

**SALT LAKE COMMUNITY COLLEGE**  
**Department of Social Work**  
**ETHS 2430**  
**MEXICAN-AMERICAN CULTURE**

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**Required Texts:**

*The New Americans; The Mexican American*  
By Alma M. Garcia

*Explorations in Cultural Competence in Social Work Practice,*  
by Hilary N. Weaver

**Required Readings:**

Aranda, M.P., Castaneda, I., Pey-Jinan, L. & Sobel, E., (2001). *Stress, Social Support, and Coping as Predictors of Depressive Symptoms: Gender differences among Mexican Americans*, *Social Work Research*, 25, 37-49 (accessed through Canvas home page “Announcements” tab – follow instructions for each week’s readings).

Cano, M. A. & Perez, F. V., (2008). *Introduction to Hispanic Americans/Latino/as*, *Cross-Cultural Psychotherapy*, (accessed through Canvas home page “Announcements” tab – follow instructions for each week’s readings).

National Association of Social Workers (2001). *NASW Standards for Cultural Competence in Social Work Practice*. (see website below)  
[www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf](http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf)

Gastex, G., (1994). *Providing Services to Mexican Americans population: profiles in Diversity*, *Social Work Journal* 39, 288-296 accessible through course homepage – (accessed through Canvas home page “Announcements” tab – follow instructions for each week’s readings).

Haverkamp, E., (2008). *What Every Social Worker Should Know About Immigration Law*. *Social Work Today* March/April 2008, Vol. 8, no. 2, (accessed through course homepage- Click “links” and then specific article)

Holleran, L.K. & Waller, M. A., (2003). *Sources of Resilience Among Chicano/a Youth: Forging Identities in the Borderlands*. *Social Work Journal*,

20, 335-350 (accessed through Canvas home page “Announcements” tab – follow instructions for each week’s readings).

Zambrana, R.E., Cornelius, L.J., Boykin, S. S., & Lopez, D. S., (2004). *Latinas and HIV/AIDS Risk Factors: Implications for Harm Reduction Strategies*, *American Journal of Public Health* 94, 7 (accessed through Canvas home page “Announcements” tab – follow instructions for each week’s readings).

Other handouts/readings as assigned

### **Course Description**

Social Work has always condemned prejudice and discrimination. As a helping profession, Social Work has developed a growing awareness of the importance of cultural competence. Through the use of Social Work concepts and frameworks the students in this course will gain culturally appropriate knowledge and thereby acquire culturally competent skills.

This course is designed to provide students an introduction and overview of cultural experiences for Americans of Mexican American descent through a social work lens. Students will gain a broader understanding into the general threads of the Mexican American culture as they explore ethnic identity, stereotypes, self-concept, family structure, public policy, economics, music, literature as well as prejudice, discrimination, and racism.

Essentially, this course will provide the student with a broader knowledge of the forces that shape the Mexican-descended peoples in today's society. It is intended to create culturally sensitive professionals who can effectively relate to this specific minority-group experience and thus provide effective services, instruction and/or direction to individuals of Mexican American descent.

### **Learning Outcomes:**

The primary goal of ETHS 2430 is to introduce the student to historical, political, social and cultural experiences of Mexican Americans in US society. The course will examine the impact of stereotypes, prejudice and discrimination as well as apply social work frameworks to increase competency in complex cultural & community issues. The learning outcomes of this course match the college-wide learning outcomes established by Salt Lake Community College in the following ways.

**SLCC Learning Outcome #1:** Upon successful completion of any program, students should acquire substantive knowledge in the discipline of their choice sufficient for further study, and/or demonstrate competencies required by employers to be hired and succeed in the workplace.

**ETHS 2430 Learning Outcomes:** At the end of this course students should be able to:

- demonstrate substantive knowledge of the historical, political, cultural and social experiences of the Mexican Americans living in the U.S.
- demonstrate an awareness of civil rights, an understanding of historical discrimination and the challenges and pressures to assimilate in order to better understand the plight of Mexican Americans and to more effectively provide services to members of the Mexican American community

**SLCC Learning Outcome #2:** Upon successful completion of any program, students should be able to communicate effectively.

