

The University of Texas at El Paso
Cultural Diversity & Youth In the U.S.
CHIC 3339, CRN 18236, FALL 2019
August 26, 2019 – October 19, 2019

Course Instructor:

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If you prefer to speak with me by telephone, contact me through email to set up a telephone appointment.

Course Description

This course is a survey of socioeconomic and cultural characteristics of ethnic groups in the U.S. and how they affect the participation of these groups in the American education system. In addition, this course also examines how ethnic groups have historically impacted the American educational system through the development of ethnic studies courses. It includes an examination of specific policies and practices in American institutions that promote or inhibit participation.

This course is about resistance and revolution of a people and what this tells us about our own identity, worldviews, environment, and ways of understanding education. Given that Chicano Studies in the past has been presented as political issues, this course has as much to do with cultural diversity issues in education, as it does with you, how education has informed your identity, and how you see the world. Mainly, this course is built around one central question, what is education? It seeks to uncover the politics behind the production of knowledge and examines how education, learning, and **the retelling of history is deeply embedded in a politics of identity, a politics of production, and a politics of social control.**

Themes

- ✓ Critical Pedagogy
- ✓ History of the Chicano Movement
- ✓ Deschooling Society
- ✓ Latinos and Education
- ✓ The Struggle for a Chicano Studies
- ✓ Identity Building and Formation

Required Text

Professor will provide readings for this course. All readings will be available in Blackboard.
No textbook is required.

Course Objectives

The learning outcomes for the course are as follows:

You should be able to:

1. Understand the socioeconomic conditions of ethnic groups in the U.S.
2. Identify how ethnic groups in the U.S. have impacted the educational system.
3. Explain how the formation of the Chicano identity was embedded in the Chicano student movement.
4. Describe the role of youth in the Chicano Movement.
5. Understand the role of multicultural education in the U.S.
6. Explain critical pedagogy and its relation to the Chicano student movement.
7. Critically engage in the literature and “think outside the box” when discussing the reading materials.
8. Gain a better understanding of your own worldviews and opinions towards issues of education, the production of knowledge, and the learning of history.
9. Understand the role of critical pedagogy in the classroom today.

Email Account:

If you don't have a UTEP e-mail account, **GET ONE IMMEDIATELY.**

- Go to <http://getmail.utep.edu>
- You may also call the HELP desk at (915) 747-4357 (on-campus) or (915) 7475257 (off-campus)

Relevant Websites:

All course content will be delivered via Blackboard. To access Blackboard, go to <http://my.utep.edu/> and log in **using your e-mail login and password.** You can access Blackboard by clicking on the link near the top of the myutep webpage.

You can view the syllabus, assignments, discussion boards, your grades, and other supplemental material related to this course on Blackboard. You can also send e-mails to your fellow classmates or to me through BlackBoard – always remember to include an appropriate subject line to prevent your email from going into the junk mail folder.

Please note that you cannot use the BlackBoard email system to send email to anyone outside of the class.

***** IMPORTANT: You must get into the habit of checking BlackBoard EVERY DAY to make sure you do not miss any important announcements, which will be posted on the Homepage or Announcement area.**

BlackBoard:

BlackBoard is our classroom! Any inappropriate behavior/comments online will not be tolerated. I reserve the right to drop you from this course if you use BlackBoard to make inappropriate comments toward other students or the instructor.

All communication must be conducted through **UTEP Email or telephone**. When you email me on be sure to include as much information as possible to include your first and last name, title of class, and CRN number. I will respond to you within 24 hours.

NOTE: I WILL BE CHECKING MY EMAIL REGULARLY MONDAY- FRIDAY BETWEEN 8:00 AM – 5:00 PM. I DO NOT CHECK EMAIL ON SATURDAYS OR SUNDAYS.

Required Software:

You will need the following software on your computer to efficiently work in this course. If you are using a lab on campus, they already have the necessary software. All the needed programs are free downloads and can be downloaded from the URLs I have provided here and on Blackboard, which is located in the **Getting Started tab**.

