

The University of Texas at El Paso
Cultural Diversity & Youth In the U.S.
CHIC 3339, CRN 28239, Spring 2018
January 16, 2018 – March 10, 2018

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 Librarian:

Jacob Galindo, UTEP Librarian
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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.

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.

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

Readings for this course will be provided by professor. 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 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 login **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 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 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 (3) 30%
- ✓ Research Project Proposal Topic Development (Group) 5%
- ✓ Research Literature Review (Bibliography) 5%
- ✓ Research Project Draft (Group) 10%
- ✓ Final Project (1) 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 1-hour limit on each of the quizzes. The quiz schedule is as follows:

Quiz 1: Available Week 1

Quiz 2: Available Week 3

Quiz 3: Available Week 6

2. Critical Thinking Discussion Videos (30%):

You will be required to create three (3) Critical Thinking Discussion Videos of 45 to 60 seconds after the screening of documentaries and reviewing, of course, material assigned. The videos will be posted for viewing 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 three (3) Discussion Videos assigned for this course (Week 2, Week 4 and Week 7). 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 2

Discussion Board 2: Available Week 4

Discussion Board 3: Available Week 7

3. Research Project (Weebly Page) (40%)

A UTEP librarian is embedded in this course to help students understand and access library materials and information to develop their research project, which will culminate in the final research project for the course. Each student will select a social problem that relates to themes discussed in the course or related to minority and economically disadvantaged students. Students will follow the scientific process for this project:

Step 1: Identify your research question.

Step 2: Research your topic (Literature Review)

Step 3: Present a hypothesis (Predict the outcome of the problem). Remember your research will allow you to ascertain if your hypothesis was correct at the end of the project.

Step 4: Collect data, analyze secondary data (For this project I would encourage you to use secondary data. Given the length of the course we do not have the time to construct surveys or other data collection methods). Research the data available for your topic and paint of picture of the state of events).

Step 5: Draw Conclusions. What does the literature review show? What are possible solutions to your social problem?

The social research project will consist of developing a Weebly page similar to a Wikipedia page (using Weebly as the platform, if you are familiar with other platforms/app, please consult me before you begin your project) for the topic selected.

Students may begin their research using the baseline of 1930 or 1940 (period where I begin the course). Further, students will be responsible for two decades and will describe the social culture of the decade, important events and the political context of the decade grounded in the social issue identified.

It is important that students incorporate news clippings, videos, photos, court cases, etc. I want to be able to experience the decades you covered using all of my learning modalities! I would like a very rich description of the period using a media available. The timeline for this project is 1930 through 2010 (You may select any two consecutive decades). Additional information for developing the project and examples will be available Week 2.

NOTE: You will select a research topic (Social Issue related to minorities and economically disadvantaged). Once the research topic has been selected and approved by me, you will have different assignments due throughout the semester intended to help you begin working on the research project (Wiki Page).

- **Week 2:** Each student will select a topic for their research paper. Your topic selection needs to be submitted by the Friday at Midnight of Week 2. The submission should include a summary of what you plan to research the social issue you selected and centuries selected. (5%)
- **Week 3:** Each student will submit a literature review for the topic selected. In other words, what articles, books, and other sources are you proposing to review for your research project. The sources must be academic. You must use between 10 and 12 sources. (5%)
- **Week 5:** Each student will submit a draft of their research project by week five due Friday at midnight. (10%)

- **Week 6:** The evaluation matrix feedback form will be distributed back to each student in week 6. Each student will use the feedback to make modifications to their web page as necessary.
- **Week 8:** The final research project website/web page will be submitted Week 8 **(Final Due Friday, March 9, 2018, no later than 11:59 pm).** (20%)

Grading Criteria

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

Deliverables by Week

Week 1	Quiz 1 (10%)
Week 2	Research Topic Selection (5%) Discussion Board 1(10%)
Week 3	RefWorks (5%) Quiz 2 (10%)
Week 4	Discussion Board 2 (10%)
Week 5	Draft webpage (10%)
Week 6	Quiz 3 (10%)
Week 7	Discussion Board 3 (10%)
Week 8	Final Research Project 20%

Extra Credit: There will only be one extra credit opportunity in the course. Complete the Library Quiz available in the Library folder no later than Week 3 (Friday, February 2, 2018). The extra credit is only applicable to the lowest quiz grade. I will add 10 points to your lowest quiz grade. **NO other extra credit or make-up will be available.**

