Introduction to Mexican-American Studies
Section 53001
Spring 2019

Professor Vanessa Mercado-Taylor
El Centro College
DCCCD

Course Number: 1305  Section Number: 31001  Credit Hrs: 3hrs 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/Chicana/o 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.

Interdisciplinary survey of American minority communities through the lens of Hip Hop

what’s in this syllabus

Course Objectives and SLOs  2
How to take this course  2
Course Requirements  3
Grading Scale  3
Attendance Policy  4
Policies and Resources  4/5

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

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) course 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) 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, assimilation.

- **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: Indigenous Roots
Week 3: Indigenous Roots
Week 4: Identity and Oppression
Week 5: Identity and Oppression
Week 6: Identity and Resistance
Week 7: From “Zoot Suit” to “Bad Hombres”
Week 8: Gloria Anzaldúa’s “Borderlands”
Week 9: Music
Week 10: Visual Arts
Week 11: Intersectionality: Gender & Sexuality
Week 12: Intersectionality: Class & Privilege
Week 13: Hip Hop & Afro Futurism
Week 14: Reclaiming Indigeneity
Week 15: How to Survive the End of the World
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:

- 25% Attendance & Participation, 250 points
- 25% Play Attendance & Tests, 250 points
- 50% Daily Assignments, 500 points

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**

1000-900=A  
899-800=B  
799-700=C  
699-600=D  
Below 600=Fail
**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 April 17, 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.

CONCEALED CARRY: Persons who hold a license to carry may carry a concealed handgun on College District property as permitted by law and College District policy. A license holder who carries a handgun on College District property must keep it concealed and on or about their person at all times. The open carry of a handgun (i.e. completely or partially visible) is prohibited on College District property, including any public driveway, street, sidewalk, walkway, parking lot, parking garage, or other parking area. WEAPONS: The use, possession, or display of a weapon in violation of law and College District policy is strictly prohibited. This prohibition applies to firearms, knives, clubs, fireworks of any kind, incendiary devices, razors, chains, throwing stars, and any other...

**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.