

# CHIC 3339 – Cultural Diversity & Youth in the U.S

SUMMER 2016

**INSTRUCTOR:** Dr. Dennis Bixler-Márquez  
**OFFICE:** Graham Hall #104  
**OFFICE PHONE:** (915) 747-5462  
**OFFICE HOURS:** M, W, R, F 11:30 a.m. – 12:00 p.m. (Noon)  
**E-MAIL:** [dbixlerm@utep.edu](mailto:dbixlerm@utep.edu) Please use this e-mail address.  
**DO NOT use blackboard to e-mail me.**

- REQUIREMENTS:**
- 1) Three examinations as announced.
  - 2) **ATTENDANCE IS MANDATORY! ANYONE** having three or more **UNEXCUSED** absences will be dropped from the course. **LATE** arrivals or **EARLY** departures will be treated as absences.
  - 3) Students are required to turn off their cell phones, beepers and iPods during class as a courtesy to other students. Students that fail to comply with this directive may be asked to leave the classroom.
  - 4) **No cell phones, iPods or any other electronic devices will be allowed to operate during exams. Students that fail to comply with this directive will have their exams removed and will be given a failing grade.**

## **LEARNING OUTCOMES:**

Students will:

- 1) Identify extant demographic, socioeconomic and political trends and their impact on educational policy and practice.
- 2) Define and apply the concepts of race, culture, class and gender via the analysis of contemporary societal issues.
- 3) Identify ethnocentric filters that affect social interactions and classroom behavior.
- 4) Compare and contrast assimilation, acculturation and pluralism in American society and the U.S.-Mexico border.
- 5) Compare and contrast the theories and applied features of the cultural deficit, pluralist and socio-reconstructionist models of education.
- 6) Describe the relationship between eugenics, ethnicity, intelligence and its current implications for education.
- 7) Identify the basic elements of the "equality-vs-meritocracy" debate.
- 8) Illustrate how multiple intelligences can account for learning styles.
- 9) Identify at-risk factors in student populations and home settings and the preventative and remediation strategies tied to state performance standards.
- 10) Examine how extant educational research, policies, programs and practice tied to state performance standards address the needs of culturally diverse groups.
- 11) Identify gender roles in American society and their educational implications.
- 12) Examine the current arguments of educational reform and the implications for area schools, to include successful school and community interventions.
- 13) Analyze poverty-related barriers to school reform initiatives

## **TEXES ARTICULATION FOR EDUCATION MAJORS**

Throughout the course, reference will be made to the content that a student pursuing teacher certification in Texas can expect to encounter in the state certification exam, the TExES, in his or her specialization. Education majors are asked to download the pertinent preparation manuals from the TExES web site listed in the State Board for Educator Certification's document appended to the syllabus. With the formative guidance of the instructor, the student will systematically identify course learning outcomes and concepts that mesh with the TExES objectives found in the preparation manuals.

**EVALUATION:** Three examinations will be employed to measure student mastery of the above learning outcomes. Successful completion of an extra-credit written assignment will add 10 points to your exam grade average, see page 6 for instructions and deadline.

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

**REQUIRED TEXT:**

Readings available on blackboard

**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](mailto: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.

**CHRONOLOGY OF TOPICS AND EXAMS** (Power point presentations and readings are available on Blackboard)

1. ***Socioeconomic & Demographic Trends in the United States and the World: Implications for Education and Social Service Policy and Practice.*** An overview of the process of globalization and derivative dimensions such as population movements, cultural production, changing family structures, economic development and educational reform. Trends will be analyzed via a global comparative approach using multimedia presentations, class discussions and readings listed below.

**Readings:** “Capitalism and Inequality” by Jerry Z. Muller  
Review of “It’s a Flat World” by Thomas L. Friedman  
Chapters 4 & 5 in *Comprehensive Multicultural Education*  
Article: *That Used to be Us* by T. Friedman & M. Mandelbaum

**Films:** “Changing Families” & “Race, Ethnicity & Family”  
“The State of White America 1960-2010” or “Coming Apart” By Charles Murray and Robert Putnam  
<http://www.aspenideas.org/session/are-we-really-coming-apart>

“Is Poverty Genetic?” Morgan Freeman

**Power point:** “Demographic Trends”; “The Globalization Middle”; and “Geography as a Barrier to Climbing Class Ladder.”  
[http://www.nytimes.com/2013/07/22/business/in-climbing-income-ladder-location-matters.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2013/07/22/business/in-climbing-income-ladder-location-matters.html?pagewanted=all&_r=0)

“Space, Place, Race: Six Policies to Improve Social Mobility”

“Jailhouse Nation” in the *Economist*

“Higher Education Bubble”  
[http://www.youtube.com/watch?feature=player\\_embedded&v=ZAwBN2Q8L14](http://www.youtube.com/watch?feature=player_embedded&v=ZAwBN2Q8L14)

“Jidahists “R” Us: The Recruitment of European and American Youth to Join Jihadist Forces”

**FIRST EXAMINATION (TBA) (COVERS TOPIC 1)**

2. ***Key Sociological Concepts in Ethnic Group Relations.*** An exploration of concepts and processes like race, ethnic group, minority group, gender, assimilation, pluralism, ethnocentrism, social stratification anomie and their connection to American civic identity and extant educational models. A combination of films, power point presentations, and case study analysis will be employed to examine the aforementioned topics, in the context of the US-Mexico border.