- **Adobe Acrobat Reader:** You can get the program by going to <http://www.adobe.com> and then clicking on the icon on the left side of the screen, which says “Get Adobe Reader. Follow instructions to install the reader.
- **Macromedia Flash Player:** You can get the player by going to <http://www.macromedia.com> and then clicking on “Download Flash Player.” Follow instructions to install the player.
- **Apple QuickTime Player:** You can get this player by going to <http://www.apple.com> Once there, click on the “QuickTime” tab on the top of the page and then click on “QuickTime Player FREE premier multimedia player,” and follow instructions.
- **Microsoft Office:** I recommend buying this if you do not have any word processing software or presentation software. It is available at the UTEP bookstore to students at a discounted price. If you cannot purchase it you can access it at any of the computer labs on campus. **All assignment documents must be submitted as Word .doc files.** You can save the files as .doc files from most word processing programs. If I cannot open your documents, they **WILL NOT be graded.**

Being Successful In an Online Course:

Online learning is not a spectator sport. It is everyone's responsibility to participate fully so everyone can get the most from the experience. Here are some simple rules to follow to ensure participation and engagement in the learning process:

- **Ask Questions:** If you do not know the answer, someone else will. There is a Discussion Forum entitled **HELP BOARD** that is for asking questions related to the content OR any problems you are having. Make sure that you have clearly indicated the subject of your message. If you are having **technical difficulties**, you should first contact tech support at <http://issweb.utep.edu/techsupport/>
- **Reach Out to Others:** Offer a fact, article, link, or another item that can help others learn something you can share.
- **Be Appropriate:** The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will BE subject to disciplinary action.
- **Be Diplomatic:** When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.
- **Stay Focused:** Stay on topic to increase the efficiency of your learning.

Communicating Effectively Online:

When we converse, we expect other people to observe certain rules of behavior. The same is true online. Here are a few pointers to help you communicate more effectively.

- **Clearly, summarize** the contents of your message in the subject line of your email **AND** your discussion board postings.
- **Avoid** using all capital letters. USING ALL CAPS MAKES IT LOOK LIKE YOU'RE SHOUTING! IT'S ALSO MORE DIFFICULT TO READ.
- **Avoid** using sarcasm in your postings and e-mail messages. Sarcasm does not translate well in the online world.
- The following is **very important** for maintaining a well-organized board. If you are going to reply to a posting, then click on the **Reply** button. If you are going to change the direction of the discussion, then click on the **Create Message** button. DO NOT start a new thread every time you post! Either reply to an existing post or start a new topic of conversation.

Course Policies

Academic Dishonesty:

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes but is not limited to cheating, plagiarism, and collusion. **Cheating** may involve copying from or providing information to another student, processing 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. **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 disciplinary action. Students may be suspended or expelled from the University for such Actions.

Students with Disabilities:

I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please contact the Center for Accommodations and Support Services (CASS) in the first week to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center for Accommodations and Support Services (CASS) in the East Union Bldg., Room 106 within the first week of class.

The Center for Accommodations and Support Services can also be reached in the following ways: **Web:** <http://www.sa.utep.edu/cass>; **Phone:** 915-747-5148; **Fax:** 915-747-8712; **Email:** cass@utep.edu

Attendance Policy:

This is an online class, so there is no real attendance policy. Attendance is taken by measuring your work online. You are responsible for doing all the work and reviewing the online lectures every week.

Deadline Policy:

Deadline for most assignments is **11:59 PM (MST) on the due date; CHECK COURSE CALENDAR for all due dates and deadlines** as late submissions will not be graded.

Please ensure that you carefully read all the instructions. **Reading the instructions is your responsibility, and you should not assume due dates or times. Work can be submitted before the deadline time/date.**

Exams:

There will be no formal exams, but there will be individual projects, individual quizzes, and group discussion boards, the quality of which will determine your grade.

Groups:

Students are required to participate in group discussion boards. Random groups will be generated after the first week of class. These are permanent groups, and no changes will be permitted.

Learning Modules:

The class consists of eight (8) Learning Modules (One per Week). In each Learning Module, you will find a Table of Contents on the left-hand side of the module that contains: the Lecture (lecture/powerpoint presentation, your Readings and Videos, Quiz links, Assignment links, Discussion Board links, and any other pertinent information.

Evaluation:

- ✓ Quizzes (3) 30%
- ✓ Critical Thinking Discussion Board (2) 30%
- ✓ Infographic Assignment 1: Infographic Worksheet, Annotated Bibliography, and Infographic (the 3 assignments will be averaged) 20%
- ✓ Infographic Assignment 2: Infographic Worksheet, Annotated Bibliography, and Infographic (the 3 assignments will be averaged) 20%

Total 100 points 100%

1. Quizzes (30%):

There will be a total of three quizzes, one every other week. The quizzes are located in a folder for the corresponding week. The quizzes will consist of 15 to 25 multiple-choice, true/false and/or short essay questions. They are designed to test your knowledge on the reading materials AND film/documentaries. Every other week a quiz will be available to you beginning at 8 am Thursday through Friday at 11:59 pm. You will have a 90-minute time limit on each of the quizzes. The quiz schedule is as follows:

