by topic and instructor. Assessment strategies may include, but not be limited to:

- Written critical or reflective responses to readings
- Written reflections on course assignments and in-class discussions and activities
- Participation in and completion of cooperative learning tasks
- Development of a written position paper on a critical issue in public schooling
- Written videotape analysis
- Oral discussion participation
- Oral individual and/or group presentations
- Content-based quizzes and exams
- Midterm projects or examination
- Final examination

## **Methods:**

Instructional methods may include, but not be limited to lecture, individual and group work, service/community projects, the use of film and speakers, online discussion board, video conferencing, and/or other methods identified as necessary by the instructor of record.

## **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.

## 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. I will supply several tools to help you with the materials including lectures, examples, connections, outlines. Plus, as an online community, you can help each other through the Discussion tool. All these tools are invaluable for your learning.**

### **Grade breakdown:**

<b>Participation</b>	<b>25%</b>
<b>Quizzes</b>	<b>15%</b>
<b>Midterm</b>	<b>15%</b>
<b>Multicultural Activities</b>	<b>10%</b>
<b>Written Assignments</b>	<b>15%</b>
<b>Final</b>	<b>20%</b>

### Absentee Policy:

Students are expected to attend all class sessions. Attendance and participation are critical in this course. Absences from class will directly impact your grade. It is expected that should it be necessary for you to be late or absent from class, you will

contact your course instructor preferably prior to the class session via e-mail and/or telephone. Attendance will be taken at each class meeting and it is **your responsibility** to sign-in at each class session. It is **your responsibility** to **sign-in** at each class session.

The following is **a tentative outline** of how we will base the assessment of performance in this class. For each of the objectives listed above there are readings and assignments that will provide you with developmental experiences. These assignments will be evaluated, but it is assumed that all of you will be successful in this course. Grades will be based on the following scale:

A= 90-100 % - Superior quality work

B= 80-89% - Good to excellent work with some areas of weakness  
C= 70-79% - Minimum requirements met for class requirements

D=60-69% - Lack of performance, effort, and assignment objectives  
achievement F=<60 – Failure to achieve course objectives

### Course Outline

**\*\* denote selections from the reader.**

Week 1 8-27	Introduction Ch. 1 - <i>American Ethnicity</i> First Article
8-29	Ch. 1 - <i>American Ethnicity</i>
9-3	<b>Quiz # 1</b>
9-5	Ch. 2 - <i>American Ethnicity</i>
9-10	<b>Quiz # 2</b> Article 2
9-12	Ch. 3 - <i>American Ethnicity</i> Article 3
9-17	Ch. 3 - <i>American Ethnicity</i>
9-19	Ch. 4 - <i>American Ethnicity</i> <b>Quiz # 3</b>

9-23	Ch. 4 - <i>American Ethnicity</i>
9-25	<b>Quiz # 4</b> First Article
9-26	Ch.5 - <i>American Ethnicity</i>
10-1	Ch. 5 - <i>American Ethnicity</i>
10-3	Ch. 6 - <i>American Ethnicity</i> <b>Quiz # 5</b>
10-8	Ch. 6 - <i>American Ethnicity</i>
10-10	Ch. 7 - <i>American Ethnicity</i> <b>Quiz # 6</b>
10-12	Ch. 7 - <i>American Ethnicity</i>
10-15	<b>Quiz # 7</b> First Article
10-17	Ch. 8 - <i>American Ethnicity</i>

10-22	Ch. 8 - <i>American Ethnicity</i> <b>The Mid-Term is Due!</b>
10-24	<b>Quiz # 8</b>

10-29	Ch. 9 - <i>American Ethnicity</i>
10-31	Ch. 9 - <i>American Ethnicity</i>
11-05	<b>Quiz # 9</b>
11-07	Ch. 10 - <i>American Ethnicity</i>
11-12	Ch. 10 - <i>American Ethnicity</i>
11-14	<b>Quiz #11</b>
11-7	Ch. 1.- Black Americans, 5th Edition Alphonso Pinkney, (Emeritus) Hunter College
11-19	<b>Ch. 2.- Black Americans</b>
11-21	<b>Ch. 3.- Black Americans</b> <b>Quiz #10</b>
11-14	<b>Ch. 4.- Black Americans</b>
11-16	<b>Ch. 5.- Black Americans</b>
11-18	<b>Ch. 6.- Black Americans</b> <b>Quiz #11</b>
11-21	<b>Ch. 7.- Black Americans</b>
11-26	<b>Ch. 8.- Black Americans</b>
	<b>Ch. 9.- Black Americans</b> <b>Ch. 10.- Black Americans</b>
12-3	<b>Culture - Presentations</b> <b>Quiz #12</b>

12-5	<b>Culture - Presentations</b>
12-5	<b>Final is due!</b>

**Religious Holy Day Absences:**

According to the 2008-2009 University Catalog, regarding notification to faculty, a student may be excused from attending classes or other required activities including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused for this purpose may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused,

According to OP,.

34. 19, a student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. I would appreciate knowing about this holiday so that I can further understand your absence.

Please present bulletins or other information indicating the attendance.

\*\*\*\*Sharing books with others is not recommended. Some students read and study differently and your sharing with them may cause another student a problem without your knowing it.

Please bring your own book to class. Bringing your book to class is considered an important part of class participation\*\*\*

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**Civility in our Classroom:**

Students are expected to assist in maintaining a classroom environment which is conducive to learning.

**In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor; students are prohibited from engaging in any form of distraction, such as cell phone, text messaging etc.** Inappropriate behavior in the class shall result, minimally, in a request to leave class.

**SPC Standard Disability 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 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.

Sanchez A. V.



## Participation

There is a **participation** grade for this course. There will be **10 pts** available per week and these points will be awarded as follows:

**10 pts.** Does *all* of the following:

- Comes to class on time.
- Has done all required homework preparation for class. Does all work.
- Participates actively and takes initiative in ALL activities.

**5 pts.**

- Arrives 1 to 10 minutes late, *or*
- Has not done all required homework preparation for class, *or* Does only some work, *or*
- Participates in only some activities *or* does not take initiative.

**0 pts.**

- Arrives more than **10 minutes** late, *or*
- || Leaves class for any reason, *or*
- || Does no work, *or* Has
- || *cell phone out*, *or*
- || Does not participate.

Bibliography and Recommended Readings:

hooks, b., (1994). Making culture: Representing the poor. In *Outlaw culture: Resisting representations*. New York: Routledge.

Darder, A. (1995). *Culture and difference: Critical perspectives on the bicultural experiences in the United States*. Westport, Connecticut. Bergin & Garvey.

Heckman, P., and Associates (1995) *The courage to change*. Newberry Park, Ladsen-Sage.

Billings, Gloria. (1994). *The dreamkeepers*. San Francisco: Jossey Bass.

McLeod, Jay. (1995). *Ain't no makin' it: Aspirations and attainment in a low-income neighborhood*. Boulder: Westview Press.

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