**ETHS 2430 Learning Outcome:** At the end of this course students should be able to:

- effectively discuss and write about events and/or practices prevalent among members within the Mexican American community.
- effectively discuss and write about their understanding of issues specific to the Mexican American community and utilizing effective problem solving skills to develop strategic interventions to address the challenges.

**SLCC Learning Outcome #3:** Upon successful completion of any program, students should develop quantitative literacies necessary for their chosen field of study:

**ETHS 2430 Learning Outcome:** At the end of this course students should be able to:

- Interpret information represented in data, graphs, tables, statistics and research studies to more effectively understand individual and group patterns of behavior amongst the Mexican American communities.

**SLCC Learning Outcome #4:** Upon successful completion of any program, students should be able to think critically.

**ETHS 2430 Learning Outcome:** At the end of this course students should be able to:

- demonstrate key aspects of critical thinking in comparatively and analytically assessing and articulating cultural patterns that have shaped the Mexican American family and its members.
- demonstrate key aspects of critical thinking through the use of identifying applicable culturally acceptable interpersonal skills when working with Mexican Americans.
- demonstrate key aspects of critical thinking through the understanding of racial development models of identity and self concept that will facilitate more effective interpersonal approaches when working with diverse groups in the community.

**SLCC Learning Outcome #5:** Upon completion of any program, students should develop the knowledge and skills to be civically engaged, and/or to work with others in a professional and constructive manner.

**SW 2430 Learning Outcome:** At the end of this course students should be able to:

- understand the complexity and differences embodied within the many diverse Latin American communities, and that the members of each community do not “necessarily” view themselves as a homogenous group. This course focuses on the Mexican American experience, but will place that experience within the larger context of Latin American experience.
- demonstrate an awareness of the need for social justice amongst disenfranchised, discriminated and oppressed groups.
- demonstrate skills of cultural competence that will enable the student be civically engaged and work with others in a professional and constructive manner.

### **Class Format**

Because learning involves not only the acquisition of facts and information, but the examination of prior knowledge, possible misconceptions and personal experience the format of this class will be largely open discussion. Through the learning of general Mexican American cultural aspects students will learn how to apply this understanding through Social Work frameworks to clientele/populations of Mexican American descent thereby creating more culturally sensitive professionals.

The course will also make frequent use of outside class activities, audiovisual material and structured exercises of comparison and contrast to the host culture. The learning experience will depend heavily on the commitment of the student to be prepared to participate in classroom discussions, exercises and activities. Attendance and participation are crucial to your learning and that of others in class.

### **Readings for Course**

Students are expected to read required readings (text and additional articles) prior to the assigned class. In those cases wherein assigned readings are given please follow the following directions to access the articles available via the SLCC Library Reserves system.

Go to Website "<http://ereserve.slcc.edu/eres/default.aspx>". Click “Electronic Reserves and Reserve pages”; See Course pages by Dept. click "Social Work/Ethnic Studies"; Click "Mexican American Culture"; password “diversity”

### **Additional communication with Students**

I will utilize the “*Course Webpage*” throughout the course. Please visit the site to access links and view photos that I have posted to facilitate my instruction. Also, to view if an

opportunity for an activity arises in the community to fulfill your community activity requirement.

### **Course Requirements:**

**Examinations:** There will be two examinations. These examinations will be based on assigned readings, lectures, class discussions, videos and other class activities.

**Reaction paper:** A reaction paper is an intellectual response in which you discuss your thoughts, feelings and observations through the lenses of understanding of the social, economic, religious, educational and political influences that you have learned in this class. Through the use of prompts students thoughts will be directed while integrating the knowledge gained from the classroom, the text and other outside class experiences to their response reflected in the reaction paper.

**Comparison and Contrast assignment:** This course will provide you with general knowledge of the Mexican American culture that will enable you to see both similarities and distinct differences to your own culture and family dynamics. A compare and contrast assignment will include a discussion of these differences as well as similarities of particular characteristics of your own culture with those characteristics common amongst many of the Mexican American culture.

