

The University of Texas at El Paso
Cultural Diversity & Youth In the U.S.

CHIC 3339, CRN 21420, Spring 2015

January 20, 2015 – May 11, 2015

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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 examination of specific policies and practices in American institutions that promote or inhibit participation.

In addition, 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 a 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. Essentially, 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.

Course Drop Day: April 6, 2015

Themes

- The Struggle for a Chicano Studies
- History of the Chicano Movement
- Politics of Chicano Studies
- Critical Pedagogy
- Deschooling Society
- Latinos and Education
- Identity building and formation

Required Text

Ø The Struggle for Inclusion: The Chicano Educational Experience in a Diverse Society (2013) Revised Edition. C. Ortega, Editor.

Ø Online Readings (Remaining readings will be provided online).

Course Objectives

The learning outcomes of 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 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.

Evaluation

- Ø Quizzes (4) 40 points 40%
- Ø Critical Thinking Assignments (1) 10 points 10%
- Ø Discussion Board (4) 20 points 20%
- Ø Final Exam (1) 30 points 30%

Total 100 points 100%

1. Quizzes (40%): There will be a total of four quizzes, one every other week. The quizzes are located in the “Assessments” section of Blackboard. The quizzes will consist of 15 to 25 multiple-choice questions each. 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 12:00 am Monday through Sunday at 11:59 pm. You will have a 1-hour limit on each of the quizzes and can complete the quiz anytime within the seven days (one week) during which it is available. The quiz schedule is as follows:

- Quiz 1: Available 09/08/2014 through 09/14/2014
- Quiz 2: Available 09/29/2014 through 10/05/2014
- Quiz 3: Available 10/13/2014 through 10/19/2014
- Quiz 4: Available 10/27/2014 through 11/02/2014

2. Assignments (10%): There will be one assignment. The assignment is geared to make you think about issues of education and identity and express these thoughts in a clear and concise manner. The writing exercise will be approximately 3 to 4 pages long (double-spaced). Description of the assignment will be available in the “Assignments” page of Blackboard and will be available approximately one week before it is due. The assignment will engage your critical thinking skills and encourage you to “think outside the box” when it comes to issues of education, culture, and youth identity. The assignment will be submitted via Blackboard in the “Assignment Dropbox” folder

located on the left hand side of Blackboard. You must turn in you assignment with the subject heading "Assignment 1#". The assignment schedule is as follows:

Assignment Entry 1: due 10/10/2014 (Friday by 11:59 pm)

3. Discussion Board (20%): You will be required to participate in Discussion Board after the screening of documentaries. You will have four Films/Documentaries to watch throughout the semester. There will be one Discussion Board question for each of the Films/Documentaries watched (4 films/documentaries = 4 Discussion Board questions). You are required to respond to the Discussion Board question and respond to at least two of your classmate's comments on the Film/Documentary. The discussion board is located in the "Discussion Board" page on Blackboard. The Films/Documentaries will be viewed in class you will have one week from the time of viewing to submit your discussion board entry. The discussion board schedule is as follows:

Discussion Board 1: Available 08/29/2014 – 09/05/2014

Discussion Board 2: Available 09/22/2014-09/28/2014

Discussion Board 3: Available 09/29/14 to 10/05/2014

Discussion Board 4: Available 10/20/14 to 10/26/14

4. Final Exam (30%): The final exam will be a written essay. The purpose of the final exam is to allow you to not only obtain information and knowledge about cultural diversity and youth, but also transition you into thinking about what you do with this knowledge. You will write a (8-10 pages double-spaced) persuasive/argumentative essay. Your goal will be to write a letter to the El Paso School District board on a topic related to youth, identity, Chicano Studies, and education. Details on the final exam are located in the "Final Exam" section in Blackboard and will be available approximately two weeks before the final exam is due.

Final Exam description available 11/24/2014

Final Exam due 12/01/2014

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

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

Grading Criteria

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

GRADUATE CREDIT FOR THIS COURSE: In order to obtain graduate credit for this course, you must satisfactorily complete a graduate level project with a topic and parameters approved beforehand by the course instructor.

