course information

Course Number: 1305  Section Number: 51001  Credit Hrs: 3 hrs Lecture

Class Times:  MW 11-12:20  Class Title:  Intro to Mex-Am. Studies

Course Description:  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.

Course Prerequisites:  This class requires basic college-level writing skills. Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in reading. If you need assistance in completing written assignments or tutoring for this class, please contact the ECC Learning Center, 3rd floor, “A” bldg., ECC Main Campus.

This course is co req’d with DIRW 0135-51001, you must pass both classes together

what’s in this syllabus

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course details

Instructor:  Professor Vanessa Mercado-Taylor, 214.860.2443
vanessa.mercado-taylor@dcccd.edu
Office:  R604  M/W 8am-11am
Required Text:  No textbook required
### How to Take This Course

<table>
<thead>
<tr>
<th>kiddie pool</th>
<th>adult swim</th>
<th>olympic diver</th>
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<tbody>
<tr>
<td>It’s not what you “get” in this course, it’s how deep you go. People take a humanities class for lots of reasons, usually variations on “it’s required.” Think about why someone has decided that learning this material might be essential to your college experience, and what that means for your personally. You need the basic outlines of hip hop history and analysis, the highlights, the main characters and ideas, the surface-level knowledge. People in the kiddie pool tend to assume that textbook, documents, and professor are mutually reinforcing, telling basically the same story. They are mainly concerned with WHAT it is. You have a grasp of the basics and are ready to think contextually and explore what’s below the surface. Adult swim is for those that notice conflict in the material and they respectfully challenge assumptions through lively debate. They are interested in HOW and WHY things developed as they did. You want to go deeper, using cognitive equipment and tools of the humanities as a focused critical thinker. Divers don’t take any of the course’s structure or content as natural or inevitable. They see (and then fill) the course’s gaps. They are curious, passionate, and concerned with WHY IT MATTERS.</td>
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It is entirely possible to do well in this class without being transformed by your new-found historical knowledge, but it would be a darn shame. I like to think that this (and indeed, any) courses operates on three levels. Imagine we are going swimming Enter with me and go as deep as you dare....

### Course Objectives

**Statement of Purpose.** Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

**Core Objectives.** Through the Texas Core Curriculum, students will prepare for contemporary challenges by developing and demonstrating the following core objectives:

- (A) **Critical Thinking Skills:** to include creative thinking, innovation, inquiry and analysis, and the evaluation and synthesis of information;
- (B) **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral, and visual communication;
- (C) **Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions;
- (D) **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

### Student Learning Outcomes (SLOs)

*Student Learning Outcomes (SLOs) are based on the Core Objectives as indicated above. After successfully completing HUMA 2319, you will be able to:*

- **ANALYZE** the developmental history, culture, and struggles for equality of Mexican Americans/Chicanos/as.
- **ARTICULATE** an informed personal response and critically analyze works by Mexican Americans/Chicanos/as in the arts.
- **ANALYZE** minority group interactions in the United States focusing on immigration and migration patterns, assimila-
- **DESCRIBE** the impact of discrimination on the everyday life of Mexican Americans/Chicanos/as in the context of social, political, and economic circumstances.
- **FORMULATE** an understanding of the shifting definitions of Mexican American cultural identities.
course outline

Week 1: Introduction
Week 2: Representation in Media & Entertain.
Week 3: Indigenous Roots
Week 4: Colonization and Decolonizing
Week 5: Mex-Am War and Mex Revolution
Week 6: Early 20th Century
Week 7: From “Zoot Suit” to “Bad Hombres”
Week 8: Sessions with Dean Mansueto
Week 9: Sessions with Dean Mansueto
Week 10: Civil Rights and Chicano Movement
Week 11: Chicana Feminism
Week 12: Intersectionality
Week 13: Immigration, Migration & Assimilation
Week 14: Music
Week 15: Visual Arts & Architecture
Week 16: Final Project Presentations: Mexico’s Culinary Diversity

assignment details

All assignments must be typed and follow the following format: 12pt Times New Roman, 1” margins, 1.5 spacing, one line header. The grade you will receive for this class will be determined by your completion of the following assignments:

- 20% Attendance & Participation
- 20% Tests & Quizzes
- 30% Major Writing Assignments
- 30% Daily Assignments

You can receive extra credit by attending various cultural events. Details will be addressed in class. You must be in good standing: Missing no more than 2 assignments and have no more than 4 absences. No more than 150 extra credit points can be earned. Note: During the course of this class, some topics and or images may be considered offensive. It is not the intent of this class, instructor, or the school to offend, only to make the student aware of current and or past topic that have generated exposure and or attention to the public and private forum.

grading scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>700-630</td>
</tr>
<tr>
<td>B</td>
<td>629-560</td>
</tr>
<tr>
<td>C</td>
<td>559-490</td>
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<tr>
<td>D</td>
<td>489-420</td>
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<tr>
<td>Fail</td>
<td>Below 420</td>
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attendance policy

More than 3= 10% off your final grade
More than 4 = 20% off your final grade
More than 5 = Automatic F

Three tardies = 1 unexcused absence

Any absence without a doctor’s note is considered an unexcused absence. If you miss a class, you are responsible for any work that is due on that day. Late work will be accepted ONLY if you inform me that you need extra time BEFORE the assignment is due. However, 10% will be deducted from your grade for every day (week day, not class day) that your work is late. Should a student miss a class, it is the responsibility of the student to learn and to prepare the assignment for the next scheduled class by checking with fellow classmates. Being absent does not excuse you from any assignments due on the day of your absence or the day following. FINAL EXAM ATTENDANCE IS MANDATORY.

course drop date

The last day to withdraw from a class without a grade is Nov. 14, 2019 at 7:00 PM (1900 hours) in the Registrar’s Office (A130). Failure to withdraw from a course will result in a performance grade (F, in more instances than not.)

Help and resources

If you are feeling lost or overwhelmed...

1. Make an appointment with me. You are welcome to email me, or make an appointment to meet during my office hours. Many questions and issues can be easily resolved this way.

2. Make sure you’re putting in the time. For each hour of class, you should spend 2-3 hours outside of class preparing, researching, reading, etc.

3. Get to know your peers. Talking to other people who are also learning the material will help you reflect on your learning process and perhaps see the material in a new way.

4. Join El Centro’s Journey to Success. Get a success coach who can help you deal with all the stresses of school, work and life.

Most importantly, stay organized. Make sure you have a calendar where you log all your due dates, exams, study time, etc.

institutional policies

“Institutional Policies relating to this course can be accessed from the following link

www.elcentrocollege.edu/syllabipolicies

DISCLAIMER reserving right to change syllabus: The instructor reserves the right to amend this syllabus as necessary. Provisions contained in this Syllabus do not constitute a contract between the Student and El Centro College. These provisions may be changed at the discretion of the Discipline Coordinator/Instructor. When necessary, appropriate notice of such changes will be given to the Student. The Instructor-of-Record may provide additional information to enhance the course to meet the needs of the enrolled students provided that the enhancements do not conflict with the official course syllabus.