**Attendance of Outside Class Activity:** Attendance at Latino community activities, art exhibits, guest lecturers and/or viewing murals in the community is required. A reaction paper (see above for description requirement) for each event will be required.

**Research Project:** Each class member will select one social issue related to Mexican Americans/Latinos that the class member believes needs to be addressed to better serve the Latino communities. The project will include three parts: 1) the research project reflected in a poster and graded by each class member; 2) the research project paper and 3) submission of the research project paper and reflective writing piece downloaded to student's ePortfolio.

#### **a. First Part of Research Project**

The poster and final paper should include: 1) research supporting the reason for change or implementation; 2) a realistic strategy for addressing the identified issue and bringing about needed change in that specific area; 3) the cost of the proposed program; 4) possible areas and/or people of resistance and 5) identify and interview individuals in the community and/or community organizations that would be committed to the change. For example, if you were presenting the problem of a lack of affordable housing for lower socioeconomic families in Summit County where a great deal of service is required you might include an interview with Utah State Division of Hispanic Affairs. This governmental department is committed to ensuring that more low-income housing in Summit County are available to provide affordable housing to Hispanic individuals of the service industry.

The student will be prepared to discuss, describe and illustrate their individual plan of action in a poster. The poster should present each of the 5 areas of their research as well as answer any questions that arise from the class members. The class members will score one another's posters and offer any suggestions or ideas for the student's final paper discussing the specifics of their research project.

### **b. Second Part of Research Project**

The student will submit a 6-8 page final paper consisting of the information from their research project and poster. An additional page consisting of a bibliography with at least **3** separate sources supporting the issue that needs to be resolved and an additional reference for the interview resulting in at least **4** sources. The bibliography does not count as a page of the text.

### **c. Third Part of Research Project**

In addition to the paper the student must include 2-3 paragraphs reflecting on their work. The reflection should address the following question: *Discuss in 2-3 paragraphs how your participation in this assignment enabled your achievement or progress in at least 3 separate **Student Learning Outcomes** as identified on page 1 of the syllabi.*

For Example: In addressing Learning Outcome #1 I gained substantive knowledge in the field of the study of Mexican American history. I learned about the conquest of Mexico by Spain and their subsequent attempt to destroy the ancient cultures of the peoples living in the area of Mesoamerica.

In order to earn the total points for the ePortfolio submission the written report **and** the reflection piece must be submitted to the student's ePortfolio. The professor will review each student's ePortfolio to ensure that both the research project and reflection piece have been submitted.

### **General Education ePortfolios:**

Each student in General Education courses at SLCC will maintain a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with a reflective writing piece. It is a requirement in this class for you to add to your ePortfolio.

Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and even post your resume if you choose. As you complete your coursework here at SLCC your ePortfolio will be a multi-media showcase of your educational experience.

For detailed information including a Student ePortfolio Handbook, video tutorials for each ePortfolio platform, classes, locations and times of free workshops and other in-person help, visit [www.slcc.edu/gened/portfolio](http://www.slcc.edu/gened/portfolio)

After you have picked an ePortfolio platform, go to the corresponding help site to watch the tutorials and look at the examples so you can get started on your own?

<http://slcceportfolio.yolasite.com>

<http://slccportfolio.wordpress.com>

<http://slccportfolio.weebly.com>

If you would like to start your ePortfolio in a computer lab with a person there to help you, sign up online for one of the free workshops at the Taylorsville-Redwood, South, and Jordan libraries:

<http://libweb.slcc.edu/services/forms/eportfolio>

### **Suggested Additional Readings**

**“Anything but Mexican”** Rodolfo F. Acuna

**“The Maria Paradox”** Rosa Maria Gil and Carmen Inoa Vazquez

**“Latino High School Graduation: Defying the Odds”** Harriet Romo & Toni Failbo

**“Mexican Americans and Health”** Adela de la Torre & Antonio Estrada

**“Counseling the Culturally Diverse: Theory & Practice”** Derald W. Sue & David Sue

**“Americanos: Latin Life in the United States”** James Edward Olmos

**“Ethnic Sensitive Social Work Practice”** by Wynetta Devore & Elfredia G. Shlesinger

Cummins, J. (1986). **Empowering minority students; A framework for intervention**, *Harvard Educational Review*, 56, 18-36

