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 continue to see enormous problems: 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. 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.
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 (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 may result in the student being dropped from the class. There will be no extra credit.

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 is: March 29, 2018

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. Texting in class will get you dropped from the class.

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 Disabled Student Services.
Academic Dishonesty

The university prohibits academic dishonesty 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 dealt with 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 16-18

1. Overview of Course
   Lecture: Understanding the terms Diversity and ‘Chicano’
   What is the role of Chicano Studies?

January 23-25/30-February 1

2. Perspectives on Educational Segregation.

   This section examines the rational and function of school segregation as well as significant court cases that challenged this practice. Finally, by the 1960s the condition of education in the Mexican American community 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 Educational 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., The East Los Angeles Blowouts

   Screen: Taking Back the Schools
3. Chicano Educational Experiences

The rest 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. & Solorzano, D., Leaks in the Chicana and Chicano Educational Pipeline. Tienda, M. and Mitchell, F., Education.

February 13-15/20-22

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. The section will begin with a brief history of bilingual 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

February 27-March 1

5. Review and Midterm

March 6-8

6. Controversies with School Testing

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

Reading: Nathan, D., The Children Left Behind
March 13-15: Spring Break

March 20-22/27-29/April 3-5

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.

   Screen: Forgotten Americans

   First Paper Assignment distributed March 20, due April 3

April 10-12

8. The Consequences of the Future for Mexican American Students

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

   Reading: Camarillo, A. and Bonilla, F., Hispanics in a Multicultural Society.

April 17-19/24-26/May 1

9. Chicano Studies and Critical Pedagogy

   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 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, AZ school district, the perspectives from the Chicano Movement, and how ethnic studies in general can help students.

   Readings: 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., Ethnic Studies Enhances One’s World Outlook & Education

Screen: Precious Knowledge

May 3