

## Mexican American, Latinx, & Borderlands Studies



**Professor:** Dr. Jennifer G. Correa

**Office:** 350D Central Academic Building (CAB)

**Email:** [jcorrea@tamusa.edu](mailto:jcorrea@tamusa.edu)

**Phone:** 210-784-2249

**Student Office Hours:** Tuesdays, 1 – 2 pm or by appointment

**Class Meetings:** Tuesdays, 2:00 pm – 3:15 pm

**Classroom Location:** MADLA, 236

---

### Life on the Line: History, Culture, & Resistance in the Borderlands

The U.S.–Mexico borderlands are more than a dividing line—they are a living space shaped by migration, cultural exchange, conflict, and resilience. This course centers the histories and experiences of Mexican-origin communities, whose stories are often missing from mainstream narratives of the Southwest. Today, over 10 million Latinas/os live in Texas, 87% of Mexican origin, with some counties—such as Laredo and the McAllen–Edinburg–Pharr–Mission area—reaching 90–95% Mexican-origin populations and Bexar County at nearly 60%. Through an interdisciplinary lens, we will look at topics such as the 1848 Treaty of Guadalupe Hidalgo, identity and belonging, immigration, curanderismo and health, environmental challenges, and border militarization. Using scholarly readings, films, and class discussion, will explore how history, culture, and politics intersect to shape the past, present, and future of the borderlands.

### LEARNING OBJECTIVES

- (1) **Explore** the historical, cultural, social, and political–economic dimensions of the U.S.–Mexico border, centering the lived experiences and contributions of Mexican and Mexican American peoples.
- (2) **Engage** with diverse disciplinary perspectives—such as history, sociology, anthropology, political science, and cultural studies—to investigate the U.S.–Mexico border and its impact on Mexican and Mexican American communities.
- (3) **Understand** and explain the deep historical roots and complex trajectories that have shaped Mexican and Mexican American communities and the formation of the U.S.–Mexico borderlands.

### Course Format & Student Expectations

- This is a hybrid course, and it meets once a week on Tuesdays. The rest of the work happens online via Blackboard. Attendance & participation are essential for learning and success.
- Weekly sessions mix discussion, collaboration, and reflection which are central to active learning.
- The syllabus is our roadmap and may be updated as needed; any changes will be announced in class and on Blackboard.

## **Student Success Tips**

- Prioritize attending every class meeting—your presence supports your learning and our shared discussions.
- Keep up with the assigned work and confirm submission receipts for all uploaded assignments. Blank or incorrect file types may be marked late or incomplete with the possibility of earning a low grade or a zero.
- Review class materials regularly: personal notes & textbook resources can all reinforce your understanding.
- Don't hesitate to ask questions—engaged learners grow the most.

## **Required Readings**

- Students will be provided with scholarly journals and/or selected chapters via Course Content in Blackboard.

## **Blackboard**

Grades, assignments, announcements, and course materials will be posted in Blackboard.

## **Course Policies & Conduct**

### **Academic Integrity & Generative AI Policy**

Developing your own voice in writing, analysis, and critical thinking is central to this course. All work must be your own. Use of unauthorized sources —generative AI tools (e.g. ChatGPT)—can be considered academic misconduct and subject to university policy. If you are ever uncertain, consult with me before submitting your work.

### **Preparation & Participation**

Come to class prepared by completing assigned readings prior to our meetings. Active engagement—asking questions, contributing to discussions, and connecting material to your own experiences—enhances your learning and our shared classroom environment.

### **Attendance & Absences**

Consistent attendance is crucial; If an emergency (e.g., illness, family matter) prevents attendance, notify me with documentation if possible. Staying in communication helps support your success.

### **Late Work & Makeup Policy**

Late work is generally not accepted unless advance notice and valid justification are provided. If you're struggling with a deadline, reach out early.

### **Grading Concerns**

You are welcome to schedule a meeting to discuss any concerns about your performance. Grades reflect the evaluation of your work—not a negotiation—but I am here to support your improvement and understanding.