<p>Course Calendar</p> <p>Week 1 1-26-15</p>	<p style="text-align: center;">Course Introduction</p> <p>Blackboard and Syllabus Orientation and Introduction to Course. Palmer, Coburn (2012). "Latino Graduation Rates Continue to Lag." In USA Today College. http://www.usatodayeducate.com/stagging/index.php/ccp/latino-graduation-rates-continue-to-lag Gandara, Patricia (2010). "The Latino Education Crisis." In Educational Leadership: Meeting Students Where They Are. Vol. 67. Number 5 http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/The-Latino-Education-Crisis.aspx Gamboa, Suzanne (2001). "Study: Latina Girls Have Highest Dropout Rate" in ABC News. http://abcnews.go.com/US/story?id=94298&page=1</p>
<p>Week 2 2-2-15</p>	<p style="text-align: center;">Perspectives on Chicano Education</p> <p>Readings: Rowan, H. (1968). The Mexican American. Carter, T. and Segura, R.D. (1979). A History of Educational Neglect.</p> <p>Documentary: Taking Back Schools</p> <p>Discussion Board 1: Available Monday due by Friday of Week 2 at midnight</p>
<p>Week 3 2-9-15</p>	<p style="text-align: center;">Cultural Diversity and Demographics</p> <p>Readings: Tienda, M. and Mitchell, F. (2006). Education. Camarillo, A. and Bonilla, F. (2001). Hispanics in a Multicultural Society.</p> <p>Quiz 1: Available Monday due by Friday of Week 3 at midnight</p>
<p>Week 4 2-16-15</p>	<p style="text-align: center;">The Courts and Education</p> <p>Readings: San Miguel, G. (1984).The Origins, Development and Consequences of the Educational Segregation of Mexicans in the Southwest. Vaca, Nicolas (2004). "Who's the Leader of the Civil Rights Band?"</p> <p>Screen: Mendez vs. Westminster</p> <p>Discussion Board 2: Available Monday due by Friday of Week 4 at midnight</p>
<p>Week 5 2-23-15</p>	<p style="text-align: center;">Bilingual and Bicultural Education</p> <p>Readings: A Brief History of Education in America (Available on Blackboard). Olivas, Michael (2005). Plyler v. Doe, the Education of Undocumented Children, and the Polity. (Available on Blackboard).</p> <p>Quiz 2: Available Monday due by Friday of Week 5 at midnight</p>

<p>Week 6</p> <p>3-2-15</p>	<p style="text-align: center;">Bilingual and Bicultural Education</p> <p>Readings: Soltero, Sonia (2008). Immigrant, Latinos and Education in the United States. Darder, Antonia (1991). Critical Pedagogy as a Foundation for Bilingual Education.</p> <p>Screen: Chicano! PBS Documentary</p> <p>Discussion Board 3: Available Monday due by Friday of Week 6 at midnight</p> <p>Assignment Entry 1: Due by Friday of Week 6</p>
<p>Spring Break March 9-13</p>	
<p>Week 7</p> <p>3-16-15</p>	<p style="text-align: center;">Critical Pedagogy</p> <p>Readings: Garcia, Mario T. (2011). "Pedagogy of Chicano Power: Sal Castro, Paulo Freire, and the Mexican American Youth Leadership Conferences, 1963-1968" in Blowout! Sa; Castro and the Chicano Struggle for Educational Justice. University of North Carolina Press. Pgs. 307-324. (Available in Blackboard). Freire, Paulo (2009). "From Pedagogy of the Oppressed" in the Pedagogy Reader. Pgs. 52-60. (Available in Blackboard).</p> <p>Quiz 3: Available Monday due by Friday of Week 7 at midnight</p>
<p>Week 8</p> <p>3-23-15</p>	<p style="text-align: center;">Higher Education</p> <p>Readings: Hurtado, A. (2005). The Transformative Power of Chicana/o Studies: Social Justice Education. Muñoz, D. (1986). Identifying Areas of Stress for Chicano Undergraduates.</p> <p>Screen: Precious Knowledge</p> <p>Discussion Board 4: Available Monday due by Friday of Week 8 at midnight</p>
<p>Week 9</p> <p>3-30-15</p>	<p style="text-align: center;">Border Issues</p> <p>Readings: Copeland, P. (1983). Border Ambiente. Peterson, B. (2004). Teachers Tour U.S. – Mexico Border.</p> <p>Screen: Forgotten Americans</p> <p>Quiz 4: Available Monday due by Friday of Week 9 at midnight</p>
<p>Week 10</p> <p>4-6-15</p>	<p style="text-align: center;">Border Issues</p> <p>Readings: Harrison, T.S., Lee-Bayha, J., and Sloat, E. (2003). La Frontera. Tinajero, Josefina V. and Dee Ann Spencer (1999). Creating a Future for Hispanics Mothers and Daughters on the U.S.-Mexico Border. Screen: The Invisible Crisis: Small Children Crossing the U.S. Border on Their Own http://abcnews.go.com/WNT/video/invisible-crisis-small-children-crossing-us-border-24098280</p>

Week 11 4-13-15	Border Issues Screen: El Norte Class Discussion
Week 12 4-20-15	Toward A New Consciousness Readings: Pizarro, M. (2005). "Toward a Chicana/o Methodology" in Chicanas and Chicanos in School: Racial Profiling, Identity Battles, and Empowerment. Pgs. 23-25. Anzaldúa, G. (1987). "La Conciencia de la Mestiza: Toward a New Consciousness" in Borderlands/La Frontera: The New Mestiza. Pgs. 99-113. Muñoz, C. (2007). Youth, Identity, Power: The Chicano Movement. New York: Verso. Pgs. 223-234 (Readings Available in Blackboard).
Week 13 4-27-15	Where We Are Today Readings: Patricia Gandara (1995). Lessons for School Reform. Skip Hollandsworth (2010). Leave it to Bea. Screen: School Kills Creativity by Ken Robinson Final Exam description available
Week 14 5-4-15	Final Examination: Individual Meetings with students to review draft
5-11-15	Final Examination