

**CHIC 3339: CULTURAL DIVERSITY & YOUTH IN THE U.S.**  
**University of Texas at El Paso**  
**Online Course**

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*The education of any people should begin with the people themselves.*

-Carter G. Woodson  
The Mis-education of the Negro 1933

*Knowledge emerges only through invention and re-invention, through the restless, impatient continuing, hopeful inquiry (we) pursue in the world, with the world, and with each other.*

-Paulo Freire  
Pedagogy of the Oppressed, 1971

*Many students, especially those who are poor, intuitively know what the schools do for them. They school them to confuse process and substance. Once these become blurred, a new logic is assumed: the more treatment there is, the better are the results; or escalation leads to success. The pupil is thereby "schooled" to confuse teaching with learning, grad advancement with education, a diploma with competence and fluency with the ability to say something new.*

-Ivan Illich  
Deschooling Society, 1971

### **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 issue, **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 To Be Covered

- 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 Texts

- ❖ Muñoz, C. (2007). *Youth, Identity, Power: The Chicano Movement*. New York: Verso.
- ❖ Online Readings (Remaining readings will be provided online)

### Recommended Texts

- ❖ Rosales, Arturo. (1997) *Chicano! The History of the Mexican American Civil Rights Movement*. Arte Publico.
- ❖ Garcia, Mario T. & Castro, Sal (2011) *Blowout!: Sal Castro and the Chicano Struggle for Educational Justice*. University of North Carolina Press.

### 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 movements
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

Quizzes (4)	40 points	40%
Critical Thinking Assignments (1)	15 points	15%
Discussion Board (1)	15 points	15%
Final Exam (1)	30 points	30%

TOTAL	100 points	100%
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1. Quizzes (40%): There will be a total of four quizzes, one available every other week. The quizzes cover the reading materials for two weeks (Quiz 1 covers readings from weeks 1&2; Quiz 2 covers readings from weeks 3&4; etc.). 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 films/documentaries. Every other week a quiz will be available to you for two weeks, beginning at 12:00am Monday through Sunday at 11:59pm. You will have a 1-hour limit on each of the quizzes and can complete the quiz anytime within the two weeks during which it is available. The quiz schedule is as follows:
  - Quiz 1: Available 01/20/15 through 02/01/15 (readings from weeks 1&2)
  - Quiz 2: Available 02/02/15 through 02/15/15 (readings from weeks 3&4)
  - Quiz 3: Available 02/16/15 through 03/01/15 (readings from weeks 5&6)
  - Quiz 4: Available 03/02/15 through 03/15/15 (readings from weeks 7&8)
2. Assignments (15%): 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 2 to 3 pages long (double-spaced). Description of the assignment is located 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 your assignment with the subject headings “Assignment #1.” The assignment schedule is as follows:
  - Assignment Entry 1: due 02/13/15 (Due Friday by 11:59pm)
3. Discussion Board (15%): You will be required to participate in Discussion Board and will have two weeks to participate in each Discussion Board entry. 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 are located in the “*Films/Documentaries*” section of Blackboard.

Discussion Board 1: Available 01/20/15 through 02/01/15

Discussion Board 2: Available 02/02/15 through 02/15/15

Discussion Board 3: Available 02/16/15 through 03/01/15

Discussion Board 4: Available 03/02/15 through 03/15/15

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 (5-8 pages double-spaced) persuasive/argumentative essay. Your goal will be to write a letter to the El Paso School board on a topic related to youth, identity, Chicana/o Studies, and education. Details on the final exam are located in the “*Final Exam*” Section of Blackboard and will be available approximately two weeks before the final exam is due

Final Exam description available 02/27/15

Final Exam due 03/13/15 (Due Friday by 11:59pm)

**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.

#### Readings

There are one set of readings per week:

➤ *Required Readings:* these are the readings you will be quizzed on and are necessary to fulfill the requirements of the class. The readings vary between 30 to 60 pages per week.

**PLEASE NOTE:** There will be no extra credit given.

### Schedule

#### WEEK 1

##### Jan. 20 – 23: Introduction

Palmer, Coburn (2012). “Latino Graduation Rates Continue to Lag.” In USA Today College.