### **Respectful Dialogue & Classroom Etiquette**

Sociology engages difficult and often contentious topics. Your responsibility is not to agree with every idea, but to critically examine multiple perspectives using a sociological lens. Civil, thoughtful discussion led by our readings is expected at all times. Out of respect for our shared learning space, please silence or turn off your phone during class. If you have urgent needs or accessibility concerns, let me know in advance.

### Communication & Email

Use your A&M–SA email account for all course-related communication. I typically respond within 24–48 hours during weekdays. Emails sent over the weekend may receive responses the following Monday.

## A&M–SA STUDENT CONDUCT POLICIES & RESOURCES

### Academic Integrity

Academic honesty is essential to your learning and to the university’s mission. All work submitted must reflect your own effort. Cheating, plagiarism, or any attempt to gain an unfair academic advantage violates university policy and may result in penalties including a failing grade or disciplinary action.

Refer to the Code of Conduct in the Student Handbook: <https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>.

### Texas Six-Drop Rule

Texas law limits undergraduates to six course drops over their academic career. Exceeding this limit can affect your record.

### Disability Support Services (DSS)

If you have a documented disability or face learning barriers, you may be eligible for academic accommodations. Contact DSS early to arrange support.

Location: CAB 210 | Email: [dsupport@tamusa.tamus.edu](mailto:dsupport@tamusa.tamus.edu) | Phone: (210) 784-1335. If aspects of this course design limit your access, please notify me so we can make adjustments.

### Jaguar Writing Center

Need help with writing? The Writing Center offers free tutoring on essays, presentations, reading strategies, and more. Location: CAB 208 | Email: [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu) | Phone: (210) 784-1332

## COURSE GRADE ASSESSMENTS (Brief Description)

Assignments	Brief Description	Points
Essay Exam 1	Traditional holistic essay questions based on course readings	40 pts
Essay Exam 2	“Professional-based Analysis” exam addressing one example scenario, informed by course readings	40 pts
Concept Memo	Typed + verbal discussion a key concept from assigned reading	20pts
Thematic Analysis Mapping	Visual + verbal analytical explanation of two themes from a course reading & New York Times article	60 pts
Participation	Based on class attendance, engagement, and discussion	20 pts
<b>Total Points→</b>		<b>180 pts</b>

### Final Grade

**162 – 180 = A**

**144 – 161.5 = B**

**126 – 143.5 = C**

**108 – 125.5 = D**

**Below 108 = F**

## ESSAY EXAMS

### Exam 1 (Critical & Reasoning Skills) (40 pts)

The Exam 1 may be comprised of four holistic essay questions (100-word minimum response for each numbered question). You will apply any important related concepts, evidence, and historical contexts from Weeks 1–5 readings. Sociology majors (and minors) can use American Sociological Association (ASA) citation style for in-text citations and references: [https://lib.trinity.edu/wp-content/uploads/2018/07/ASA-Style-Citations-5th-ed\\_rev.pdf](https://lib.trinity.edu/wp-content/uploads/2018/07/ASA-Style-Citations-5th-ed_rev.pdf) OR refer to your specific disciplinary formatting standards. Given the nature of Exam 1, it may take 2 weeks to assess and provide final grade.

#### Exam 1 Grading Criteria (10 pts for each numbered question)

- a) **Conceptual Understanding:** Clearly demonstrate knowledge of a key concept or theoretical framework from the readings. – 2 pts
- b) **Analysis:** Apply and interpret the concept using evidence and insight from assigned materials. – 4 pts
- c) **Communication:** Organize your response with logical flow, clear grammar, and strong structure. – 2 pts
- d) **Requirements:** Meets at minimum the 100-word count (per question), uses proper formatting, and is submitted by the deadline. – 2 pts

