GENERAL COURSE INFORMATION:

Course Description:
This course will provide a broad sociological overview of the study of Mexican American women in contemporary society. We will examine how race, class, generational status, and gender have affected Mexican American women’s experiences. Specifically, this course will explore the life chances of Mexican American women within various social institutions.

Learning Objectives
Students will be able to:

- To describe how the history of Mexican Americans interaction with the United States influences the current experiences of Mexican American women
- To explain why the Mexican American women’s experience are not uniform within the group.
- To describe Mexican American women’s perception of self and explain what factors influence identity.
- To describe Mexican American women’s health, health practices and factors affecting the variety of behaviors and conditions.
- To describe the Mexican American family and women’s experiences in those families.
- To explain how a variety of factors influence Mexican American women’s family experiences.
- To describe Mexican American women’s experiences in/with the education system.
- To explain how a variety of factors affect Mexican American women’s experiences with education.
- To describe Mexican American women’s work experiences.
- To explain how a variety of factors affect Mexican American’s work experiences.
- To describe how Mexican American women affect change within their communities.

COURSE REQUIREMENTS:

Required Readings:
See calendar
They are posted on BlackBoard, in the “Content” folder.

Attendance:
Students are expected to attend class, having read the assigned material. Past research indicates a strong relationship between class attendance and final grade earned.
Assessment:

In-Class Responses
There will be twelve unannounced in-class writing responses. The in-class writing prompts will be given during the first ten minutes of a class. They will pose two basic questions regarding the day’s assigned reading(s). You will write a response for one of the prompts. You will be allowed to use your notes but not your readings. This assessment instrument is designed to encourage class attendance and reading. As such, there are no make-up in-class writing assignments. The top 9 will be used to calculate this portion of your grade. In-class writing assignments are worth 20.5% of your total grade.

Essays:
Throughout the semester, on four separate occasions, you will be expected to respond to two prompts. Your responses will require that you draw on specific reading assignments. Your grade will be based upon the degree to which you incorporate the assigned readings, address the topic in the prompt while demonstrating a mastery of the complexity of the ideas presented in the assigned readings. Each response must be between three and seven typed pages (Times New Roman Font, 12–pitch, double spaced), and will be assigned a letter grade that corresponds to a point value:

<table>
<thead>
<tr>
<th>Point Values Associated with Letter Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>A++: 100</td>
</tr>
<tr>
<td>A+: 98</td>
</tr>
<tr>
<td>A: 95</td>
</tr>
<tr>
<td>A-: 92</td>
</tr>
<tr>
<td>A-/B+: 90</td>
</tr>
<tr>
<td>B+: 88</td>
</tr>
<tr>
<td>B: 85</td>
</tr>
<tr>
<td>B-: 82</td>
</tr>
<tr>
<td>B-/-C+: 80</td>
</tr>
<tr>
<td>C+: 78</td>
</tr>
<tr>
<td>C: 75</td>
</tr>
<tr>
<td>C-: 72</td>
</tr>
<tr>
<td>C-/D+: 70</td>
</tr>
<tr>
<td>D+: 68</td>
</tr>
<tr>
<td>D: 65</td>
</tr>
<tr>
<td>D-: 62</td>
</tr>
<tr>
<td>D-/F+: 60</td>
</tr>
<tr>
<td>F: 50</td>
</tr>
<tr>
<td>F-:25</td>
</tr>
</tbody>
</table>

There are four separate occasions where you will be expected to draft essay responses to prompts. Each essay is weighted equally. The dates, topics and weights of those responses are listed below:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 31 and Feb 2</td>
<td>Historical Overview and Gender</td>
<td>20.5%</td>
</tr>
<tr>
<td>Feb 21 and 23</td>
<td>The Self and Health</td>
<td>20.5%</td>
</tr>
<tr>
<td>March 28 and 29</td>
<td>Family and Education</td>
<td>20.5%</td>
</tr>
<tr>
<td>May 7</td>
<td>Economy and Activism</td>
<td>20.5%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Throughout the semester</td>
<td>20.5%</td>
</tr>
</tbody>
</table>

Your final grade will be comprised of the written assignments (worth 20.5% of your grade) and in-class essays (worth 20.5%, each). Note, a 2.5% curve is built into the final grade. There will be NO extra-credit and NO opportunities to bring up your grade. Keep up with the readings. Take good notes and you WILL BE successful!

Final Grade Scale:
89.5-100 = A  
79.5-89.4 = B  
69.5-79.4 = C  
59.5-69.4 = D  
59.5 = F

Names on Papers
Do not write your name on your papers. I just want you using you’re a-number as an identifier.