Tanemura Morelli, P.T., & Spencer M. S., (2000) **Use and Support of Multicultural and Antiracist Education: Research-Informed Interdisciplinary Social Work Practice**, *Social Work* 45, 166-174

Watkins, T., & Gonzales, R. (1982) **Outreach to Mexican Americans**, *Social Work* 27, 68-73

Acosta, K., (2010) **“How could you do this to me?”: How Lesbian, Bisexual, and Queer Latinas Negotiate Sexual Identity with Their Families**, *Black Women, Gender & Families*, 4 no.1, Spring.

### **Other Useful Information:**

#### **Students with Disabilities**

Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, must contact the Disability Resource Center (DRC ). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123. Phone: (801) 957-4659, TTY: 957-4646, Fax: 957- 4947 or by email: [linda.bennett@slcc.edu](mailto:linda.bennett@slcc.edu)

## **General Education Statement**

This course fulfills the Social Science and Diversity requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

## **Attendance and Participation**

In order to truly acquire the material disseminated in this class it is required that the student must be attendance in class. Your participation through the articulation of thoughts, opinions, comments and application of knowledge to questions/comments/scenarios given in class will reflect the student's understanding of core concepts as well as their commitment to integrate the knowledge into interpersonal skills

Given this value, 20 points is available at the instructor's discretion based upon engagement in class discussions, demonstration of competence in understanding cultural aspects of Mexican Americans and integration of this knowledge into applicable social work frameworks that promote positive changes for the Mexican American/s.

## **Writing Expectations**

It is expected that all papers, essays and reports will be written on a scholarly level with attention to spelling, grammar, appropriate citations and coherent writing. Each product should follow MLA or APA guidelines and be written in a 12-point font, double-spaced with one inch margins on all sides.

## **Late Work**

All work is expected to be completed and turned in on or before the day it is due. **Late assignments/papers are accepted under only dire circumstances and graded at 50% of the total grade.**

## **Classroom Rules**



1. Self –disclosure can often be an important part of the learning process and can lead to valuable personal insight. To encourage the learning process, all personal disclosures made in class will be *respected*, will be held in confidence by students and should not be repeated outside of the classroom.
2. All feelings and opinions are valid, even negative ones. Although these feelings will differ from person to person, all feelings will be respected.
3. Tardiness is disruptive to the learning process for both the teacher and the students. I expect that students will be punctual to class to ensure that the educational process will be maximized.
4. Ringing cell phones and text messaging is not permissible during class.

**Grading**

2 examinations – (25 points each)	50
3 Assignments - (15 points each)	45
<ul style="list-style-type: none"> <li>• Frida Kahlo Exhibit and assignment</li> <li>• Shrine Visit</li> <li>• 3 Murals and 3 Reaction papers</li> </ul>	
Compare and Contrast Assignment	20
Final Project Poster - graded by fellow student(s)	20
Visit to Latino market and preparation of food dish	10
Final project paper	50
<ul style="list-style-type: none"> <li>• Reflective Writing Paragraphs</li> </ul>	20
Submission of final paper/reflection piece to ePortfolio	20
Participation/attendance	<u>15</u>
<b>Total:</b>	<b>250</b>

**Grading Scale:**

235 - 250 A	193 – 199 C+	150 -157 D-
225 - 234 A-	183 - 192 C	149 and below E
218 - 224 B+	175 - 182 C-	
208 - 217 B	168 - 174 D+	
200 - 207 B-	158 - 167 D	

**COURSE OUTLINE**

**Week 1: Introduction. Brief explanation of the various countries comprised within the Hispanic world with emphasis on Latin America and more specifically, Mexican Americans**

**Tuesday/Wednesday:** Introduction and overview of the course. Review the focus of the class yet placing the experience within the larger context of the Latin American and Hispanic experience.

