

# MAS 280 / FALL 2006

## SOCIAL PERSPECTIVES IN MEXICAN AMERICAN STUDIES

*Section 1*  
*Tuesday/Thursday 12:30-1:15 p.m.*

**Professor:** Dr. Andrea Romero

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**Office Hours:** Wednesday 10-12 or by appointment

**Course Website:**

[https://www.polis.arizona.edu/courseHomesite.do?semester=fall06&course=MAS\\_280-001](https://www.polis.arizona.edu/courseHomesite.do?semester=fall06&course=MAS_280-001)

### **Required Course Materials**

- (1) Ramirez, M. (1998). Multicultural/multiracial Psychology: Mestizo perspectives in personality and mental health. Jason Aronson Inc.: Northvale, New Jersey.
- (2) POLIS private reserves through course website or Course Reader. EES Copy Center Harvill
- (3) Burciaga, J.A. (1993). Drink Cultura. Joshua O Dell Publications: Santa Barbara.

### **Class Objectives**

An introduction to Mexican American Studies from a psychological perspective. Topics include multicultural/multiracial psychology, theory, research methods, ethnic identity, personality and mental health.

### **Class Goals**

This is a lower division undergraduate class and is a requirement for students with a major or minor in Mexican American Studies. The format of the class will be lectures on Tuesdays and discussion groups on Thursdays.

### **Course Requirements**

Students will be required to attend every class and be prepared to discuss the assigned readings for the week on Thursdays. Class Activities (50 points): There will be a total of 6 writing activities designed to assess students' understanding of the reading assignments as well as lecture/class material. These assignments will not be previously announced and cannot be made up if missed. Students will have the opportunity to drop the lowest grade of these assignments (only 5 will count toward the total grade). Each assignment is worth 10 points (50 points possible). The Self-assessment Reflection paper (50 points) will be 2-3 page summary and reflection on each student's self-assessment of multicultural experiences and include submission of their completed assessment. All students will conduct a Case Study Life History with one interviewee and will submit a 5-page paper along with the completed assessment. The 5-page Case Study Life History (100 points) paper will include a summary of the life history, student's interpretation, and summary of dialogue with interviewee. The Mid-term (100 points) and Final

Exams (150 points) will consist of multiple choice items, short answer and short essay questions. The Final Exam will be **comprehensive**, including all readings and lectures from the entire semester.

<b>Assignments</b>	<b>Points</b>	<b>Percent</b>	<b>Due Date</b>
Self-assessment Reflection	50	12.5%	Thursday, September 28th
Class Activities	50	12.5%	Unannounced
Mid-term Exam	100	25%	Tuesday, October 17
Case Study Life History Paper	100	25%	Tuesday, November 28th
Final Exam	100	25%	Thursday, December 14 <sup>th</sup>
<b>TOTAL Points</b>	<b>400</b>	<b>100%</b>	

<b>Letter Grade</b>	<b>Total Points</b>	<b>Percent Grade</b>
A=	360-400	90-100%
B=	320-359	80-89%
C=	280-319	70-79%
D=	240-279	60-69%
E=	239 or lower	59% or lower

**Attendance:**

Class attendance is required for all lectures, discussions, guest lectures, and library presentations. Students should contact the instructor by email or phone before missing a class. Students unable to attend lectures must show proof of medical illness or directly speak with the instructor about their reason for non-attendance.

**Code of Conduct:**

Students that are disruptive, read outside material in class, or sleep during course lectures will be asked to leave the classroom. Plagiarism will not be tolerated and result in a failing grade for the paper/presentation. Cheating or plagiarism will not be tolerated. Students caught cheating or plagiarizing will receive a failing grade and will be brought to the proper university Board for review. Specific details regarding conduct appropriate to the University community are published in the Code of Conduct available from the Office of the Dean of Students located in Old Main.

**Papers & Writing:**

The papers must be written in a formal academic style, consisting of a title page (with a title, your name, class information, and date), an introduction and conclusion, correct grammar and spelling, complete sentences, and a reference page. All papers must be typed and double-spaced. Students are encouraged to discuss their papers with the instructor. A website that provides help on how to write essays for this and other classes is <http://www.library.arizona.edu/rio/write1.html>. Other sources of writing support are available through the Writing Skills Improvement Program at 621-5849 and <http://w3.arizona.edu/~wsip>.

