Cultural Diversity and Youth in the U.S
Course Number: CHIC 3339
Spring 2016
-Syllabus-
Department: Chicano Studies
Instructor: Olivia Garcia, PhD

Class meetings: M: 6-8:50 PM
Room: Liberal Arts Building 107 (unless otherwise indicated)
Contact information: Olivia.garcia@gmail.com
Office hours: By appointment mainly but I’ll set aside 12 – 1 PM on Tuesdays and Thursdays.
Use Blackboard site for additional reading materials, assignments, messaging and class
announcements.

This course is intended to provide students with a better (theoretical and practical) understanding
of how Latinos/as/Mexican Americans/Chicanos/Hispanics experience education in the United
States. To do this, we examine the progression of inclusion of this group into institutions of
education. We will review past practices, political processes that led to changes in educational
policies, and how those changes affect Latinos/as/Mexican Americans/Chicanos/Hispanics
today.

In order to fully understand Latinos/as/Mexican Americans/Chicanos/Hispanics, this course is
intended to provide students with an understanding of this subgroup’s diversity. We will discuss
how this racial and ethnic group has expanded its influence into popular culture while focusing
on educational institutions. We will discuss, critically analyze and discuss how
Hispanics/Latinos/as/Mexican Americans/Chicanos have fared in the K-12 educational system as
well as their achievements in higher education and thereafter.

Course learning objectives
By the end of this course, students will be able to:
1. Understand how race and ethnicity are social constructions,
2. Articulate the differences among concepts such as race, ethnicity, ethno-race and
   Hispanic and Latino/a social identities,
3. Students will analyze and discuss the relationship of concepts such as race, ethnicity,
   culture, language, and socioeconomic status and their relationship to schools (K-12 and in
   higher education),
4. Identify the school as a cultural institution and be familiar with the historical educational
   experiences of Latinos/as/Mexican Americans/Chicanos/Hispanics and resources
   available to current UTEP students,
5. Develop critical thinking and personal reflection skills particularly based on the final
   assignments.

Assignments and grading
There will be three short papers where students will have to respond to one question/series of
questions from a list distributed which will be distributed one week prior. Essays must be
uploaded via Blackboard by the designated time – no late papers – NO EXCEPTIONS! There
may be more response papers required, but students will get to drop their lower grade. More instructions will come when the questions are distributed.

**Attendance and participation** are important especially for those students who are not as good at writing as they are in presenting oral arguments. However, this does not mean that students should just talk to talk. *Students must formulate well thought out responses* based upon the reading and their own reflections before asking questions and/or challenging ideas presented in lecture/discussion. Students are also encouraged to keep up to date with current events so they can connect those to the texts. Readings should be done **before** coming to class on the date listed below.

Moreover, listening to others and letting others talk is just as important as one person doing all the talking. Let's learn from each other!

There will be a **video blog and final writing assignment**. More instructions to come.

**Percentage breakdown of final grades**

3-Short/Response papers (15% each) ...........................................45% (lowest grade dropped)

Attendance and Participation ......................................................20%

Video blog .................................................................15%

Final writing assignment ......................................................20%

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**Policies**

**During class, cell phones must be neatly stowed away, and hats should not be worn.**

**Cheating/Plagarism:** The most serious violation of academic standards, plagiarism refers to using the work, ideas or knowledge of other people as your own -- this includes all forms of exam cheating, borrowing from published sources without citation, and using the ideas of others without citation. The penalty for plagiarism is failure (a grade of “F”) in the class and a letter reporting your behavior to the appropriate university authorities (e.g., Dean of Students). If you are at all confused about what constitutes plagiarism, please contact me. This also applies to the forums, so cite properly.

**Students with Disabilities:** Reasonable accommodations are available for students who have a documented disability. Please notify me during the first/second week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable.
If you have questions about UTEP policies, please refer to the Office of Student Conduct and Conflict Resolution. Their webpage is available at: http://sa.utep.edu/osccr/

**Grading:** To be fair to all students in this class, all assignments are due on time at the beginning of class. Late work will lose one letter grade for each day late (e.g., a B+ project will become a C+ project if it is turned in a day late). No exams will be given early. Make-up exams will only be given in case of emergency IF a student notifies me BEFORE the exam is given and provides appropriate supporting documentation for the absence. Otherwise, the student will receive a zero for the missed exam.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at http://catalog.utep.edu/undergrad/academic-regulations/

*It is assumed that students will be honorable, trustworthy, respectful and honest throughout this course.*

**Texts**
Other readings available on Blackboard.

**Day to Day Readings and Assignments**

**January 25** – What are race, ethnicity, Hispanic, Latino, Chicano and Diversity?

**February 1** – Context: Understanding the Border and Region

**February 8** – Who makes decisions?
Readings: 
http://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_-  
• State_Board_of_Education/  
• http://www.nea.org/home/39060.htm  

**February 15** – No Class/Short Paper 1 due online at 11:59 PM MDT
February 22 – Promoting Achievement
           Skip Hollandsworth (2010). Leave it to Bea
           Celebracion de Excelencia. 2015. What Works for Latino Students in Higher
           Education Compendium. September 22, 2015. On Blackboard and available at:
           http://www.edexcelencia.org/research/2015-what-works

February 29 – The Education Struggle I – No one understands
Optional Short Paper 2 – Reflection on UTEP L.I.V.E due online at 11:59 PM MDT
           Watch: The Graduates in class
           http://www.pbs.org/independentlens/films/graduates/

March 7 – No Class – Spring Break

March 14 – The Education Struggle Part II – the evaluation of Ethnic Studies
           the Educational Segregation of Mexicans in the Southwest.
           Vaca, Nicolas (2004). “Who’s the Leader of the Civil Rights Band?”
           Brown v. Board of Education
           Mendez v. Westminster
           Delgado v. Bastrop
           http://columbiaspectator.com/2007/10/15/history-ethnic-studies
           Studies The Phi Delta Kappan, Vol. 75, No. 1 (Sep.,), pp. 50-54 (Blackboard)
           http://www.latimes.com/opinion/op-ed/la-oe-remnick-ethnic-studies-alejo-
           20140703-story.html

March 21 – Watch Walkout
Boquilla Hall (at Miner Canyon), 3490 Sun Bowl Dr., El Paso, Texas 79902
Short Paper 3 due March 26th online at 11:59 PM MDT (You must still do the readings for
Monday)

Contemporary Issues in Education
March 28 - Political Responses to Education Struggle
           Justice and Education.

April 4 – Leadership in Higher Education
Boquilla Hall (at Miner Canyon), 3490 Sun Bowl Dr., El Paso, Texas 79902
*Will update – verifying guest speakers

April 11 - Gender difference in educational achievement
Boquilla Hall (at Miner Canyon), 3490 Sun Bowl Dr., El Paso, Texas 79902
*Will update – verifying guest speakers

**April 18** – Bilingual and Bicultural Education

**April 25** – Center for Civic Engagement/Nonprofit organization visit
Boquilla Hall (at Miner Canyon), 3490 Sun Bowl Dr., El Paso, Texas 79902

**Short Paper 4** due **April 30th** online at 11:59 PM MDT

**May 2** – Final Class – Conclusion
No Readings

*Final assignments (video blog) and written assignment due May 11th 11:59 PM EST.*