<http://www.usatodayeducate.com/staging/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>

Leal, David. (2011) “Introduction” in *The Politics of Latino Education*. Pgs. 1-12

- [VIDEO #1 Latina/os and Education](#)
- [Discussion Board #1](#)

## WEEK 2

### Jan. 26 – 30: The Search for Identity

MacDonald, V. & Carrillo, J. (2010) “The United Status of Latinos” in *Handbook of Latinos and Education: Theory Research & Practice*. Routledge. Pgs. 10-23

Muñoz, Carlos. (2007). *Youth, Identity, Power: The Chicano Movement*. New York: Verso. Pgs. 11-29

- [QUIZ 1](#)

## WEEK 3

### Feb. 2 – 6: The Chicano Movement and Education

Rosales, Arturo. (1997) “The Fight for Educational Reform” *Chicano! The History of the Mexican American Civil Rights Movement*. Arte Publico. Pgs. 172-195

- [VIDEO #2 Chicano! PBS Documentary](#)
- [Discussion Board #2](#)

## WEEK 4

### Feb. 9 – 13: The Chicano Movement and Education

Muñoz, Carlos. (2007). *Youth, Identity, Power: The Chicano Movement*. New York: Verso. Pgs. 61-121

- [QUIZ 2](#)
- [Critical Thinking Assignment #1 Due](#)

## WEEK 5

### Feb. 16 – 20: The Chicano Movement and Education

Muñoz, Carlos. (2007). *Youth, Identity, Power: The Chicano Movement*. New York: Verso. Pgs. 153-201

Rodriguez, Gregory (2012). “Why Arizona Banned Ethnic Studies” in *The Los Angeles Times*, February 20, 2012

<http://articles.latimes.com/2012/feb/20/opinion/la-oe-rodriguez-ethnic-studies-20120220>

Velez, Denise Oliver (2011). “Latinos in the U.S.: Assault on Chicano Studies,” *Daily KOS*, September 4, 2011

<http://www.dailykos.com/story/2011/09/04/1013117/-Latinos-in-the-U-S-the-assault-on-Chicana-o-studies#>

- VIDEO #3 Precious Knowledge
- Discussion Board #3

## WEEK 6

### Feb. 23 – 27: Toward a New Consciousness

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: Towards 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

- QUIZ 3

## WEEK 7

### Mar. 2 – 6: Critical Pedagogy

García, Mario T. (2011) “Pedagogy of Chicano Power: Sal Castro, Paulo Freire, and the Mexican American Youth Leadership Conferences, 1963 – 1968” in *Blowout!: Sal Castro and the Chicano Struggle for Educational Justice*. University of North Carolina Press. Pgs. 307-324

Freire, Paulo. (2009) “From Pedagogy of the Oppressed” in *The Pedagogy Reader*. Pgs. 52-60

Giroux, Henry (2010) “Lessons from Paulo Freire” in *Chronicle of Higher Education*. Vol. 57, Issue 9

- VIDEO #4 School Kills Creativity by Ken Robinson
- Discussion Board #4
- FINAL EXAM available on Blackboard

## WEEK 8

### Mar. 9 – 13: Deschooling Society

Illich, I. (1978). “In Lieu of Education” in *Toward a History of Needs*. Pantheon Books. Pgs. 69-92

- QUIZ 4
- FINAL EXAM Due

## Themes Per Week

The readings and films/documentaries are organized each week according to the following themes:

- Week 1 – Introduction
- Week 2 – The Search for Identity
- Week 3 – The Chicano Movement and Education
- Week 4 – The Chicano Movement and Education
- Week 5 – The Chicano Movement and Education
- Week 6 – Toward a New Consciousness
- Week 7 – Critical Pedagogy
- Week 8 – Deschooling Society

### Academic Dishonesty

Do not cheat.

Academic Dishonesty is NEVER tolerated by UTEP or by the Chicano Studies Program. All cases are reported to the Dean of Students for Academic Sanctions. These sanctions may include expulsion. All work submitted must be original; students may not submit graded work from another course. Forms of academic dishonesty include: Collusion— lending your work to another person to submit as his or her own; Fabrication— deliberately creating false information on a works cited page, and Plagiarism— the presentation of another person's work as your own, whether you mean to or not (i.e. copying parts of or whole papers off the Internet). For more information see the Dean of Students website at <http://www.utep.edu/dos/acadintg.htm>

### Grading Criteria

Letter	Point Range
A	90.0% and above
B+	87.0-89.9%
B	80.0-86.9%
C+	77.0-79.9%
C	70.0-76.9%
D	65.0-69.9%
F	64.9% and below

### Students with Disabilities

If you believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services located in the Student Union Building East, Room 203 by phone (915) 747-4148 or email [dss@utep.edu](mailto:dss@utep.edu). If you have a condition that may affect you ability to exit safely from the premises in an emergency or that may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services.

### Please Note

I understand that this is a short semester course and some students work full-time during the semester. I am willing to work with anyone's schedule and time

constraints. The most important part of this class is that we collaborate together to make this an enjoyable experience. If there is anything I can do to assist you, please do not hesitate to contact me.