Cultural Diversity and Youth in the U.S
-Syllabus-
Department: Chicano Studies
Instructor Information: Olivia Garcia, PhD (Dr. or Professor Garcia)

Text and Materials:
(Students should purchase this book.)
Additional required readings will be posted in Blackboard.
Please make sure you have the correct edition.

Communication with the Professor
Please contact me through Blackboard Course Messages only. I will respond to messages sent in Blackboard within 24 hours within Monday-Friday.

When I need to communicate with all students, I will post in the Announcements section and this will automatically send a UTEP email to all students. You should be on the look-out for those, but do not reply to a course announcement.

Course Overview and Objectives: This course is intended to give students an understanding of Chicano/a Studies within the fields of education and politics. We will focus on Chicano obstacles for educational attainment, historic political battles that have led to school and curriculum improvements, and end with contemporary educational and political issues. By the end of the course, students will be able to:

1. Understand the socioeconomic conditions of racial and 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 and how it has impacted racial and ethnic educational systems,
4. Critically think and analyze the role of identity within the readings,
5. Understand the role of multicultural education in the U.S.,
6. Critically engage in the literature and “think outside the box” when discussing the reading materials.
7. Gain a better understanding of your own worldviews and opinions towards issues of education, the production of knowledge, and the learning of history.
**Communication within the course**

Students will be able to communicate with Professor and each other to ask questions, share concerns, raise ideas and chat about the concepts learned through this course. There are two ways of communication that are important for this course:

1. Students can ask general questions to other students and the Professor under the following Discussion Board Forum – General Classroom.
2. The Professor will hold video and chat office hours.
   a. Video lectures are done Mondays (see Assignment List for details). Students can either watch the lecture live (to view slides and other information), can call-in and listen (access the slides later) or can watch a recording of the lecture on their own time. Recordings will be available under Dr. Garcia’s Virtual Office/Menu/Recordings. Corresponding slides are under the module to which the lecture relates.
   b. Chat office hours are on Thursdays 1-3 pm – there is no video (unless previously arranged) and students can ask questions to each other or chat with Professor.

*None of these communications are graded or required but do allow for enhanced student learning experience.*

**Course Format**

This course is **NOT** self-paced. Please make sure to follow the Assignment List (can be found under Module 1) because the Assignment List is the guiding document for ALL deadlines. If students fail to submit any required work before it is due, they will receive a grade of zero (0) for that assignment—no exceptions. **Do not rely on Blackboard due dates and reminders since some of your assignments are two-parts and have multiple due dates that Blackboard cannot differentiate.**

**Because this course is in a compressed (eight week) format, the pace is very fast.** This course is double the pace of a typical 16-week class in terms of readings, exams, and quizzes. It is thus easy to get behind and, if you do, it may be difficult (if not impossible) to catch up. You must hit the ground running and not let up for eight weeks. If you do this, there is no reason you cannot earn an “A” in the course and get a great deal out of it.

**REQUIRED assignments include Exams, Quizzes and Participation Assignments.**

For all writing assignments students will be evaluated on providing a strong thesis, using supportive evidence from the course material to show mastery of the concepts introduced, and following instructions (proper grammar, in-text citations and a Works Cited section in APA format). These are necessary for full credit for all written assignments.

Students can use notes, textbooks, and course material as long as it is cited in the appropriate APA format.

Students are NOT allowed to work with their peers, but may visit the UTEP Writing Center either in person or online for assistance.
Quizzes – Students will complete online quizzes that may be multiple choice or short answer. There is no time limit on quizzes and students may start and stop as needed but must submit before the deadline. Quiz 1 is worth 5 points and Quiz 2 is worth 10 points.

Exams – Every student is required to take 2 exams that will consist of creating an annotated bibliography for every item on the Course Reading List. Please use the professor’s format in creating these. More instructions are available in Blackboard.

There is no time limit on the exams. The exams can be opened and closed so students can work on the exams over a few days or weeks. Students should submit the exam BEFORE the deadline as indicated on the Assignment List. Make sure to save a copy of your work too.