### Exam 2: Professional-Based Analysis (Analytical & Professional Application Skills) (40 pts)

**Instructions:** In this exam, you will step into a real-world professional role and respond to a specific scenario affecting Mexican American and Latinx communities in the U.S.–Mexico borderlands. You will apply any important related concepts, evidence, and historical contexts from Weeks 6–10 readings to explain the situation and recommend solutions. Choose only one scenario: Read the scenario carefully; Using at least two course readings, respond to the corresponding question prompts by applying any relevant course concepts, historical knowledge, and sociological analysis. Sociology majors (and minors) can use American Sociological Association (ASA) citation style for in-text citations and references: [https://lib.trinity.edu/wp-content/uploads/2018/07/ASA-Style-Citations-5th-ed\\_rev.pdf](https://lib.trinity.edu/wp-content/uploads/2018/07/ASA-Style-Citations-5th-ed_rev.pdf) OR refer to your specific disciplinary formatting standards. Given the nature of Exam 2, it may take 2 weeks to assess and provide final grade.

#### Scenario 1 – Immigration Policy and Detention

You are a consulting expert advising a state lawmaker about immigration detention in Texas. Some people say that detention centers and private prisons bring jobs to communities; others say they violate human rights and cost too much.

##### Answer these question prompts:

1. Using Patler & Golash-Boza and one other reading, explain how U.S. immigration policies, detention centers, and profit-making are connected.
2. Suggest one approach to immigration that could keep communities safe but cause less harm to immigrant families.

OR

#### Scenario 2 – Stopping Violence Against Women

You run a non-profit organization in El Paso–Ciudad Juárez that helps families affected by femicide (the killing of women because they are women). You're applying for a grant and need to explain the problem and what should be done.

##### Answer these questions:

1. Using Perello and one other reading, explain how femicide in border cities is linked to bigger issues like unfair labor conditions, border militarization, and lack of justice for victims.
2. Suggest one way your organization could help prevent this violence and support families seeking justice.

### Exam 2 Grading Criteria (40 pts total)

- a) **Understanding of scenario:** Demonstrate competence of the example scenario – 10 pts
- b) **Sociological Analysis:** Uses concept(s)/theoretical framework(s) in readings to address prompts – 10 pts
- c) **Sociological Conclusion:** Makes meaningful connections between the scenario and broader systems, structures, or inequalities – 10 pts
- d) **Communication** – organized, clear writing, correct grammar, & professional tone – 5 pts
- e) **Requirements** – meets at minimum the 400-word count, proper formatting, submitted on time – 5 pts

### Concept Memo: Breaking Down Big Ideas (Synthesis & Communication Skills) (20 pts)

Purpose: You've been engaging with complex ideas in this course. This memo asks you to choose one key idea or concept from an assigned reading and unpack it — what it means, why it matters, and how it connects to broader social patterns. Essentially, your translating complex academic ideas into accessible language and identifying and explaining a sociological concept. You're not just summarizing — you're becoming a translator of academic ideas while highlighting the sociological significance of the concept. What to Do: 1. Choose a concept from an assigned reading (e.g., *border militarization*, *human rights*, *abrogation*); 2. Break it down: Explain the concept in plain language, step by step; 3. Contextualize it: Use examples from the reading (and your own words) to illustrate how it works in real life; 4. Make the sociological connection: What larger systems, power structures, or inequalities does this concept reveal? Why is it relevant to understanding the Mexican American/Latino/a experience or border issues today? 5. Present concept to your peers by breaking down a big idea (or concept) into accessible language. Submit typed analytic memo via Blackboard by noted deadline. Concept Memo options & deadline are noted in Course Schedule – memo must be over an upcoming reading, not yet lectured on.

### Concept Memo Grading Criteria (20 pts)

1. **Identification** of key idea (or concept) – 5 pts
2. **Explanation** of concept via use of example(s) from reading – 5 pts
3. **Sociological significance** (or connection) – 5 pts
4. **Requirements:** clear organization, length (at minimum 150-words), & communication – 5 pts

### Thematic Analysis Mapping (Analysis, Information-Literacy, Mapping Skills) (60 pts)

For your final project, you will work individually to create and present a Thematic Map using Canva. This is your chance to dig deep into our course materials, connect them with a *real-world* example from the *New York Times*, and then visually map out the connections you find. A thematic analysis is a way of spotting patterns, connections, and underlying ideas in what we read. A student can choose any course assigned reading to draw thematic connection to a NYT article. Here, you'll:

1. Identify a theme from one of our course readings.
2. Identify a related theme from a New York Times article.
3. Analyze how they connect, differ, or complicate each other.
4. Explain why this connection matters sociologically—especially in relation to Mexican American and Latinx communities.
5. Turn your findings into a visual thematic map that tells this story clearly and creatively.

