



HUMA 2319: Minority Experience in the U.S.

HCC Central College

Spring 2018

MW 12:30-1:50PM & TTH 9-10:50AM

CRN: 61443 and 55498

3 HCCS Credit Hours

16 Week Term

Lecture

Professor James H. Ford Jr.
Student Consultations: By Appointment
Email: james.ford1@hccs.edu

COURSE DESCRIPTION AND OVERVIEW:

This interdisciplinary survey examines the multiple cultural, artistic, economic, political, historical, and social aspects of minority communities. Themes addressed in the class include race, ethnic background, religious and spiritual beliefs, language, gender, sexual orientation, national origin, socioeconomic class, and immigration and migration. We will go beyond memorizing facts to thinking critically about ethnic and racial groups and how they have transformed the United States. Throughout the semester, we will read essays, stories, poems, watch films, and listen to songs. By the end of the semester, you will have a deeper understanding of ethnic and racial communities and possess critical thinking, reading, and writing skills that will benefit you in your future endeavors. Prerequisite: ENGL 1301 or higher. 3 credits (3 lecture).

CORE OBJECTIVES:

This course is in the 2014 core area, "Language, Philosophy, Culture." Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

COURSE OBJECTIVES FOR LANGUAGE, PHILOSOPHY, CULTURE:

1. Critically thinking: to include creative thinking, innovation, inquiry and analysis, evaluation, and synthesis of information.
2. Communication: to include effective written, oral, and visual communication
3. Social responsibility: to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. Personal responsibility: to include the ability to connect choices, actions, and consequences to ethical decision-making.

STUDENT LEARNING OUTCOMES:

HUMA 2319 Syllabus 1

Upon successful completion of this course, students will:

1. analyze the history, culture, and struggles for equality of racial and ethnic groups in the United States.
2. articulate an informed personal response and crucially analyze works by ethnic and racial communities in the arts and humanities.
3. demonstrate awareness of multiple cultural perspectives representative of diverse groups.
4. describe the impact of discrimination in the everyday life of diverse communities 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 and retention processes, and adjustments to U.S. life.
6. formulate an understanding of shifting societal perceptions and self-identifications of ethnic and racial group identities.

REQUIRED TEXT:

TO BE ANNOUNCED

****Additional resources and handouts will be made available to students in class and online.**

MATERIALS:

1. A binder and a pocket folder in which to keep paper, handouts, readings, and in-class assignments.
2. Pens and a stapler.
3. A good university level dictionary and thesaurus.

COURSE REQUIREMENTS:

Active Participation(Field Trips/Class Participation.....	10%
Journals.....	20%
Narrative Essay.....	20%
Family Tree and family Essay.....	25%
Group Presentation.....	25%

GRADE SCALE:

- A=90-100 (Exceptional work, superior in mechanics, style, and content)
B=80-89 (Above average work, superior in one or two of the areas listed above)
C=70-79 (Average quality of work, good, fulfills minimum requirements of the assignment)
D=60-69 (Below average work, noticeably weak in the areas listed above)
F=59 and below (Incomplete work, work that contains serious errors in the areas listed above)

CLASSROOM CULTURE:

We will have frequent class and group discussions. **Since we will often engage in difficult and controversial issues, it will be our collective responsibility to make sure that our classroom interactions will be respectful and supportive of the views, experiences, and expertise of others at all times.** In other words, if you expect people to listen to your ideas, you have to show

respect for their ideas. **We all know more together than we do as individuals. Respectful behavior includes:**

- listening actively and attentively
 - staying awake
 - arriving on time
 - coming to class prepared with the appropriate texts and assignments
 - doing the reading
 - actively participating in discussion
 - asking questions, respectfully, of your colleagues and/or me when an idea or assignment is unclear
 - **TURNING OFF YOUR CELL PHONE/SMARTPHONE—NO TEXTING IN CLASS**
- **
- **The instructor may ask specific students to use phones for research purposes

Student Support Services:

Tutoring: The Houston Community College Writing Centers provide a student-centered environment where professional tutors support student success for all HCC students. The primary goal of the Writing Centers is to offer free, convenient, and personalized assistance to help students improve their writing at any stage of the writing process required in any courses at HCC. Tutors will also assist students with their job application letters, resumes, and scholarship/transfer essays.

Each session lasts about thirty minutes. Students should bring their professor's assignment/writing prompt, any printed rough drafts, their textbooks, and (if necessary) a flash drive.

Consult Find-A-Tutor at <http://ctle3.hccs.edu/alltutoring/index.php?-link=stu> for Writing Center locations and times.

At HCC Writing Centers, each tutoring session becomes a learning experience.

