

Texas A&M University
LMAS 201 – Introduction to Latino/Mexican American Studies
Fall 201x Syllabus
TuTh xx:xx a.m. – yy:yy a.m.
Location: TBD
Instructor: TBA

LMAS 210. Introduction to Latino/Mexican American Studies. (3 credits). Introductory survey of the historical presence of U.S. Latinos and Mexican Americans from an interdisciplinary perspective that incorporates the group's global origins; application of critical thinking skills to the study of Latinos and Mexican Americans. Prerequisites: none.

COURSE DESCRIPTION

LMAS 201 is an introductory survey of Latinos/Mexican American Studies from an interdisciplinary perspective. Students will learn basic knowledge of multiple Latina/o experiences in the U.S. from a humanities and social science perspective. This course emphasizes the application of critical thinking skills to the study of Latinos and Mexican Americans.

REQUIRED TEXT AND OTHER COURSE MATERIALS

Reading material for this course is available on Library Course Reserves. You do not need to purchase any books or other materials, but may do so if you wish.

LEARNING OUTCOMES

University learning outcomes. Texas A&M University has identified student learning outcomes that describe our institutional commitment to your education goals. These include:

1. Master the depth of knowledge required for a degree,
2. Demonstrate critical thinking,
3. Communicate effectively,
4. Practice personal and social responsibility,
5. Demonstrate social, cultural, and global competence,
6. Prepare to engage in lifelong learning,
7. Work collaboratively.

For more information, please see <http://catalog.tamu.edu/undergraduate/general-information/student-learning-outcomes/#baccalaureate>

Core curriculum learning outcomes. LMAS 201 is part of the core curriculum, meeting the Language, Philosophy, and Culture (KLPC) requirement. The learning outcomes for KLPC courses, regardless of the particular course, are:

1. **Critical Thinking:** creative thinking; innovation; inquiry; and analysis, evaluation, and synthesis of information
2. **Communication:** effective development, interpretation and expression of ideas through written, oral, and visual communication
3. **Social Responsibility:** intercultural competence; knowledge of civic responsibility; and the ability to engage effectively in regional, national, and global communities
4. **Personal Responsibility:** ability to connect choices, actions, and consequences to ethical decision-making

Cultural discourse learning outcomes. Additionally, LMAS 201 meets the Cultural Discourse (CD) graduation

requirement. As a general statement, the learning outcomes for CD courses, regardless of the particular course, are for students to be able to:

1. Hold respectful discussions and discourse on difficult topics.
2. Recognize social inequalities, prejudices, power structures, conflict and the multiple perspectives therein, and the multicultural and global nature of society.
3. Integrate classroom learning with experiences at Texas A&M and beyond.

Student Learning Outcomes. Upon successful completion of this course, a student should be able to:

1. Evaluate and synthesize primary and secondary writings on Latinx and Mexican Americans;
2. Communicate effectively in written, visual, and oral forms about Latinx and Mexican Americans;
3. Describe historical and social contexts that created diversity in the Latinx/Mexican American past;
4. Apply knowledge about Latinx and Mexican Americans—in the past and present—to personal lives and studies.

MODES OF INSTRUCTION AND PREPARATION FOR CLASS

LMAS 201 uses multiple modes of instruction and multiple types of sources, including: small group discussion, videos, songs, and lecture. It is essential that students come to class with the readings completed, so they are prepared to know the context of videos, songs, and lectures and to engage in small group discussion. There will also be instruction on how to use different kinds of sources (primary and secondary) as evidence to support your contentions in your writing; therefore, you need to have read the assigned materials ahead of class. This class is a community in which we can all learn from each other.

COURSE REQUIREMENTS

Weekly Journal Writing (5 points each=70 points total). Each week, students will write one short journal entry about what they've learned and, in particular, key takeaways from their small group discussions in class. These journal entries should be approximately one page in length and will be graded for completion. Specific components are listed on ecampus. The primary goals of the weekly writing assignments are for students to document what they are learning and how they and their classmates are discussing these sometimes challenging topics about global issues.

Journal Reflection (50 points). At the end of the semester, students will reread their journal entries and reflect upon their learning throughout the semester. In particular, this assignment will prompt students to (a) apply their *Critical Thinking* to synthesize important themes in the course, (b) reflect on the *Discourse and Discussions* held throughout the semester and the challenges and benefits that arise in those discussions, (c) consider how the discussions and the course material are relevant to *Personal Responsibility*, and (d) consider how the discussions and the course material are relevant to *Social Responsibility*. Specific prompts are posted to ecampus. Late assignments will be docked five points every day they are late, including weekends.

