

The University of Texas - El Paso

CHIC 3339: Cultural Diversity & Youth in the US:
CHIC 3339, CRN 21084, Spring 2020
M/W 10:30am-11:50am
Jan. 21 - May 14: Psychology 115

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

Instructor: Professor Adrian Aragonés

Office: Graham Hall, 200

Office Hours: Tuesdays 11am - 1pm

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Course Librarian: Joy Urbina

Office, LIB 32

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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:

- Examine the history of the public education system in the US, circa the 1920s.
- Interrogate education as an institution to see the embedded biases against people of color, namely against Latinas/os, African-Americans, and Chicanas/os.
- Consider the role of IQ-testing in qualifying and quantifying people's academic ability.
- Consider the role of standardized testing in qualifying and quantifying people's academic ability.
- How language is used to limit academic opportunity.
- Acknowledge that marginalized communities are not static and create their own agency for change.

Required Materials & Texts:

- Freire, Paulo, "Pedagogy of the Oppressed". Any edition will suffice.
- Articles, movies, videos, and podcasts will be provided via Blackboard.

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.

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.

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.

Library Visits:

Two library visits, both are mandatory, will help students familiarize themselves with resources at the UTEP Library. Further, the visits 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: Institutional racism:

Students will prepare for a poster-session of their research as done in professional and academic conferences. This will include, but not limited to, a 1200+ word research paper - on a topic chosen by a student and approved by the instructor.

1. Topics will address the Mexican American diaspora within the context of making change in the education system
 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. You can miss a total of 3 class-days. Starting on the 4th, you will lose 1 letter-grade per absence. 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. **There are no make-ups for any assignments, quizzes, tests, presentations, and so forth.**
 2. **Dropping the Class:** Students may drop the class and receive a "W" any time before **April 3, 2020**. 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.
- Late work is not accepted. Also, if you miss an in-class peer-review session, you cannot submit a final draft of the work for credit.

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.

I. History of Education in the US

Week 1:

(W) Jan 22- Introduction

- Videos:
 - Plagiarism: Lesson I
 - Plagiarism: Lesson II
 - Danger of a Single Story
- Quiz: Opens Saturday @ 5pm; it closes Mon. Jan 27 @ 11:59pm.

Week 2:

(M) Jan. 27

- Intro: Perspective and Perception

(W) Jan. 29

- Intro: Color = power; language = power; knowledge = power
- **No quiz for this week.**
- Next week:
 - video: please watch, "expanding the table of racial equity."
(Blackboard)
 - read: Salvucci, Mexicans, Mexican Americans in US Hist textbooks...
(Blackboard)

Week 3:

(M) Feb. 3

Due:

- video: "expanding the table of racial equity." (Blackboard)
- read: Salvucci, *Mexicans, Mexican Americans in US Hist textbooks...* (Blackboard)
- Journal Entry will be assigned today. It will be due next Mon. Feb. 10.
 - Bring one hard-copy for peer-review. No computer versions accepted.
 - If you do not have a printed hard-copy, you cannot participate in the in-class peer-review.

(W) Feb. 5

- In-class activity: "I'm not racism but...."; "I don't see color"

Week 4:

(M) Feb. 10

- **Read:** Freire, pp. 11-22. (Preface & Forward)
- In-class peer-review.
 - Bring one hard-copy to class. Assignments in digital format not accepted.
 - Submit revised version in Blackboard by Tues., Feb. 11 @ 11:59pm.

(W) Feb. 12

- **In-class test:** IQ test
- Due:
 - Quiz opens Fri. 14 @5pm and closes Sun. Feb 16

Week 5:

(M) FEB. 17

- Due:
 - **Read:** Friere, pp. 23-51. (Chapter 1).

(W) Feb. 19

- Due:
 - Quiz opens Fri. Feb. 21; it closes Sun. Feb 23 @ 11:59pm.

Week 6:

(M) Feb. 24

Due:

- Friere, pp. 52-67. (Chapter 2)
- Journal Entry assigned today; due next Mon. Mar. 2

(W) Feb. 26

- Discussion: Teacher-student relationship.

Week 7:

(M) Mar. 2

- **In-class movie: Waiting for Superman, Part I**
- **Due:**
 - Journal Entry #2 - 1 hard-copy for peer-review.
 - Submit revised version in Blackboard, Tues. Mar 3 @ 11:59pm

(W) Mar. 4

- **In-class movie: Waiting for Superman, Part II**
- **Due:**
 - Quiz opens Friday, Mar 6 @ 5pm; it closes Sun. Mar 8 @ 11:59pm.

Week 7:

(M) Mar 9

- **In-class: "I'm not your Negro", part I**
- **Read:** Friere, pp. 23-51. (Chapter 1).

(W) Feb. 19

- **In-class: "I'm not your Negro," part II**
- **Final Project discussed - projects selected.**
- **Due:**
 - Quiz opens Fri. Feb. 21; it closes Sun. Feb 23 @ 11:59pm.

WEEK 8

MARCH 16 20 SPRING BREAK. REST, BE SAFE!

Week 9:

(M) Mar. 23

- Library Visit: Group II
- Group I meets (as usual) in classroom.

(W) Mar. 25

- Proposal assigned.
 - Due, Monday, Mar. 20
 - One hard-copy for in-class peer-review

Week 10:

(M) Mar 30

- Due:
 - Proposal: for in-class peer-review
 - submit final draft by Tues, Mar 31 @ 11:59pm.
 - Friere, pp. 66-105 (Chapter 3)
 - Project essay - draft I - assigned

(W) Apr. 1

- Group discussion about project

Week 11:

(M) Apr. 6

- assigned, Project essay II
 - hard-copy due, Mon. Apr. 13 for in-class peer-review.

W) Apr. 8

- Due:
 - Podcast: TBA
 - Movie: TBA

Week 12:

(M) Apr. 13

- Due:
 - Peer-review of Project draft.
 - Submit to Blackboard by Tues, Mar. 14 @ 11:59pm.

(W) Apr. 15

- assigned: annotated bibliography
 - due: Mon. Apr. 20 in-class peer-review.

Week 13:

(M) Apr. 20

- In-class peer-review of annotated bibliography
- Submit to Blackboard to Blackboard by 11:59pm.

(W) Apr. 22

- In-class video/movie, TBA

Week 14:

(M) Apr. 27

- Assigned: Project essay draft II
 - Due: Mon. May 4
 - 1 hard-copy in-class peer review

(W) Apr. 29

- Project In-class Presentations discussed

Week 15:

(M) May 4

- Due:
 - Hard-copy Project essay draft II peer-review
 - Students make appointment for 1 on 1 meeting w/ Profe.

(W) May 6

- Meeting: 1 on 1 with instructor

Week 16: FINAL TBA

- Class presentations
- Final paper due: hard-copy.