Reasonable Accommodations: Any student with a documented disability (e.g., physical, learning, psychiatric, etc.) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the Ability Support Services Office.

For questions, contact Donna Price at 713.718.5165 or the Disability Counselor at your college. Get more detailed information on Disability Services at HCC here:

<http://www.hccs.edu/district/students/disability-services/>

- Coleman: 713-718-7082
- Central: 713-718-6164
- Northeast: 713-718-8322
- Northwest Katy Campus: 713-718-5408
- Northwest Spring Branch: 713-718-5422

- Southeast: 713-718-8397
- Southwest: 713-718-7910

Libraries: HCC has a Learning Resource Center at each campus for student use. The library provides electronic resources including an online catalog system as well as numerous databases that contain full-text articles all available at <https://library.hccs.edu>. Additionally, many of the required texts are on reserve at the library. Find out library locations and hours here: http://library.hccs.edu/about_us/intersession_hours

Open Computer Labs: Students have free access to the internet and word processing in open computer labs available at HCC campuses. Check on the door of the open computer lab for hours of operation.

Important HCCS and Course Policies:

Repeating Courses: Students who repeat a course for three or more times will face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor or counselor/advisor about opportunities for tutoring and/or other assistance prior to considering course withdrawal or if you are not receiving passing grades.

Attendance: Attendance, preparedness, and participation are essential for your success in this course. HCC does not differentiate between excused and unexcused absences. If you are not in class, you are absent. HCC Policy states that you can miss up to but not exceeding 12.5% of class hours, which is equivalent to 6 hours. When you miss class, you are still responsible for what happens in class. Keep in mind that whatever the reason for your absence, you will still miss important course work. If you know you must be absent or if you have an emergency, let me know **before class** and make plans to meet with me in office hours. If you have more than four (4) absences before the official date of record Jan. 28, 2016, you may be automatically withdrawn from the course.

Withdrawal Policy: Before withdrawing from the course, it is important to communicate with your professor and counselors to discuss your options for succeeding in the course. If all other options have been exhausted, you may withdraw yourself, but the last date to withdraw this semester is **April 5, 2016**. Please remember that it is the student's responsibility to withdraw from a course. If you stop attending the class and don't withdraw by this date, you are subject to the FX grading policy.

International Students: Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course, it will not be changed to an F because of the visa consideration. Since January 1, 2003, International Students are restricted in the number of distance education courses that they may take during each semester. International students must have full-time enrollment status of 12 or more semester credit hours, and of these at least 9 semester credit hours must be face-to-face on-campus courses. Please contact the International Student Office at 713-718-8521 or email int_student_svcs@hccs.edu, if you have any questions about your visa status and other transfer issues.

Final Grade of FX: Students who stop attending class or stop actively participating in class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of FX at the end of the semester. Students who stop attending classes or who stop actively participating in classes will receive a grade of FX, as compared to an earned grade of F, which is due to poor performance. Logging into a DE course without active participation is considered non-attending.

Please note that HCC will not disperse financial aid funding for students who have never attended class. Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of FX is treated exactly the same as a grade of F in terms of GPA, probation, suspension, and satisfactory academic progress.

Academic Honesty: A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcing roles. You are expected to be familiar with the HCC's policy on Academic Honesty found in the catalogue. What that means is that if you are charged with an offense, pleading ignorance of the rules will not help you.

Just so there is no misunderstanding, plagiarism (using another's ideas or words without giving credit), collusion (unauthorized collaboration with another person in preparing written work offered for credit), and other forms of cheating will not be tolerated. To be accepted, all papers require proof of their development. Students who plagiarize, collude, or cheat may face disciplinary action including the grade of 0 for the assignment, an F for the course, and/or dismissal from the college. (See Student Handbook)

Academic Dishonesty: Academic dishonesty will not be tolerated. A student who is academically dishonest is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcing roles. You are expected to be familiar with HCC's policy on Academic Dishonesty located at <http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

Pleading ignorance of the rules, including improper documentation (MLA, APA, etc....) is no justification for academic dishonesty.

Students who plagiarize, collude, or cheat may not have an opportunity to resubmit their work and they may receive a grade of 0 for the first assignment, an F in the course for a second assignment, and a report in our Maxient system which could lead to dismissal from the college.

EGLS3 (Evaluation for Greater Learning Student Survey System): At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Go to www.hccs.edu/egls3 for directions.

Title IX Discrimination: Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students>Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.

Log in to www.edurisksolutions.org. Sign in using your HCC student email account, then go to the button at the top right that says **Login** and enter your student number.

