

The University of Texas – El Paso

CHIC 3339: Cultural Diversity & Youth in the US:

CHIC 3339, CRN 11423, Fall 2018

M/W 10:30am-11:50am

Aug. 27, 2018 – Dec. 6, 2018

EDUC 112

“Never let schooling get in the way of your education.” Mark Twain

Instructor: Professor Adrian Aragonés

Office: Graham Hall, 200

Office Hours: Tuesdays 1:30pm – 2:30 pm

Phone: (915) 747-6611

Email: aaaragonés@utep.edu // Blackboard Email (use the provided link on your Blackboard page, left-hand side.)

Course Librarian: Joy Urbina

Office, LIB 32

Email: Jurbina4@utep.edu

Phone: (915) 747-5066

Instructor Availability:

Hello There!

Welcome to the class. I am here to help you without exception or condition. However, in order to provide help in an effective, efficient, and timely manner – you need to communicate with me. Let me know what’s up. If I do not know what the problem is, I can’t help you or work to find a solution. Accordingly, you have my information...use it.

If you call, leave your name, the class name and time, and callback number. Finally, leave a brief message so that I can know what your comment, question, or concern is.

If you email, use the Blackboard email found in your Blackboard Shell. This way, I can make sure to answer your mail in a timely manner. I check this email at least three times each day.

Course Description:

- Students will engage the history of the US public school system from 1880s to the Present.
- Students will analyze the influence of the American Industrial Revolution, eugenics, nationalism, immigration, economics, politics, and culture had (and still has) on education.
- Students will think critically about resistance and push-back against racism and segregation in the public schools from marginalized communities prior to *Brown v. the Board of Education*.
- Compare and contrast: assimilation, acculturation, and multiculturalism.
- Engage theoretical implications of implicit marginalization of students via the intentional withholding or outright denial in resources, people, and monies to Chicana/o and Latino Students.
- Consider the weaponization of IQ-tests and standardized testing as a means to in qualify and quantify people's academic and economic opportunity and quality of life.
- How perceptions and perspectives about language are used to limit academic opportunity.
- Understand that marginalized communities like Chicana/o and Latina/o communities are not static and create their own agency for change.
- Critical analysis of socio-cultural barriers that isolate and disconnect communities from accessible education and related opportunities.
- As a member of society, there will be ample opportunity to see where you fit, if at all, in existing conversations regarding education, marginalization, and privilege.

Required Materials & Texts:

- Kliebard, Herbert M., *The Struggle for the American Curriculum*. New York: Routledge Press, 1995. ISBN: 0-415-91013-7
- Leonardo, Zeus, *Education and Racism: A Primer on issues and dilemmas*, New York: Routledge, 2014. ISBN: 978-0-415-89101-1
- Au, Wayne, *Reclaiming the Multicultural Roots of US Curriculum: Communities of Color and Official Knowledge in Education*, Teacher's College Press, 2016. ISBN: 0807756784
- Readings will also be made available in PDF format in Blackboard
 - Readings assigned in PDF format in Blackboard will be identified with (A).
 - Readings assigned in Borders will be identified with (T) = textbook
- (1) Highlighter
- (1) Black or blue pen
- (1) 2-pocket folder

Grading: A grading rubric will be explained and provided in class.

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

General Format of Assignments:

Specific instructions and due dates will be reviewed in class.

(4) Journal Entries:

An opportunity for the students to share and submit a well-written critical response to questions referencing assigned readings, podcast, extra-curricular activity, or movie. These will be submitted in hard-copy format due at the beginning of class on specific days.

(2) Extra-curricular activities (cultural/social events):

Students are required to participate in 1 off-campus extra-curricular activity as well as 1 on-campus activity. These will require proof of attendance and a journal entry as well.

Quizzes:

An opportunity for students to demonstrate they have engaged specific assignments. These will be done in-class on random dates.

Mid-term – there is no midterm.

Meeting with the Instructor:

Each student will be required to meet with the Professor 2xs during the semester. The meetings must be scheduled via Blackboard email. Each meeting should take place with, at minimum, three weeks between each meeting. The first should take place within the first 4 weeks of the course. We will discuss transition into the course, academic progress, and provide an opportunity for students to ask questions or share thoughts and comments on anything UTEP or the course itself.

Writing Portfolio:

All students will be required to keep, update, and maintain their work in a folder for the duration of the course. The portfolio is an opportunity for both the Student and Professor to stay current with progress and participation in the class. Also, this is a key component to the final exam. Details will be discussed in class throughout the semester.

Library Visits:

One library visit is mandatory, will help students familiarize themselves with resources at the UTEP Library. Further, the visit will provide much needed opportunity to learn invaluable research skills that will help in the Team Project but also in all future scholarly/academic endeavors at UTEP and beyond.

