

Cultural Diversity and Youth in the U.S
Course Number: CHIC 3339
Fall 2016
-Syllabus-
Department: Chicano Studies
Instructor: Olivia Garcia, PhD

Instructor Information

Olivia Garcia, PhD (Dr. or Professor Garcia)

[It is best to message me through our course on Blackboard. This option is labeled **Email**. The messages are not visible by other students and I will check the account at least once every day.](#)

When I need to communicate with all students, I will post in the **Announcements** section. You should be on the look-out for those.

Contact information: ogarcia10@utep.edu (Please email me for emergencies only. I do not check this email as regularly as I will the course Emails on Blackboard.)

Office Hours: Thursday 6-7 PM via Skype (oliviagarciaphd). You may message me to make sure I am not online with another student. If I am available, we can Video or Phone chat. I am happy to stay past 7 PM so I can chat with each student. If you are unable to make this time, please Email me through Blackboard and we can arrange a different time.

All times listed at MST. Please keep this in mind.

About the syllabus

This syllabus outlines the course requirements for both the Instructor and the student. Make sure to read this thoroughly and understand all of the aspects associated with this document. Please contact the Instructor if you have questions.

Course learning objectives

In this course, students will learn the basics of American politics including the philosophical ideas that contributed to creation of the United States government, bureaucratic structures of institutions and current events that impact political outcomes.

Students will also develop critical thinking skills, have opportunities to personally reflect on the ways politics influences their lives, and work on their college level writing.

Text and Materials

Readings: The Struggle for Inclusion: The Chicano Educational Experience in a Diverse Society (2011). C. Ortega, Editor. (Students should purchase)
Other readings available on Blackboard.

Other readings may be posted on Blackboard and that will be indicated on the syllabus.

Course Requirements

Reflective Paper – Students will receive a prompt via Announcements during the first week of class. The prompt will appear Wednesday morning at 7 AM and is due Saturday morning at 7 AM. This assignment must be uploaded on Blackboard but also emailed to your peers. I will pair you up in groups and distribute preferred email addresses. Your reflective paper asks you to respond to your own experiences with concepts of race, ethnicity, cultures and the terms Hispanic/Latino/a/x and/or Chicana/o. This should be 2 pages, double-spaced, 11 or 12 point font, Times New Roman and have 1 inch margins. This is worth 12 points of your final grade. You will be evaluated on your incorporation of course materials (like the texts and/lectures), clarity (can your audience understand what you are trying to convey), and following instructions.

Due: October 22nd at 7 AM

Peer Review – You will be provided a worksheet for you to use to guide you through a peer review. You will mainly assess the other paper(s) in your group for clarity and whether the author answered the prompt questions. You must turn in a worksheet for each member of your group with a few sentences justifying your evaluation. This is worth 5 points of your final grade.

Due: October 24th at 11:59 PM

Exams – Every student is required to take 3 exams that will consist of short answer (2-3 paragraphs), and/or long answer (1 – 1 ½ page) questions. These questions will be taken from Power Point slides.

Exams will be made available Thursday morning by 7 AM and are due the following Saturday 7 AM. From the time the exam is opened, student will have 2 hours to complete exam. You must complete this in one sitting.

Each exam is worth 15% of your final grade. The exam due dates are the following:

Exam 1 – October 29th 7 AM

Exam 2 – November 19th 7 AM

Exam 3 – December 1st 7 AM

Written Assignments – There is one written assignment, but it has multiple parts so make sure you read and understand the requirements.

Part A – Post 6 times on the Discussion Board. Students will write 1 paragraph (12-15 sentences) on a on a posted discussion question. Questions will be posted on Monday mornings by 7 AM. These questions are meant to promote discussion and asks you to share your own experiences and observances of your lived experiences. Each post should be unique. Students must connect their responses to a particular chapter we are studying in the course, and describe who the main players are, how this connects to our terms and concepts. Students must provide a proper citation(s) for the event they have chosen to describe. Each post is worth 2 points.

Part B – Students must respond to your peers. You must respond to 6 different posts with a well thought out paragraph. You should state whether you share the author's view point or disagree,

but do so in a respectful and thoughtful way that indicates you have thought critically about both the course material AND your peer's shared post. When in doubt, you can email me the post (until Week 3 – by then you should have the hang of this) before making it available to as public in the Discussion Board. This is worth 1 point.

Questions will be posted on these dates. Due dates and times are in parenthesis.)

