Course Description and Objectives

Although it is evident that more Mexican American, immigrant, and Latino students find themselves in colleges and universities, there remain numerous issues and concerns regarding their educational achievement. This means in higher education and public schools. This course is designed to examine some of these concerns. A general objective then is to provide the student (whether they may be education majors) with resources and information regarding the schooling experience 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 experience of Latino youth and what teachers need to know to provide sound pedagogy in the 21st century.

Learning objectives:

1. 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 historic 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, socioeconomic status, and segregation.

Evaluation:

Final grades are based on a point system and 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 exam (30 points); 2) 4-page paper (20 points); 3) final writing assignment (40 points). Other requirements: 4) class participation will be worth 5 points and 5) regular attendance 5 points. Please note: three or more unexcused absences will result in the loss of those five points, and possibly dropped from the class.

Please note: There are no extra credit assignments
Method of instruction: This class is listed as lecture-discussion. There will also be occasional films and possibly guest speakers.


Course drop deadline: April 3, 2020

Academic Dishonesty

The University prohibits any form of academic dishonesty such as cheating, possession of unauthorized materials during a test, falsifying research and writing (plagiarism), and collusion. Any act of academic dishonesty will be dealt with by the Dean of Students. More information may be obtained from the Dean’s office located in the Student Union West, rm 102, or by calling, 747-5648.

Technology Use

Phones should be turned off and put away during class time. What you do before and after class, this includes breaks, is up to you but once business begins, put phones away. If you must take a call, take it outside. Texting is a distraction and rude. You are not focusing. Use of laptops to take notes is okay but you are still responsible for how you use your technology. Please note that violations of this policy will lead to your being dropped from the class.

Student Accommodation:

If you have or believe you have a disability, you may wish to self-identify. If you have not done so already, The Center for Accommodations and Support Services, located in the Student Union East, rm. 203, or by phone, 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 matter in confidence with the instructor and/or the Center for Accommodations.
Course Outline

January 21-23

1. Overview of course
   Lecture: Understanding culture and diversity

January 28-30/February 4-6

2. Perspectives on Educational Segregation

   In this unit we will discuss the policy of school segregation, why it was put in place, and how it led to resistance as seen in the Chicano Movement.

   Readings: San Miguel, G., “The Origins, Development, and Consequences of the Educational Segregation of Mexicans in the Southwest”
   Vaca, N., “Who’s the Leader in the Civil Rights Band?”
   Rowan, H. “The Mexican American”
   Santana, R. & Esparza, M. The East L.A. Blowouts”

   Screen: “Taking Back the Schools”

February 11-13

3. Chicano Educational Experiences

   The rest of the semester will address educational issues affecting Mexican American students in public schools. Besides the readings, class discussions will also comprise our work during this time.

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

February 18-20/25-27

4. Bilingual/ Bicultural Education: This section examines the function of language education in its historical sense, as policy, and resulting controversies. Missing in the debates on bilingual education is the role of biculturalism. What is it and why is it necessary 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.
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Reading: Crawford, J. “What Now for Bilingual Education?”
Diaz-Soto, L. “Afterword: Implementing a Critical Bilingual/Bicultural Pedagogy”

March 3-5

5. Review and Midterm

March 10-12

6. Controversies with School Testing

This section examines issues with school testing, especially in El Paso. The larger discussion with examine the No Child Left Behind policy and what the future holds for students.

Reflective paper assigned due October 29
Reading: Nathan, D. “The Children Left Behind”

March 16-20 – Spring Break

March 24-26/31-April 2/7-9

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? Students will learn about colonias. Next, what are the school issues that currently exist and the impact on achievement? Finally, what is being done to address these issues?

Reading: Harrison, T.S., Lee-Bayha, J., and Sloat, E. “La Frontera”
Paper assignment: due April 2

April 14-16

8. The Consequences of the Future for Mexican American Students

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

Reading: Camarillo, A. & Bonilla, F. “Hispanics in a Multicultural Society”
April 21-23/28-30

9. In this final unit, we will begin with a lecture on the origins of Chicano Studies. What is its purpose in the public schools and higher education? The purpose of the talk is to clear up misconceptions about the program. This will be followed by a discussion of critical pedagogy as part of the curriculum. One example will cover the program at the Tucson school district, the perspectives from the Chicano Movement, 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 Xicana/o: Critical Activist Teaching Revisited”
         Franco, Sr., J. “Ethic Studies Enhances One’s world Outlook & Education”

Screen: Precious Knowledge

May 5-7

10. Closing remarks and distribution of the take-home final