Group Presentation Assignment (50 points). This will be a creative group presentation. You will be assigned to a group with three classmates. Connect at least two class discussions from the entire semester (i.e. diasporic Latinx identity, history, policy, demography, culture, religion, policing, etc.) and transform it into a creative class presentation. You must incorporate at least one visual component into the presentation. You may use PowerPoint, handouts, perform a play, do an interpretive dance, write and read aloud a poem or short story, or create a different way to share information. You will do a **10 minute class presentation**, connecting what you learned throughout the class. Every group member must have a clear role. Every group member does not have to speak, but they should be able to indicate how they contributed to the group project (i.e. painting a picture, outlining the script, etc.). Specific guidelines are on ecampus.

Aggie Experience Report (25 points). Students will attend one activity/event on campus related to Lantix and Mexican-American Studies, whether it is a cultural event, an academic event (e.g., a talk), or some other type of event. Students will then write a reflection paper regarding their experience. Specific guidelines are on ecampus.

Exams (50 points each = 150 points total). Three non-comprehensive exams are derived from the assigned readings and lectures. Each exam consists of several multiple choice, short-answer, and essay questions. The exam essays are graded on content and interpretive ability. The class period before an exam will be dedicated to reviewing for the upcoming exam.

Attendance (1 point per class, beginning third week of class = 20 total points maximum). You are expected to arrive to class and be prepared to start class on time, every time. The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. *Beginning on the first day of the third week of class, you will be graded for attendance.* Everyone who arrives within the first 10 minutes of class will receive one (1) point for attendance. Anyone who arrives after 10 minutes, leaves class more than 10 minutes early, or does not attend class will receive a zero for that day (unless these absences are excused via Student Rule 7: <http://student-rules.tamu.edu/rule07>). Attendance will not be counted on test days. This policy allows students to miss two class periods for any reason, without documentation, and still receive full attendance points.

GRADING AND ASSESSMENT

Assessment	Point value
Journal entries (weekly)	70 points (total)
Journal reflection	50 points
Group presentation	50 points
Exam 1	50 points
Exam 2	50 points
Exam 3	50 points
Aggie Experience Report	30 points
Attendance	20 points
TOTAL	370 points

POINTS EARNED	LETTER GRADE
315-370	A
280-314	B
245-279	C
210-244	D
209 and below	F

*Note that “extra credit” opportunities are already built into the grading scale (i.e., the grading scale is created as though it is 90-80-70-60 out of 350 points, but there are 370 total points—20 extra points). There are no additional opportunities to earn credit beyond those listed in the syllabus.

ADDITIONAL COURSE POLICIES

Attendance and Make-ups. Course material (notes, etc.) missed during an absence should be acquired from classmates. Once you have acquired and reviewed the notes from the class that you missed, you are encouraged to visit with the instructor about any questions you may have concerning the missed material. Makeups for missed exams or assignments will be done in accordance with Student Rule 7 (<http://student-rules.tamu.edu/rule07>). If an absence is excused, the instructor will provide the student an opportunity to make up any exam or assignment that contributes to the final grade. The fact that these are university-excused absences does not relieve the student of responsibility for notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

Classroom Behavior. Part of the value of a university education is exposure to a wide range of different ideas, viewpoints, and types of people from various backgrounds. This course involves content that might challenge deeply held beliefs of some students. As difficult as this may be, students are expected to be respectful during class sessions and discussions. Students are expected to treat one another and their instructor with respect. Students should understand that class sessions are venues where they can express a diversity of viewpoints and that those viewpoints must be expressed respectfully and involve no personal attacks.

Electronic Devices. A student may not use an electronic device (with the exception of a laptop to take notes) during class time without the express permission of the instructor and appropriate paperwork from the Office of Disability Services. Other electronic devices should be turned off or silenced during class. Disrupting or distracting others with your device will result in you being warned, and then asked to leave the classroom if the behavior is repeated. Failure to silence your electronic devices during an exam will result in submitting that exam when the sound occurs and being graded on the portion of the exam you completed prior to the sound disruption. Any contact with or use of an electronic device during an exam will result in a zero on the exam.

Americans with Disabilities Act (ADA) Policy Statement. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

Academic Integrity Statement and Policy. *"An Aggie does not lie, cheat or steal, or tolerate those who do."*

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code (above), to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

As commonly defined, plagiarism consists of passing off work that belongs to another as one's own idea, words, writings, etc. In accordance with this definition, students are committing plagiarism if they copy the work of another person and turn it in as their own, even if the student has the permission of that person. Students are also committing plagiarism if they present another person's work as their own. If students do not give clear attribution (for example by using quotation marks, in text citations, and a reference list), there will be

consequences. If in doubt, give attribution. Failure to do so may result in serious sanctions.