Final Project: Creating a paradigm shift in Education:

Students will prepare for a narrated video, a poster-session of their research, and an 800-word written reflection paper.

1. Students will:
 - a. Choose one event or persons or community specific to education as it relates to Chicana/o, Mexican, Mexican American diaspora within the context of the US education system.
 - b. Choose a specific context in which to critically think about their topic: policy, language, immigration, economics, and etcetera....
 - c. Provide a policy change that can lead to a paradigm shift to the way we think about education.
 2. Your topic should be viewed within the historical context engaged in the assigned material in the course: immigration, social, political, economic, and educational diaspora.
 - Part I: the team creates a proposal and accompanying bibliography in APA format.
 - Part II: In-class peer review of proposal and bibliography.
 - Part III: Present draft to class.
 - Part IV: Teams work on visual presentation, which must be narrated and each student must contribute a section to the final project.
 - Part V: Present final project to class.
1. **Attendance:** Attendance and participation in class are required. Should you miss a class, you are still responsible for everything that is covered in that class. Missing class or being late is no excuse for missing a due date or misunderstanding an assignment. Therefore, you will want to make contact with a classmate, not the instructor, to find out what you missed.
 2. **Dropping the Class:** Students may drop the class and receive a “W” any time before **October 5, 2018**. It is the student’s responsibility to drop/withdraw from the class.
 3. **Format of Written Work:**
 - **Black ink**
 - **Times New Roman 12 pt. font**
 - **1-inch margins, double-spaced, on white paper.**
 - In-class assignments require a black or blue pen.
 - No work in pencil is unacceptable.
 4. **Technical issues with Blackboard**
 - Any problems or issues with submitting/downloading/viewing anything on or related to Blackboard, students need to contact Tech Support before contacting the instructor. After contacting tech support, students should then notify the instructor.

5. Deadlines:

- Assignments are due at the beginning of class on the due date or as explained otherwise.
- All late work subject to the loss of one letter grade for each day it is late.

6. Academic Dishonesty: Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to cheating, plagiarism, and collusion. **Cheating** may involve copying from or providing information to another student, processing unauthorized materials during a test, or falsifying research data on laboratory reports. **Plagiarism** occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. **Collusion**, involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from the University for such actions.

7. Students with Disabilities: I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me personally before or after class in the first two weeks or make an appointment, to discuss any special needs you might have. If you have a documented disability and require specific accommodations you will need to contact the **Center for Accommodations and Support Services (CASS)** at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106 within the first two weeks for classes. For additional information please visit the CASS website at www.sa.utep.edu/cass

8. Student Conduct: [From the Handbook of Operating Procedures: Student Affairs]: Each student is responsible for notice of and compliance with the provisions of the Regents **Rules and Regulations**, which are available for inspection electronically at <http://www.utsystem.edu/bor/rules/homepage.htm>. We will have frequent discussions and students are expected to tolerate and respect the opinions of others. All students are expected to behave as responsible adults.

9. NO USING PHONES IN CLASS UNLESS WE HAVE A PRIOR AGREEMENT. YOU RISK LOSING A LETTER GRADE FROM YOUR FINAL GRADE FOR EVERY INFRACTION – NO EXCEPTIONS. IT IS ABOUT RESPECT AND PROFESSIONAL COURTESY.

10. UTEP Final Exam Policy [From the 2017-18 UTEP Undergraduate Catalog]:

Exemption from final examinations cannot be given. Final examinations are scheduled to be two hours, forty-five (45) minutes in length and take place during the final examination period. It is the policy of the University not to administer a second final examination in a course. It is also University policy that students shall not have more than two final examinations in a single day. In the unlikely event that the examination schedule results in a student having three final examinations on a single day, the faculty member upon the request

of the student shall reschedule the second of that student's three examinations.

11. The Professor reserves the right to alter or change any and all parts of the syllabus in an effort to benefit the greater good of the class. Any updates or changes will be announced in class and students will receive an online copy as well.

Course Calendar

The following is subject to change. Any changes will be announced in class. If you are absent, you are responsible for finding out about any changes.

In the Syllabus and Course Calendar, assignments will be identified in the following manner"

- (T) = "Textbook"
- (A) = Articles in PDF format found in Blackboard
- Films and Podcasts will be found in Blackboard

I. History of Education in the US

Week 1: (M) Aug. 27 – Introduction

- Ice-breaker
- Explain Final Project
- Choose research teams
- Exchange contact info

(W) Aug. 29 – What is Education?

In-class:

- Ice Cube, "Gangsta Rap Made Me Do It"
- Pink Floyd, "Another Brick in the Wall"
- 1+1=3
- Due: Plagiarism Video
- Quiz: opens today at 5pm and will close tomorrow, Thursday, Aug. 30th at 11:59pm.

