

## Cultural Diversity and Youth in the U.S

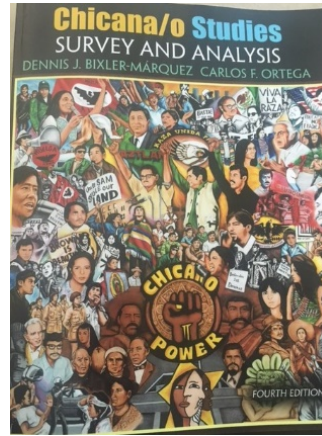
### -Syllabus-

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. Gain a better understanding of your own worldviews and opinions towards issues of education, the production of knowledge, and the learning of history.
7. Learn tools for having conversations with individuals with different experiences and opinions than yours.

### **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. *Make sure to follow the Assignment List deadlines.*

**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 Point 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 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. All quizzes are worth 5 points.

**Exam** – Every student is required to take a final exam that will consist essay form responding to a prompt. The exam will be a final exam and cover all of the course material presented throughout the term. It will be worth 20 points of the final grade.

There is no time limit on the exam. The exam can be opened and closed so students can work on the exam over a few days or weeks. Students should submit the exam BEFORE the deadline as indicated on the Assignment List. Follow all instructions for this assignment as indicated in Blackboard.

**FINAL GRADE CALCULATION:**

Your final grade in this class will be determined based on the exam, quizzes and participation assignments. A list of all assignments and points available is available under Assignment List.

**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. Do not wait until the last minute to submit your work. **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 COVID-19 Student Training Video**

All students, regardless of where you are taking classes, are asked to watch a COVID-19 informational and training video no later than Aug. 19, 2020. Students can access the 6-minute training video at [covidtraining.questionpro.com](https://covidtraining.questionpro.com).

**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](mailto: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.

### **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

Module	Must Do	Points Available	Due Date and Time
1	<ul style="list-style-type: none"> <li>• Watch Pre-recorded Video Lecture</li> <li>• Answer Participation Point Question</li> <li>• Complete ALL the Readings in Module</li> <li>• Submit Quiz Response</li> </ul>	- 5 - 5	Saturday, Jan 23 <sup>rd</sup> at 11:59 PM
2	<ul style="list-style-type: none"> <li>• Watch Video Lecture</li> <li>• Answer Participation Point Question</li> <li>• Complete ALL the Readings in Module</li> <li>• Submit Quiz Response</li> </ul>	- 5 - 5	Saturday, Jan 30 <sup>th</sup> at 11:59 PM
3	<ul style="list-style-type: none"> <li>• Watch Video Lecture</li> <li>• Answer Participation Point Question</li> <li>• Complete ALL the Readings in Module</li> <li>• Submit Quiz Response</li> </ul>	- 5 - 5	Saturday, Feb 6 <sup>th</sup> at 11:59 PM
4	<ul style="list-style-type: none"> <li>• Watch Video Lecture</li> <li>• Answer Participation Point Question</li> <li>• Complete ALL the Readings in Module</li> <li>• Submit Quiz Response</li> </ul>	- 5 - 5	Saturday, Feb 13 <sup>th</sup> at 11:59 PM
5	<ul style="list-style-type: none"> <li>• Watch Video Lecture</li> <li>• Answer Participation Point Question</li> <li>• Complete ALL the Readings in Module</li> <li>• Submit Quiz Response</li> </ul>	- 5 - 5	Saturday, Feb 20 <sup>th</sup> at 11:59 PM
6	<ul style="list-style-type: none"> <li>• Watch Video Lecture</li> <li>• Answer Participation Point Question</li> <li>• Complete ALL the Readings in Module</li> <li>• Submit Quiz Response</li> </ul>	- 5 - 5	Saturday, Feb 27 <sup>th</sup> at 11:59 PM
7	<ul style="list-style-type: none"> <li>• Watch Video Lecture</li> <li>• Answer Participation Point Question</li> <li>• Complete ALL the Readings in Module</li> <li>• Submit Quiz Response</li> </ul>	- 5 - 5	Saturday, March 6 <sup>th</sup> 11:59 PM
8	<ul style="list-style-type: none"> <li>• Watch Video Lecture</li> <li>• Answer Participation Point Question</li> <li>• Complete ALL the Readings in Module</li> <li>• Submit Quiz Response</li> </ul>	- 5 - 5	Saturday, March 13 <sup>th</sup> at 11:59 PM
<b>Final Exam is cumulative (covers all modules -unlimited time)</b>		<b>20</b>	<b>Saturday, March 13<sup>th</sup> at 11:59 PM</b>
<i>TOTAL POINTS THAT CAN BE EARNED</i>		<i>100</i>	