Any student who feels they have been discriminated against or harassed on the basis of race, sex, gender identity, gender expression, national origin, religion, age, disability, sexual orientation, color or veteran status including sexual harassment, has the opportunity to seek informal or formal resolution of the matter. All complaints/concerns should be directed to the Office of Institutional Equity, 713 718-8271 or oi@hccs.edu. Additional information may be obtained online. Visit <http://www.hccs.edu/district/departments/institutionalequity/>

Complaints involving sexual misconduct to include but not limited to: sexual assault, stalking, dating violence, sexual harassment or domestic violence should be directed to the HCC Title IX Coordinator, Renée Mack at 713 718-8272 or renee.mack@hccs.edu.

Open/Campus Carry of Handguns: **No Firearms Are Allowed on Campus**. If you see anyone carrying a firearm on campus, call the HCC Police Department at **8-8888** immediately.

Texas House Bill 910—known as the “Open Carry” law—provides holders of a handgun license may now carry their handgun visibly in a waist belt holster or a shoulder holster, but they may not openly carry on or in a college campus or building and they may not openly carry on any public or private driveway, street, sidewalk or walkway, parking lot, parking garage or other parking area of the college. Open Carry is effective as of January 1, 2016.

Campus carry and open carry are two (2) separate laws. Texas Senate Bill 11—known as the “Campus Carry” law—will allow individuals who have a valid Texas handgun license to carry a

concealed handgun in certain areas on college campuses. The Campus Carry law becomes effective at 4-year institutions on August 1, 2016 and at 2-year institutions on August 1, 2017.

All information regarding both Open Carry and Campus Carry will be posted at <http://www.hccs.edu/campuscarry>.

Campus Safety: If you are on campus and need emergency assistance, call 713-718-8888 or, from any campus phone, 8-8888. Use this emergency number instead of 911, which gets routed back to the HCC Police Department dispatch thus lengthening response time to your emergency.

* The instructor may change the syllabus at anytime.

ASSIGNMENTS:

Journals: All students are required keep a journal. The journal should record, feeling, classroom activities, activities and feeling during missed classes, assignment critique, and other information you necessary to write about. The journal should be turned in at the end of the semester and include one journal entry for every class period (field trips included).

Narrative Essay (700 words): This is a personal narrative essay that will ask you to think critically about your ethnographic background.

Family Tree and family essay: You are required to complete a four generation family along with an essay discussing your feeling, stories, family principles, and wishes as you have heard or lived the concepts and family thoughts.

Group Presentation: You will work as a group to present on your collective interviews and historical research. I will provide you will detailed instructions as the due date approaches.

COURSE AND READING SCHEDULE:

DISCLAIMER: This schedule is subject to change. The instructor reserves the right to add, delete, and/or exchange readings and assignments throughout the semester.

Instructional Week 1:

Course Introduction/ Student Introductions

Lecture: Ethnicity, culture, race, nationality, Color

Instructional Week 2:

Lecture: Gender, Sex, Aging, DACA

Instructional Week 3:

Family Trees (familysearch.org)

Field Trips

Texas Southern University

Holocaust Museum

Movie
Reading To be Assigned

Instructional Week 4
Push Test (See Week 1 and 2)
Native American Discussion
Reading Assignment

Instructional Week 5:
Discussion
American Minorities—People's Republic of
China, India, Indonesia, Pakistan, Bangladesh, Japan,
Philippines, Vietnam, Iran, Thailand, Burma, and South Korea.
Reading Assignment

Instructional Week 6:
Mid-Term
Mid-Term Personal Project and Essay
Create your family tree (Starting with you and going back at least four generations)
Write an essay to tell the story of your four family generations

Instructional Week 7:
Spring Break March 12-16th

Instructional Week 8:
Hispanic Discussion
Reading Assignment

Instructional Week 9:
Womanism and Triple Oppression
**Anna Nieto Gomez, “La Feminista” & Martha Cotera “Among the Feminists: Racist
Classist Issues”**
La Feminista and Triple Oppression
Cherrie Moraga, “La Guera” & Michelle K. Faustin, “Dear Dark Skinned Girl”

Instructional Week 10:

African American Discussion

Reading: Rational Blindness

Ida B. Wells, “This Awful Slaughter” & W.E.B. Du Bois, “Of Our Spiritual Strivings”

Langston Hughes, “Let America be America Again” & Ella Baker, “Bigger Than a Hamburger” Dignity and Double Consciousness

Maya Angelou, “Still I Rise” & Margaret Walker “For My People”

Instructional Week 11:

Group Discussion

Reading Assignments

Instructional Week 12:

Group Discussion

Reading Assignments

Instructional Week 14:

Group Discussion

Reading Assignments

Instructional Week 15:

Final Essay Due

Instructional Week 16:

Finals

