

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 full 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%

Grading Scale

Grade	Scale	Grade	Scale
A	93-100%	C	73-76%
A-	90-93%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	<60%

Policies

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

Cheating/Plagiarism: 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

Readings: The Struggle for Inclusion: The Chicano Educational Experience in a Diverse Society (2011). C. Ortega, Editor. (Students should purchase)
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

Readings: Copeland, P. (1983). Border Ambiente.
Peterson, B. (2004). Teachers Tour U.S.-Mexico Border.
Harrison, T.S., Lee-Bayha, J., and Sloat, E. (2003). La Frontera.
Casey, Edward S. and Mary Watkins (2014). Up Against the Wall. University of Texas Press. Austin, Texas.

February 8 – Who makes decisions?

Readings:

- Dahl, Robert A., The Concept of Power*, Behavioral Science, 2:3 (1957:July)
- [http://tea.texas.gov/About TEA/Leadership/State Board of Education/SBOE - State Board of Education/](http://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_-_State_Board_of_Education/)
- <http://www.theatlantic.com/education/archive/2015/07/how-one-law-banning-ethnic-studies-led-to-rise/398885/>
 - <http://www.nea.org/home/39060.htm>
 - http://www.nytimes.com/2015/10/06/us/publisher-promises-revisions-after-textbook-refers-to-african-slaves-as-workers.html?_r=0

February 15 – No Class/Short Paper 1 due online at 11:59 PM MDT

February 22 – Promoting Achievement

Readings: Patricia Gandara (1995). Lessons for School Reform.
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

Readings: Muñoz, D. (1986). Identifying Areas of Stress for Chicano Undergraduates.
Watch: *The Graduates* in class
<http://www.pbs.org/independentlens/films/graduates/>
Rowan, H. (1968). The Mexican American
Carter, T. and Segura, R.D. (1979). A History of Educational Neglect.

March 7 – No Class – Spring Break

March 14 – The Education Struggle Part II – the evaluation of Ethnic Studies

Readings: San Miguel, G. (1984). The Origins, Development, and Consequences of 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>
Hu-DeHart, Evelyn . (1993). The History, Development, and Future of Ethnic 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

Readings: Freire, Paulo. Pedagogy of the Oppressed.
Hurtado, A. (2005). The Transformative Power of Chicana/o Studies: Social Justice and Education.

April 4 – Leadership in Higher Education

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*Will update – verifying guest speakers

April 11 - Gender difference in educational achievement

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*Will update – verifying guest speakers

April 18 – Bilingual and Bicultural Education

Readings: Soltero, Sonia (2008). Immigrant, Latinos and Education in the United States.

Darder, Antonia (1991). Critical Pedagogy as a foundation for Bilingual Education.

April 25 – Center for Civic Engagement/Nonprofit organization visit

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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.