

CEC 355/T &L 355:
CHICANO/AS IN THE EDUCATIONAL SYSTEM

CEC 355
Fall 2007
Tuesdays and Thursdays, 2:50-4:05pm
Wilson Hall Room 6

(Last Updated 8/21/07)

Professor José M. Alamillo
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Office Hours: T & TH 11-12noon

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COURSE DESCRIPTION:

This course presents a historical and contemporary overview of Chicano and Chicana education in the United States. We begin with a historical examination of racialization, segregation, resistance, and school activism of Mexican American students from the 19th Century to the 1960s and 1970s. Then, we will examine contemporary educational issues (bilingual education, testing, language, and educational policy) that present challenges and possibilities along the educational pipeline. Then we will use the “pipeline” metaphor to analyze how Chicano and Chicana students move through the primary, secondary, and postsecondary levels of education. We will examine why Latino/a students have the lowest attainment rates at every segment of the educational pipeline. Then we will focus on two public schools in two separate communities (East Los Angeles, CA and Yakima, WA) to examine the process of racial profiling of Chicano and Chicana students and how they empowered themselves and developed a positive racial identity. Finally, we will end with an account of how Latino immigrant students are transforming high schools in rural America and what this means for the future of education for Latinos and Latinas. This course fulfills [S] Social Science GER requirement.

COURSE GOALS:

- 1) To understand the historical and contemporary educational issues facing Chicano and Chicana students from elementary to graduate school.
- 2) To understand how Critical Race Theory can be applied to field of Chicano/a Education
- 3) To understand how to conduct research using “counterstorytelling” methodology and recognize that the experiential knowledge of Latino and Latina students are legitimate, appropriate, and critical to understanding analyzing, and teaching about educational inequality.
- 4) To understand how race, class, gender, language and immigration status impact Chicanos and Chicanas along educational pipeline.

C.E.S. OUTCOMES: (See CES Assessment Rubric)

#1 Outcome: Recognizes and summarizes the impact of race

#2 Outcome: Knows who she or he is in a complex, unequal, and often contradictory world

#4 Outcome: Identifies and assesses social norms and assumptions

#6 Outcome: Accesses information tools to get relevant answers

#8 Outcome: Active and critical verbal and/or written discussion of issues

COURSE REQUIREMENTS

●Attendance

It is to your benefit to come to class regularly. As suggested above you are allowed three absences with no questions asked. If after that you will miss class due to college approved extracurricular activities you should bring copies of a form, signed by the official sponsor of the activity (e.g., coach) noting the dates that you will be absent. *If you miss class due to a family emergency, illness, mandated court appearances and the like submit a written explanation of your absence or contact The Office of Student Affairs (Lighty 360, 335-4531).*

● Class Participation: (10%)

Your participation is important. I expect you to contribute to class discussions and participate actively in class discussions and activities. In terms of participation it is important that you write down your thoughts and questions to improve the quality of your contribution to discussions. I expect every student to show respect for others' opinions and perspectives and hope to engage each other in a productive dialogue, choosing to agree to disagree when necessary.

● Midterm Examination (20%)

Each student must complete a midterm exam. This take home essay exam encourages students to work together but to write separate answers to the questions. There will be no substitute work, alternate exam dates, or make-up exams without documented illness or emergency.

●C.A.S.H.E. Conference Project (30%)

The C.A.S.H.E (Children of Aztlan Sharing Higher Education) Conference is a student-run and student-led conference held at Washington State University once a year during Fall Semester and seeks to inspire, motivate and encourage Latino and Latina high school students to seek a higher education degree. To fulfill this requirement you need to choose one of the following options and write a 3-5 page report that describes how you contributed to the conference and how it connects to the readings in class.

Options:

- 1) Conduct a workshop for CASHE attendees
- 2) Volunteer in a CASHE committee (security, speakers, entertainment, security, food, career fair, registration, conference program, evaluations, decorations, or transportation)
- 3) Volunteer as a Team Leader
- 4) Attend two workshops and the Opening Ceremony and Keynote Speaking events

- 5) If you cannot attend, you need to make arrangements with the instructor for an alternate assignment prior to September 15, 2007.

• **Counterstory Paper/Presentation (40%)**

The course requires a counterstory paper. This paper should be between 8 and 10 pages and follow the counterstorytelling methodology used by Critical Race Scholars (See Tara Yosso's and Marcos Pizarro's book). A Counterstory paper should draw explicitly on the lived experiences of Chicano and Chicana students by including such methods as oral history interviews, biographies, scenarios, parables, *testimonios*, *cuentos*, *consejos*, chronicles, and narratives. You must integrate the course readings and videos in the paper. Each student will be required to present their counterstory paper to the class during the last week of the semester. With the feedback you receive from the instructor and classmates you will have time to revise the final paper. 10 pages equals approximately 20 minutes of presentation. For additional guidelines on the paper and presentation visit the course webpage: www.josealamillo.com

Special Notes:

* The instructor reserves the right to modify and make any changes to the syllabus during the semester.

