

SYLLABUS
Latino Education in the U.S.
CHLS 340 – Fall 2021
Department of Chicano & Latino Studies
California State University, Long Beach
T / TH: 12:30pm – 1:45pm
Classroom: [Zoom-Landia](#)

Instructor: Dr. José F. Moreno
Email: Jose.Moreno@csulb.edu
Phone: 562.985.2093

Office: MHB 209
Student / Office Hrs: TH 11am-12pm
via Zoom or by phone

[Join CHLS 340 Zoom Class Meetings here](#)

If problems, go directly to Zoom site and “join meeting” by [clicking here](#) and use following info:
Meeting ID: 872 4843 6705
Passcode: 988003

DESCRIPTION OF THE COURSE:

This course offers a theoretical and empirical examination of Chicano/Latino educational issues in the United States. Special emphasis is placed on disentangling the effects of ethnicity, gender, class and immigrant status on their educational attainment and achievement. The class attempts to provide a critical understanding of how historical, social, political, and economic forces impact on the U.S. Chicano/Latino population with regard to their experience in the educational system. In addition, course also connects the historical condition of Chicano/Latino education in the U.S., with contemporary issues, trends and special needs that call for the development of responsive paradigms and educational models. Conceptually, the analysis of Chicano/Latino communities within U.S. society and educational systems cannot be separated from an implicit understanding of the state and its political economy. Since power is expressed at least in part through a society’s political system, any attempt to develop models for educational reform require a deep understanding of its social and class structure.

COURSE STRUCTURE

The class will operate as a discussion course—not a lecture course. While the reading load for the course is heavy I do believe it is manageable. I expect our weekly meetings to be relaxed and in the spirit of shared collegiality and interest in understanding how Latin@ education discussed, framed, and “managed”. Many scholars / economists note that the success of our nation’s future will depend on our education system. Given that 1 out of every 4 students in the U.S. public schools are Latinx and 1 of 2 students in CA public schools are Latinx, this means unless we improve and provide an equitable and just education for Latinx communities, the future of our state and nation are at stake. To explore this, I have set up the readings as a means of initiating discussions on these issues. Therefore, it is extremely important that we establish an atmosphere of engaged participation where we establish a space for us to critically reflect on our own perspectives, of one another, and of the readings for the course. While I do insist that we respect one another’s various styles of communicating, made that much tougher given the *alternative mode of instruction* due to COVID-19, I do consider the consistent absence of vocal participation as disrespectful to the class. Allowing a class member’s expressed views or ideas to sit in silence or with no thoughtful response devalues not only the person who shared her/his thoughts, but also the educational underpinning of a course. My preference for a discussion-based course derives from my belief that we all come to this course with an abundance of knowledge and experiences that should complement one another’s learning. Consequently, I highly encourage class members to share past or

present experiences that may complement or provide alternative perspectives of the readings or discussions. On Zoom and Video On: Please note that I will NOT require students to have their camera on for classes. That I said, I do strongly encourage students to have their camera on. I ask this of students so that we can become familiar with one another, reaffirm one another's presence, and frankly it makes the reality of having to meet online at least feel somewhat "human" by being able to see one another's faces as we engage one another. I will speak more about this in class and as a community we will set norms for ourselves as a class community. Ultimately, I want each of us to be as comfortable as possible in this Zoom environment so that we can maximize our learning as a community.

COURSE OBJECTIVES:

1. **Students will identify and evaluate the strengths and limitations of key education concepts and theories within the context of Latino communities**
2. **Students will identify and analyze understand the historical development of education vis-à-vis Latino communities**
3. **Students will develop an understanding of educational research and learn to explore public source data**
4. **Students will develop an understanding of historical and contemporary education and social policies that impact Latino education**
5. **Students will develop a critical understanding of policy processes that shape the practice and outcomes of educational systems within the context of Latino communities**

Required Texts:

1. Rodriguez, R. **Hunger of Memory:
The Education of Richard Rodriguez**
2. Valenzuela, A. **Subtractive Schooling:
U.S. Mexican Youth and the Politics of Caring**
3. Freire, P. **Pedagogy of the Oppressed**

COURSE ASSIGNMENTS:

I. CLASS PARTICIPATION / ATTENDANCE (15pts)

By class participation I mean attending class and being prepared to discuss, analyze, and interpret course readings. At the beginning of each class session the instructor may randomly choose a student or group of students to help lead the class discussion based on the assigned readings. If asked to lead class discussion, lack of preparation / reading will lead to loss of 3 points from final grade. More than 3 absences will result in a lowered grade. Full participation grade will be based on both active participation in class discussions and engaged listening.