**Extra Credit Opportunities:**

Students will have several opportunities through out the semester to receive up to 10 extra credit points. EC opportunities may consist of attending community activities that are focused on

Mexican American social experiences (plays, museum exhibitions, and musical events TBA). The instructor must approve all events. Approved events will be announced during class or listed on course website. Students will have approximately one week from the day of the community event to turn in a 1 page paper that must describe the event: “Who, What, Where, and When”. The description must include how the event relates to class topics, readings and/ or class discussions. The extra credit papers must be written in a formal academic style, consisting of title, your name, section number, and date, introduction, conclusion, correct grammar and spelling, and complete sentences. All papers must be typed and double-spaced. Extra credit papers will be worth up to 5 points each. Late papers will not be accepted.

## MAS 280 FALL 2006      Reading Assignments

Week	Dates	Required Readings (completed by Thursdays) **P=POLIS (or reader) **R=Ramirez Book, "Multicultural/multiracial psychology" **B=Burciaga Book "Drink Cultura"
1	Aug. 22-24	(P1) Fernandez, Carlos, A. La Raza and the melting pot: A comparative look at multiethnicity. Root, Maria P. P. (Ed); Racially mixed people in America. pp. 126-143. Thousand Oaks, CA, US: Sage Publications, Inc, 1992. viii, 387.
2	Aug.29-Aug. 31	(R) Ramirez, Preface (xi-xiv) (P2) Rosaldo, R. (1993) Border Crossings. In. Rosaldo, R. <u>Culture and Truth: The remaking of social analysis</u> . Pp. 196-217. Beacon Press: Boston.  (P3) Anzaldua, G. (1987). Borderlands: La Frontera, the New Mestiza. Aunt Lute Books: San Francisco, California. Pp. 23-25.
3	Sept. 5-7	(R) Ramirez, Chapter 1 (pg. 1-9) (P4)Alvarez, R. (1972). The psychohistorical and socioeconomic development of the Chicano community in the United States. <u>Social Science Quarterly</u> , 53(1-4). 921-943. (University of Texas Press)
4	Sept.12-14	(R) Ramirez, Chapter 1 (9-13) (P5) Padilla, A.M. & Salgado de Snyder, N. (1988). Psychology in Pre-Columbian Mexico, <u>Hispanic Journal of Behavioral Sciences</u> , 10(1), 55-66.
5	Sept. 19-21	(P6) Padilla, A. (1980). Notes on the history of Hispanic Psychology. <u>Hispanic Journal of Behavioral Sciences</u> , 2(2), 109-128. (R)Ramirez, Chapter 2, Cultural and Philosophical Foundations of a Mestizo Multicultural/Multiracial Psychology, pp.25-43 (P7) Avila, E. (1999). Woman Who Glows in the Dark.pp. 15-39. Jeremy Tarcher/Putnam. Penguin Putnam Inc.: New York.
6	Sept. 26-28	(R) Ramirez, Chapter 3, Social Science Foundations of a Multicultural/Multiracial Theory of Personality (pg. 59-64) (P8) Rodriguez, R.(1982). Hunger of Memory (Prologue, pp1-40)Bantam Books: New York.
7	Oct.3-5	(R) Ramirez, Chapter 3 (pg. 47-59) & Chapter 4 (67-77) (P9) Walters, K.L., & Simoni, J.M. (2002). Reconceptualizing native women's health: an "indigenist" stress-coping model. <u>American Journal of Public Health</u> , 92(4), 520-524.
8	Oct. 10-12	(P10) Arellano, L.M. & Ayala-Alcantar, C. (2004). Multiracial feminism for Chicana/o Psychology. Pp. 215-230. In Velásquez, R.J., Arellano, L.M. & McNeill, B.W. <u>The Handbook of Chicana/o Psychology and Mental health</u> . Lawrence Erlbaum Associates: New Jersey.  Mid-term Review
9	Oct. 17-19	<b>Tuesday: Mid-term Exam</b>
10	Oct. 24-26	(R)Ramirez, Chapter 5, Research Methods and Multicultural/Multiracial Worldview