*Academic Dishonesty includes cheating, plagiarism, and fabrication in the process of completing academic work. If caught students we be punished according to university guidelines: WAC 504-25-015

*Students with Disabilities: I am committed to providing assistance to help you be successful in this course. Reasonable accommodations are available for students with a documented disability. Please go to the Disability Resource Center (DRC) during the first two weeks of every semester to seek information or to qualify for accommodations. All accommodations MUST be approved through the DRC, located in the Administration Annex Bldg, Room 205. To make an appointment with a disability counselor, please call 335-3417.

REQUIRED BOOKS:

- 1) Jose Moreno, ed. *The Elusive Quest for Equality: 150 Years of Chicano/Chicana Education* (Cambridge: Harvard Educational Review, 1999)
- 2) Tara Yosso, *Critical Race Counterstories along the Chicana/Chicano Educational Pipeline* (New York: Routledge, 2006)
- 3) Marcos Pizarro, *Chicanas and Chicanos in School: Racial Profiling, Identity Battles and Empowerment* (Austin: University of Texas Press, 2005)
- 4) Paul Caudros, *A Home on the Field* (New York: Rayo, 2006)

COURSE SCHEDULE:

Tuesday 8/21

Introduction to Course

Thursday 8/23 “Falling Through the Cracks”

CSRC Research Report: “Falling Through the Cracks: Critical Transitions in the Latina/o Educational Pipeline” (Download PDF copy)

PART ONE: History of Chican@ Education

Book: Jose Moreno, ed. *The Elusive Quest for Equality: 150 Years of Chicano/Chicana Education*

Tuesday 8/28

-Martha Menchaca, “The Treaty of Guadalupe Hidalgo and the Racialization of the Mexican Population”

Thursday 8/30

-Guadalupe San Miguel Jr. “The Schooling of Mexicanos in the Southwest, 1848-1891”

Tuesday 9/4

-Gilbert Gonzalez, “Segregation and the Education of Mexican Children, 1900-1940”

-VIDEO: “Lemon Grove Incident”

Thursday 9/6

-Dolores Delgado Bernal, “Chicana/o Education from the Civil Rights Era to the Present”

-VIDEO: “Taking Back the Schools”

PART TWO: Chican@ Education in the Contemporary Era

Tuesday 9/11

-Eugene Garcia, “Chicano/as in the United States: Language, Bilingual Education, and Achievement”

Thursday 9/13

Richard Valencia, “Educational Testing and Mexican American Students: - Problems and Prospects”

Tuesday 9/18

-Patricia Gandara, “”Staying in the Race: The Challenge for Chicano/as in Higher Education”

Thursday 9/20

-Gary Orfield, Politics Matters: Educational Policy and Chicano Students”

PART THREE: The Chican@ Educational Pipeline

Book: Tara Yosso, *Critical Race Counterstories along the Chicana/Chicano Educational Pipeline*

Tuesday 9/25

Chapter 1: Why Use Critical Race Theory and Counterstorytelling to Analyze the Chicana/o Educational Pipeline

Thursday 9/27

Chapter 2: Elementary School: *Madres for the Educación*

Tuesday 10/2

Chapter 3: High School: Students on the Move

Thursday 10/4

Chapter 4: College: Chicana/o Undergraduate “Stages of Passage”

Tuesday, 10/9

Chapter 5: Graduate School: “It’s Exhausting Being Mexican American!”

VIDEO: Shattering the Silence

Distribute Midterm Exam

Thursday, 10/11 --No Class

PART FOUR: Chican@ Students in High School

Book: Marcos Pizarro’s *Chicanas and Chicanos in School: Racial Profiling, Identity Battles and Empowerment*

Tuesday 10/16

Midterm Exam Due

Introduction (pp. 1-38)

Thursday, 10/18

Part One: East Los Angeles High School Project (pp. 41-57)

Tuesday 10/23

Part One: East Los Angeles High School Project (pp. 58-111)

Thursday, 10/25

Part Two: Yakima High School Project (pp. 115-157)

Tuesday 10/30

Part Two: Yakima High School Project (pp.158-226)

Thursday 11/1 NO CLASS

C.A.S.H.E. Conference

November 2-4, 2007

Tuesday 11/6

Part Three: Lessons from the Two Case Studies (pp. 227-269)

C.A.S.H.E. Project DUE

PART FIVE: Latino Immigrant Students in Rural America

Book: Paul Caudros, *A Home on the Field*

Thursday 11/8

First Season (pp.3-107)

Tuesday 11/13

Second Season (pp.111-183)

Thursday 11/15 No Class

Thanksgiving Holiday 11/19-11/23

Tuesday 11/27

Third Season (pp. 187-272)

Thursday 11/29

Counterstory Presentations

Tuesday 12/4

Counterstory Presentations

Thursday 12/6

Counterstory Presentations

**Counterstory Paper Due
By 5pm Friday December 14, 2007**