Quiz 1: Available Week 2

Quiz 2: Available Week 4

Quiz 3: Available Week 6

2. Critical Thinking Discussion Videos (30%):

You will be required to create two (2) Critical Thinking Discussion Videos of 45 to 60 seconds after the screening of documentaries and reviewing, of course, material assigned. The videos and a question prompt will be posted in the group discussion board to spark a discussion. Please use your cell phones or tablets to create the videos. Please note that the videos do not

have to be professional; rather, I want to engage in a conversation with students that mirrors the interactions that we would naturally have in a classroom. You will have several Films/Documentaries to watch throughout the semester. There will be two (2) Discussion Videos assigned for this course (Week 1 and Week 4). You are required to respond to the videos posted by students. Each student will screen the videos and respond (in writing) to two of the videos posted. You can agree or respectfully disagree with the viewpoints posed by your student peers. Think of it as a Facebook video post, and you are responding to the videos. Again, my goal is to stimulate a discussion. **You are required to post your video by Wednesday to give your group members sufficient time to respond. You are also required to incorporate the readings for the week in your responses.** The Films/Documentaries/Readings will be viewed/reviewed on your own time during the week assigned. **I also require that you post the video on or before the Wednesday of the week the discussion board is assigned,** this will give you time to review other videos and respond. **The discussion boards will open on Saturday, videos should be posted no later than Wednesday by 11:59 pm (10-points will be deducted from your grade for the discussion board for every day the video is posted late)** and you will have until the following Sunday to post your discussion (One full week – Saturday to Sunday to complete the assignment). The discussion videos schedule is as follows:

Discussion Board 1: Available Week 1

Discussion Board 2: Available Week 4

3. Infographic Assignments (40%)

Infographic Assignments Description:

An infographic is a clear and concise graphic, visual representation of information, data, or knowledge used to communicate data, patterns, and trends to a reader. In essence, an infographic is a data story. The purpose of the Infographic Assignments is to rhetorically and graphically represent educational data. In this course, an infographic will be used to replace the standard essay. Each student will create two infographic projects to communicate research related to education. Each Infographic Project will be composed of two assignments: Part A) Annotated Bibliography and Part B) Infographic. An assignment sheet and rubric will be posted the week prior to the due date of the Infographic Assignment description, and the research topic of the infographic. The bibliography must include ten to twelve sources and a paragraph describing each source. It is essential that students incorporate relevant and current data, government statistics, stunning graphics, valued information, and sources. The infographics must be eye-catching, colorful, neat, and must communicate information. The length of the infographic must be two pages and must include an annotated bibliography. Student can use **free** websites, picktochart or Infogram, to make the infographics. The goal is a vibrant description portrayed in the infographic with valuable information and statistics.

Infographic Assignment Components:

- **Part A: APA Annotated Bibliography:** Each student will submit an Annotated Bibliography for each of the Infographic Projects. In other words, what articles, books, and other sources are you proposing to review for your Infographic Project. The sources must be academic. You must use between 10 and 12 sources.

Resources:

https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html

- **Part B: Infographic:** According to the Oxford English Dictionary, an infographic (or information graphic) is “a visual representation of information or data.” An infographic is a collection of imagery, charts, and minimal text that gives an easy-to-understand overview of a topic. Resources:

<https://www.pinterest.com/oregongearup/college-infographics/>

Grading Criteria

A	100-91
B	90-81
C	80-71
D	70-61
F	60-51

Assignments due by Week

Week 1	Video Discussion Board 1(15%)
Week 2	Quiz 1 (10%)
Week 3	Infographic Project 1: Part A Annotated Bibliography & Infographic Worksheet (20%)
Week 4	Part B: Infographic Quiz 2 (10%)
Week 5	Discussion Board 2 (15%)
Week 6	Quiz 3 (10%)
Week 7	Infographic Project 2: Part A: Worksheet & Annotated Bibliography
Week 8	Infographic Part B: Infographic (20%)

