

SPC  
AMERICAN MINORITY STUDIES  
COMMON COURSE SYLLABUS

**Department:** Behavioral Sciences

**Discipline:** HUMANITIES

**Course Number:** HUMA 2319

**Course Name:** AMERICAN MINORITY 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:** Levelland, Reese, ATC, Plainview, INET

**Textbook:** The following textbooks are used in the HUMA2319 course: *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, 7<sup>th</sup> edition. McGraw-Hill, 2009. . **Check with your instructor to see which is required for your section**

**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.

Semester Hours: 3 Lecture Hours: 3 Lab Hours: 0 (This course covers the historical, economic, social, and cultural development of minority groups, including African-American, Mexican-American, Asian-American, and Native-American issues)

**Course Purpose/Rationale/Goal:** American Minority Studies provides a multidisciplinary 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. Art, literature, historical analysis, economic analysis, and/or music will be utilized to understand the cultural differences.

**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, assimilation processes, and adjustments to American life.
6. Formulate an understanding of shifting societal perceptions and self-identifications of minority group

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

**Course Requirements:** To maximize the potential to complete this course, a student should attend all class session, 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:** 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.

**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.

**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.

**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.

#### **Tobacco Products:**

South Plains College prohibits the use of any tobacco product, electronic cigarette, or vapor device throughout all indoor areas and within a 25 foot perimeter around all facility entrances, exits and HVAC air intake vents under the control of SPC, including sporting facilities and SPC vehicles. Included in this ban are tobacco products of all types (including, but not limited to, cigarettes, cigars, pipes, chewing tobacco, snuff and all other kinds and forms of tobacco prepared in such a manner to be suitable for spit tobacco use, smoking, or both). This ban also includes herbal tobacco products and simulated tobacco products that imitate or mimic tobacco products such as e-cigarettes, vapor cigarettes, pipes or other types of inhalation devices.

**Appeal Process:** The process of appeal is outlined in the college catalog. Basically you would need to talk to the instructor, the department chair, and then the dean if the problem is not resolved. Be sure to always start with your instructor.

**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)

**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 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.

#### **Academic Appeals Procedure**

##### **INFORMAL APPEAL**

1. The student should schedule an appointment with the instructor of the course to discuss the final grade or discipline action.
2. If the student is still not satisfied, he/she should schedule an appointment with the appropriate department 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**

1. If the student is not satisfied with the results of the Informal Appeal, he/she should provide the following information, in writing, to the Vice President for Academic Affairs:

a. A request for a formal appeals hearing. b. A brief statement of what is being appealed. c. The basis for the appeal. d. Pertinent facts relating to the appeal.

NOTE: The agenda of the appeals hearing will include only those factors documented in the student's appeal request letter.

2. The Vice President for Academic Affairs of South Plains College, will determine the date, time and place of the hearing, and notify the student accordingly.

### THE HEARING

1. Composition of the appeals committee:

a. Vice President for Academic Affairs will preside over the hearing. b. Faculty member of the student's choice. c. Faculty member and student of the Vice President for Academic Affairs. d. President of the Student Body/Student Advisory Council. e. Vice President of Student Affairs.

2. Other persons who should be available at the hearing:

a. The student who requested the hearing. b. The faculty member involved. c. Anyone the student or faculty member wishes to be present to substantiate the case. d. Chairperson and Divisional Dean.

3. 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. Consequently, the committee will recommend appropriate action by majority vote.

4. The termination of the hearing finalizes the academic appeal procedure.

### APPEAL RESTRICTIONS

1. Only final grades or dismissal resulting from academic discipline will be considered. 2. The instructor's teaching ability or expertise will not be considered during the hearing. 3. No grade or disciplinary action can be formally appealed after a period of six (6) months from the date that the student is informed.

## Instructor Information

**INSTRUCTOR:** Armida Rosiles, Ph.D.

**OFFICE:** 402A, Building 4, Reese

**EMAIL:** arosiles@southplainscollege.edu

**PHONE:** 894-9611, EXT.2944

Contact me **FIRST** and **FOREMOST** through email. I check email daily M-F between 8 and 5. I will try to respond within 24 hours if not sooner.

**Online ACCESS:** For technical problems, contact the IT people at SPC (check the log in page for details). Sometimes I “may” be able to help with “computer” stuff. Your fellow students may also have tips, so communicate with them.

SPC has a Blackboard tutorial that you can access to “learn” about the technical aspects, such as accessing exams, posting to discussion, etc. (check the log in page for details)

TEXT

**DO NOT BUY THE TEXTBOOK. ALL MATERIALS ARE ON BLACKBOARD.**

## ALL Course Materials on Blackboard

Supplemental readings, study guides, film links, etc. are posted on Blackboard.

## COURSE DESCRIPTION AND OBJECTIVES

**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 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.

**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, but ARE NO SUBSTITUTE for your diligence in staying current and meeting deadlines. Read, read, read, read, read, read . . . and think.

***Expect to spend a MINIMUM OF 8 to 10 hours per week reading, reading, reading, reading, and discussing.***

**ABSENCES**

This is a reading intensive course and you should be aware of the time commitment involved. If you are not doing well in this course, you may want to consider dropping it. If you get behind in requirements, there is very little if no likelihood of catching up.

**ADMINISTRATIVE DROP:** As the instructor of record, I have the right to administratively drop students for excessive absences. Since this is not a face-to-face course, excessive absences are defined in the following way: If you have not been logged in over a two-week span or if you've logged in and spent minimal time, you may be administratively dropped for excessive absences. Blackboard allows me to track and record "every move you make." I will use this tracking to ascertain the minimum criteria for attendance, as stated above.