---

### Getting Started

Step 1 – Access the New York Times

As A&M–SA students, you have free NYT access:

1. Go to the A&M–SA Homepage → search “Library.”
2. Scroll down and click “Databases by Type.”
3. Click “Newspapers” from the list.
4. Select the letter “N.”
5. Choose “New York Times All Access Digital Pass (The New York Times Company).”
6. Log in with your university username and password.
7. Follow the instructions to register your free NYT account.

Step 2 – Theme Brainstorming

You should:

- Pick one key theme from a course reading.
- Pick one related theme from a NYT article (you can choose any article that connects in some way—historically, culturally, socially).
- Look for links—do they highlight similar struggles? Opposing viewpoints? Generational shifts? Intersectional factors?

Step 3 – Building the Map

Your Thematic Map should:

- Clearly label both themes.
- Show how they connect (similarities, differences, nuances).
- Include short explanatory notes for context.
- Be visually clear and engaging – color, spacing, and structure matter!

Thematic Map Grading Criteria	Points
1. Identify two themes (one from reading, one from NYT) – <i>the what</i>	12 pts
2. Analyze and explain the link between the two themes – <i>the how</i>	12 pts
3. Discuss sociological relevance – <i>the why</i>	12 pts
4. Thematic Map Presentation (communication, organization, etc.)	12 pts
5. Submit Thematic Map by deadline	12 pts
<b>Total</b>	<b>60 pts</b>

### Participation (Active Listening, Civic Awareness, & Public Speaking Skills) (20 pts)

Your participation grade reflects your engagement during our face-to-face class sessions. This includes contributing to discussions, asking questions, and actively listening. Different students engage in different ways—what matters most is your consistent presence, meaningful, and productive effort to connect with the material and the class<sup>1</sup>:

1. **High Participation** = 20 pts (A student *frequently* participates in meaningful & productive discussion regarding lecture/textbook during class meetings)
2. **Moderate Participation** = 15 pts (A student *periodically* participates in meaningful & productive discussion regarding lecture/textbook during class meetings)
3. **Low Participation** = 10 pts (A student *seldomly* participates in meaningful & productive discussion regarding lecture/textbook during class meetings)
4. **No Participation** = 0 pts (A student *never* participates in any meaningful & productive discussion or exchange throughout entire semester).

---

<sup>1</sup> **Note:** Meaningful in this context refers to its relevance to the subject/topic as embedded in class lecture and the textbook. Productive in this context refers to input that illustrates critical thinking and can potentially positively elevate the subject matter in an evidence-based direction. Participation is not solely focused on whether a student is present, although that is a major factor.

## **Course Schedule: Readings, Exams & Due Dates**

### **WEEK 1**

#### **Course Introduction**

##### **AUGUST 26, TUESDAY (F2F IN-CLASS MEETING)**

- COURSE INTRODUCTION
- **READ VIA BLACKBOARD COURSE CONTENT:**
  - RICHARD GRISWOLD DEL CASTILLO “MANIFEST DESTINY,” PP. 31-43.

##### **AUGUST 28, THURSDAY (OLC-S)**

- **READ VIA BLACKBOARD COURSE CONTENT:**
  - JOHN L. SULLIVAN “THE MANIFEST DESTINY,” PP. 1-3.
- **READ VIA ONLINE LINK:**
  - “Where did the term Manifest Destiny come from?” URL Link:  
<https://www.britannica.com/video/origins-Manifest-Destiny/-258156>.

