Cultural Diversity & Youth In the U.S.

CHIC 3339, CRN 25514, Spring 2016
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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.

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

☐ The Struggle for Inclusion: The Chicano Educational Experience in a Diverse Society (2013) Revised Edition. C. Ortega, Editor.
☐ Online Readings (Remaining readings will be provided online).

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) 747-5257 (off-campus)

Relevant Websites:

All course content will be delivered via Blackboard. To access Black Board go to http://my.utep.edu/ and login **using your e-mail login and password**. You can access Black Board 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 Black Board – 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 Black Board email system to send email to anyone outside of the class.

*** <mark>IMPORTANT: You must get into the habit of checking Black Board E V E R Y DAY to make sure you do not miss any important announcements, which will be posted on the Homepage or Announcement area.</mark>

BlackBoard :

Black Board 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 Black Board to make inappropriate comments toward other students or the instructor.

All communication must be conducted through **Black Board E m a i l** . Please do not send emails to my UTEP address. When you email me on BB 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 BLACK BOARD AND MY EMAIL REGULARLY MONDAY- FRIDAY BETWEEN 8:00 AM – 5:00PM. I DO NOT CHECK EMAIL OR BLACK BOARD 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 are 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 other 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 e-•-mail **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, group projects, and group discussion boards, the quality of which will determine your grade.

Groups:

You will work in groups of five to six. 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/power point 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) 20%
- ✓ Research Project Proposal Topic Development (Group) 10%
- ✓ Research Project/Peer Evaluation (Class) 10%
- ✓ 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 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 8 am Thursday through Friday at 11:55 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 5

2. Discussion Board (20%):

You will be required to participate in Discussion Board after the screening of documentaries and review of course material assigned for the week. The discussion boards will be organized by group. You will have several Films/Documentaries to watch throughout the semester. There will be two Discussion Board assigned for this course.

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/Course Readings. You will also be required to use academic sources in your postings. Further, instructions on how to use academic sources will be provided. The quizzes are located in a folder for the corresponding week. The Films/Documentaries/Readings will be viewed/reviewed on your own time during the week assigned. The discussion board schedule is as follows:

Discussion Board 1: Available Week 2
Discussion Board 2: Available Week 4

3. Group Research Project (50%)

A UTEP librarian is embedded in this course to help students develop their research project, which will culminate in final group project for the course. Each team will select a topic that relates to themes discussed in the Mexican American Education Study reports published by The United States Commission on Civil Rights between 1969 and 1974. The topic selection may be drawn from the following themes:

- Investigate complaints alleging denial of the right to vote by reason of race, color, religion, sex or national origin, or by reason of fraudulent practices;
- Study and collect information concerning legal developments constituting a denial of equal protection of the laws under the Constitution because of race, color, religion, sex, or national origin, or in the administration of justice;
- Appraise Federal laws and policies with respect to the denial of equal protection of the laws because of race, color, religion, sex, or national origin, or in the administration of justice; and
- Serve as a national clearinghouse for information concerning denials of equal protection of the laws because of race, color, religion, sex or national origin.

The research project will consist of developing a Wiki page for the topic selected. The Wiki page needs to be organized in a chronological order. Further, each group member will be responsible for two decades and will describe the social culture of the decade, important events and the political context of the decade. The timeline for this project is 1940 through 2010. Addition information for developing the group project will be available Week 2.