Each exam is worth 25 points of your final grade. (Total 50 points). Late exams will be deducted 1 point for each 24-hours it is late, up to 5 points (which is 5 days). After the 5-day grace period, the exam will no longer be accepted, no points will be earned and there will not be an opportunity to make this up.

Discussion Board Posts – Students will respond to prompts provided. These are expected to be well-thought out, well written responses that incorporate the course material and have proper in-text and Work Cited sections (APA format required).

One well written paragraph with references is worth 5 points. Well-written response to a classmate is worth 5 points.

Discussion Board Post Responses – Students are asked to respond to one other classmate for topic discussions. Please read this article before responding. Make sure to be respectful in your responses to others and students should know that all responses are public (to the class).

Final Assignment (worksheet) – Instructor will provide a worksheet and students must complete. This assignment brings together the course material and pop culture. This assignment is worth 20 points. Expectations for length for each section of the worksheet is provided on the assignment instructions available in Blackboard.

FINAL GRADE CALCULATION:
Your final grade in this class will be determined based on the 2 exams, chapter quizzes and participation assignments. A list of all assignments and points available is provided below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Introduction</td>
<td>5</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>10</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>5</td>
</tr>
<tr>
<td>Exam 1 (covers Modules 2 &amp; 3)</td>
<td>25</td>
</tr>
</tbody>
</table>
Discussion Board #1 – American Dream  
Discussion Board #1 – Respond to 1 (one) Classmate on American Dream post  
Exam 2 (covers Modules 4 & 5)  
Final Worksheet (in place of a final exam covers all modules)  

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board #1 – American Dream</td>
<td>5</td>
</tr>
<tr>
<td>Discussion Board #1 – Respond to 1 (one) Classmate on American Dream post</td>
<td>5</td>
</tr>
<tr>
<td>Exam 2 (covers Modules 4 &amp; 5)</td>
<td>25</td>
</tr>
<tr>
<td>Final Worksheet (in place of a final exam covers all modules)</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Final Grade Distribution:**
100 – 90 Points = A  
89–80 Points = B  
79–70 Points = C  
69–60 Points = D  
59 and below Points = F  

**Please note:** There will be no curve used in grading and no grades will be dropped. It is best not contact me at the end of the semester regarding extra points for a particular letter grade. Your grade is your accomplishment and mastery of the course material.

**Important Reminders:**
The assignments are not timed. Assignments must be submitted before their designated due date. Refer to the Course Calendar for information (do not rely on Blackboard calendar). Do not wait until the last minute to begin exams or quizzes. **Make sure to manage your time.** This way, if you do experience any difficulties with submissions, they can be corrected before the work is due.

**Technology Issues**  
I will not provide you with technical assistance. Students may refer to Blackboard assistance. You should also ensure that you have the appropriate hardware and software. I will answer substantive material questions, but questions about uploading material or other trouble/error messages should be brought to UTEP Blackboard.

**Required Software**  
You must be able to log into our virtual classroom (UTEP’s Blackboard) daily. This requires dependable Internet connection/WiFi and using the appropriate browsers and compatible software to succeed in this online course. The Mobile APP is fine to use to keep up-to-date with assignments, but a laptop or desktop is preferred to upload assignments since there is so much writing and editing involved.

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.

- Please make sure you access Blackboard through UTEP’s VPN (Virtual Private Network) or another secure network. This will ensure your information is protected.
• 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.
• Microsoft Word: I recommend buying this if you do not have any word processing software or presentation software. It is available at the bookstore to students at a discounted price.

CLASS AND UNIVERSITY POLICIES

Academic Dishonesty Statement:
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. 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 possible disciplinary action.

Students that need accommodations:
If a student needs an accommodation, then the Center for Accommodations and Student Support located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services. I am happy to work with all individuals eager to learn.

