

CHIC 3339: Cultural Diversity & Youth (ONLINE)

CRN: 25566

Spring 2022

Professor Dr. Lizely Madrigal-Gonzalez

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Office Hours: Please contact me by email to schedule an appointment

Telephone/Virtually via Blackboard Collaborate/Teams/Zoom Times

Course Information: What this class is about and what we will do

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

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

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.

LEARNING MODULES

This course is designed using a modular format—that is, each week is “packaged” as a single module so that all the materials, lecture notes, submission areas, discussion posts are in one area for a given week.

REQUIRED MATERIALS

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

COURSE ASSIGNMENTS AND GRADING

Grade Distribution:

- 100-90 = A 89-80 = B 79-70 = C 69-60 = D 59 and Below = F
- 30 points: Quizzes
 - 30 Points: Critical Thinking Discussion Videos
 - 40 Points: Reflexiones (Reflective Analysis)

1. Quizzes

There will be a total of two quizzes in the course. 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 5

2. Critical Thinking Discussion Videos

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 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 three (3) Discussion Videos assigned for this course (Week 1, 3 and 6). 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: Week 1

Discussion Board 2: Week 3

Discussion Board 3: Week 6

3. Reflexiones (Reflective Analysis)

Two Reflective Analysis Assignments (20 points each):

The general purpose of this assignment is a thoughtful and balanced assessment of the course readings, to elicit your informed opinions about the ideas presented and to connect your own experience in education. It is important to demonstrate your understanding of the knowledge and concepts presented, to actively and directly connect the concepts presented to your personal reflection. A reflection offers you the opportunity to analyze your personal experience and observations that shape your thinking and your acceptance of new ideas. **You must express your opinion rather than summarize the opinions of others.**

Reflexiones Assignment 1: Week 4

Reflexiones Assignment 2: Week 7

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication: How we will stay in contact with each other

Because this is an online class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

- **Office Hours:** Please contact me to set-up a meeting via telephone/Blackboard Collaborate/Zoom/Teams
- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

- **Discussion Board:** If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Course Policies: What do you need to do to be successful in the course

ATTENDANCE AND PARTICIPATION

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the discussion boards (grading rubric provided in the "grading information" area of each forum)
- Participating in scheduled Blackboard Collaborate sessions
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

DEADLINES, LATE WORK, AND ABSENCE POLICY

Discussion Board Assignments

- Major writing assignments will be due on Sundays at midnight (11:59 PM). No late work will be accepted if the reason is not considered excusable.

Quiz and Writing Assignments

- All quiz, blog, and discussion board assignments will be due on Friday at midnight (11:59 PM). No late work will be accepted if the reason is not considered excusable.

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation

based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

SCHOLASTIC INTEGRITY

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, 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 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. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

CLASS RECORDINGS

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

COVID-19 PRECAUTIONS

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

COURSE CALENDAR

Course Calendar	Course Introduction
<p style="text-align: center;">Week 1</p> <p>Week of January 18, 2022</p>	<p style="text-align: center;">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>Assignments:</p> <ul style="list-style-type: none"> • Video Discussion Board 1: Your Video must be posted by Wednesday at 11:59 pm , and your discussion no later than Sunday at 11:59 pm.
<p style="text-align: center;">Week 2</p> <p>Week of January 24, 2022</p>	<p style="text-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 <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 1 Available Thursday at 8:00 am due Friday at 11:59 pm.

<p style="text-align: center;">Week 3</p> <p>Week of January 31, 2021</p>	<p style="text-align: center;">The Courts and Education</p> <p>Readings</p> <p>Reading 7: Mexican American Education Study Report 1 Chapters 1-3 (pp. 1-33) Reading 8: Achievement and Opportunity in America: What Can We Do? (Review the Slides)</p> <p>Screen</p> <p><i>Lemon Grove Incident</i> <i>Mendez vs. Westminster</i></p> <p>Assignments</p> <ul style="list-style-type: none"> • Video Discussion Board 2: Your Video must be posted by Wednesday at 11:59 pm , and your discussion no later than Sunday at 11:59 pm.
<p style="text-align: center;">Week 4</p> <p>Week of February 7, 2022</p>	<p style="text-align: center;">Bilingual and Bicultural Education</p> <p>Readings</p> <p>Reading 8: The Unintended Consequences Impacting Mexican American students as an outcome of Futile Policy Reforms (Madrigal, 2012) Reading 9: Assimilation & Language</p> <p>Screen</p> <p>The History of Bilingual Education</p> <p>Deliverable:</p> <ul style="list-style-type: none"> • Reflexion Assignment 1: Due Friday at 11:59 pm

<p style="text-align: center;">Week 5</p> <p style="text-align: center;">Week of February 14, 2022</p>	<p style="text-align: center;">Critical Pedagogy</p> <p>Readings Reading 10: Freire, Paulo (2009). From Pedagogy of the Oppressed</p> <p>Screen <i>Taking Back our Schools</i></p> <p>Assignments:</p> <ul style="list-style-type: none"> • Quiz 2 Available Thursday at 8:00 am due Friday at 11:59 pm.
<p style="text-align: center;">Week 6</p> <p style="text-align: center;">Week of February 21, 2022</p>	<p style="text-align: center;">Higher Education</p> <p>Readings Reading 11: Diversity and Higher Education: Theory and Impact on Educational Outcomes (2003)</p> <p>Listen Navigating the Maze of Higher Education. Latino USA</p> <p>Screen Latino Education and Economic Progress</p> <p>Assignments Video Discussion Board 3: Your Video must be posted by Wednesday at 11:59 pm , and your discussion no later than Sunday at 11:59 pm.</p>

<p style="text-align: center;">Week 7</p> <p style="text-align: center;">Week of February 28, 2022</p>	<p style="text-align: center;">The Education of Mexican Americans</p> <p>Readings</p> <p style="padding-left: 40px;">Between Two Worlds. How young Latinos come of age in America.</p> <p style="padding-left: 40px;">Yes We Can. Telling Truths and Dispelling Myths about Race and Education in America.</p> <p>Assignments</p> <ul style="list-style-type: none"> • Use this week to begin working on the Reflexion Assignment and Extra Credit
<p style="text-align: center;">Week 8</p> <p style="text-align: center;">Week of March 7, 2022</p>	<p>Readings</p> <p style="padding-left: 40px;">A view of the nation's future through kindergarten demographics</p> <p>Assignments</p> <p>Reflexion Assignment 2: Due Friday at Midnight DUE March 11, 2022</p>