1. October 17th – Introduce yourselves. Instructions posted and available at 7 AM. (Post and responses will be evaluated on Sunday, October 23rd at 4 PM)
2. October 24th – Instructions posted and available at 7 AM. (Post and responses will be evaluated on Sunday, October 30th at 4 PM)
3. October 31st – Instructions posted and available at 7 AM. (Post and responses will be evaluated on Sunday, November 6th at 4 PM)
4. November 7th – Instructions posted and available at 7 AM. (Post and responses will be evaluated on Sunday, November 13th at 4 PM)
5. November 21st – Instructions posted and available at 7 AM. (Post and responses will be evaluated on Sunday, November 27th at 4 PM)
6. November 28th – Instructions posted and available at 7 AM. (Post and responses will be evaluated on Sunday, December 4th at 4 PM)

Final Assignment (video presentation) – More instructions to come. Video blog should be 3-5 minutes. This must be provided to instructor via Dropbox or uploaded on Youtube (make sure your settings allow me to view the video). The video presentation is worth 20 points.

Due: December 7th by 11:59 PM

Instructions for turning in assignments – All Exams will be on Blackboard. Students will have 2 hours from the time the exam is started. Please make sure that you are able to complete the exam once you open it. You are allowed to use your notes, textbooks and the Internet for each exam. You are NOT allowed to work with your fellow students. This is an individual exam.

For the Written Assignment - Students make post directly on the Discussion Board from Blackboard.

To upload a Reflective Paper and Peer Review, go to Assignments, and upload your paper as a Word.doc or PDF.

LATE WORK WILL RECEIVE AN AUTOMATIC ¼ TOTAL POINT DEDUCTION. Let's say you turn in your final project late. You will receive a ¼ point deduction as a late penalty. This means that the most points you can earn are 15.

I also encourage you to log in to the course daily.

Evaluation will be based on the following:

Reflective Paper		12 points
Peer Response		5 points
3 Exams	15 points each	45 points
Written Assignment (Discussion Board)	6 original posts	12 points
Written Assignment (Peer Response)	6 response posts	6 points
Final Assignment (video project)		20 points
Total Possible Points		100 points

Grades will be based on an accumulation of points, the percentage of which will equal the following grade scale:

<u>Points</u>	<u>Grade</u>
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
59 - Below	F

Calendar

October 17 - Introductions

October 17th – Introduce yourselves. Instructions posted and available at 7 AM. (Post and responses will be evaluated on Sunday, October 23rd at 4 PM)

Module 1 – Setting the Context for our course

Lecture 1 - What are race, ethnicity, Hispanic, Latino, Chicano and Diversity? (Lecture)

Corresponding Readings

Copeland, P. (1983). Border Ambiente.

Peterson, B. (2004). Teachers Tour U.S.-Mexico Border.

Harrison, T.S., Lee-Bayha, J., and Sloat, E. (2003). La Frontera.

Casey, Edward S. and Mary Watkins (2014). Up Against the Wall. University of Texas Press. Austin, Texas.

Lecture 2 – Who Decides?

Corresponding Readings

Dahl, Robert A., The Concept of Power, Behavioral Science, 2:3 (1957:July) – available on Blackboard

Webpages to review

- [http://tea.texas.gov/About_TEA/Leadership/State Board of Education/SBOE](http://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE) -
- [State Board of Education/](#)

- <http://www.theatlantic.com/education/archive/2015/07/how-one-law-banning-ethnic-studies-led-to-rise/398885/>
- <http://www.nea.org/home/39060.htm>
- http://www.nytimes.com/2015/10/06/us/publisher-promises-revisions-after-textbook-refers-to-african-slaves-as-workers.html?_r=0

October 24th – Instructions posted and available at 7 AM. (Post and responses will be evaluated on Sunday, October 30th at 4 PM)

Module 2 – Promoting Achievement

Lecture 1 – How is Achievement Measured?

Corresponding Readings

Patricia Gandara (1995). Lessons for School Reform.

Skip Hollandsworth (2010). Leave it to Bea

Celebracion de Excelencia. 2015. What Works for Latino Students in Higher Education

Compendium. September 22, 2015. On Blackboard and available at:

<http://www.edexcelencia.org/research/2015-what-works>

Exam 1 – October 29th 7 AM

October 31st – Instructions posted and available at 7 AM. (Post and responses will be evaluated on Sunday, November 6th at 4 PM)

Module 3 – Education Obstacles for Chicanos

Lecture 1 - No one understands

Corresponding Readings

Muñoz, D. (1986). Identifying Areas of Stress for Chicano Undergraduates.

Watch: *The Graduates* <http://www.pbs.org/independentlens/films/graduates/>

Rowan, H. (1968). The Mexican American

Carter, T. and Segura, R.D. (1979). A History of Educational Neglect.

October 31st – Instructions posted and available at 7 AM. (Post and responses will be evaluated on Sunday, November 6th at 4 PM)

Lecture 2 – Chicano Activism

Corresponding Readings

Esparza, Ray Santana Mario. East Los Angeles Blowouts. 1974. In *The Struggle for Inclusion: The Chicano Experience in a Diverse Society*. Second Edition. (pp. 31-38). San Diego, CA: Cognella.