### **WEEK 2**

#### **Manifest Destiny & Treaty of Guadalupe Hidalgo**

##### **SEPTEMBER 2, TUESDAY (F2F IN-CLASS MEETING)**

- **CONCEPT MEMO DISCUSSANTS, 3 MINUTES EACH, UP TO 3 STUDENTS (OPTIONS: GRISWOLD DEL CASTILLO OR SULLIVAN).**
- LECTURE HIGHLIGHTS OVER GRISWOLD DEL CASTILLO & SULLIVAN.
- **READ VIA BLACKBOARD COURSE CONTENT:**
  - PABLO VILA “CONSTRUCTING SOCIAL IDENTITIES IN TRANSNATIONAL CONTEXTS: THE CASE OF THE MEXICO-US BORDER,” PP. 75-87.

##### **SEPTEMBER 4, THURSDAY (OLC-S)**

- **WATCH SHORT FILM:**
  - “LIVING IN DUAL CULTURES ON THE US/MEXICO BORDER” URL LINK:  
<https://www.youtube.com/watch?v=24YtotEC2ag>.



## WEEK 3

### Identity Formation on US-Mexico Border

#### SEPTEMBER 9, TUESDAY (F2F IN-CLASS MEETING)

- CONCEPT MEMO DISCUSSANTS, 3 MINUTES EACH, UP TO 3 STUDENTS (OPTIONS: VILA).
- LECTURE HIGHLIGHTS OVER VILA'S "CONSTRUCTING..."
- READ VIA BLACKBOARD COURSE CONTENT:
  - REBECCA LOPEZ "USE OF ALTERNATIVE MEDICINE BY MEXICAN AMERICAN WOMEN" PP. 1-9.

#### SEPTEMBER 11, THURSDAY (OLC-S)

- READ VIA BLACKBOARD COURSE CONTENT:
  - MARITZA TAFUR ET AL. "A REVIEW OF *CURANDERISMO* AND HEALING PRACTICES AMONG MEXICAN AND MEXICAN AMERICANS," PP. 1-8.

## WEEK 4

### Spirituality & *Curanderismo* (Folk healers)

#### SEPTEMBER 16, TUESDAY (F2F IN-CLASS MEETING)

- CONCEPT MEMO DISCUSSANTS, 3 MINUTES EACH, UP TO 3 STUDENTS (OPTIONS: LOPEZ OR TARFUR).
- LECTURE HIGHLIGHTS OVER LOPEZ "USE OF ALTERNATIVE..." & TARFUR "A REVIEW OF..."
- READ VIA BLACKBOARD COURSE CONTENT:
  - PISANI, PAGAN, LACKAN, & RICHARDSON "SUBSTITUTION OF FORMAL HEALTH CARE SERVICES BY LATINOS/HISPANICS IN THE US-MEXICO BORDER REGION OF SOUTH TEXAS, PP. 885-889.

#### SEPTEMBER 18, THURSDAY (OLC-S)

- READ VIA ONLINE LINK:
  - "U.S.-Mexico Border Region Communities," URL Link: <https://mhpsalud.org/who-we-serve/us-mexico-border-region/>.



## WEEK 5

### Health & Illness/**Essay Exam 1**

#### SEPTEMBER 23, TUESDAY (F2F IN-CLASS MEETING)

- **CONCEPT MEMO DISCUSSANTS, 3 MINUTES EACH, UP TO 3 STUDENTS (OPTION: PISANI ET AL.).**
- LECTURE HIGHLIGHTS OVER PISANI, PAGAN, LACKAN, & RICHARDSON “SUBSTITUTION OF FORMAL HEALTH...”
- **ESSAY EXAM 1:** QUESTIONS WILL DRAW FROM LECTURES WEEK 1 TO WEEK 5 – GRISWOLD DEL CASTILLO TO PISANTI, ET AL.
- **READ VIA BLACKBOARD COURSE CONTENT:**
  - JOSEPH M. SIMPSON & JENNIFER G. CORREA “ABROGATION OF PUBLIC TRUST IN THE PROTECTED LANDS OF THE TEXAS LOWER RIO GRANDE VALLEY,” PP. 1-18.