11	Oct.31-Nov. 2	(R) Ramirez, Chapter 8, Assessing and developing multicultural /multiracial orientations to life. (P11) Oppenheimer, M. (1992). Alma's Bedside Ghost: or the importance of cultural similarity. Hispanic Journal of Behavioral Sciences, 14(4). 496-501. Publisher: Sage Publications
12	Nov. 7-9	(P12) Delgado-Bernal, D. (1998). Using a Chicana Feminist Epistemology in Educational Research, 68(4), 555-582.
13	Nov. 14-16	(R) Ramirez, Chapter 4, Stages of Identity Development (pg. 78- 90) (P13) Castillo, A. (1994). Massacre of the Dreamers. Plume, Penguin Group: New York. (pp. 1-17) (P14) Anzaldua, G. Borderlands/La Frontera. Aunt Lute Books: San Francisco, California. pp.99-113.
14	Nov. 21-23 <b>Thanksgiving</b>	(B) Burciaga, Drink Cultura, pp.3-70
15	Nov. 28-30	(R) Ramirez, Chapter 9, Living, Working and Relating in a Multicultural/Multiracial World (B) Burciaga, Drink Cultura, pp. 71-145 <b>Final Review</b>

**Final exam Thursday, December 14<sup>th</sup> 11a.m.-1 p.m.**

## MAS 280/ Fall 2006 Guidelines

### The Self-assessment Reflection paper (50 points) Multicultural/Multiracial Experiences Due Thursday, September 28th

This paper will be 2-3 page summary and reflection on each student's self-assessment of their multicultural experiences. Each student will complete and submit their completed Multicultural/Multiracial Experience Inventory (Part I and Part II) found at the back of the Ramirez book, "Multicultural/multiracial psychology". Student's summary and reflection will include an overview summarizing their responses on the inventory (2-3 paragraphs). The reflection portion of the paper may include personal discussion of multicultural experiences in the context of the course and references to lecture material or readings. Students will need to include references to at least 2 course readings. See information below for guidelines to references published material.

The papers must be written in a formal academic style, consisting of a title page (with a title, all group member names, class information, topic of paper and date), correct grammar and spelling, complete sentences, and a reference page. All papers must be typed and double-spaced and at least 12 point font with 1 inch margins. Please indicate page numbers at top right corner. A website that provides help on how to write essays for this and other classes is <http://www.library.arizona.edu/rio/write1.html>. Other sources of writing support are available through the Writing Skills Improvement Program at 621-5849 and <http://w3.arizona.edu/~wsip>.

#### Breakdown of Grading Points:

Completed Multicultural/multiracial inventory	10 pts
2 Course Reader References	10 pts
Grammar/Spelling	5 pts
Organization & Readability	25 pts
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	50 points

MAS 280/ Fall 2006 Guidelines  
Case Study Life History Paper (100 points)  
Multicultural/Multiracial Experiences  
Due Tuesday, November 28th

**Case Study Multicultural Experiences Life History Project Description**

The objective is to conduct a case study life history to better understand multicultural experiences. The objective is to use mestizo psychology scientific methods to conduct a small research project.

Two interviews will be conducted with 1 interviewee. The first interview will be 1 ½ hours to complete the multicultural experiences inventory. You will need to use the complete Multicultural/Multiracial Experience Inventory (Part I and Part II) found at the back of the Ramirez book, “Multicultural/multiracial Psychology. The second interview will be 30 minutes to discuss your interpretation with the interviewee. The goal is to get the respondent’s cultural story. Please keep their identity anonymous (no names, videos or pictures). At least 4 course reader references must be included in the interpretation section of the paper.

**5 Page Paper Content:**

A 5 page research paper will be due Tuesday, November 28th. The papers must be written in a formal academic style, consisting of a title page (with a title, all group member names, class information, topic of paper and date), correct grammar and spelling, complete sentences, and a reference page. All papers must be typed and double-spaced and at least 12 point font with 1 inch margins. Please indicate page numbers at top right corner. A website that provides help on how to write essays for this and other classes is <http://www.library.arizona.edu/rio/write1.html>. Other sources of writing support are available through the Writing Skills Improvement Program at 621-5849 and <http://w3.arizona.edu/~wsip>.

