

CHIC 3339 (CRN: 13496)
Cultural Diversity & Youth in the U.S
100% online (Blackboard)

FALL 2020

INSTRUCTOR: Dr. Dennis Bixler-Márquez
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OFFICE PHONE: (915) 747-5462
OFFICE HOURS: Available only by email. . You can expect a response within 48hrs.
E-MAIL: dbixlerm@utep.edu Please use this e-mail address to contact me.
DO NOT use blackboard to e-mail me or to submit assignments.

ACADEMIC DISHONESTY: Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures (HOP). It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing 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. 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 will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. 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 Assistant Dean of Students at the Student Union Building West, Room 102, or by calling 747-5648.

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 (CASS) located in the Student Union Building East, Room 106 by phone 747-5148 or e-mail cass@utep.edu. If you have a condition that may affect your ability to exit safely from the premises in an emergency or that may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of The Center for Accommodations and Support Services.

ATTENTION GRADUATE STUDENTS: In order to obtain graduate credit for this course, you must satisfactorily complete a term paper with parameters and editorial style approved beforehand by the course instructor.

**LEARNING
OUTCOMES:**

Students will:

- 1) Identify extant demographic, socioeconomic and political trends and their impact on educational policy and practice.
- 2) Determine how human adaptability and technological change will impact your future.
- 3) Define and apply the concepts of race, culture, class and gender via the analysis of contemporary societal issues.
- 4) Identify ethnocentric filters that affect social interactions and classroom behavior.

- 5) Compare and contrast assimilation, acculturation and pluralism in American society and the U.S.-Mexico border.
- 6) Identify at-risk factors in student populations and home settings and the preventative and remediation strategies tied to state performance standards.
- 7) Examine how extant educational research, policies, programs and practice tied to state performance standards address the needs of culturally diverse groups.
- 8) Identify gender roles in American society and their educational implications.
- 9) Examine the current arguments for educational reform and the implications for area schools, to include successful school and community interventions.
- 10) Analyze poverty-related barriers to school reform initiatives.

COURSE REQUIREMENTS: Completing reading, video viewing assignments and written assignments. See course structure and evaluation sections below.

COURSE STRUCTURE: LEARNING MODULES

This course employs a modular format. Each module will list its operational dates, reading and viewing assignments, and the deadline for the submission of a written assignment at the end of the module to me at dbixterm@utep.edu. You have until midnight of the due date to turn in assignments.

The written assignment will be a critical response essay on each of the assigned readings, videos or power point outline presentations listed in the modular schedule listed below. The articles/chapters are located in the course reader on Blackboard. The videos are accessible via the links posted for each title.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#), as their technicians can better assist you with technological needs. Be sure to download the Chrome and Firefox browsers.

Each critical response essay needs to include an overview of the chapter, article or video, your professional interpretation of the subject, and lastly, your evaluation/conclusions. Emphasize the interpretation and conclusions sections, as these are the most important components of a critical response essay. Each essay should be between THREE and FOUR DOUBLE-SPACED PAGES in length, APA format (2nd edition) and include a minimum of two outside sources cited in the text of your essay with author/year of publication.

The grade for each critical response essay will be based 80% on content/references and 20% on written proficiency. Be sure to run your essay through a spelling and grammar checker. Try your best to connect the reading, video or power point outline presentation to our region, as that will count in my grading of the essay. In the essays on ethnic groups in the U.S. determine their presence and impact in El Paso.

An average of all the essay grades will determine your final grade as indicated below.

COURSE GRADING CRITERIA: 90-100: A; 80-89: B;
70-79; C, 60-69: D;
59 or below: F!

REQUIRED TEXT:

Reader available free of charge on blackboard and links for videos are listed for each module.

CHRONOLOGY OF TOPICS AND MODULES (Power point outline presentations and readings are available on Blackboard)

ETHNIC GROUPS IN AMERICA I

Week of August 24 – Deadline for submission of essay, August 28, 2020

Readings: Chapter 4 in *Multicultural Education* by Christine Bennett, “Roots of Cultural Diversity in the U.S.: Immigration and the American Dream, European Americans and Jewish Americans.”

Do not forget to include in your essay the current composition of European and Jewish Americans and their socioeconomic status in El Paso compared to the rest of the population.

SOCIOECONOMIC AND DEMOGRAPHIC TRENDS IN THE U.S. AND THE WORLD

Week of August 31– Deadline for submission of essay, September 4, 2020

Film: “Understanding the Opioid Epidemic”

<http://0-fod.infobase.com.lib.utep.edu/PortalPlaylists.aspx?wID=104347&xtid=166867>

Resource: Power Point Presentation Outline on “Opioid Addiction in the U.S.”

It begins with slide 80 in the “Demographics Trends” slide presentation on Bb

Weeks of September 7 and 14– Deadline for submission of essay, September 18, 2020

Readings: One essay required based on the two readings. The reader in Bb has other articles you can consult and cite in writing your essay. The Resource power point presentations on Bb will provide you with an overview of globalization and its impact on the nation. These also list sources you can consult for your essay.