#### SEPTEMBER 25, THURSDAY (OLC-S)

- **Students will continue to work on Essay Exam 1.**

## WEEK 6

### Environmental Challenges/**ESSAY EXAM 1 DUE**

#### SEPTEMBER 30, TUESDAY (F2F IN-CLASS MEETING)

- **CONCEPT MEMO DISCUSSANTS, 3 MINUTES EACH, UP TO 3 STUDENTS (OPTION: SIMPSON & CORREA).**
- LECTURE HIGHLIGHTS OVER SIMPSON & CORREA “ABROGATION OF PUBLIC TRUST...”
- **ESSAY EXAM 1 DUE TODAY:** PLEASE SUBMIT EXAM 1 VIA BLACKBOARD IN EXAMS & QUIZZES UNDER “ESSAY EXAM 1 9-30-2025.”
- **READ VIA BLACKBOARD COURSE CONTENT:**
  - WALTER EWING “OPPORTUNITY AND EXCLUSION: A BRIEF HISTORY OF U.S. IMMIGRATION POLICY,” PP. 1-7.
  - Kelly Lytle Hernandez “Mexican Immigration to the United States” pp. 25-29.

#### OCTOBER 2, THURSDAY (OLC-S)

- **READ VIA BLACKBOARD COURSE CONTENT:**
  - CAITLIN PATLER AND TANYA GOLASH-BOZA “THE FISCAL AND HUMAN COSTS OF IMMIGRANT DETENTION AND DEPORTATION IN THE UNITED STATES,” PP. 1-9.
- **WATCH SHORT FILM:**
  - “CNBC: Who Makes Money from Private Prisons?” URL Link:  
<https://www.youtube.com/watch?v=3uv7iK5UxM4>.

## WEEK 7

### Immigration & Detention

#### OCTOBER 7, TUESDAY (F2F IN-CLASS MEETING)

- CONCEPT MEMO DISCUSSANTS, 3 MINUTES EACH, UP TO 3 STUDENTS (OPTIONS: EWING OR HERNANDEZ OR PATLER AND GOLASH-BOZA).
- LECTURE HIGHLIGHTS OVER EWING “OPPORTUNITY...”, HERNANDEZ “MEXICAN IMMIGRATION...” & PATLER AND GOLASH-BOZA “THE FISCAL...”
- **READ VIA BLACKBOARD COURSE CONTENT:**
  - ALLESANDRO PERELLO “JUAREZ FEMICIDES: CAUSES, CHALLENGES, AND THE HOPE FOR CHANGE,” PP. 49-56.

#### OCTOBER 9, THURSDAY (OLC-S)

- **READ VIA ONLINE LINK:**
  - “Understanding the dynamics of femicide in Mexico,” URL Link: <https://www.visionofhumanity.org/understanding-the-dynamics-of-femicide-of-mexico/>.

## WEEK 8

### Gender-Based Violence

#### OCTOBER 14, TUESDAY (F2F IN-CLASS MEETING)

- CONCEPT MEMO DISCUSSANTS, 3 MINUTES EACH, UP TO 3 STUDENTS (OPTION: PERELLO).
- LECTURE HIGHLIGHTS OVER PERELLO’S “JUAREZ FEMINICIDES...”
- **READ VIA BLACKBOARD COURSE CONTENT:**
  - TIMOTHY DUNN “BORDER MILITARIZATION VIA DRUG AND IMMIGRATION ENFORCEMENT: HUMAN RIGHTS IMPLICATIONS,” PP. 7-24.

#### OCTOBER 16, THURSDAY (OLC-S)

- **WATCH DOCUMENTARY FILM:**
  - “THE BALLAD OF ESEQUIEL HERNANDEZ” URL LINK: <https://tamusa.idm.oclc.org/login?url=http://tamusa.kanopystreaming.com/video/ballad-esequiel-hernández-0>.

## **WEEK 9**

### **Border Militarization & Human Rights**

#### **OCTOBER 21, TUESDAY (F2F IN-CLASS MEETING)**

- **CONCEPT MEMO DISCUSSANTS, 3 MINUTES EACH, UP TO 4 STUDENTS (OPTION: DUNN).**
- LECTURE HIGHLIGHTS OVER DUNN'S "BORDER MILITARIZATION..." & DOCUMENTARY FILM "THE BALLAD..."