Students will be required to attend a Saturday *Universidad de la Familia* event via Zoom on **Saturday October 16th from 9am – 11:30am via Zoom** with at least two family members or guests. Instructor will review details in class. (TPE: 1.3P, 2.2I, 6.4I, 6.7P)

II. WRITE WEEKLY 1-2 PAGE REFLECTIVE RESPONSES TO THE READINGS (40pts). *Due on Bboard DropBox on Tuesday by 12:30pm of the week the assigned reading is to be discussed in class. (12pt font & single spaced)* (TPE: 2.1, 6.1, 6.2, 6.4)

The purpose of these papers is to engage with the readings. Because the reading load is somewhat heavy, I think it is important to write ideas and thoughts that particular readings may raise. In this way we can have our thoughts more organized for class discussions. The goal here is to ensure more active and meaningful participation. These responses need not be formal essays and must be submitted in hardcopy in class. They will be graded on a four-point system. Maximum credit will be given to responses that evidence your thinking about the reading and their connection to other course readings; class discussions; and/or the overall subject of Latin@ education. Please do not spend time summarizing the readings, I have already read the works. I am most interested in what you think about the readings and questions, thoughts, or ideas the readings rose for you and how they help us formulate promising practices and pedagogies. Late responses will not be accepted and credit will only be given to responses turned in the day of the class in which the reading is discussed. Your response should be brief but should provoke thought and invite discussion.

III. MID-TERM EXAM: Thursday October 14th (15 PTS) (TPE: 6.7P)

IV. WRITE A 7 - 10 PAGE ANALYTICAL AUTOBIOGRAPHY (20pts) (TPE: 6.2P, 6.7M)

Draft due Tuesday Aug 31st (via DropBox)

Final due Friday December 10th via Dropbox

By analytical autobiography I mean an analytic reflection, using the course readings, discussions, presentations and any outside sources you may want to include, of the conditions or factors that led to your college pathway. The goal of this paper is to explore and document your own process through the educational system. I require a draft of the paper so that I am able to ask you to step back and analyze your experiences via the lenses presented and discussed in the readings and course discussions. Therefore I am requiring the submission of a draft that will consist of your autobiography without necessarily having a full analysis. I will then return your autobiography with thoughts, comments and suggestions. The final version of the paper will then include your analysis of your autobiography via the texts we read in class. The guiding questions for the final paper are: How did I get to college?; and if “ x” author read how I got to college what would they say? While this paper may seem relatively simple – writing your own autobiography – it is not as simple as it may appear, particularly once an analytical component is added, so I do recommend getting started earlier rather than later. Your prose should be clear and direct and cite all sources, using a recognized format; this includes ideas shared by peers in our class discussions. **Please submit a first draft of your paper via DropBox by 12:30pm on Tuesday Aug 31st.** This will allow the opportunity to provide feedback for your **final submission due Friday December 10th via DropBox.**

Commented [LI1]: TPE: 1.3P, 2.2I, 6.4I, 6.7P

Commented [LI2]: TPE: 6.7P

Commented [LI3]: TPE: 6.2P, 6.7M

If a draft autobiography is not submitted by the draft due date 3 points may be deducted from the final paper (e.g. if you get an 18 points it will be lowered to 15 points).

For both the draft and final paper please use 12-point font, double-spaces, one-inch margins, and include page numbers and a title page. Please note: For the final submission, I will not read anything under 6 pages and will stop reading at 15 pages.

V. GROUP PROJECT (20pts) (TPE: 1.3P, 1.5P, 6.7P)

Choose 1 one of the following:

1. Legal Research Project.

Students will work in groups and research a legal case that has impacted Latin@ education in the U.S. Students will present their legal case in poster format at Universidad de la Familia and complete group paper. Details to be discussed in class.

2. Policy Research Project and Public Engagement.

Students will choose to conduct group research on a policy topic impacting Latino education. Example topics may include: School Funding; University/College Pathways; School Discipline; Legal Cases: AB540/DREAM ACT; English Learners. The goal here is for students to conduct further library based research on their respective topic and to teach the class about that topic and its impact on the education of Latino students within the context of course content. Additionally, students may complete a “public comment” based on the group research to a local school board of their choosing for extra credit. Instructor will provide further details in class.

Commented [LI4]: TPE: 1.3P, 1.5P, 6.7P

VI. FINAL EXAM: Tuesday, December 14th 12:30pm-2:30pm (15 pts) (TPE: 6.7,

Grading Structure for final course grades:

<u>Assignment</u>	<u>Possible Points</u>	<u>Final Grade Assigned</u>
Class Participation	15 pts	86-95 = A
Weekly Analytic Papers	40 pts	76-85 = B
Analytical Autobiography	20 pts	66-75 = C
Group Project	20 pts	57-65 = D
MidTerm Exam	15 pts	57 & under = F
Final Exam	15 points	

Total Possible Points = 125 pts

Beachboard

The course syllabus will be posted on Beachboard and students should check the course site regularly for Course announcements and other information. *Students are responsible for all course requirements that have been posted on the course Beachboard site.* All email messages will be sent via the BeachBoard email listings; please change your “preferred” email address to an account you regularly use (through “My CSULB”).