Read: Exploration in Cultural Competence – Chp. 1

Read: *Social Work Cultural Competence Standards* (accessible through Canvas home page)

[www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf](http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf)

**Week 2: What is Social Work? Review of the theoretical shifts in the social work profession before arriving at the current emphasis on cultural competence. Historical background of Mexico beginning during the Olmec period.**

**Tuesday/Wednesday:** Explanation of NASW and the purpose of our ethical standards for cultural competence.

**Readings for Week 1**–Read: Mexican Americans – Chp. 1

Read: *Introduction to Hispanic Americans and Latinos/as, Cross-Cultural Psychotherapy* (accessible through Canvas homepage – Click “Announcements” tab – week #2; Read *Cross-Cultural Psychotherapy* article).

For further development view Canvas Homepage “Announcements” tab – week #2: Read *Ancient Ballgames AND Mexican American War*

**Week 3: Historical background continued. Border changes that resulted in changes of Mexico homeland borders and reasons that influenced many Mexicans to work in the US and/or migrate to the U.S.**

**Tuesday/Wednesday:** Continuation of historical background and reasons for Mexican presence in US. Video “*Mexico: A Story of Courage and Conquest*”

**Readings for Week 2** – Read: Mexican American – Chps 2 - 4

**Week 4 and Week 5: Discussion of the Chicano Civil Rights Movement of the 1960s and 1970s. Specifically detailing the major events surrounding the movement, and the power, and ideology behind the movement.**

**Tuesday/Wednesday:** Overview of early organization of the movement including Reyes Tejerina and his movement, Cesar Chavez and the UFW organization, the L.A. Walkouts and the political organization of La Raza. Discuss historical origins and roles of Social Workers in the U.S. in organizing and combating social injustice. Video “*Chicanos! Civil Rights Movement*”

**Readings for Week 3** – Read Mexican American – Chps 5 and 10.

**Read:** Epic poem associated with the Chicano movement “*I am Joaquin (Yo soy Joaquin)*” by *Rodolfo “Corky” Gonzales* (accessible through Canvas homepage – Click “Announcements” tab – week #2; in preparation for the quiz.

**No Class – ETHS 2430 – 003 (Tuesday) on February 4, 2013**

**No Class – ETHS 2430 – 002 (Wednesday) on February 12, 2013**

**\*\*Required Attendance at Frida Kahlo Exhibit, Thursday, February 13 @ 5:00 pm at SCC.**

**Week 6: Mid-Term Examination**

## **Week 7: Prejudice, Racism, Stereotypes and its Affect on Racial Identity Development**

**Tuesday/Wednesday:** Introduction into identity development models specifically the Racial/Cultural Identity Development Model (Atkinson, Morten, and Sue, 1989) and its developmental processes and behaviors. Discussion of historical events driven by prevalent stereotypes, and present generalizations and biases. Recognizing the complexity of the interplay of the multiple domains impacting identity. Discussion regarding the affects upon self-concept, identity and perceptions of the dominant culture as well as possible manifestations in behavior, attitudes and thoughts.

**Readings for Week 5-Read:** Mexican American - Chps 7 and 9

**Read:** Explorations in Cultural Competence– Chapter 2 – 4

**Read:** *Sources of Resilience Among Chicano/a Youth: Forging Identities in the Borderlands*, **Social Work 20 335-350** accessible through Canvas homepage – Click “Announcements” tab – week #7 and follow instructions.

**View:** accessible through Canvas homepage – Click “Announcements” tab – week #7; “*Latin Art*” and “*Zoot Suits*”

## **Week 8: The role of religion, the significance of the Virgin of Guadalupe and Latin American Liberation Theology**

**Tuesday/Wednesday:** Perception exercise (adopted from Intercultural Communication Conference, 2009). Overview of the role of religion in building cohesion, developing *community* and generating powerful webs that enable contact and communication. On the other hand, liberation theology is an example of counter-hegemony by Latinos struggling against ethnic, gender, and class inequalities.