The paper will include the following elements:

- 1) summary of results
- 2) interpretation of results: **4 course reader references must be included**
- 3) description of dialogue with interviewee and any modifications to interpretation
- 4) Overall summary and reflection of activity

<b><u>Grading</u></b>	<b><u>Points</u></b>
1. Completed Life History	25
2. Summary	25
3. Interpretation	25
4. Dialogue	25
<b>Total Points</b>	<b>100</b>

# Academic Paper Writing Suggestions

## I. Organization

### A. Introductory Paragraph

- a. Tell the reader *what* your topic is
- b. Tell the reader *why* this topic is of importance
- c. Carefully choose **a narrow thesis** for the paper.
- d. Identify **three supporting points** that will provide evidence for the thesis. (no more than 3 points). Using three ethnic groups to summarize does not count as three points!

### B. Body of Paper

- a. Give the reader more information about each supporting point separately. Quality is more important than quantity. Each point should have strong evidence from class readings or class lecture or group presentations:
- b. *Provide examples from class readings* (cite author's last name and either the title of the book or course reader) or results from research studies.
- c. *Provide and explain statistics*
- d. Each element of supporting evidence should directly relate back to the overall thesis of the paper!

### C. Concluding Paragraph

- a. Provide a **short summary paragraph at the end**. In this paragraph tell the reader what you already told them in the body of the paper. Integrate the three supporting points of your thesis. End the paper with one strong statement that reiterates the primary thesis of the paper.

## II. Precision is critical for academic writing

- A. Use precise words to describe what you are saying. To improve this in your writing go back and replace words and pronouns such as "everyone, we, it, they, these, this, thing" with more descriptive clear precise words. Do not assume that your reader will follow what you mean from one sentence to another.

- B. Avoid making statements that seem to indicate that "all" members of a group; you can indicate a majority using the following phrases:

- a. more likely
- b. often
- c. some

- C. The appropriate level of specificity avoids stereotypes and bias.

Ex: The client's behavior was typically female.

The client's behavior included . . . (list behaviors).

- D. Use neutral expressions

- a. For example, avoid words such as "victim, afflicted, suffering, etc" or also "staggering, shocking, fled"

- E. Avoid colloquial expressions

- a. For example approximations of quantity "a lot, practically all, or very few"
- b. For example "write up" instead of "report" or "shipped back" instead of "deportation"

- F. Clarity

1. Use figures of speech sparingly

2. Prefer standard to offbeat expressions

#### G. Other Tips

- a. Keep discussion within context of class, course readings and academic readings
- b. Make the entire paper cohesive, bring all the ideas together using the thesis and the conclusion
- c. Make sure that you are not **ONLY** summarizing and regurgitating the information from the text. You should be integrating and applying the material. **LOOK FOR THE BIG PICTURE!**

### III. Referencing

- A. You should provide a reference within the text of your manuscript for any fact, historical, scientific, or statistical. You should provide a reference for any information presented as a fact.
- B. You should provide a reference for any “idea/concept” that is not your own.
- C. Reference within the sentence
  1. In a recent study, Rogers (1999) reported that . . .
  2. Soto (2002) argues that women . . .
- D. Reference at the end of a sentence
  1. Historically, Mexicans have immigrated to the United States for primarily economic reasons (Gonzales & Rodriguez, 2001).
- E. Reference format for the reference page

1. Journal article:

Author’s Last name, Author’s first name (year of publication) title of article. Title of journal, volume number of journal, page number of journal.

2. Book chapter:

Author’s last name, Author’s first name (year of publication of book) title of book chapter (page numbers). Editor’s last name, Editor’s first name (Ed.) title of book. Publisher, location of publisher.

3. Newspaper article:

Last name of author, first name of author (year, date), title of article, title of newspaper, page number.

4. Magazine:

Last name of author, first name of author (year, date) title of article, Magazine title, volume number, pages.

5. Government Report:

National Institute of Mental Health. (year) title of report. Location of publishing.  
U.S. Census Bureau (year) title of report. Location of publishing.

### Rewriting

- A. In rewriting look for the following:
  1. Documentation of references as necessary
  2. Clear link from introduction to conclusion

3. flow from paragraph to paragraph
4. flow from sentence to sentence
5. Precise wording
6. grammatical errors
7. spelling errors
8. correct format (12 point font, double spaced, page number, title and reference page)