Additional information:
Online learning is not a spectator sport. It is everyone’s responsibility to participate as fully as they can so everyone can get the most from the experience.
• All times are listed in Mountain Time.
• I will do all I can to ensure your learning and success in this class.
• I will provide feedback on your assignments in a timely manner. I will also keep you informed about your graded progress (all graded assignments will be available through My Grades). I am happy to make time to discuss your concerns about your grades or course material.
• If any changes in the course are to be implemented, I will ensure that the class is notified in writing in a timely manner.
• Please take accountability for your role as a student in this course.
• Read all Announcements and keep up to date with the course and requirements.
• You should only contact me at: ogarcia10@utep.edu for emergencies. Here are some examples of an emergencies: a family member that you take care of is very ill, you are having a medical emergency, or there has been a death in your immediate family. Keep in mind that I can ask for documentation with regards to your particular situation (obituaries from local newsletters, for example) so you may want to have this already prepared if you must contact me through my UTEP.edu account). I do not check this email as regularly as I will the Course Messages in Blackboard so you might wait a few days for a reply. Assignments are NOT accepted through this method unless previously arranged.

Additional Disclaimers and Resources
• Students should review ALL feedback provided on assignments and exams. This will help students do better in the course.
• I encourage students to visit the UTEP Writing Center for assistance with writing assignments.
• Students may be penalized for the following non-compliance actions:
  o Plagiarism is taking credit for another’s work and passing it off as your own. Plagiarism is unacceptable. When using the ideas of others, it is necessary to properly cite. For more information, read the college catalog or ask instructor.
  o Incompletion of required work, i.e., tests and papers. All work must be completed AND graded in order for complaints to be initiated.
  o Disruptive online behavior including making rude or non-well-thought-out comments on the course Discussion Board. Additional Resources that provide guidance on this topic include: UTEP Office of Student Life, UTEP Office of Institutional Compliance
• Other information:
  o “Having trouble with Blackboard” is not an excuse for late assignments or lack of knowledge about the course. You may access for navigating assistance.
• Students may see the operating manual for other university policies and procedures accessible here.
### Assignment List with Deadlines

**Required Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Available</th>
<th>Due Date and Time (Mountain)</th>
<th>Exact Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Introduction</td>
<td>5</td>
<td>Saturday, 11:59 of Week 1</td>
<td>January 25th</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>10</td>
<td>Saturday, 11:59 of Week 2</td>
<td>February 1st</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>5</td>
<td>Saturday, 11:59 of Week 3</td>
<td>February 8th</td>
</tr>
<tr>
<td>Exam 1 (covers Modules 2 &amp; 3)</td>
<td>25</td>
<td>Saturday, 11:59 of Week 4</td>
<td>February 15th</td>
</tr>
<tr>
<td>Discussion Board #1 – American Dream (covers Module 5)</td>
<td>5</td>
<td>Saturday, 11:59 of Week 6</td>
<td>February 22nd</td>
</tr>
<tr>
<td>Discussion Board #1 – Respond to 1 (one) Classmate on American Dream post</td>
<td>5</td>
<td>Saturday, 11:59 of Week 7</td>
<td>February 29th</td>
</tr>
<tr>
<td>Exam 2 (covers Modules 4 &amp; 6)</td>
<td>25</td>
<td>Saturday, 11:59 of Week 7</td>
<td>March 7th</td>
</tr>
<tr>
<td>Final Worksheet (in place of a final exam covers all modules)</td>
<td>20</td>
<td>Wednesday, 11:59 of Week 8</td>
<td>March 11th</td>
</tr>
</tbody>
</table>

**Total Points** 100

**Extra Credit Opportunities**

<table>
<thead>
<tr>
<th>Extra Credit Opportunities</th>
<th>Points Available</th>
<th>Due Date and Times (Mountain)</th>
<th>Exact Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction – Respond to up to 2 classmates (1 point each)</td>
<td>2 (2 points maximum)</td>
<td>Saturday, 11:59 of Week 2</td>
<td>February 1st</td>
</tr>
<tr>
<td>Extra Credit Discussion Board – Latino USA - Post</td>
<td>3</td>
<td>Tuesday, 11:59 of Week Final Exam</td>
<td>March 10th</td>
</tr>
</tbody>
</table>

**Total Points for Extra Credit** 5

**Live Lectures** - I will provide a short, topical lecture and then answer student questions. A recording will be available to watch, and slides will be available under the corresponding module. Students may answer a participation section after watching the lecture to earn 1 point per each lecture. An additional 5 points available.

