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.

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.

<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>5</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>10</td>
</tr>
<tr>
<td>Exam 1 (covers Modules 2 &amp; 3)</td>
<td>25</td>
</tr>
<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.

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:
  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.
# Course Calendar

## 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>October 26th</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>5</td>
<td>Saturday, 11:59 of Week 2</td>
<td>November 2nd</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>10</td>
<td>Saturday, 11:59 of Week 3</td>
<td>November 9th</td>
</tr>
<tr>
<td>Exam 1 (covers Modules 2 &amp; 3)</td>
<td>25</td>
<td>Saturday, 11:59 of Week 4</td>
<td>November 16th</td>
</tr>
<tr>
<td>Discussion Board #1 – American Dream</td>
<td>5</td>
<td>Saturday, 11:59 of Week 6</td>
<td>November 23rd</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>November 30th</td>
</tr>
<tr>
<td>Exam 2 (covers Modules 4 &amp; 5)</td>
<td>25</td>
<td>Saturday, 11:59 of Week 7</td>
<td>December 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>December 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>October 26th</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>December 10th</td>
</tr>
</tbody>
</table>

**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).

<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 – Wednesday 5 pm</td>
<td>October 23rd</td>
</tr>
<tr>
<td>About writing for this course &amp; Historical Perspective</td>
<td>Week 2 – Wednesday 5 pm</td>
<td>October 30th</td>
</tr>
<tr>
<td>Proper citations &amp; Demographics</td>
<td>Week 3 – Wednesday 5 pm</td>
<td>November 6th</td>
</tr>
<tr>
<td>Responding to a classmate &amp; Education</td>
<td>Week 4 – Wednesday 5 pm</td>
<td>November 13th</td>
</tr>
<tr>
<td>Doing your final worksheet &amp; Final thoughts</td>
<td>Week 5 – Wednesday 5 pm</td>
<td>November 20th</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

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: \texttt{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

Read

Read

Read

Read
From the textbook

Read

**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

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/tablesservices/jsf/pages/productview.xhtml?pid=ACS_15_1YR_B01001I&prodType=table](https://factfinder.census.gov/faces/tablesservices/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=IwAR2V0p24Fw1G1H19nOsZDTv9bZ5Jk3kmPhpjzli0dqQMqUx9wuhe_C4ROQA

Read

Week 5: Module 5 – Contemporary Debate

Read

Read/Do
What is your American Dream Score?
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


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

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=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=IwAR0z5ft2wRIE1lykY0ogiis1rC-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-
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**


*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.


*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.