**Video Lectures** - I will provide a short, topical lecture and then answer student questions on Mondays at 4 pm. A recording will be available to watch, and slides will be available under the corresponding module). Students should attend the live lectures or watch the recording.

<u>Modules</u>	<u>Lecture Topic</u>	<u>Date and Time</u>
1	About this course, reading for this class and how to succeed in higher education	Pre-recorded available on Jan 19 <sup>th</sup> / 7 am
2	Race, Ethnicity, Latin@/x and Chicano – The Basics	Jan 25 <sup>th</sup> / 4:30 pm
3	Demographics – how do we know what we know about Chicanos and what is the American Dream	Feb 1 <sup>st</sup> / 4:30 pm
4	Important History of the Chicana/o Movements	Feb 8 <sup>th</sup> / 4:30 pm
5	Chicanos in Education – Attainment and Obstacles	Feb 15 <sup>th</sup> / 4:30 pm
6	Contemporary Topics: Black Lives Matter (BLM) and COVID Impact on Chicanos/Latinos	Feb 22 <sup>nd</sup> / 4:30 pm
7	The Future of Ethnic Studies	March 1 <sup>st</sup> / 4:30 pm
8	Moving forward, final thoughts, how to disagree productively	March 8 <sup>th</sup> / 4:30 pm



## 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 Assignment List to guide you through the course.**

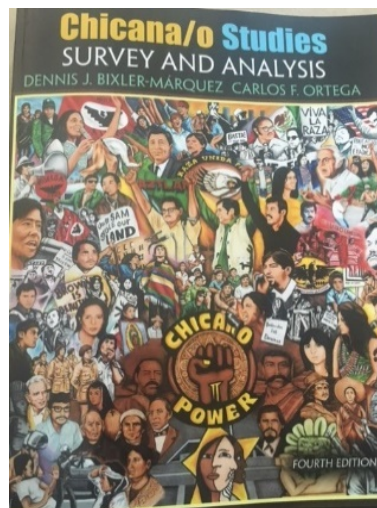
**Text and Materials**

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. Watch live or recorded lecture.

**Week 2: Module 2 – Race, Ethnicity, Latin@/x, Hispanic and Chicano - The Basics**

Watch Video(s)

Desai, Shreena. 2014. Khanacademymedicine. Self Concept, Self Identity, Social Identity Published on Feb 25. Available [here](#).

Science Plus. Science Says: There Is No Such Thing As Race! 2015. Jun 18. Available [here](#).

Read (in Module in Blackboard)

Marin, Cheech. 2012. *What Is A Chicano?*. THE BLOG May 03. Available [here](#).

Ramirez, Tanisha Love and Zeba Blay. 2016. "Why People Are Using The Term 'Latinx'?" Latino Voices. July 05. Available [here](#).



Simón, Yara. (2018, September 14.) "Hispanic vs. Latino vs. Latinx: A Brief History of How These Words Originated." Remezcla. Available [here](#).

Vidal-Ortiz, Salvador, and Juliana Martinez. 2018. "Latinx Thoughts: Latindad with an X." *Latino Studies* 16(3): 384-395.

Montoya, Celeste and Mariana Galvez Seminario. 2020. "Guerreras y Puentes: The Theory and Praxis of Latina(x) Activism." *Politics, Groups, and Identities*, DOI: 10.1080/21565503.2020.1821233

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.

### **Week 3: Module 3 – Demographics – how do we know what we know about Chicanos and what is the American Dream**

Listen to

Casa de Esperanza: National Latin@ Network. September 2020. You Count: Why the 2020 Census Matters. Soundcloud. Available [here](#).