## EXAMS

EXAMS are scheduled EVERY WEEK online. Each exam is worth 25 points, comprised of multiple choice, true/false, short answer, and /or short discussion. You may DROP ONE EXAM, so only six will count for a total of 150 points

- **All exams are timed for 1 hour and 30 minutes.** Once you've accessed an exam, you must complete it in the time allowed.
- All exams are accessible on the first day of classes. Each exam has a specific due date. You may work ahead of schedule, please note that I do not accept late work. It is important that you print out your schedule of due dates to keep you on track. Please take time to plan ahead and avoid any last minute problems, such as computer glitches, “temporary” illness, death, etc. If you miss ONE exam for any reason (you forgot, your child is sick, you’re sick), you will DROP that exam score. If you miss any other exam, you get NO CREDIT (i.e., a zero).
- Exams, including the final, are NOT COMPREHENSIVE.
- Utilize the OUTLINES to help you study for exams. What is on the outlines is what I consider the most important material from the readings to know.
- Exams are **open book, open notes**, but I recommend you use the study guide to make out a cheat sheet before you take the exam. EXAMS are timed and you need to be prepared in advance.

**Consequences of Missed Exam Deadlines:** If death, illness, or other catastrophe precludes you from taking an exam, you can drop that exam score. If you miss another exam, you get a zero.

**When are my EXAM grades posted?** Exam grades are posted when ALL STUDENTS have finished the exam at the end of the release period. Exam grades are computed and posted to your MY GRADES icon on the homepage.

## DISCUSSION POSTS

**YOUR ROLE AS STUDENTS:** A portion of your grade rests upon your role in discussing the various reading assignments and interacting with your classmates. Your learning in this mode will depend on your ability to master the concepts in the articles, reflect on their meaning, and relate the concepts to your personal experiences. You are expected to either initiate posts as well as respond to classmates’ posts.

**MY ROLE AS INSTRUCTOR:** My role is to facilitate your discussions. By this I mean I will not be the major participant: you as students are the major participants. I will prompt, prod, clarify. USE THE DISCUSSION POSTS AS AN ADDITIONAL GUIDE TO EXAM PREPARATION.

### **HOW ARE POSTS GRADED?**

- The instructor will post one DISCUSSION FOLDER for each learning module. These discussion folders will allow you to post a discussion over the units readings and/or videos. You’ll need to respond to at least two of your classmates posting.
- Each original credit worthy post is worth 10 points. Each credit worthy post to your classmates is worth 5 points for a total of 10 extra points.
- Feel free to participate as often as you wish. However, the total amount of points you can receive per unit posting is 20 points. (10 points for your original posting, 10 points for replying to 2 of your classmates postings)

### **What are the discussion deadlines?**

- Each discussion deadline for each week is THURSDAY midnight.

WARNING: Posting after deadlines receives NO CREDIT.

**Please print out the SCHEDULE AT A GLANCE that is located on your home page. This will help you keep track of all scheduled exams and Discussion deadlines.**

**CREDIT WORTHY DISCUSSION POSTS:** Here are a few guidelines for what is considered as meaningful, substantive, “credit worthy” posts. The student:

- Initiates, responds, elaborates fully to discussion prompts, questions, or answers from either classmates or instructor
- Shows evidence of connecting to and understanding course materials
- Relates discussion to real life.
- Incorporates references to readings
- Applies critical reflection of minority issues.
- Interacts helpfully and supportively with others in the class.
- Engages in own and others’ learning by giving and accepting feedback.
- All original and replies must be a minimum of 7 sentences in length.

**When are my discussion GRADES posted?** Discussion posts require my close attention for grading purposes. Allow up to **THREE DAYS AFTER THE DEADLINE** for your grade to be posted to the MY GRADES icon on the HOMEPAGE.

## GRADES

Please keep up with your grades as the semester progresses. Contact me if you have any grade concerns. Do not wait until the end of the semester, when your options for success will be limited. Grades are posted under the MY GRADES icon on your Blackboard homepage.

|              |  |          |   |
|--------------|--|----------|---|
| EXAMS        | 7 exams @ 25 pts. each (DROP lowest score) | 150 pts. | A = 250-225 pts.<br>B = 224-200 pts.<br>C = 199-175 pts.<br>D = 174-150 pts.<br>F = < 149 pts |
| DISCUSSION   | 5 posts (one per unit) at 20 points each.  | 100 pts. |   |
| TOTAL POINTS |  | 250 pts. |   |

## EXTRA CREDIT

There are no extra credit opportunities on an individual basis. There **MAY** be extra credit opportunities for the entire class during the semester. **DO NOT COUNT ON AN EXTRA CREDIT OPTION.**

## CLASSROOM MANAGEMENT

**ACADEMIC INTEGRITY.** See college catalog, pp. 22-23. If a student cheats on exams, papers, or assignments, or plagiarizes, the student grade for the infraction will be zero and/or the student will be administratively dropped with an F for the course.

**STUDENT CONDUCT.** See student handbook, pp. 12-13, and/or college catalog, p. 23. A student can be asked to leave class for inappropriate conduct that is disruptive to the learning environment.

**DIVERSITY STATEMENT.** In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives about others will serve to challenge and stimulate all of us to learn about others, about the larger world, and ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be. (Faculty Handbook 4.1.1.1)

**DISABILITIES 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 Special Services Office EARLY in the semester so that 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, call or visit the

Special Services Office (at Levelland, Student Services Bldg., 894-9611, ext. 2519; at Reese, 809 or 811, Bldg. 8, 885-3048, ext. 4654).

**Especially for online students: A student who enrolls in this class that may need classroom accommodations is strongly encouraged to schedule an intake interview with the special services department before enrolling in this class or prior to the add/drop date for this semester.**