

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u>Government</u>
<b>COURSE RUBRIC AND NUMBER</b>	<u>GOVT 2311</u>
<b>COURSE TITLE</b>	<u>Mexican American &amp; Latinx Politics (F)</u>
<b>COURSE CREDIT HOURS</b>	<u>3                      3                      :</u> <u>Credits                      Lec                      Lab</u>

**I. Catalog Description**

The study of Mexican American and Latinx politics within the American political experience. Topics include historical, cultural, socioeconomic, and constitutional issues that pertain to the study of Mexican Americans and other Latinx populations in the United States. Other topics such as political participation, governmental institutions, electoral politics, political representation, demographic trends, and other contemporary public policy debates will also be addressed. **Prerequisite: Placement at college-level English Language Arts Reading by TSIA2 or equivalent; OR completion of INRW 0311 or INRW 0312 or ESOL 0340 with a "C" or better. (3:0).**

**II. Course Objectives**

- A. Discuss the history, heritage, culture, and issues affecting people of Mexican descent living in the United States.
- B. Discuss the history of Mexican-American political movements and issues surrounding the Treaty of Guadalupe Hidalgo, labor issues, immigration and repatriation, the Bracero Program, civil rights, and the Chicano movement.
- C. Describe the regional nature of the culture and politics of the Mexican-American population.
- D. Explain the construction of identity among the various Latino subgroups and how identity is instrumentalized as part of the political process.
- E. Analyze the debates over assimilation and "Americanization."
- F. Identify the strategies for political engagement among the Mexican-American community, including grassroots politics and community activism.
- G. Discuss forms of Mexican-American political organization and electoral behavior.
- H. Discuss current survey research on Mexican-American political attitudes and explain patterns of partisanship among Mexican-American voters.
- I. Describe the media's influence on the image and perception of Mexican-Americans.
- J. Discuss the major political organizations that serve the interests of the Mexican-American community as well as the goals and strategies of those organizations.
- K. Identify the major issues related to gender, including the importance of gender roles and gender differences in political participation by Mexican-Americans.
- L. Discuss the struggle of Mexican-Americans for political and social equality and the role of the American judicial system in promoting their civil rights.
- M. Identify current demographic trends and immigration policies regarding Mexican-Americans and their influence on current political debate.
- N. Discuss current immigration debates in the context of the history of Mexican-American immigration and citizenship in the United States.

- O. Identify the major public policy issues of importance to the Mexican-American population, including education, civil rights, and language policies.

### III. Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

1. Explain the construction of identity among Mexican Americans and other Latinx populations and how identity is expressed as part of the political process.
2. Analyze empirical data to explain the political behavior, including public opinion, of Mexican Americans and other Latinx populations in the political system.
3. Identify, formulate, and answer questions related to the institutions, structures, and processes that impact the lives and social status of Mexican Americans and other Latinx populations.
4. Evaluate the current events and conditions related to policy challenges facing Mexican Americans and other Latinx populations.
5. Compare and contrast various representational roles as they pertain to Mexican Americans and other Latinx populations.
6. Identify examples of situations where consideration of Mexican American and other Latinx cultures results in more effective public policy and administration.
7. Discuss the struggle of Mexican Americans and other Latinx populations for political and social equality and the role of the American judicial system in promoting their civil rights and civil liberties.

### IV. Evaluation

- A. Students may be evaluated using various techniques not limited to but may include testing and examinations, research papers, community projects, extra credit and other written and electronic assignments. Furthermore, grading will follow current EPCC catalog standards. The assignment of letter grades to numerical or percentage scores is to be determined by the individual Instructor and is noted in Part I of this Syllabus.

#### Grade Scale:

A = Excellent	I = Incomplete (See current college catalog for explanation)
B = Above Average	W = Withdrew or withdrawn (See current college catalog for explanation)
C = Average	
D = Below Average	
F = Failing	

- B. **Text/Materials:** One or more of the departmentally approved textbooks or reading packets in use for a two-year period. See Part I of this syllabus for the textbook(s) or other readings required by your instructor.
- C. **Attendance Policy:** Unless noted otherwise by your Instructor (see Syllabus, Part I) the current college catalog policy on attendance and course pursuit will apply to this course.

### V. Disability Statement (Americans with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024)

## **VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

## **VII. Title IX and Sex Discrimination**

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.