

Cultural Diversity and Youth in the U.S

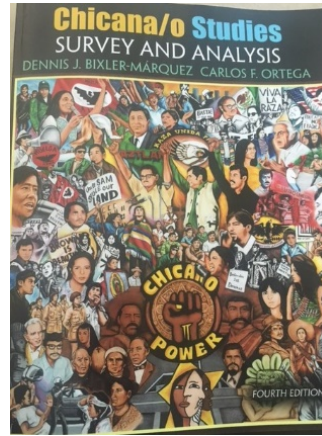
-Syllabus-

Department: Chicano Studies

Instructor Information: Olivia Garcia, PhD (Dr. or Professor Garcia)

Text and Materials:

Textbook: Chicana/o Studies Survey and Analysis. (2014). Bixler-Marquez, Dennis and Carlos F. Ortega. Kendall Hunt Publishers. Dubuque, IA. ISBN-10: 1465225668/ISBN-13:9781465225665 (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.

Assignment	Points Available
Video Introduction	5
Quiz 1	10
Quiz 2	5
Exam 1 (covers Modules 2 & 3)	25

Discussion Board #1 – American Dream	5
Discussion Board #1 – Respond to 1 (one) Classmate on American Dream post	5
Exam 2 (covers Modules 4 & 5)	25
Final Worksheet (in place of a final exam covers all modules)	20
Total Points	100

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:
 - 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.
 - Incompletion of required work, i.e., tests and papers. All work must be completed AND graded in order for complaints to be initiated.
 - 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:
 - "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

Assignment	Points Available	Due Date and Time (Mountain)	Exact Due Date
Video Introduction	5	Saturday, 11:59 of Week 1	January 25 th
Quiz 1	10	Saturday, 11:59 of Week 2	February 1 st
Quiz 2	5	Saturday, 11:59 of Week 3	February 8 th
Exam 1 (covers Modules 2 & 3)	25	Saturday, 11:59 of Week 4	February 15 th
Discussion Board #1 – American Dream (covers Module 5)	5	Saturday, 11:59 of Week 6	February 22 nd
Discussion Board #1 – Respond to 1 (one) Classmate on American Dream post	5	Saturday, 11:59 of Week 7	February 29 th
Exam 2 (covers Modules 4 & 6)	25	Saturday, 11:59 of Week 7	March 7 th
Final Worksheet (in place of a final exam covers all modules)	20	Wednesday, 11:59 of Week 8	March 11 th
Total Points	100		

Extra Credit Opportunities

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

Lecture Topic	Module, Day and Times (Mountain)	Exact Dates
About reading for this course & Race and Ethnicity	Week 1 – Monday at 5 pm	January 27 th
About writing for this course & Historical Perspective	Week 2 – Monday at 5 pm	February 3 rd
Proper citations & Demographics	Week 3 – Monday at 5 pm	February 10 th
Responding to a classmate & Education	Week 4 – Monday at 5 pm	February 17 th
Doing your final worksheet & Final thoughts	Week 5 – Monday at 5 pm	February 24 th

Cultural Diversity and Youth in the U.S

-Reading List-

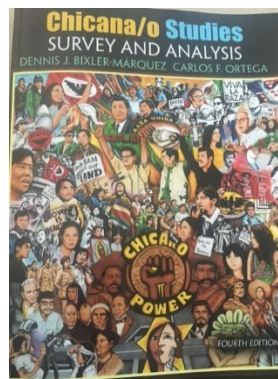
Department: Chicano Studies

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

Textbook: Bixler-Marquez, Dennis and Carlos F. Ortega. 2014. Chicana/o Studies Survey and Analysis. *Fourth Edition*. Kendall Hunt Publishers. Dubuque, IA. ISBN-10: 1465225668/ISBN-13:9781465225665 (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

Desai, Shreena. 2014. Khanacademymedicine. Self Concept, Self Identity, Social Identity Published on Feb 25. Available at: <http://www.youtube.com/watch?v=PaA0mLVQd3k>