Outside Class Experience - Visit to shrine

**Homework** – Mural and shrine visit and reaction paper (see explanation in syllabus) DUE NEXT CLASS.

## **Week 9. Spring Break**

## **Week 10. Family Structure and Values**

**Tuesday/Wednesday:** Overview of communicative patterns, familism, sex-role conflicts, social issues such as but not limited to domestic violence, drug and alcohol abuse, and GLBTQ issues. Explanation of Social Work theoretical orientations and interventions.

Discussion of familial and individual issues using a comprehensive theoretical framework to identify individual, cultural, community and minority status issues and identification of applicable interventions.

**Homework** - Complete Comparison and Contrast Assignment (see explanation in syllabus).

**Read:** Explorations in Cultural Competence – Chapter 7.  
Mexican American – Chps 6 and 8

**Read:** *Stress, Social Support, and Coping as Predictors of Depressive Symptoms: Gender differences among Mexican Americans, Social Work Research* accessible through Canvas homepage – Click “Announcements” tab – week #10 and follow instructions.

*What Every Social Worker Should Know About Immigration Law. Social Work Today March/April 2008, Vol. 8, no. 2, (accessed through Canvas home page “Announcements” tab.*

### **Week 11. Chicana/o Youth**

**Tuesday/Wednesday:** Discussion of various social and health issues affecting youth today of Mexican American descent. Explanation of available resources and services in the community that are culturally competent and prepared to serve Mexican American youth and/or specific issues. Guest speaker from community agency serving Mexican American youth.

View Course Webpage: Local Agencies Serving Latino Communities

**Read:** Mexican American – Chp 11

**Read:** *Promoting the Educational Achievement of Mexican American Youth, Social Work in Education,*

*Latinas and HIV/AIDS Risk Factors: Implications for Harm Reduction Strategies, American Journal of Public Health* accessible through Canvas homepage – Click “Announcements” tab – week #11 and follow instructions.

### **Week 12. Cultural Renaissance**

**Tuesday/Wednesday:** Cultural expressions through art, literature and music. Discussion of Milton J. Bennett’s Model of Intercultural Sensitivity. Reflection paper of individual development through the course of the class based upon Bennett’s model.

**Read:** Mexican American – Chps 12 and 13

**Readings for Week 11–** Read *Providing Services to Mexican Americans population: profiles in diversity, Social Work 39 288-296* accessible through Canvas homepage – Click “Announcements” tab – week #12 and follow instructions.

### **Week 13. Mid-Term Examination**

### **Week 14. OUTSIDE CLASS ACTIVITIES:**

**Tuesday/Wednesday:** No class today. Visit THREE sites below and observe the murals utilizing your lenses of understanding of the social, economic, religious, educational and political influences that you have learned in this class. Write a 1 page reaction paper for *each* mural integrating the knowledge gained from the classroom, the text and other outside class experiences to your response reflected in the reaction paper.

- Cihuacoatl (located at 500 North 600 West, Salt Lake City, **Utah**)
- Hail Mary (160 E. 200 South, SLC, Utah)
- Golden Rule: United Farm Workers and César Chávez (located 500 North 600 West, Salt Lake City, **Utah**)
- Hope and Determination (located at 745 E 300 S, Salt Lake City, **Utah**)
- Saraswati (located at Horizonte, 1300 S Main, Salt Lake City, **Utah**)
- And Justice For All: 14th Amendment (located at Summit County Courthouse, Salt Lake City, **Utah**)
- Circle of Life, and Land, Water and Tradition (located at Whitehorse High School, Montezuma Creek, **Utah**)
- Revitalizing Hope (located at 500 North 622 West, Salt Lake City, **Utah**)
- Redemption (located at 622 West Girard, Salt Lake City, **Utah**)

If additional activities arise in the community, I may add to this list and I will inform you of it in class and/or via email.

**Homework** – Complete 3 reaction papers on your attendance at 3 of the mural exhibits/outside activities. (see explanation in syllabus) DUE FOLLOWING CLASS (at the beginning of class).

**Week 15. Research Project Presentations**

**Week 16. Research Project Presentations**

**Week 17. Final Project Paper Due (Tuesday/Wednesday)**