Rosales, Arturo F. The Chicano Moratorium. In *Chicano! The History of the Mexican American Civil Rights Movement*. 1997. Second Edition. (pp. 197-207). Houston. Arte Público Press.

Rosales, Arturo F. The Youth of Aztlán. In *Chicano! The History of the Mexican American Civil Rights Movement*. 1997. Second Edition. (pp. 208-225). Houston. Arte Público Press.

Gonzales, Rodolfo Corky. *Yo Soy Joaquín* 1967. Available at:

<http://www.latinamericanstudies.org/latinos/joaquin.htm>

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

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. (pp. 113-124). 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 (Blackboard)

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. (pp. 107-120). 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. (pp. 121-134). San Diego, CA: Cognella.

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. (pp. 135-138). San Diego, CA: Cognella.

November 7th – Instructions posted and available at 7 AM. (Post and responses will be evaluated on Sunday, November 13th at 4 PM)

Lecture 3 - The Birth and Evaluation of Ethnic Studies

Corresponding Readings

Graff, Gerald and Cathy Birkenstein *They Say, I Say*. New York. Norton. 2010. (p. 3-19)

San Miguel, G. (1984). The Origins, Development, and Consequences of the Educational Segregation of Mexicans in the Southwest. In *The Struggle for Inclusion: The Chicano Experience in a Diverse Society*. First Edition. (pp. 57-66). San Diego, CA: Cognella.

Vaca, Nicolas (2004). Who's the Leader of the Civil Rights Band? In *The Struggle for Inclusion: The Chicano Experience in a Diverse Society*. First Edition. (pp. 67-80). San Diego, CA: Cognella.

Brown v. Board of Education, 347 U.S. 483 (1954). Available at:

<https://supreme.justia.com/cases/federal/us/347/483/case.html>

Mendez v. Westminster School Dist., 64 F. Supp. 544 (S.D. Cal. 1946) case opinion from the U.S. District Court for the Southern District of California. Available at:

<http://law.justia.com/cases/federal/district-courts/FSupp/64/544/1952972/>

Li, Guofang. Other People's Success: Impact of the "Model Minority" Myth on Underachieving Asian Students in North America. KEDI Journal of Educational Policy Vol.2 No.1 2005 69-86. Available on Blackboard

Lecture 4 – Lessons learned from this Module

Exam 2 – November 19th 7 AM

Module 4 – Data Collection and Analyzing

Lecture 1 – How to ask research questions

Corresponding Readings

Lecture 2 – Ways to gather information
Corresponding Readings

Lecture 3 – What are data?
Corresponding Readings

November 21st – Instructions posted and available at 7 AM. (Post and responses will be evaluated on Sunday, November 27th at 4 PM)

Exam 3 – December 1st 7 AM

November 28th – Instructions posted and available at 7 AM. (Post and responses will be evaluated on Sunday, December 4th at 4 PM)

Video Presentation Due: December 7th by 11:59 PM

Instructor's Policies

- Online Privacy: Everything you say or do on Blackboard is the property of UTEP. Please conduct yourself accordingly.
- Here are some general rules to follow particularly for the Discussion Board postings:
 - Always consider audience. Remember that members of the class and the instructor will be reading any postings.
 - Respect and courtesy must be provided to classmates and to instructor at all times. No harassment, flaming, or inappropriate postings will be tolerated.
 - Do not use inappropriate language, all capital letters, or language short cuts. Online entries should be written in Standard English with edited spelling, grammar, and punctuation.
 - When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a f2f situation.
 - Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
 - No credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates' comments carefully and thoughtfully.
 - Be sure to post in a timely fashion to receive credit for attendance and for the discussion. Pay close attention to the posted deadlines.
- Students may be penalized for the following non-compliance actions:
 - Incompletion of required work, i.e., tests and papers.
 - Disruptive online behavior including making rude or non-well-thought-out comments on the course Discussion Board.

Additional Resources that provide guidance

UTEP Office of Student Life @ <http://sa.utep.edu/studentlife/#student-conduct>

UTEP Office of Institutional Compliance

@ <http://admin.utep.edu/Default.aspx?alias=admin.utep.edu/hoop>

- Plagiarism is unacceptable.
 - Plagiarism is taking credit for another's work and passing it off as your own.

- When using the ideas of others, it is necessary to properly cite. For more information read the college catalog or ask instructor.
- Other information:
 - Students may see the college catalog for any other college policies and procedures.
- Disclaimer: **THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS DOCUMENT DURING THE TERM AS THE NEED ARISES.** Instructor will provide written notice of syllabus changes.
- Disability Services: UTEP offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. I am happy to accommodate your learning needs.