Withdrawal / Drop Policy

The university policy on dropping and withdrawal from classes is set forth in the CSULB *Schedule of Classes*. Students are obligated to withdraw officially from their courses even though they have not attended. **During the first two weeks of class, you may drop one or more classes using self-service registration on MyCSULB Student Center. Starting the third week of class, if you wish to withdraw from a class, you must complete the online withdrawal request on MyCSULB Student Center.**

Religious Observances

Pursuant to the California Education Code, if you will miss any class meetings or assignment deadlines because of religious reasons, you need to notify the instructors **within the first two weeks of the semester**. Arrangements will be made so that you can make up work, without penalty, at a time that does not violate your religious creed. Please note that CSULB guidelines state that “if you [the student] does *not* notify an instructor of religious observances during the first week that you are enrolled, that instructor is not required to attempt to adjust the class schedule or to attempt to allow you to make up a test or exam.” I embrace and respect students’ faith traditions so please do not hesitate to communicate with me if you need accommodations. If you have further questions about this policy, please see the instructor.

Students with Disabilities

Students must notify the instructor in advance of their need for accommodation of a disability that has been verified by the University. Please discuss your request during the first week of the semester with your instructor and with the Bob Murphy Access Center (BMAC). I embrace and respect students’ that may have a need for accommodation based on diverse learning needs so please do not hesitate to communicate with or the BMAC for accommodations. Students can learn more, including forms and advising, by [clicking here](#).

Incomplete Grade Policy

Incomplete grades will be given only under extreme circumstances and if the student has completed 2/3 of the work for the semester. I strongly encourage students to communicate as early and often as possible if you are having a difficult time in the course or personal matters are impacting course engagement. As a practice, and especially in these times of alternative modes of instruction due to COVID, it is important to communicate with me as things happen so we can try to figure out best solutions. For CSULB information and policies on grades please [click here](#).

Plagiarism & Cheating Policy

To plagiarize is to present as your own any work that is not exclusively your own. Plagiarism of all or a portion of any assignment will be strictly penalized. These penalties include failure of the paper, failure of the course, and possible expulsion from the university. Please review the CSULB policy on Plagiarism and Cheating by [clicking here](#).

Syllabus Changes And Revisions

Any changes or revisions to the syllabus and schedule will be announced in class and posted on the BeachBoard page.

Student Guide to Learning Remotely:

I strongly encourage all students to review the student learning guide posted on CSULB web site. You can access the guide by [clicking here](#).

FERPA

The federal Family Educational Rights and Privacy Act (FERPA) was established by Congress to protect the privacy of students. Faculty cannot disclose any academic or personal information about students enrolled in our classes. For more information about your privacy rights [click here](#).

CHLS—Join US!

Thinking about a Major or Minor in Chicano & Latino Studies? Our department offers exciting courses that reflect a commitment to social justice and address many of your interests and concerns. Chicano and Latino Studies is also not an impacted major! For more information, please talk to me or contact the

CHLS department office at 562.985.4644 or our CHLS Department Coordinator via email at Michelle.Seales@csulb.edu. [Click here for more info.](#)

CHLS – 340: Latino Education Course Reading Schedule

*Schedule readings and dates are subject to change

<u>Date</u>	<u>Assigned Reading</u>
Week 1 Aug 23 rd / 25 th	Discussion/Building Theory
DUE: Draft College Pathway Autobiography – Tues, August 1st	
Week 2 Aug 31 st / Sept. 2	Freire (<i>Pedagogy of the Oppressed</i>) Ch. 1-2
Week 3 Sept 7 th / 9 th	Rodriguez (<i>Hunger of Memory</i>) Prologue; Ch. 1-3
Week 4 Sept 14 th / 16 th	Rodriguez (<i>Hunger of Memory</i>) Ch. 4 - 6
Week 5 Sept 21 st / 23 rd	Valenzuela (<i>Subtractive Schooling</i>) Ch. 1 & 3
Week 6 Sept 28 th / 30 th	Valenzuela (<i>Subtractive Schooling</i>) Ch. 4 & 5
Week 7 Oct 5 th / 7 th	Valenzuela (<i>Subtractive Schooling</i>) Ch. 6 & 7
Week 8 Oct 12 th	Mid-Term Thurs. Oct 14th MID-TERM EXAM NO ASSIGNED READING
ZOOM-VERSIDAD DE LA FAMILIA – SAT., OCT 16th 9am – 11:30am	
Week 9 Oct 19 th / 21 st	No Reading Assigned / Discussion TBD
Week 10 Oct 26 th / 28 th	Social Policy & Education on BBoard Anyon- <i>Radical Possibilities, Intro;Ch1-2</i>

Week 11
Nov 2nd / 4th

Social Policy & Education Cont'd
Select Readings on BBoard

Week 12
Nov 9th / 11th

Are Charters Schools the answer?
Select Readings on BBoard

Week 13
Nov 16th / 18th

Freire (*Pedagogy of the Oppressed*)
Ch. 1-2

Week 14
Nov 23rd / 24th

THUR NOV 26th FALL BREAK-NO CLASSES

Week 15
Nov 30th / Dec 2nd

Freire (*Pedagogy of the Oppressed*)
Ch. 3-4

Week 16
Dec 7th / 9th

Reading TBD

**DUE: Final College Pathway Autobiography –
FRIDAY, DEC 10th @ 12pm
(To be submitted via Bboard DropBox)**

FINALS WEEK

**Final Exam Day
TUESDAY DEC 14th 12:30pm-2:30pm**