Reading 1: “Capitalism and Inequality,” by Jerry Muller

Reading 2: “That Used to be us,” by Tom Friedman and M. Mandelbaum

Resources: Power Point Presentation Outlines. “Globalization” and “The Globalization Middle.” This last presentation is within the Globalization presentation.

Week of September 21– Deadline for submission of essay, September 25, 2020

One essay based on the two films

Film: “The President’s First Year: Behind Our Fears” *American Forum*, Part 10
<https://www.youtube.com/watch?v=U6hRW8prVPg>

Film: “Are We Really Coming Apart?” by Charles Murray and Robert Putnam
<https://www.youtube.com/watch?v=eB5kQ2XDbAg>

Week of September 28– Deadline for submission of essay, October 2, 2020

In your essay, based on the two readings, be sure to include how you believe employment skills associated with your major and/or minor are likely to change in 10 years. What will you need to look like to appeal to a prospective employer in a global economy? Your essay will combine both readings. The resource will be quite helpful.

Reading 1: “The Future of Work” by Arun Sundararajan

Reading 2: “Globalization Is Not in Retreat” by Susan Lund & Laura Tyson

Resource 1: Power Point Presentation Outline: “Human Adaptability & Technological Development”
It begins with slide 35 in the “Globalization” slide presentation on Bb

ETHNIC GROUPS IN AMERICA II

Week of October 5– Deadline for submission of essay, October 9, 2020

Your essay should contain a current statistical overview of Latinos in American society and their distribution in the U.S. The Pew Hispanic Center is an excellent source of current information on Hispanic/Latino demographic and political trends. For example, you can compare Mexican Americans with Cuban Americans.

Reading: Chapter 6 in *Comprehensive Multicultural Education* by Christine Bennett,
“Colonialism, Immigration and the American Dream: Latino Perspectives.”

***** **MID-TERM BREAK: Week of October 12-16, 2020** *****

ETHNIC GROUPS IN AMERICA III

Week of October 19– Deadline for submission of essay, October 23, 2020

An overview of the Black Lives Matter Movement and its recent manifestation in El Paso would be very appropriate for your essay.

Reading: Chapter 5 in *Multicultural Education* by Christine Bennett, “Colonialism, Involuntary Immigration, and the American Dream: Indian and African American Perspectives.”

RACE AND ETHNICITY

Week of November 2 – Deadline for submission of essays, November 6, 2020

Video: Race: The Power of an Illusion, 1st EPISODE “THE DIFFERENCE BETWEEN US”

Available at: <http://0-utep.kanopy.com.lib.utep.edu/video/race-power-illusion-0>

Alternate Link: <https://utep.kanopy.com/video/race-power-illusion-0>

GENDER

Week of November 9 – Deadline for submission of essay, November 13, 2020

(Essay encompasses the article and video below. Only one essay)

“With Boys and Girls in Mind: Brain Structures and Functions in Males and Females” by Michael Gurian and Kathy Stevens

Video: “Michael Kimmel on Gender: Mars, Venus or Planet Earth?”

Available at: <http://0-utep.kanopy.com.lib.utep.edu/video/michael-kimmel-gender>

Alternate Link: <https://utep.kanopy.com/video/michael-kimmel-gender>

EDUCATION

Week of November 16 – Deadline for submission of essays, November 20, 2020

For this essay be sure to include an overview of the national Project Head Start and how it operates in El Paso County to serve early childhood.

Video: *The Raising of America: Early Childhood and the Future of America*, 3rd EPISODE “ARE WE CRAZY ABOUT OUR KIDS?”

Available at: <http://0-utep.kanopy.com.lib.utep.edu/video/raising-america-4>

Alternate Link: <https://utep.kanopy.com/video/raising-america-4>

*** THANKSGIVING BREAK: NOVEMBER 23 TO NOVEMBER 27 ***

Week of November 30 – Deadline for submission of essay, December 4, 2020

For this essay based on the two films, be sure to include an overview of the relatively recent El Paso area, public school corruption scandal that sent school officials to prison mentioned in the Resource below. Plenty of coverage in local media.

Film 1: PBS Frontline: “The Education of Michelle Rhee” (56 minutes)

Available at: <http://0-utep.kanopy.com.lib.utep.edu/video/frontline-education-michelle-rhee>

Alternate Link: <https://utep.kanopy.com/video/frontline-education-michelle-rhee>

Film 2: “The Texas Miracle” (13 minutes)

Available at: <https://danratherjournalist.org/investigative-journalist/60-minutes-ii/60-minutes-ii-additional-materials/video-texas-miracle>

Resource: Letter to President Obama from State Senator Eliot Shapleigh (2010) on the El Paso Independent School District cheating scandal.

COURSE DROP DEADLINE WITH AN AUTOMATIC “W”

Friday, October 30, 2020

NO FINAL EXAMINATION