Professor: Isabel Araiza, Ph.D.
Office: Bay Hall 3.38
Office Hours: MW 9-9:50am via WebEx.
Office Number: 361.825.3936
Email: Isabel.Araiza@tamucc.edu
Blackboard: http://bb9.tamucc.edu

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. This fully online course is taught via the Web at a distance and is available at http://Bb9.tamucc.edu.

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 experiences are diverse.
- To describe Mexican American women’s perception of self and the factors influencing that perception.
- To describe Mexican American women’s health and health behaviors.
- To describe the Mexican American family formation, females’ experiences in those families, and the factors influences those experiences.
- To describe Mexican American women’s experiences in/with the education system and the factors influencing those experiences.
- To describe Mexican American women’s work experiences and the factors affecting those work experiences.

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

Participation and Engagement
Students are expected to read the assigned materials, review the power point slides, and listen to the lectures posted.
Assessment:
Initial Reflection (5%):
This is an initial reflection about your stock of knowledge about Mexican Origin People and what you hope to get out of this class. This reflection must be completed by the end of the first class day. Thoughtful, sincere responses will earn you full credit. This write up will be a reference for the final reflection.

Final Reflection (5%):
This final reflection is a write up that you must be complete during the final exam day. Your initial reflection will be made available to you on the day before the final. You will be asked to review your responses in the initial reflection, then you will be asked to answer several questions related to the material to which you will have been exposed to over this course. Thoughtful, sincere responses to each of the questions will earn you full credit on this portion of your grade.

Analytical Overviews (Weights Vary. See Assessment Table):
This course is organized thematically. Each week, you will be introduced to a theme, provided the assigned readings, power points, and lectures via blackboard, and presented with a series of questions you will be expected to answer by a specific due date at the end of the week (see assessment table). You are required to draw on the specific reading assignments tied to the theme. Your grade will be based upon the degree to which you incorporate the assigned readings, address the topics in the prompts while demonstrating an understanding of the diversity of Mexican Origin Women’s experiences. Each Analytical Overview will be assigned a number-value corresponding to the letter grades listed below: Generally speaking, A-responses reflect that the student has incorporated main ideas from each of the assigned readings that illustrate the roles that history, socio-economic status, and generational status affect Mexican-Origin Women’s life chances and life experiences. B-responses incorporation of main ideas from each of the assigned readings shows an understanding of some of the ideas presented in the assigned readings but the demonstration of that understanding is inconsistent for each of the readings. C-responses demonstrate, at most, a consistent basic understanding of ideas presented across the assigned readings, while D-responses demonstrate a basic understanding of ideas presented in (at most) half of the assigned readings.

Point Values Associated with Letter Grades

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Below you will find the themes, due dates for Essays, and the weights for each of the essays

Assessment Table

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<tr>
<th>Dates</th>
<th>Themes</th>
<th>Weight</th>
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<tr>
<td>July 6th</td>
<td>Initial Reflection: What do you think you know</td>
<td>5%</td>
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<tr>
<td>July 10th</td>
<td>Historical Overview (HO) and Gender (G)</td>
<td>HO: 10%, G: 10%</td>
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<td>July 17th</td>
<td>Family</td>
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<td>June 24th</td>
<td>Education</td>
<td>15%</td>
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<td>July 31st</td>
<td>Economy</td>
<td>20%</td>
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<td>August 7th</td>
<td>Agents of Change</td>
<td>20%</td>
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<tr>
<td>August 7th</td>
<td>Final Reflection</td>
<td>5%</td>
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</tbody>
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Summer Session II 2020
COURSE POLICIES:

Analytical Overviews:
The historical overview theme essay will include address one reading. The Gender theme will address two readings. Then, the remaining themes will include no more than six readings. Thursdays will be considered writing days, where you can devote your time to answering the questions posed at the beginning of each theme. Final due dates for your reflective overviews are due by 11:59pm on the assigned due date. Late work will be accepted only within the first 24-hour period following the due date, with a 15-point penalty assessed. Thus, the maximum point-values late assignments can earn is an 85.

No Make-Ups:
Make ups will not be permitted, as the questions are made available at the beginning of the unit with write ups due by 11:59pm every Friday.

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. Extremely poor write ups which do not demonstrate any real mastery of the content will be assigned a 50, a 25, or a zero, depending on the dearth of comments for which credit may be allocated. Asides from the initial and final reflections, this course is meant to examine the complexity of the Mexican American Women’s experiences and write ups will be based on the extent to which students’ write ups reflect the ideas presented by scholars rather than broad generalizations invoking taken-for-granted stocks of “knowledge.”

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

UNIVERSITY POLICIES

Last Day to Drop the Course: July 27th
Last Day to Withdraw: August 5th

Disabilities Accommodations
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 116.

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.

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the
the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. *Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.* Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

**Grade Appeals**
As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, 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.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at:

July Y 6: INreview data about trends.

INITAL REFLECTION: WHAT YOU “KNOW”


July 7:

July 8:


July 9
Drafting/Peer Review of Prompts

ANALYTICAL OVERVIEW 1: HISTORY: DUE FRIDAY JULY 10: 11:59pm
ANALYTICAL OVERVIEW 2: GENDER: DUE FRIDAY, JULY 10 11:59pm

JULY 13:
INTRODUCE QUESTIONS FOR FAMILY UNIT


JULY 14:


JULY 15


JULY 16
FINISH RESPONSES TO QUESTIONS FOR ANALYTICAL OVERVIEW FAMILY UNIT

ANALYTICAL OVERVIEW 3: FAMILY: DUE JULY 17: 11:59pm

JULY 20:
INTRODUCE QUESTIONS FOR ANALYTICAL OVERVIEW. EDUCATION UNIT
Pew Hispanic Center. 2012. “Hispanic Student Enrollments Reach New High.”


JULY 21

Salas, Loretta. 2004. “Individualized Educational Plan (IEP) Meetings and Mexican American Parents: Let’s Talk About It” 11 pp

JULY 22

Summer Session II 2020

JULY 23:
FINISH RESPONSES TO QUESTIONS FOR ANALYTICAL OVERVIEW. EDUCATION UNIT

ANALYTICAL OVERVIEW 4: EDUCATION: DUE FRIDAY, JULY 24: 11:59PM

JULY 27:
INTRODUCE QUESTIONS FOR ANALYTICAL OVERVIEW. ECONOMY UNIT

Villanueva, Margaret. 2002. “Racialization and The Latina Experience: Economic Implications” 16 pp

JULY 28:


JULY 29

Garcia-Lopez, Gladys and Denise Segura. 2008. “‘They Are Testing You All the Time:’ Negotiating Dual Femininities among Chicana Attorneys” 29pp

JULY 30:
FINISH RESPONSES TO QUESTIONS FOR ANALYTICAL OVERVIEW. ECONOMIC UNIT

ANALYTICAL OVERVIEW 5: ECONOMY: DUE FRIDAY, JULY 31: 11:59PM

AUGUST 3:
INTRODUCE QUESTIONS FOR ANALYTICAL OVERVIEW. AGENTS OF CHANGE UNIT

Jepson, W. 2005. “Spaces of Labor Activism, Mexican American Women and the Farm Workers Movement in South Texas since 1966.” 8 pp

AUGUST 4


AUGUST 5


AUGUST 6
FINISH RESPONSES TO QUESTIONS FOR ANALYTICAL OVERVIEW. ECONOMIC UNIT

August 7
ANALYTICAL OVERVIEW 6: AGENTS OF CHANGE: DUE FRIDAY AUGUST 7 AT 1159PM
Final reflection due 11:59pm