Read (in Module in Blackboard)

Library of Congress. "What is the American Dream?" Available [here](#).

Do this Exercise

What is your American Dream Score? Available [here](#).

From the textbook

Border Culture 23

Mario T. García

Confronting "America" 33

Vicki L. Ruiz

A Demographic Portrait of Mexican-Origin Hispanics in the United States 79

Ana González-Barrera and Mark Hugo López

Increasing Hispanic Mobility into the Middle Class: An Overview 147

Harry P. Pachón

Trabajando: Mexican Americans in the Labor Market 155

Arturo González

Read (in Module in Blackboard)

Rodriguez, Estuardo. (2019, August 16). "Latinos are not invading Texas — they settled here long before Europeans landed on Plymouth Rock." The Hill. Available [here](#).

S.M. (2019, June 28). "The Supreme Court blocks a citizenship question on the 2020 census." In The Economist. Available [here](#).

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 [here](#).

Corea, Nicole. 2018. "The Future of the American Dream is Latino." Blog in Community Development. March 02. Available [here](#).

C.K. (2017, September 8). "The cost of the American dream." The Economist. Available [here](#).

#### **Week 4: Module 4 – Important History of the Chicana/o Movements**

Watch this video

Barrymore, Drew and Crisela Alonzo. September 22, 2020. Drew's News: Drew Celebrates Hispanic Heritage Month with Cristela Alonzo! Available [here](#).

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

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

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

#### **Week 5: Module 5 – Chicanos in Education – Attainment and Obstacles**

Watch video

NBC Nightly News. August 2020. "Reexamining U.S. History Textbooks To Promote Equality In The Classroom." Available [here](#).

From the textbook

Educational Perspectives 265

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 (in Module in Blackboard)

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

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 [here](#).

Optional Reading - Acosta, Isabel. Spring 2020. You made it, are you still facing it? Educated Latinas Experiencing Imposter Phenomenon and Multiple Aggression in the Professional World. Doctoral Dissertation for Educational Leadership Program at California State University, Sacramento. Available [here](#).

Optional Reading - 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 [here](#).

Optional Reading – Important for Future Educators: Dechavez, Yvette. (2018, October 8). “It’s time to decolonize that syllabus.” *Los Angeles Times*. Available [here](#).

## **Week 6: Module 6 - Contemporary Topics: Black Lives Matter (BLM) and COVID Impact on Chicanos/Latinos**

Listen to

Contreras, F., Laurent, A., Arbona-Ruiz, M., and Garsd, Jasmine. 2020. "The Afro-Latinx Experience Is Essential To Our International Reckoning On Race." NPR: Alt. Latino. Available [here](#).

Read (in Module in Blackboard)

St. Amour, Madeline. September 3, 2020. "Report: Top Difficulties Latinx Students Face." Letters to the Editor, Inside Higher Education. Available [here](#).

UnidosUS. July 2020. The Latino Community in the Time of Coronavirus: The Case for a Broad and Inclusive Government Response. Available [here](#).

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 [here](#).

Cardenas, Cat. June 28, 2020. "How Latino Texans Are Addressing Antiracism." Texas Monthly. Available [here](#).

### **Week 7: Module 7 - The Future of Ethnic Studies**

Read (in Module in Blackboard)

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.

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.

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.

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

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 [here](#).

CBS Sacramento. August 2020. California Requires Ethnic Studies For University System. Available [here](#).

NBC News. August 14, 2020. Latinos' health is threatened by coronavirus misinformation as well as fear, distrust. Available [here](#).

**Week 8 Final Weeks - Moving forward, final thoughts, how to disagree productively**

Liu, Jennifer. June 5, 2020. "Talking about racial inequality at work is difficult—here are tips to do it thoughtfully." CNBC. Available [here](#).

Collins, Cory. 2018. "What Is White Privilege, Really? Recognizing white privilege begins with truly understanding the term itself." Teaching Tolerance. ISSUE 60, FALL. Available [here](#).

Brewster, Joe, Blair Foster and Michèle Stephenson. February 2016. "A Conversation With Latinos on Race'." *New York Times*. Available [here](#).