CHIC 3339
Cultural Diversity and Youth in the U.S.
W Section

Spring, 2017
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Course Description and Objectives:

Mexican Americans/Chicanos/immigrant students as well as Hispanics in general are the fastest growing ethnic group in the United States. In the last thirty-five years, efforts to improve upon the educational experiences of this group, enormous problems continue: While Latinos enter the university in large numbers, not all finish. What’s more, many more do not achieve at adequate levels in the public schools. The course reexamines some of these concerns. A general objective then is to provide the student (whether or not one is an education major) with resources and information regarding the schooling experiences of Mexican/Chicano youth. To that end, we will examine key definitions and concepts related to educating youth in a multicultural society. Our examination will take us through a critique of education in the U.S., key issues reflecting the experiences of Latino youth and what teachers need to know in order to provide sound pedagogy in the 21st century. While the course is helpful for future teachers here on the border, much of the conceptual information is useful to future counselors, human service professionals and anyone interested in our global society.

Learning Outcomes:

1. Through readings, lecture, and discussion, the student will understand the concepts of citizenship education and diversity, culture and its relationship to society, the ability to identify the school as a cultural institution and be familiar with the historical educational experiences of Chicano/Latino students.

2. Students will know the responsibility of being a teacher or human service professional.

3. Students will analyze and discuss the relationship of concepts such as race, ethnicity, culture, language, and socioeconomic status and their relationship to schools.
Evaluations:

Final grades will be based on a point system and is broken down as follows:  
100-91: A; 90-81: B; 80-71: C; 70-61: D; 60-51: F.

Assignments are as follows: 1) Midterm (30 points); 2) a short writing assignment (20 points); and 3) a final writing assignment (40 points). Other Requirements: 4) Class participation will be worth 5 points. Participation means the student’s active role in class discussions, commentary and analysis of reading materials. 5) Regular attendance will be worth 5 points, but please note three (3) or more unexcused absences will result in the student being dropped.

Method of instruction: The class is listed as lecture-discussion. There will also be occasional videos, small group discussion and possibly assigned oral presentations (which will count as part of your class participation points).


Course drop deadline: , 2017

Recommendations for Technology Use

UTEP supports the use of technology for learning process. However, I expect students to use laptops, for example, conscientiously. That is, for related classroom note taking. Show respect and do not use laptops for playing games, communicating with friends or doing homework for another class. If these activities are so important, it’s probably better that you drop the class, or be dropped. The same goes other wireless devices such as PDA’s, MP3 players, phones, and beepers. Again, it’s a simple matter of respect. Be here because you want to be, because you want to learn and not because you are controlled by technology. Sadly, it has come to this because of people who take things for granted. UTEP has followed the lead of other campuses around the country in having to deal with the misuse of technology in classes.

Students with Disabilities

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services located in the Student Union Building East, Room 203, or by phone at 747-5148, or by email at dss@utep.edu. If you have a condition that may affect your ability to exit safely from the premises in an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Center for Accommodation and Student Services.
Academic Dishonesty

Academic dishonesty is prohibited by the university and is considered a violation of the UTEP Handbook of Operating Procedures (HOP). It includes, but is not limited to, cheating, possession of 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 one’s own. And, 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 is addressed by the Dean of Students. Please consult the Handbook of Operating Procedures at http://hoop.utep.edu for the complete University policy on academic dishonesty. You may also consult with the Associate Dean of Students at the Student Union West, RM 102 or by calling 747-5648.

Themes

January 18

1. Overview of Course

Discussion: Understanding the terms ‘diversity’ and ‘Chicano’
Role of Chicano Studies

January 25/February 1

2. Perspectives on Educational Segregation.

This section examines the rationale and function of school segregation as well as significant court cases that challenged this practice. Finally, by the 1960s, the condition of education for Mexican Americans was in such a state that the only recourse was to utilize confrontational strategies that brought attention to schools that largely remained segregated.

Reading: San Miguel, G., The Origins, Development and Consequences of the Education Segregation of Mexicans in the Southwest
Vaca, Nicolas, Who’s the Leader of the Civil Rights Band?
Rowan, H., The Mexican American
Santana, R. & Esparza, M.

Screen: Taking Back the Schools
February 8

3. Chicano Educational Experiences.

The bulk of the semester will be spent examining educational issues that affect Mexican American students in public schools. Besides the readings, class discussions on border experiences will comprise much of our work during this time.

Reading: Yasso, T. and Daniel Solorzano, Leaks in the Chicana and Chicano Educational Pipeline
          Tienda, M. and F. Mitchell, Education

February 15/22

4. Bilingual and Bicultural Education. This section examines the role of bilingual education in its historical sense, as policy, and its resulting controversies. Missing in the discussion of bilingual education is the role of biculturalism. What is it and why is it necessary in order to create cultural democracy in the classroom? Also examined are new programs such as Dual Language which may take the place of bilingual education in the future. This section will begin with a brief history of bilingual education policy to set the context for the unit.

Reading: Crawford, J., What Now for Bilingual Education
          Diaz-Soto, L., Afterword: Implementing a Critical Bilingual/Bicultural Pedagogy

March 1

5. Midterm

March 8

6. Controversies with School Testing

Reading: Nathan, D. The Children Left Behind: What Happens to the Students Pushed Out by High Stakes Testing
March 13 – 17  Spring Break

March 22/29/April 5

7. Border Issues. The above topics will set the stage for an examination of school issues on the border. First, how does poverty on the border impact the Mexican-origin community, especially as it relates to schooling. Students will learn about colonias. Next, what are school issues that exist and that impact on achievement? Finally, what is being done to address these concerns. Here the Mother-daughter Program based at UTEP will be examined.

Reading: Harrison, T.S., J. Lee-Bayha and E. Sloat (2003). La Frontera

Screen: The Forgotten Americans

First Paper Assignment distributed March 22, due March 29

April 12

8. The Consequences of the Future for Mexican American Students

Now that students have a sense of educational issues that impact on the lives of Mexican students, what does the future hold? The reading for the unit will address some of the possibilities. What then, are some of the concerns for educators, parents, the community and institutions such as UTEP?


April 19/26

9. In this final unit, we will examine current issues related to Chicano Studies: The recent controversy in Tucson, AZ., the perspectives from the Chicano Movement (old and new), and how ethnic studies in general can help students.

Reading: Acosta, C. & Mir. A., Empowering Young People to be Critical Thinkers Rios, F., From Chicano to Xicano: Critical Activist Teaching Revisited Franco, Sr., J., Ethnic Studies Enhances One's World Outlook & Education

Screen: Precious Knowledge
May 3