<table>
<thead>
<tr>
<th>Lecture Topic</th>
<th>Module, Day and Times (Mountain)</th>
<th>Exact Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>About reading for this course &amp; Race and Ethnicity</td>
<td>Week 1 – Monday at 5 pm</td>
<td>January 27th</td>
</tr>
<tr>
<td>About writing for this course &amp; Historical Perspective</td>
<td>Week 2 – Monday at 5 pm</td>
<td>February 3rd</td>
</tr>
<tr>
<td>Proper citations &amp; Demographics</td>
<td>Week 3 – Monday at 5 pm</td>
<td>February 10th</td>
</tr>
<tr>
<td>Responding to a classmate &amp; Education</td>
<td>Week 4 – Monday at 5 pm</td>
<td>February 17th</td>
</tr>
<tr>
<td>Doing your final worksheet &amp; Final thoughts</td>
<td>Week 5 – Monday at 5 pm</td>
<td>February 24th</td>
</tr>
</tbody>
</table>
Cultural Diversity and Youth in the U.S

-Reading List-
Department: Chicano Studies
Instructor: Olivia Garcia, PhD

This is your Reading List for the term. It is your responsibility to obtain the textbook and the additional readings. Additional readings will be made available on Blackboard (under Additional Readings menu). You are required to read all texts and watch all videos within each Module. Use this list, along with the Course Calendar to guide you through the course.

Text and Materials
(Students should purchase this book.)
Additional required readings will be posted on Blackboard and that will be indicated on the within the Module. Make sure you to have the correct edition of this textbook.

Week 1: Module 1 – About the Course
Read Syllabus, Policies, Assignment List and Reading List
No additional reading required. Make sure to follow the assignment instructions in the Assignment List.

Week 2: Module 2 – Race and Ethnicity

Watch video
Published on Feb 25. Available at: http://www.youtube.com/watch?v=PaA0mLVQd3k

Watch video

Watch video
WonderWhy. 2015. What's the difference between Latino and Hispanic?. Sep 30. Available at: https://youtu.be/GBt5rMD2aDc


**Week 3: Module 3 – Historical Perspectives**

From the textbook
The Chicano Movement and the Treaty 3
Richard Griswold del Castillo
El Paso Salt War: Mob Action or Political Struggle?  13
Mary Romero

Border Culture  23
Mario T. García

Confronting “America”  33
Vicki L. Ruiz

Women at Farah: An Unfinished Story  47
Laurie Coyle, Gail Hershatter and Emily Honig

Read

Week 4: Module 4 – Demographics

Read

Read
From the textbook
A Demographic Portrait of Mexican-Origin Hispanics in the United States  79
Ana González-Barrera and Mark Hugo López

Realms of Integration: Family, Education, Work, and Health  87
Marta Tienda et al

The Latino Health Research Agenda for the Twenty-First Century  129
David E. Hayes-Bautista

Increasing Hispanic Mobility into the Middle Class: An Overview  147
Harry P. Pachón

Trabajando: Mexican Americans in the Labor Market  155
Arturo González
Critical Thinking Exercise

United States Census Bureau. 2015. SEX BY AGE (HISPANIC OR LATINO)
Available at: https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_15_1YR_B01001I&prodType=table

Read
Nittle, Nadra Kareem. 2017. Myths and Stereotypes About Hispanics and Immigration”
Updated August 31. Available at: https://www.thoughtco.com/hispanics-and-immigration-myths-stereotypes-2834527

Read
Rojo, Ximena. 2017. “’Proud Mexicans’ changes the perception of Mexicans through incredible portraits.” February 9. Available at: https://www.buzzfeed.com/ximenarojo/if-youre-mexican-and-youre-proud-of-it-you-have?utm_term=.elLDPnVVo#.iwXo8MZZB

Read
Rodriguez, Estuardo. (2019, August 16). “Latinos are not invading Texas — they settled here long before Europeans landed on Plymouth Rock.” The Hill. Available at: https://thehill.com/opinion/immigration/457745-latinos-are-not-invading-texas-they-settled-here-long-before-europeans?fbclid=IwAR2V0p24Fw1G1H19n0sZDTv9bZ5Jk3kmPhpjzl0dqzMqUx9wuhe_C4ROQA

Read

Week 5: Module 5 – Contemporary Debate

Read
Library of Congress. “What is the American Dream?” Available at: http://www.loc.gov/teachers/classroommaterials/lessons/amERICAN-dream/students/thedream.html
Read/Do
What is your American Dream Score?