Week 2: "Destroy the Indian, save the man."

(M) Sept. 3 **NO CLASS on MONDAY.** – University closed for Labor Day Holiday.

(W) Sept. 5

- (A) "Imitation White Man": Images of Transformation at the Carlisle Indian School", Malmsheimer
- **DUE: Journal Entry #1**

Week 3: Understanding Brownness and Whiteness: not brown people, not white people

(M) Sept. 10 –

- **DUE:** (A) “The Brown Threat: Post-911 confluences of Latina/os and Middle Eastern Muslims in the US American imagination.” Christopher Rivera, 2014.

(W) Sept. 12

- Teams discuss project ideas
- In-class activity: “I’m not racism but....”

Week 4: “Mexicans are inherently lazy because they lack the Protestant work ethic [...].”

(M) Sept. 17

- **DUE:** (T) Kliebard, “Curriculum Ferment in the 1890s”, pp.1-25. (Chpt 1.)

(W) Sept. 19

- **In-class:** IQ testing

Week 5: “Veiled Racism”

(M) Sept. 24

- **DUE:** (T) Leonardo, “Education and racism”, pp. 1-12. (Intro)

(W) Sept. 26

- **In-class movie:** “I am not your Negro”

II. Institutionalization of Learning via a single story and a singular narrative

Week 6: Everybody gets welfare, not only the “poor”.....

(M) Oct. 1

- **In-class activity:** TBA
- **DUE: Journal Entry #2**

(W) Oct. 3

- **DUE:** (T) Kliebard, “The Curriculum versus the Child”, pp. 26-50. (Chpt. 2)

Friday, October 5, 2018 Last day to withdrawal with a “W”.

Week 7: Project Time

(M) Oct. 1

- **Library Research (Teams 1-7 work on annotated bibliography)**
- **Project update with Instructor (Teams 8 -15).**

(W) Oct. 3

- **Library Research (Teams 8-15 work on annotated bibliography)**
- **Project update with Instructor (Teams 1-7).**

**Week 8: By 2020, Hispanics will be the largest non-white enrollment in US universities
-Bixler/Ortega**

(M) Oct. 8

- **DUE: Annotated Bibliography (draft)**
- **DUE: Podcast:** Latinos Achievement Gap Narrows in Higher Education, NPR (54min)

(W) Oct. 10

- **DUE: Leonardo, “Curriculum and Racism”, pp. 13-32. (Chpt. 1)**

III. Resisting and Un-marginalizing People through Education

Week 9: OLLIN = Movimiento//movement

(M) Oct. 15

- **Due: Annotated Bibliograph**

(W) Oct. 17

- **DUE:** (T) Leonardo, “Culturally, Relevant Education and Racism”, pp. 33-54.(Chpt. 2)

Week 10: OLLIN – Movimiento//movement II

(M) Oct. 22

- **DUE:** (T) Kliebard, “Curriculum of the Dewey School”, pp.1-25. (Chpt. 3)

(W) Oct. 24

- **In-class Guest Presentation:**
 - Manuela Gomez
 - Carlos Gallinar

Week 11: Limitations of STEM versus STEAM in the classrooms

(M) Oct. 29

- **DUE:** (T) Au, “Cultural Maintenance or “Americanization”, pp. 80-112. (Chpt. 3)
- **Due: Journal Entry #3**

(W) Oct. 31

- **In-class:** Halloween, Dias de Los Muertos, Friday the 13th

12: Multiculturalism, Assimilation, and Acculturation

(M) Nov. 5

- **DUE:** Au, African American Curriculum History: A Revisionist Racial Project, pp114-118. (Chpt. 5)

(W) Nov. 7

- **TBA**

Week 13: Control how they think and you’ll never worry about what they’ll do. – Carter Woodson.

(M) Nov. 12

- **DUE:** Au, African American Curriculum History: A Revisionist Racial Project, pp. 119-142. (Chpt. 5)

(W) Nov. 14

- **DUE: Journal Entry #4**

Week 14:

(M) Nov. 19

- Power point & peer review of project.

(W) Nov. 21

- Power point & peer review of project.

Nov. 22 THANKSGIVING HOLIDAY: UNIVERSITY CLOSED

Week 15: (M) Nov. 27

- Formal project presentation to the class.

(W) Nov. 29:

- Formal project presentation to the class.

Week 16: Final Exam, the day of....

- **DUE: Collaborative paper, a hard-copy must be submitted.**

Note:

**Saturday, December 8, 2018 Entering Student Research and Creative Projects
Showcase: This does count as an extra-curricular activity**

TEAMMATE NETWORK:

Name
UTEP E-mail
Phone #

Name
UTEP E-mail
Phone #

Name
UTEP E-mail
Phone #

Name
UTEP E-mail
Phone #