#### **OCTOBER 23, THURSDAY (OLC-S)**

- NO FURTHER READINGS.

## **WEEK 10**

### **Discuss Thematic Map Project / Essay Exam 2**

#### **OCTOBER 28, TUESDAY (F2F IN-CLASS MEETING)**

- PROFESSOR WILL BEGIN ASSISTING STUDENTS W/ PROJECTS.
- **ESSAY EXAM 2:** QUESTIONS WILL DRAW FROM LECTURES WEEK 6 TO WEEK 10 – SIMPSON & CORREA TO DUNN.

#### **OCTOBER 30, THURSDAY (OLC-S)**

- **Students will continue to work on Essay Exam 2.**

## **WEEK 11**

### **Work on Thematic Map Project/ Essay Exam 2 Due**

#### **NOVEMBER 4, TUESDAY (F2F IN-CLASS MEETING)**

- PROFESSOR WILL ASSIST STUDENTS W/ PROJECTS.
- **ESSAY EXAM 2 DUE TODAY:** PLEASE SUBMIT EXAM 1 VIA BLACKBOARD IN EXAMS & QUIZZES UNDER "ESSAY EXAM 2 11-4-2025."

#### **NOVEMBER 6, THURSDAY (OLC)**

- STUDENTS WILL CONTINUE TO WORK ON POSSIBLE IDEAS FOR THEMATIC PROJECTS AND BRING THEM TO NEXT F2F CLASS MEETING – NOV. 14, TUESDAY.

## **WEEK 12**

### **Work on Thematic Map Project**

#### **NOVEMBER 11, TUESDAY (F2F IN-CLASS MEETING)**

- PROFESSOR WILL ASSIST STUDENTS W/ POSSIBLE IDEAS FOR THEMATIC PROJECT

#### **NOVEMBER 13, THURSDAY (OLC-S)**

- STUDENTS WILL CONTINUE TO PUT TOGETHER A DRAFT/NOTES OF POSSIBLE IDEAS FOR THEMATIC PROJECT AND BRING THEM TO NEXT F2F CLASS MEETING – NOV. 18, TUESDAY.

## **WEEK 13**

### **Thematic Map Presentations Kick-Off (Day 1)**

#### **NOVEMBER 18, TUESDAY (F2F IN-CLASS MEETING)**

- **4 STUDENTS** WILL PRESENT FOR 10 MINUTES EACH.  
STUDENTS SCHEDULED TO PRESENT TODAY SUBMIT THEMATIC MAP PROJECT TO BLACKBOARD UNDER EXAMS & QUIZZES “THEMATIC MAP PROJECTS 11-28-2023” BY 11:59 P.M.

#### **NOVEMBER 20, THURSDAY (OLC-S)**

- STUDENTS WHO HAVE NOT YET PRESENTED WILL USE TODAY TO CONTINUE POLISHING UP THEIR PRESENTATIONS.

## **WEEK 14**

### **Thematic Map Presentations Kick-Off (Day 2)**

#### **NOVEMBER 25, TUESDAY (F2F IN-CLASS MEETING)**

- **4 STUDENTS** WILL PRESENT FOR 10 MINUTES EACH.  
STUDENTS SCHEDULED TO PRESENT TODAY SUBMIT THEMATIC MAP PROJECT TO BLACKBOARD UNDER EXAMS & QUIZZES “THEMATIC MAP PROJECTS 12-5-2023” BY 11:59 P.M.

## **THANKSGIVING BREAK**

### **November 27<sup>th</sup> – 29<sup>th</sup>**

### **WEEK 15**

#### **Thematic Map Presentations Kick-Off (Day 3)**

##### **DECEMBER 2, TUESDAY (F2F IN-CLASS MEETING)**

- **4 STUDENTS** WILL PRESENT FOR 10 MINUTES EACH.  
STUDENTS SCHEDULED TO PRESENT TODAY SUBMIT THEMATIC MAP PROJECT TO BLACKBOARD UNDER EXAMS & QUIZZES “THEMATIC MAP PROJECTS 12-5-2023” BY 11:59 P.M.