

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.



Virtual Office Hours: Mondays 5-6 PM and Wednesdays 3:30-5:30 PM.

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, you should 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.

Class Format: This course is **NOT** self-paced. Please make sure to follow the Course Calendar that is available under Course Calendar heading in our virtual classroom. 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!

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.

Students will be able to communicate with me and each other to ask questions, share concerns, raise ideas and chat about the professions that use concepts learned through this course. *The best way to do this is to attend Virtual Office Hours. Students may also ask questions through Dr. Garcia’s Cafe Forum in the Discussion Board.* This is considered our public discussion space so other students will be able to see what you post here. **Students should communicate with the instructor via Blackboard only.**

REQUIREMENTS 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). These are necessary for full credit for all written assignments.

Students can use notes, textbooks, Blackboard course material and the Internet for all assignments, but make sure to properly cite the course material. Students are NOT allowed to work with their peers. This is an individual exam. Students should provide a Works Cited (APA format required) section for all writing assignments.

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 close 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 Course Calendar.

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.

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 seeks to fuse the course with pop culture. More instructions to come. This assignment is worth 20 points. Expectations for length for each section of the worksheet is provided on the assignment instructions.

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	5
Quiz 2	10
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.

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.

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) so that your personal information is secure.
- 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. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. 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 may be suspended or expelled from UTEP for such actions.

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.

A Final Note:

1. I will provide you clear instructions on class expectations.
2. I will check my **Course Messages in Blackboard** daily and it is best to contact me through Blackboard. I will do my best to response within 24-hours of your message. I will also check "Dr. Garcia's Cafe Forum" each business day and will respond as needed.

3. 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.
4. I am open to suggestions about improvement of the class and class related activities.
5. I will do all I can to ensure your learning and success in this class.
6. If any changes in the course are to be implemented, I will ensure that the class is notified in writing in a timely manner.
7. Read all Announcements and emails from me.
8. 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.
9. All times listed at Mountain Time (MT).
10. Emergency Contact information: ogarcia10@utep.edu. Please email me for emergencies only. 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. I do not check this email as regularly as I will the check Blackboard Messages.

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](#).

Course Calendar

Required Assignments

Assignment	Points Available	Due Date and Time (Mountain)	Exact Due Date
Video Introduction	5	Saturday, 11:59 of Week 1	October 26 th
Quiz 1	5	Saturday, 11:59 of Week 2	November 2 nd
Quiz 2	10	Saturday, 11:59 of Week 3	November 9 th
Exam 1 (covers Modules 2 & 3)	25	Saturday, 11:59 of Week 4	November 16 th
Discussion Board #1 – American Dream	5	Saturday, 11:59 of Week 6	November 23 rd
Discussion Board #1 – Respond to 1 (one) Classmate on American Dream post	5	Saturday, 11:59 of Week 7	November 30 th
Exam 2 (covers Modules 4 & 5)	25	Saturday, 11:59 of Week 7	December 7 th
Final Worksheet (in place of a final exam covers all modules)	20	Wednesday, 11:59 of Week 8	December 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	October 26 th
Extra Credit Discussion Board – Latino USA - Post	3	Tuesday, 11:59 of Week Final Exam	December 10 th
Total Points for Extra Credit	5		

Live Lectures will be done during office hours (dates are below – I will answer student questions and provide a short topical lecture. A recording will be available to watch).

Lecture Topic	Module, Day and Times (Mountain)	Exact Dates
About reading for this course & Race and Ethnicity	Week 1 – Wednesday 5 pm	October 23 rd
About writing for this course & Historical Perspective	Week 2 – Wednesday 5 pm	October 30 th
Proper citations & Demographics	Week 3 – Wednesday 5 pm	November 6 th
Responding to a classmate & Education	Week 4 – Wednesday 5 pm	November 13 th
Doing your final worksheet & Final thoughts	Week 5 – Wednesday 5 pm	November 20 th

Cultural Diversity and Youth in the U.S

-Reading List-

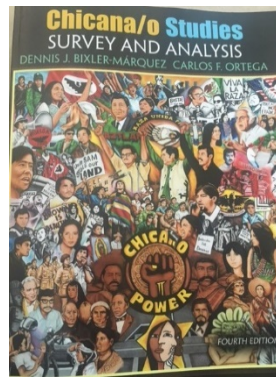
Department: Chicano Studies

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: 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 on Blackboard and that will be indicated on the within the Module.

**Week 1: Module 1 – About the Course**

Read Syllabus, Policies, Course Calendar and Reading List

No additional reading required. Make sure to follow the assignment instructions in the Course Calendar.

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

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_1Y_R_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=IwAR2V0p24Fw1G1H19nOsZDTv9bZ5Jk3kmPhpzli0dqqMqUx9wuhe_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=IwAR3SQdHxXfm4d1ARWZKqyeZi7_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=IwAR0z5ft2wRIE1lykY0ogii1rC-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](https://www.facebook.com/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

Stand & Deliver, directed by Ramón Menéndez. 1998; Burbank, CA: Warner Home Video.

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.