Absences:
Attendance is expected but will not be taken regularly. You are an adult, responsible for your own time and your own actions. Material will be presented and discussed in class, and that material often appears on exams. It is in your interest to attend. It has been demonstrated repeatedly that regular attendance is positively correlated with grades.
Grading:
I reserve the right to curve or NOT curve grades. If there is a particular grade that you need or want, WORK FOR IT. Essays will be graded using a letter grade system: A++ indicates you’ve received full credit (aka: 100). A+ = 98, A = 95, A- = 92, A-/B+ = 90, B+ = 88, B = 85, etc. Extremely poor write ups which do not demonstrate any real mastery of the content will be assigned an F (50), and F- (25), or a zero, depending on the dearth of comments for which credit may be allocated. Remember: You earn your grades; they are not given to you.

Missed In-Class Responses
Of the twelve in-class responses, I will be using 9 to compute this portion of the grade. Because these responses are designed to incentivize class attendance and keeping up with the readings, there are no opportunities for make-ups. If you miss an in-class response, FOR WHATEVER REASON, you will have to use that missed response as a drop grade. If you are present for all twelve in-class responses, your highest nine scores will be used in calculating your grade.

Essays
Your essays are due within the first ten minutes of class on the due date. Should you submit your work late, for the first 24 hours it is late, there will be a ten-point penalty. For the second 24-hour period that the paper is late, you will incur an additional 15-point penalty. Paper more than 48 hours late will NOT be accepted.

Contacting the Professor:
Should you need to contact me, the best way to do so is via email. I check my email multiple times, daily. When you do contact me, treat your email as a formal document. Use proper grammar and punctuation. Begin your emails with a proper salutation.

Electronic Devices:
LAP TOPS are not permitted in my class. All cell phones, iPods, iPads, mp3 players, and the like should be turned off prior to class beginning.

UNIVERSITY POLICIES
CHEATING POLICY
Any form of cheating will not be tolerated. Should you be caught cheating, your name will be submitted to the Department Chair, as well as to the Vice President of Student Affairs. If you are caught cheating, you will get a zero on the exam/assignment and will not be allowed to retake the exam/assignment or resubmit the reaction paper. Please see the Student Code of Conduct for the disciplinary procedures pertaining to academic dishonesty.

ACADEMIC ADVISING
The College of Arts and Humanities requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located at Driftwood 203E and can be reached at 825.3466.

STUDENTS with DISABILITIES
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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116.

Syllabus and Calendar may be subject to revision
VETERANS
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

GRADE APPEAL PROCESS
As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at:
http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

EMAIL
You have your very own Islander e-mail account. I will be using this account should any correspondence be necessary. All university notifications will be using your Islander account to contact you. To access your Islander email, first go to S.A.I.L. for your new student ID number. Next, go to http://newuser.tamucc.edu for your new email account. For more information call 825.5618.

GENERAL CALENDAR (Reading Schedule Conditioned Upon Meeting Times)

Week 1-3
Jan 17

Jan 19

Jan 22

Jan 29


Jan 31: Essay 1
February 2: Essay 2

Syllabus and Calendar may be subject to revision

Spring 2018
Weeks 4-6

**February 5**

February 7


February 9


February 12

February 14

February 16

February 19
Padilla, Y. and Villalobos, G. “Cultural Responses to Health Among Mexican American Women and Their Families.” *Family Community Health* 30(Supplement 1, IS) S24-S33

Herrera, A. P.; Angel, J. L. 2010. Mexican American Families'Long-Term Care Preferences: Policy Implications of Competing Cultural Traditions, Need, and Structural Barriers.” *Gerontologist* 50(Supplement 1): 244-244  Published: OCT 2010

February 21: Essay 1
February 23: Essay 2

Weeks 7-11

February 26

February 28


March 2
Sarkisian, Natalia, Mariana Gerena, and Naomi Gerstel. 2007. “Extended Family Integration Among Euro and Mexican Americans: Ethnicity, Gender, and Class” *Journal of Marriage and Family* 69(February): 40-54

March 5


March 7


March 9


March 12-16: SPRING BREAK NO CLASSES

March 19


March 21


March 23


March 26


March 28: Essay 1
March 30: Essay 2

Weeks 12-Day of Final

April 2


April 4

April 6

April 9

April 11

April 13
Spener, D. & Capps, R. 2001 “North American free trade and changes in the nativity of the garment industry workforce in the United States” International Journal of Urban and Regional Research 25(2) 301+

April 16
Garcia-Lopez, Gladys and Denise Segura. 2008. “‘They Are Testing You All the Time:’ Negotiating Dual Femininities among Chicana Attorneys” Feminist Studies 34(1/2): 229-258

April 19

April 23


April 25

April 27

April 30

May 7: 11am-1:30pm
Essays 1 & 2