

The University of Texas - El Paso

CHIC 3339: Cultural Diversity & Youth in the US:

CHIC 3339, CRN 34268 Summer 2019

Online Course

June 10, 2019 - August 2, 2019

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

Instructor: Professor Adrian Aragonés

Virtual Office Hours: Contact me via Blackboard. I will respond within 24 hrs

Email: Use Blackboard Email (use the provided link on your Blackboard page, left-hand side.)

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 twice 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:

- Readings will also be made available in PDF format in Blackboard.
- There are also movies, short clips, music videos, and podcasts that will be readily available on Blackboard as well.

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%

Course Policies:

1. **Attendance:** You are required to check your Blackboard regularly for updates, messages, and such.

2. Format of Written Work:

- All written assignments done must in black font
- Times New Roman 12 pt. font
- 1-inch margins, single-spaced using Microsoft Word, unless instructed otherwise
- It is imperative that you use proper essay protocol:
 - Heading: name, class, date
 - Title
 - Clear thesis, conclusion; organized, articulate, and well-supported thoughts.

3. **Deadlines:** All assignments are posted with a designated due date. Once those assignments close - **there are no make-ups for any assignments, quizzes, tests, and so forth.** No late work accepted.

4. **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.

5. **Students with Disabilities:** 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

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 r

VPN Connection

- In this class you will access a number of videos that are housed at the UTEP library. The easiest strategy for you to access these videos is to create a VPN (Virtual Private Network) Connection. I have provided a VPN Connection link on the

home page, which will assist you in creating your VPN account. The purpose of the VPN is to provide you with easy access to library sources when you are off campus. Click on the VPN Connection link, choose your operating system and follow the detailed instructions for creating your account.

- You can access instructions for how to set up the UTEP VPN on your personal computer here: <http://libguides.utep.edu/howdoi/vpn>

COURSE CALENDAR:

Learning Module 1: Introduction

June 10 - 14

- In our first week, we will enter the pool slowly from the shallow end and gradually move forward. So, if you are nervous or cannot swim - no need to worry. I am here to help. While you will do the work, nobody goes at it alone, you are now part of a community of learning. As a collective, we all move forward implementing an /Ollin/, pronounced /o-yeen/. The concept of ollin is a word from Nahuatl /na-wa-tl/, language of the Aztecs, that means forward movement, a positive thing.
- The **Ollin Café** and **Help Board** are located under the Class Discussion Board on the Home Page. You will not submit any work here - except for the introduction as stated above. The links to the Class Discussion Boards are on the left-hand side of the Home Page. Click on Class Discussion Board as needed.
- **NOTE: The instructor cannot provide technical support.** For questions concerning the site and any technical questions or support you must contact Blackboard Tech Support at 1-877-382-0491 and they are available 24/7.
- **Let's start with an introduction. Introduce yourself in the Ollin Café by Thursday, June 13 @ or before 11:59 (MST).** Follow my prompt. This is not your typical round of introduction. :-)
- **You will be required to take the Syllabus/Plagiarism Quiz, which will be available Saturday, June 15 until Sunday June 16 @ 11:59pm (MST).**
 - The quiz is based on your reading of the syllabus, the Plagiarism video, and course lecture.

Learning Module 2: Defining Education: "Never let schooling get in the way of your education"

June 15 - June 28

Video: RSA ANIMATE: Changing Education Paradigms (on YOUTUBE)
<https://youtu.be/zDZFcDGpL4U>

Read: Stannard, David E., (1992). Columbus' legacy: Genocide in the Americas. *The Nation*, ppg. 430-434.

Video: "The Philosopher Kings" (70 min)

Read: Rivera, C. (2014). The brown threat: Post-9/11 confluences of Latina/os and middle eastern muslims in the US american imagination. *Latino Studies*, 12(1), 44.

Podcast: "More Than Half Of Latinos Surveyed Say Applying To College Wasn't Discussed With Them", NPR (4.5 min)

Reading quiz: (opens) Saturday, June 22, 2019 @ 5pm - (closes) Sunday, 23, 2019 @ 11:59pm (MST)

Assignment: 800-word Journal Entry. Assignment opens Saturday, June 22, 2019 at 5pm (MST). The work is due Friday June 28, 2019 @ 11:59pm.

Learning Module 3: Legal Perspectives
June 29 - July 12:

Video: War and Peace, (Kanopy, 54 min)

Read: Valencia, Richard. (2005). The Mexican American struggle for equal educational opportunity in Mendez v. Westminster: Helping to pave the way for Brown v. Board of Education. *Teachers College*, 107(3), 34.

Video: A Class Apart. (Movies on Demand, 58 min)

Podcast: Remembering Roberto Alvarez, NPR, (4 min).

Reading quiz: (opens) Saturday, July 6, 2019 @ 5pm - (closes) Sunday, July 7, 2019 @ 11:59pm (MST)

Assignment: 800-word Journal Entry. Assignment opens Saturday, July 6, 2019 at 5pm (MST). The work is due Friday July 12, 2019 @ 11:59pm.

**Learning Module 4: Cultural Impacts/Possibilities
July 13 - July 26**

Read: Natalia, M. (2013). Examining Chicana/o history through a relational lens. *Pacific Historical Review*, 82(4), 520.

Video: Adichie, Chimamanda Ngozi. "The danger of a single story".
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

Read: Espino, M. M. (2016). The value of education and educación : Nurturing mexican american Children's educational aspirations to the doctorate. *Journal of Latinos & Education*, 15(2), 73-90.

Video: Being Ñ, the healing of a Latino Generation, (54 min).

Podcast: Once Outlaws, Young Lords Find A Museum Home For Radical Roots, NPR 4min.

Reading quiz: (opens) Saturday, July 20, 2019 @ 5pm - (closes) Sunday, July 21, 2019 @ 11:59pm (MST)

Assignment: 800-word Journal Entry. Assignment opens Saturday, July 20, 2019 at 5pm (MST). The work is due Friday July 26, 2019 @ 11:59pm.

Learning Module 5: Final Exam

- **Tuesday, July 30, which is then due Friday, August 2, 2019 @ 11:59pm.**
- **Community-based project (TBA)**