Read
Lugo, Mark Hugo et. al., 2018. “Latinos are more likely to believe in the American dream, but most say it is hard to achieve.” Fact Tank - Our Lives in Numbers. September 11. Available at: http://www.pewresearch.org/fact-tank/2018/09/11/latinos-are-more-likely-to-believe-in-the-american-dream-but-most-say-it-is-hard-to-achieve/  

Read

Read

Read

Read

Read

Read

Read

**Week 6: Module 6 – Education**

Read
From the textbook
Educational Perspectives   265

Hispanic Student Enrollments Reach New Highs in 2011  277
Richard Fry and Mark Hugo López

Segregation and the Education of Mexican Children, 1900-1940  295
Gilbert G. González

Chicana/o Education from the Civil Rights Era to the Present  311
Dolores Delgado Bernal

Who’s the Leader of the Civil Rights Band?
Latinos’ Role in Brown v. Board of Education  333
Nicolás C. Vaca

The Fight for Mexican American Studies in Tucson  345
Nolan L. Cabrera, Elisa L. Mesa and Roberto Cintli Rodríguez
The Librotraficante Behind the Movement to Smuggle “Wetbooks” Back Into Arizona
Paula Beltrán

Immigrants, Latinos, and Education in the United States
Sonia Soltero

For Poor, Leap to College Often Ends in a Hard Fall
Jason DeParle

School Failure: Explanations and Interventions
Guadalupe Valdés

Read

Read

Read
Najmabadi, Shannon and Ryan Murphy. (2019, January 28). “In Texas, university regents are less diverse than their schools’ students: Gov. Greg Abbott’s office says it has made strides with his appointments, but political scientists and lawmakers say age and finances can play a role in the discrepancy.” Texas Tribune. Available at: https://www.texastribune.org/2019/01/28/texas-university-regents-are-far-less-diverse-their-students/?fbclid=IwAR3SqHxXf-m4d1ARWZKqyeZj7_NsajkY-VohONJDhrfU2VlzXTR65nLfoY

Read
Read
Lundstrom, Kathryn. (2018, November 14). “Texas education board moves to reinsert Hillary Clinton, Helen Keller into curriculum: The day after backing the motions on Clinton and Keller, the State Board of Education voted to keep Moses in high school U.S. history standards.” Texas Tribune. Available at: https://www.texastribune.org/2018/11/13/hillary-clinton-helen-keller-state-board-education-texas/?fbclid=IwAR3pdrTsmXn6_gSOY81i0t6WXCJUtMwz_K8Ur_2-oXhBxjqyn2S6nY_T6M

**Week 7: Module 7 – Ethnic Studies** (available under Additional Readings)

Read

Read

Read

Read


Read

Week 8 Final Weeks
No Readings.

Watch a film (or follow the other instructions) for your final worksheet assignment
Approved List for Final Worksheet

Walk Out, directed by Edward James Olmos. 2006; New York: Home Box Office, Inc.

East Los High, directed by Carlos Portugal, Carlos Reza, Katie Elmore Mota, Efrain Cortes. 2013; East Los Angeles, California: Population Media Center and Into Action Films.

Spare Parts, directed by Sean McNamara. 2015; Albuquerque, New Mexico, USA: Brookwell-McNamara Entertainment, Circle of Confusion and Indieproduction.

Immigration Battle, directed by Shari Robertson and Michael Camerini. 2015; The Epidavros Project, Inc (available at: http://www.pbs.org/wgbh/frontline/film/immigration-battle/)

American Crime, directed by John Ridley, Michael J. McDonald and Julie Hébert. 2015; The International Famous Players, Radio Pictures Corporation, Entertainment Company, Stearns Castle Entertainment and ABC Studios.

Please Email through Blackboard if you have any other films in mind. I am happy to take suggestions and continue adding to this list. You must get my approval for a film.