- **Week 2**: Each group will select a topic for their research paper. Their topic selection needs to be submitted by the Friday at Midnight of Week 2. The submission should include a summary of the topic selected and the centuries assigned to each group member. (5%)
- **Week 3**: Each group member will submit a RefWorks for the centuries they propose to research. (10%)

- **Week 5**: Each group will submit a draft of their wiki by week 5 due Friday at midnight. (10%)
- **Week 6**: Each team member will evaluate their Wiki Draft. An evaluation matrix will be provided by professor. Each team member will have to complete the peer evaluation and will have one-week to evaluate the work and provide feedback. The peer review will be due the Friday of Week 6 by midnight. (5%)
- **Week 7**: The evaluation matrix feedback forms will be distributed back to each group week 7. Each group will use the feedback to make modifications to their Wiki as necessary.
- **Week 8**: The final Wiki will be submitted Week 8 (May 12, 2016). (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	Group Topic Select (5%) Discussion Board 1(10%)
Week 3	RefWorks (10%) Quiz 2 (10%)
Week 4	Discussion Board 2 (10%)
Week 5	Group Draft Wiki Quiz 3
Week 6	Peer Evaluation
Week 7	-
Week 8	Final Wiki Due

Course Calendar	Course Introduction
Week 1 Week of March 21st	**Perspectives on Chicano Education** ***Library Training Module:*** Each group will complete the webinar presented by the course librarian the first week of class. Readings: Rowan, H. (1968). The Mexican American. Carter, T. and Segura, R.D. (1979). A History of Educational Neglect. (Provided in Blackboard) **Deliverable:** • Quiz 1 Available Thursday at 8:00 am due Friday at 11:55 pm. Based on the Library Training Module.
Week 2 Week of March 28th	**Cultural Diversity and Demographics** **Readings**: Tienda, M. and Mitchell, F. (2006). School and Education. (p. 47) Mexican American Education Study Report 1 (Provided in Blackboard) **Screen:** *Lemon Grove Incident* Group Project Discussion Forum available Monday **Deliverable:** • Research Topic Selection Due Friday at 11:55 pm • Discussion Board 1 Available Thursday at 8:00 am due Friday at 11:55 pm. The discussion Board will be based on the following video: *The Danger of a Single Story*: https://youtu.be/D9Ihs241zeg

Week 3	The Courts and Education
Week of April 4th	**Readings**: San Miguel, G. (1984).The Origins, Development and Consequences of the Educational Segregation of Mexicans in the Southwest. (p. 3) Vaca, Nicolas (2004). "Who's the Leader of the Civil Rights Band?" (p. 15) Camarillo, A. and Bonilla, F. (2001). Hispanics in a Multicultural Society. (p. 53) **Deliverable:** • RefWorks due Friday at 11:55 pm • Quiz 2: Available Thursday at 8:00 am due Friday at 11:55 pm
Week 4	**Bilingual and Bicultural Education**
Week of April 11th	**Readings**: Esparza, S. (1974). "East Los Angeles Blowouts". (p. 31) Yosso & Solorzano. (2006). " Leaks in the Chicano and Chicana Education Pipeline" (p. 41) Harrison, Lee-Bayha, & Sloat (2003) "La Frontera: Study of School Districts Along the U.S./Mexico Border" (p. 87) **Screen:** Mendez vs. Westminster **Deliverable:** • Discussion Board 2 Available Thursday at 8:00 am due Friday at 11:55 pm.
Week 5	**Bilingual and Bicultural Education**
Week of April 18th	**Readings**: Crawford (1999). "What Now for Bilingual Education?" (p. 71) Diaz-Soto (2011). Afterward: Implementing a Critical Bilingual/Bicultural Pedagogy. (p. 77) Nathan, D. (2013). "The Children Left Behind" (p. 81) **Deliverable:** • Group Draft Wiki • Quiz 3: Available Thursday at 8:00 am due Friday at 11:55 pm
Week 6	**Critical Pedagogy**
Week of April 25th	Readings: Freire, Paulo (2009). "From Pedagogy of the Oppressed". (Available in Blackboard). **Screen:** Taking Back our Schools Precious Knowledge **Deliverable:** • Peer Evaluation due Friday at 11:55 pm

Week 7 Week of May 2nd	**Higher Education** **Readings:** Franco. (2014). Ethnic Studies: One's World Outlook and Education.
Week 8 Week of May 9th	<mark>**Deliverable:**</mark> • Final Wiki due May 12th 2016