

The University of Texas - El Paso

CHIC 3339: Cultural Diversity & Youth in the US:

CHIC 3339, CRN 35143 Summer 2019

July 9, 2019 - August 2, 2019

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

Instructor: Professor Adrian Aragones

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. **The use of electronic devices** is limited to tablets, laptops, Chromebooks, and such. The use of cell/smart phones are not allowed. Using phones, net-surfing, or text/messages is subject to removal from the class for the day and the loss of a letter-grade from the final grade for each infraction: this is non-negotiable.
6. **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. 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:

Class Intro & History of Education

July 9th -12th

- 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.
- **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.
- **You will be required to take the Syllabus/Plagiarism Quiz, which will be available Saturday, July 13th @ 5pm until Sunday July 14th @ 11:59pm (MST).**
 - The quiz is based on your reading of the syllabus and the Plagiarism video
- **Assignment: (Due: July 15) 800-word Journal Entry. Due Monday, July 22nd: hard-copy. No digital versions allowed.**

- **Read: (Due, July 15th)** Stannard, David E., (1992). *Columbus' legacy: Genocide in the Americas*. *The Nation*, ppg. 430-434.
- **Read: : (Due, July 15th)** 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. (Due Monday, July 15th.)

July 15th - 19th: American Educational Imaginery: "Never let schooling get in the way of your education"

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

- **Assignment: 800-word Journal Entry. Due Monday, July 22nd: hard-copy. No digital versions allowed.**
- **Read:** (Due Monday, July 22nd) Banks, J. A. (1993). The canon debate, knowledge construction, and multicultural education No. 22) *Educational Researcher*. Retrieved from <http://0-search.ebscohost.com/lib.utep.edu/login.aspx?direct=true&db=eric&AN=EJ468062&site=eds-live&scope=site>
- **Read:** (Due Monday, July 22nd) 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.
doi:10.1080/15348431.2015.1066250

Learning Module 3: Education: Access, Privilege, and Power
July 22nd - 26th

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

- **Assignment: (Due, July 29th) 800-word Journal Entry. Assignment: 800-word Journal Entry. Due Monday, July 22nd: hard-copy. No digital versions allowed.**

- **Read: (Due, July 29th)** Donato, R., Guzmán, G., & Hanson, J. (2017). Francisco maestas et al. v. George H. Shone et al.: Mexican American resistance to school segregation in the Hispanic homeland, 1912-1914. *Journal of Latinos & Education*, 16(1), 3-17. doi:10.1080/15348431.2016.1179190

- **Read: (Due, July 29th)** Salvucci, L. K. (1991). Mexico, Mexicans and Mexican Americans in secondary-school United States history textbooks. *The History Teacher*, (2), 203. doi:10.2307/494126

Learning Module 4: Cultural Impacts/Possibilities
July 29th - August 2nd

Final Exam: TBA