Course Calendar	Course Introduction
<p align="center">Week 1</p> <p align="center">Week of August 26, 2019</p>	<p align="center">Historical Views & Perspectives the Education of Minority and Economically Disadvantaged Students</p> <p>Readings:</p> <ul style="list-style-type: none"> • Reading 1: Latinos and Education: Explaining the Attainment Gap (2009) • Reading 2: The New Majority: Low-Income Students Now a Majority In the Nation’s Public Schools (2013). • Reading 3: Research from 2018 demographers’ Conference: Migration, Self-identity, marriage and other key findings. <p>Screen</p> <ul style="list-style-type: none"> • The Eugenics Crusade https://www.pbs.org/video/the-eugenics-crusade-jtaetc/ <p>Assignments</p> <ul style="list-style-type: none"> ✓ Discussion Board 1 Available Saturday at 8:00 am; Your Video must be posted by Wednesday at 11:59 pm you’re your discussion no later than Sunday at 11:59 pm.
<p align="center">Week 2</p> <p align="center">Week of September 2, 2019</p>	<p align="center">Cultural Diversity and Demographics</p> <p>Reading</p> <ul style="list-style-type: none"> • Reading 4: A Demographic Portrait of Mexican-Origin Hispanics in the United States (2013) • Reading 5: Carter, T. and Segura, R.D. (1979). A History of Educational Neglect. • Readings 6: Rowan, H. (1968). The Mexican American. <p>Screen</p> <ul style="list-style-type: none"> • <i>The Danger of a Single Story</i> https://youtu.be/D9Ihs241zeg • <i>A Class Apart</i> • <i>Segregation</i> <p>Assignments</p> <ul style="list-style-type: none"> ✓ Quiz 1 Available Thursday at 8:00 am due Friday at 11:59 pm.
<p align="center">Week 3</p> <p align="center">Week of September 9, 2019</p>	<p align="center">The Courts and Education</p> <p>Readings</p> <ul style="list-style-type: none"> ✓ Reading 8: Mexican American Education Study Report 1 Chapters 1-3 (pp. 1-33) <p>Data</p> <ul style="list-style-type: none"> ✓ Reading 7: Achievement and Opportunity in America: What Can We Do? (Review the Slides) <p>Screen</p> <ul style="list-style-type: none"> ✓ <i>Lemon Grove Incident</i> ✓ <i>Mendez vs. Westminster</i> ✓ <p>Assignments</p> <ul style="list-style-type: none"> ✓ Infographic Assignment 1: Part A Annotated Bibliography/Infographic Worksheet due Friday at 11:59 pm

<p style="text-align: center;">Week 4</p> <p>Week of September 16, 2019</p>	<p style="text-align: center;">Bilingual and Bicultural Education</p> <p>Readings</p> <ul style="list-style-type: none"> ✓ Reading 9: The Education Trust ✓ Reading 10: The Unintended Consequences Impacting Mexican American students as an outcome of Futile Policy Reforms (Madrigal, 2012) <p>Data</p> <ul style="list-style-type: none"> ✓ Reading 12: ASSIMILATION AND LANGUAGE <p>Screen</p> <ul style="list-style-type: none"> ✓ The History of Bilingual Education in Texas <p>Assignments</p> <ul style="list-style-type: none"> ✓ Infographic Assignment 1: Part B Infographic due Friday at 11:59 pm ✓ Quiz 2: Available Thursday at 8:00 am due Friday at 11:59 pm
<p style="text-align: center;">Week 5</p> <p>Week of September 23, 2019</p>	<p style="text-align: center;">Bilingual and Bicultural Education</p> <p>Readings</p> <ul style="list-style-type: none"> ✓ Reading 13: Why Bilingual Education? (1997) ✓ Reading 14: Bilingual Education in the United States: Historical Development and Current Issues (2003) <p>Screen:</p> <ul style="list-style-type: none"> ✓ Dual Language Explained <p>Assignments</p> <ul style="list-style-type: none"> ✓ Discussion Board 2: Available Saturday at 8:00 am; Your Video must be posted by Wednesday at 11:59 pm you're your discussion no later than Sunday at 11:59 pm.
<p style="text-align: center;">Week 6</p> <p>Week of September 30, 2019</p>	<p style="text-align: center;">Multicultural Diversity in the 21st Century</p> <p>Readings</p> <ul style="list-style-type: none"> ✓ Reading 15: Freire, Paulo (2009). From Pedagogy of the Oppressed <p>Screen</p> <ul style="list-style-type: none"> ✓ <i>Taking Back our Schools</i> <p>Assignments</p> <ul style="list-style-type: none"> ✓ Quiz 3: Available Thursday at 8:00 am due Friday at 11:59 pm
<p style="text-align: center;">Week 7</p> <p>Week of October 7, 2019</p>	<p style="text-align: center;">The Education of Mexican Americans</p> <p>Readings</p> <ul style="list-style-type: none"> ✓ Reading 16: Diversity and Higher Education: Theory and Impact on Educational Outcomes (2003) <p>Screen</p> <ul style="list-style-type: none"> ✓ <i>Video: Precious Knowledge</i> <p>Assignments</p> <ul style="list-style-type: none"> ✓ Infographic Project 2: Annotated Bibliography & Part B Infographic (20%)
<p style="text-align: center;">Week 8</p> <p>Week of October 14, 2019</p>	<p>Assignments</p> <ul style="list-style-type: none"> ✓ Infographic Project 2: Part B Infographic (20%)