Watch video

Science Plus. Science Says: There Is No Such Thing As Race! 2015. Jun 18. Available at: <https://youtu.be/RK3sguRWYK0>



Watch video

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



Read

Blaz, Terry Blas. "Yo Soy Latino: A Mini Comic." August 12, 2016. Available at: <http://www.vox.com/2015/8/19/9173457/hispanic-latino-comic>



Read

Marin, Cheech. 2012. *What Is A Chicano?*. THE BLOG May 03. Available at: http://www.huffingtonpost.com/cheech-marin/what-is-a-chicano_b_1472227.html



Read

Ramirez, Tanisha Love and Zeba Blay. 2016. "Why People Are Using The Term 'Latinx'?" Latino Voices. July 05. Available at: http://www.huffingtonpost.com/entry/why-people-are-using-the-term-latinx_us_57753328e4b0cc0fa136a159



Read

From the textbook

Ortega, Carlos F. 2014. "Introduction – Chicano Studies as a Discipline." in Chicana/o Studies Survey and Analysis. (2014). Bixler-Marquez, Dennis and Carlos F. Ortega. Kendall Hunt Publishers. Dubuque, IA.



Read

Simón, Yara. (2018, September 14.) "Hispanic vs. Latino vs. Latinx: A Brief History of How These Words Originated." Remezcla. Available at: <https://remezcla.com/features/culture/latino-vs-hispanic-vs-latinx-how-these-words-originated/>

Week 3: Module 3 – Historical Perspectives



Read

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

Associated Press. December 27, 2019. “Trump Justice Department sues to seize private property for border-wall construction.” Available at:
<https://www.marketwatch.com/story/trump-justice-department-sues-to-seize-private-property-for-border-wall-construction-2019-12-27>

Week 4: Module 4 – Demographics



Read

CNN Library. 2017. “Hispanics in the US Fast Facts.” March 31. Available at:
<http://www.cnn.com/2013/09/20/us/hispanics-in-the-u-s-/index.html>



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=.eLDPnVVo#.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=IwAR2V0p24Fw1G1H19nOsZDTv9bZ5Jk3kmPhpjzli0dqqMqUx9wuhe_C4ROQA



Read

S,M. (2019, June 28). "The Supreme Court blocks a citizenship question on the 2020 census." In *The Economist*. Available at: <https://www.economist.com/democracy-in-america/2019/06/27/the-supreme-court-blocks-a-citizenship-question-on-the-2020-census>

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

Baumann, Susana G. 2016. "No country for Latinos and the American Dream." Blog in Branding, Featured, Thought leadership. November 07. Available at: <https://latinasinbusiness.us/2016/11/07/latinos-and-the-american-dream/>



Read

Simon Romero, Caitlin Dickerson, Miriam Jordan and Patricia Mazzei. (2019, August 6). "It Feels Like Being Hunted': Latinos Across U.S. in Fear After El Paso Massacre." *The New York Times*. Available at: <https://www.nytimes.com/2019/08/06/us/el-paso-shooting-latino-anxiety.html>



Read

Corea, Nicole. 2018. "The Future of the American Dream is Latino." Blog in Community Development. March 02. Available at: <https://www.aspeninstitute.org/blog-posts/future-american-dream-latino/>



Read

Pew Research Center. May 2, 2006. "Once Again, the Future Ain't What It Used to Be." Available at: <http://www.pewsocialtrends.org/2006/05/02/once-again-the-future-aint-what-it-used-to-be/>



Read

Constable, Pamela and Scott Clement. January 31, 2014. "Hispanics often lead the way in their faith in the American Dream, Poll Finds." The Washington Post. Available at: https://www.washingtonpost.com/local/hispanics-often-lead-the-way-in-their-faith-in-the-american-dream-poll-finds/2014/01/30/c9d4d498-6c2a-11e3-b405-7e360f7e9fd2_story.html?utm_term=.5e8ae244e5ff