Course Calendar	Course Introduction
<p style="text-align: center;">Week 1</p> <p>Week of January 15, 2018</p>	<p style="text-align: center;">Perspectives on Chicano Education</p> <p>Library Training Module: Students will complete the webinar presented by the course librarian the first week of class. From the Treaty of Guadalupe Hidalgo to Hopwood (1998) – pp. 353-365 Readings: Rowan, H. (1968). The Mexican American.</p> <p>Deliverable:</p> <ul style="list-style-type: none"> • Quiz 1 Available Thursday at 8:00 am due Friday at 11:59 pm. Based on the Week 1 readings and data presented. • Video introductions (see La Llorona Forum)
<p style="text-align: center;">Week 2</p> <p>Week of January 22, 2018</p>	<p style="text-align: center;">Cultural Diversity and Demographics</p> <p>Reading A Demographic Portrait of Mexican-Origin Hispanics in the United States (2013) The New Majority: Low-Income Students Now a Majority In the Nation’s Public Schools. Carter, T. and Segura, R.D. (1979). A History of Educational Neglect.</p> <p>Screen: <i>The Danger of a Single Story</i>: https://youtu.be/D9Ihs241zeg</p> <p>Group Project Discussion Forum available Monday</p> <p>Deliverable:</p> <ul style="list-style-type: none"> • Research Topic Selection Due Friday at 11:59 pm • Discussion Board 1 Available Saturday at 8:00 am video due Wednesday at 11:59 pm. The discussion board will close Sunday at 11:59 pm. The Discussion Board will be based on the following video: <i>The Danger of a Single Story</i>: https://youtu.be/D9Ihs241zeg

<p style="text-align: center;">Week 3</p> <p>Week of January 29, 2018</p>	<p style="text-align: center;">The Courts and Education</p> <p>Readings: Mexican American Education Study Report 1 From the Treaty of Guadalupe Hidalgo to Hopwood (1998) – pp. 365-383</p> <p>Screen: <i>Lemon Grove Incident & Mendez vs. Westminster</i></p> <p>Deliverable:</p> <ul style="list-style-type: none"> • Literature Review due Friday at 11:59 pm • Quiz 2: Available Thursday at 8:00 am due Friday at 11:59 pm • Extra Credit Due (Friday)
<p style="text-align: center;">Week 4</p> <p>Week of February 5, 2018</p>	<p style="text-align: center;">Bilingual and Bicultural Education</p> <p>Readings: The Unintended Consequences Impacting Mexican American students as an outcome of Futile Policy Reforms (Madrigal, 2012) From the Treaty of Guadalupe Hidalgo to Hopwood (1998) pp. 383-395</p> <p>Screen: <i>Little School of the 400</i></p> <p>Deliverable:</p> <ul style="list-style-type: none"> • Discussion Board 2: Available Saturday at 8:00 am video due Wednesday at 11:59 pm. The discussion board will close Sunday at 11:59 pm.
<p style="text-align: center;">Week 5</p> <p>Week of February 12, 2018</p>	<p style="text-align: center;">Bilingual and Bicultural Education</p> <p>Readings: Why Bilingual Education? (1997) Bilingual Education in the United States: Historical Development and Current Issues (2003)</p> <p>Deliverable:</p> <ul style="list-style-type: none"> • Group Draft Website/Webpage
<p style="text-align: center;">Week 6</p> <p>Week of February 19, 2018</p>	<p style="text-align: center;">Critical Pedagogy</p> <p>Readings: Freire, Paulo (2009). From Pedagogy of the Oppressed</p> <p>Screen: <i>Taking Back our Schools</i> <i>Precious Knowledge</i></p> <p>Deliverable:</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 February 26, 2018</p>	<p style="text-align: center;">Higher Education</p> <p>Readings: Diversity and Higher Education: Theory and Impact on Educational Outcomes (2003)</p> <p>Deliverable:  Discussion Board 3: Available Saturday at 8:00 am video due Wednesday at 11:59 pm. The discussion board will close Sunday at 11:59 pm.</p>
<p style="text-align: center;">Week 8</p> <p>Week of March 5, 2018</p>	<p>Deliverable:  Final website/webpage is due Friday March 9, 2017 at 11:59 pm</p>