**Readings:** Chapters 6 & 7 in *Comprehensive Multicultural Education*

**Films:** “Understanding Race”  
“Social Stratification”

**Power point:** “Universal values and values by ethnicity & generation”  
“Introduction to culture”; “ethnicity”; “assimilation in American society”  
“A summary of Hall’s conception of culture according to context”  
“Case study of a Germanic ethno-linguistic group and its schools”

## **SECOND EXAMINATION (TBA) (COVERS TOPIC 2)**

3. ***Classroom interaction and the Self-Fulfilling Prophecy.*** Group exercise and discussion of research on teacher-student interaction and its relevance for academic success.

4. ***Gender in American Society.*** An examination of gender and intellectual development and the implications for educational practice, law and family trends. An understanding of the socioeconomic status of men and women will be acquired via an in-class review of extant research, reading, multimedia presentations, film and class discussion.

**Readings:** “With Boys and Girls in Mind” by Michael Gurian and Kathy Stevens  
“The End of Men” by Hannah Rosin

**Power point:** “Two Classes in America Divided by I do” by *The Economist*

**Film:** “Michael Kimmel on Gender: Mars, Venus or Planet Earth? Men & Women in a New Millennium”

5. ***Youth At-Risk.*** Case study analyses in video and written form will be employed to identify successful educational practices in various SES contexts that address cultural diversity, cognitive ability and physical variation in American students.

**Readings:** “Schools that Stretch” Multiple authors from *Time*  
“When Parents Drop Out” by Jodie Morse  
“Innovative Designs for Persistently Low-Performing Schools:  
Transforming Failing Schools by Addressing Poverty-Related Barriers  
to Teaching and Learning” by Pamela Cantor et al.

**“Five Strong Starts for Social Mobility” by Richard V. Reeves and Kerry S. Grannis**

**“To Help Low-Income American Households, We Have to Close the ‘Work Gap’” by Isabel V. Sawhill, Nathan Joo and Edward Rodrigue, Brookings Social Mobility Memos**

**RESOURCE in Blackboard: “Kids Count Data Book: State Trends in Child Well-Being” by the Anne Casey Foundation**

**Films:**

- “Atlanta Starts New School Year Under Cloud of Cheating School”**
- “The Texas Miracle”**
- “The Miracle at Eastlake”**
- “Redshirting”**
- “Waiting for Superman”**
- “The Inconvenient Truth about Waiting for Superman”**
- “PBS Frontline: The Education of Michelle Rhee”**
- “The Raising of America: Are We Crazy About Our Kids?”**

**Power point: “Five Strong Starts for Social Mobility”**

**“To Help Low-Income American Households, We Have to Close the ‘Work Gap’”**

**COURSE DROP DEADLINE WITH AN AUTOMATIC “W”**

**Friday, June 24, 2016**

**LAST DAY OF CLASSES**

**Thursday, June 30, 2016**

**FINAL EXAMINATION: (COVERS TOPICS 3 – 5)**

**Friday, July 1, 2016 at 10:00 a.m.**

## **Extra credit assignment: Biographical essay on your socio-educational trajectory**

For students electing to submit this (OPTIONAL) assignment for extra credit, the following conditions apply: A successful essay will earn you 10 points that will be added to your average of the three exams, effectively boosting your course grade by one letter, e.g., if you had a B average, your final course grade will become an A. If your essay is not acceptable, you will NOT receive points.

The following requirements apply to the essay:

**Length:** 12-15 pages, double spaced, normal margins

**Structure:** Five sections that cover 1) your early childhood up until the end of Kindergarten, 2) elementary school, 3) middle school, 4) high school and 5) university/adult employment and plans for your future. These sections correspond to key developmental stages of your education and maturation. The sections should include your family life, personal growth experiences, and key interventions by role models and institutions in your life. All five sections should encompass content from the readings, films and lectures/slide presentations that you find relevant to your life experience.

**Approach:** The objective is for you to introspectively examine your educational trajectory in the context of the topics covered in class, school and out-of-school experiences and personal interactions. You want to concentrate your narrative on experiences, persons and institutions that you feel have shaped your success and influenced your professional direction. It is also important to include those experiences and interactions that you have identified as detracting from your success.

**Due date:** Monday, June 27, 2016. Please e-mail document by attachment to [dbixlerm@utep.edu](mailto:dbixlerm@utep.edu)



## TEST PREPARATION MATERIAL

- Free test preparation manuals are available for download at [www.texas.ets.org](http://www.texas.ets.org). Each test preparation manual includes detailed test descriptions, sample questions with answers, and test-taking strategies. An order form for purchasing printed copies of these manuals is available on the TExES Web site at [www.texas.ets.org](http://www.texas.ets.org).
  
- Two other publications that may be helpful in preparing for the TExES/ExCET tests are *Reducing Test Anxiety* and *Study Tips: Preparing for the Texas Educator Certification Tests*. Both of these are available as free downloads on the TExES Web site at [www.texas.ets.org](http://www.texas.ets.org).



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