Read

Lopez, Mark Hugo., Gonzalez-Barrera, Ana and Jens Manuel Krostad. 2018. "More Latinos have Serious Concerns about their Place in America Under Trump." October 25. Available at: <http://www.pewhispanic.org/2018/10/25/latinos-have-become-more-pessimistic-about-their-place-in-america/>



Read

C.K. (2017, September 8). "The cost of the American dream." The Economist. Available at: <https://www.economist.com/democracy-in-america/2017/09/08/the-cost-of-the-american-dream>

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 351
Paula Beltrán

Immigrants, Latinos, and Education in the United States 353
Sonia Soltero

For Poor, Leap to College Often Ends in a Hard Fall 367
Jason DeParle

School Failure: Explanations and Interventions 375
Guadalupe Valdés



Read

Naik, Rohan. (2019, August 8). “How Texas’ history curriculum glosses over Mexican Americans [Opinion].” *Houston Chronicle*. Available at:

<https://www.houstonchronicle.com/opinion/outlook/article/How-Texas-history-curriculum-glosses-over-14287868.php?fbclid=IwAR2bDoMGiEYSn9z-WJpVST8EzS1FtujSnIWRdEM9uGM6RfXOWSD4ryIX-Fs>



Read

American Federation of Teachers (AFT) et. al., (2017). “Immigrant and Refugee Children: A Guide for Educators and School Support Staff: Now, more than ever, these vulnerable students need advocates in schools.” Issue 55, Spring. Available at:

<https://www.tolerance.org/magazine/spring-2017/immigrant-and-refugee-children-a-guide-for-educators-and-school-support-staf>



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=IwAR3SQdHxXf-m4d1ARWZKqyeZj7_NsajkY-VohONJDhrfU2VlzXTR65nLfoY



Read

Dechavez, Yvette. (2018, October 8). “It’s time to decolonize that syllabus.” *Los Angeles Times*.

Available at: <https://www.latimes.com/books/la-et-jc-decolonize-syllabus-20181008-story.html?fbclid=IwAR0z5ft2wRIE1lykY0ogiiis1rC-rJ38D9nJS-2RD9AvQUJW4uhpRRxrS154>



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_gSOY81i0t6WXCJUItMwz_K8Ur_2-oXhBxJqyn2S6nY_T6M

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



Read

Franco, Jimmy. "Ethnic Studies Enhances One's World Outlook in Education." 2014. In The Struggle for Inclusion: The Chicano Experience in a Diverse Society. Second Edition. 2016. (pp. 135-138). San Diego, CA: Cognella.



Read

Rios, Francisco. "From Chicano/a to Xicano/a: Critical Activist Teaching Revisited." 2013. In The Struggle for Inclusion: The Chicano Experience in a Diverse Society. Second Edition. 2016. (pp. 121-134). San Diego, CA: Cognella.



Read

Acosta, Curtis and Asiya Mir. "Empowering Young People to be Critical Thinkers: The Mexican American Studies Program in Tucson." 2012. In The Struggle for Inclusion: The Chicano Experience in a Diverse Society. Second Edition. 2016. (pp. 107-120). San Diego, CA: Cognella.



Read

Hu-DeHart, Evelyn . (1993). "The History, Development, and Future of Ethnic Studies" *The Phi Delta Kappan*, Vol. 75, No. 1 (Sep.), pp. 50-54



Read

Hurtado, A. "The Transformative Power of Chicana/o Studies: Social Justice and Education." 2005. In The Struggle for Inclusion: The Chicano Experience in a Diverse Society. First Edition. 2013. (pp. 113-124). San Diego, CA: Cognella.

Kopetman, Roxana. (2019, September 17). "Educators will get another shot at writing state ethnic studies curriculum: Critics called early draft anti-Semitic." *Orange County Register*. Available at: <https://www.ocregister.com/2019/09/17/educators-will-get-another-shot-at-writing-state-ethnic-studies-curriculum/>



Read

Freire, Paulo. "Chapter 1." 1970. In *Pedagogy of the Oppressed*. New York, NY. Continuum International Publishing Group. (pp. 43-48). (In additional readings)

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.