

## Instructor Information

Instructor: Dr. Armida Rosiles  
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Office Hours: Downtown Lubbock Campus room 2012  
Tues./Thurs. 8:30-9:30  
Friday 10:00-12:00

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## NO TEXTBOOK

### ALL READINGS and VIDEOS are on BLACKBOARD

If you cannot access the readings or videos on Blackboard, please contact Blackboard support. Email: [blackboard@southplainscollege.edu](mailto:blackboard@southplainscollege.edu)/Phone: 806-716-2180

**(Optional) Textbook:**

Text: Ferber, A., Jimenez, C.M., Herrera, A.O., & Samuels, D.R. (2009). *The Matrix Reader: Examining the dynamics of oppression and privilege* (1<sup>st</sup> edition). Boston: McGraw Hill.

### 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.*

## Course Attendance

You are **required** to attend class physically unless you are sick and experiencing COVID symptoms.

The CDC has a list of medical conditions that make a person higher risk for severe illness from Covid-19. If you have any of the conditions on this list, you are strongly advised (for your own safety) not to attend the class in person. The CDC list of underlying medical conditions can be found here: <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

All lecture PowerPoints will be available online via Blackboard in your Week by Week activities.

## Quizzes and Assignments

I will drop 1 of your lowest quiz scores for the semester. The quizzes are provided during the first 15 minutes of class.

If you are unable to access the class for an extended period of time due to personal illness or Covid-19 related quarantine, I will use the 1 missed quiz as the one I drop in the semester.

## Attending While Sick

If you or someone with whom you have close contact (e.g. family member, coworker, roommate) are experiencing ANY symptom associated with Covid-19, please do not come to class. If you are sneezing or coughing excessively in class, you will be asked to leave. As noted above, you are never required to be in class physically, and I will never take attendance in class. Per the CDC, any of the following may be symptoms of Covid-19:

Fever or chills	Cough	Shortness of breath or difficulty breathing	Fatigue	Muscle or body aches	Headache
New loss of taste or smell	Sore throat	Congestion or runny nose	Nausea or vomiting	Diarrhea	

If you or someone you have close contact with are experiencing any of the above symptoms, you are strongly advised to get tested for Covid-19. The Lubbock Health Department maintains a list of Covid-19 testing sites; you can access that list here: <https://ci.lubbock.tx.us/departments/health-department/about-us/covid-19-testing-location>. Please do not return to class until you or the person you had contact with have received a negative result on a Covid-19 test (meaning you don't have the disease).

If you test positive for Covid-19, please follow the guidance of your healthcare provider regarding when it is safe to return to class.

If someone you have close contact with tests positive for Covid-19, you will need to quarantine. Current CDC guidelines (as of this writing) are to quarantine for 14 days from the time of last contact with the infected person. The CDC has more information on how and when to quarantine at the following website: <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

## Assignment Policy

There are 3 different types of assignments required in this course.

1. 5 Quizzes: (4 at 25 points each) I drop the lowest quiz scores

If you miss a quiz due to illness, I will count that quiz as one of your lowest quiz scores in the semester to be dropped.

(I am looking into the possibility of providing an alternative to a quiz with a community outreach program. This is dependent upon COVID safety measures)

2. 3 Discussion Postings (3 at 25 points each) I drop the lowest discussion posting grade.

Discussion topics are listed in the Discussion Board area of Blackboard. Discussion prompts may include a link to a video or other supplemental material. Each posting requires that you post an original message and read and reply to at least 2 of your classmates postings. To submit a complete discussion posting. Posting requirements:

Original Message requirements: (15 points)

- Meet posting deadline
- 400 words in length minimum
- Make direct connections between video and/or supplemental reading and the textbook.
- Include personal experiences and/or reactions
- Use correct grammar and complete sentences.

2 Reply posting to classmates discussions: (5 points each)

- Meet posting deadline
- 300 minimum words in length for each posting
- Provide constructive feedback and/or ask thought provoking questions
- Include personal experiences and/or elaborate on their ideas.
- Use correct grammar and complete sentences.

3. Final Exam Cumulative exam worth 50 points

Grading Policy:

4 Quizzes at 25 points each = 100

2 Discussions at 25 points each = 50

1 Final exam/project = 50

Total points = 200

200-180 =A

179-160 =B

159-140 =C

139-120 =D

120 below = F

## 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