If you cheat during an exam, plagiarize work (published or unpublished), or otherwise violate the Honor Code, the situation will be reported to the Aggie Honor System Office. Usual sanctions for violation of the Honor Code is an F in the course and can include suspension or expulsion from the University. Students are responsible for being familiar with the Aggie Honor Code Rules and Policies at <http://aggiehonor.tamu.edu>.

COURSE SCHEDULE

week	day	Topic	Readings	Deadlines/other information
1	Tu	Introduction/syllabus review/holding respectful discussions	Syllabus	
	Th	Continued: Holding discussions Identity: Overview	Lecture: Terms of identity	Friday: Weekly journal entry (online)
2	Tu	Identity: Understanding Race via Migration	Roth, <u>Race Migrations</u> , Chapter 1	
	Th	Identity: Puerto Rican & Dominican Migrant Schemas	Roth, <u>Race Migrations</u> , Chapter 3	Friday: Weekly journal entry (online)
3	Tu	Identity: Mexican Americans	Dowling, <u>Mexican Americans and the Question of Race</u> , Ch. 2 & 3	
	Th	Identity: Mexican Americans and the U.S.-Mexico Border	Anzaldua, <u>Borderlands</u> , Chapters 1 & 5	Friday: Weekly journal entry (online)
4	Tu	Identity: Latinx Political Identity	McNamara & Martinez, "I Speak Inglés"	
	Th	Identity: Black Latinx	Gates, <u>Blacks in Latin America</u> , Chapter 3 & Sue, <u>Land of the Cosmic Race</u> , Chapter 6	Friday: Weekly journal entry (online)
5	Tu	In class review	Review readings for exam 1	
	Th	Exam 1	Exam 1	Friday: Weekly journal entry (online)
6	Tu	History: Mexican-American War	Watch: LATINO AMERICANS, Episode 1: Foreigners in their Own Land (1565-1880)	Access via: http://www.pbs.org/latino-americans/en/watch-videos/#2365075996
	Th	History: Historical and Contemporary Latinx Immigration	Sáenz & Morales, <u>Latinos in the United States</u> , Chapter 3	Friday: Weekly journal entry (online)
7	Tu	Recent history: Mexican American Civil Rights Movement	Watch: Chicano! History of the Mexican American Civil Rights Movement, Part 3: Taking Back the Schools	Access via: http://texasam.kanopystreaming.com/video/chicano-episode-3-taking-back-schools
	Th	Recent history: Latinx Demography	Sáenz & Morales, <u>Latinos in the United States</u> , Chapter 4	Friday: Weekly journal entry (online)

8	Tu	Recent history: Borders	Hernandez essay in <u>A Promising Problem</u> The Binational Migration Institute, "A Continued Humanitarian Crisis at the Border."	Assignments for group presentation
	Th	Present day: Undocumented youth experiences	Chavez, Monforti, & Michelson, <u>Living the Dream</u> , Chapters 1-3	Friday: Weekly journal entry (online)
9	Tu	Recent history/present day: Latino History as US History	Ruiz, "Nuestra América: Latino History as US History"	
	Th	Recent history/Present day	Blanton essay in <u>A Promising Problem</u>	Friday: Weekly journal entry (online)
10	Tu	Review for Exam 2	Review book chapters, articles, and documentaries	
	Th	Exam 2	Exam 2	Friday: Weekly journal entry (online)
11	Tu	Politics and policing: Detention centers	Rubio-Goldsmith & Romero, "'Aliens', 'Illegals', and Other Types of 'Mexicanness'"	
	Th	Education	Sanchez, "Bilingualism and Mental Measures"	Friday: Weekly journal entry (online)
12	Tu	Education	Neshyba, "Mariachi as Pedgogy"	
	Th	Prep for group presentation	Use class time for final preparations for group presentation	Friday: Weekly journal entry (online)
13	Tu	Group presentations		Aggie Experience Report due by this date (but can be completed earlier)
	Th	Group presentations		Friday: Weekly journal entry (online)
14	Tu	Religion	Hinojosa essay in <u>A Promising Problem</u>	Wednesday: Weekly journal entry (online)
	Th	Review for Exam 3		Friday: Journal Assignment
FINAL		EXAM 3	FINAL	