

EDP 362 (#10287)/MAS 374 (#36087)
CHICANO EDUCATIONAL STRUGGLES
FALL 2011

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Class Location: SZB 416 Class Time: Tues., & Thurs., 11:00 a.m. - 12:30 p.m.

Course Overview

The focus of “Chicano Educational Struggles” is on how the Chicano community (broadly defined) has sought to achieve educational equality and school success for its children. Both historical and contemporary analyses will be examined. Our coverage will be on those Mexican American individuals and organizations who sought to gain better educational conditions and outcomes. Such struggles have occurred — and continue to occur — in the contexts of (a) **litigation**, (b) **advocacy organizations**, (c) **individual activists**, (d) **political demonstrations**, and (e) **legislation**. **Fifty percent of the lecture material will focus on litigation.** A particular focus will be on Texas.

This class is a Substantial Writing Component course. Students will submit three writing assignments, totaling 17 pages (about 4,000 words). Each student will submit the following writing assignments: (a) an autobiographical sketch of his/her schooling experiences; (b) a reaction paper to a video documentary; (c) a book review. Students will also take two midterm examinations. There are no prerequisites for enrolling in the course, although “Mexican Americans in the Schooling Process” (EDP 362/MAS 374) is highly recommended.

Course Requirements

- (a) Attend class on a regular basis and be punctual.
- (b) Read required material **PRIOR** to class meetings.
- (c) Take two exams.
- (d) Submit an autobiographical sketch of your schooling experiences.
- (e) Submit a reaction paper to a video documentary.
- (f) Submit a review of a book of your choice (selected from a bibliography located on class Blackboard).
- (g) Give oral presentations of select written work and participate in class discussions.

Student Evaluation

The student’s final grade will be determined using the following weights:

- (a) Exam #1 (35%)
- (b) Exam #2 (30%)
- (c) Autobiographical sketch (10%)
- (d) Reaction Paper (10%)
- (e) Book Review (15%)

Required Reading

1. Valencia, R.R. (2008). *Chicano students and the courts: The Mexican American legal struggle for educational equality*. Critical America Series. New York: New York University Press.
2. Class reader (compilation of photocopied readings). Available at University Co-op Bookstore, 2246 Guadalupe.

Weekly Topics & Readings

Aug. 25 — **ORIENTATION TO COURSE**

Aug. 30 — **PLIGHT OF CHICANO STUDENTS; FEDERAL COURT SYSTEM AND LEGAL TERMS; INTRODUCTION TO CLASS TEXT**

Readings:

1. Valencia, “The Plight of Chicano Students...” (class reader)
2. Valencia, “Preface” and “Introduction” (class text)

Sept. 1, 6, & 8 — **LITIGATION: SCHOOL SEGREGATION**

Reading:

1. Valencia, “School Segregation” (chapter 1, class text)

Sept. 13 — **LITIGATION: SPECIAL EDUCATION**

Reading:

1. Valencia, “Special Education” (chapter 3, class text)

Sept. 15 — **LITIGATION: BILINGUAL EDUCATION**

Reading:

1. Valencia, “Bilingual Education” (chapter 4, class text)

Sept. 20 — **LITIGATION: SCHOOL CLOSURES**

Reading:

1. Valencia, “School Closures” (chapter 5, class text)

Sept. 22 — **LITIGATION: UNDOCUMENTED STUDENTS**

Reading:

1. Valencia, “Undocumented Students” (chapter 6, class text)

Sept. 27 — **LITIGATION: HIGHER EDUCATION FINANCING**

Reading:

1. Valencia, “Higher Education Financing” (chapter 7, class text)

Sept. 29 — **LITIGATION: HIGH-STAKES TESTING**

Reading:

1. Valencia, “High-Stakes Testing” (chapter 8, class text)

Oct. 4 — **EXAM #1**

Oct. 6 & 11 — **AUTOBIOGRAPHICAL SKETCH ORAL PRESENTATIONS (ALL PAPERS DUE ON OCT. 6)**

Oct. 13 & 18 — **ADVOCACY ORGANIZATIONS: MALDEF; MEChA**

Readings:

1. O’Conner & Epstein, “A Legal Voice for the Chicano Community...” (class reader)
2. Muñoz, “The Rise of the Chicano Student Movement...” (class reader)
3. Muñoz, “The Development of Chicano Studies...” (class reader)

Oct. 20, 25, 27, & Nov. 1 — **INDIVIDUAL ACTIVISTS: ELEUTERIO ESCOBAR; GEORGE I. SÁNCHEZ; DR. HÉCTOR P. GARCÍA; MARI-LUCI JARAMILLO (videotape, “Justice for My People,” shown on Oct 27; REACTION PAPERS DUE ON NOV. 8)**

Readings:

1. García, “Education and the Mexican American: Eleuterio Escobar and the School Improvement League of San Antonio” (class reader)
2. Romo, “George I. Sánchez and the Civil Rights Movement: 1940-1960” (class reader)
3. Vásquez, “Mari-Luci Jaramillo” (**class handout**)

Nov. 3, 8, 10, & 15 — **POLITICAL DEMONSTRATIONS: SAN ANGELO, TEXAS; EAST LOS ANGELES; CRYSTAL CITY, TEXAS (videotapes, “Taking Back the Schools,” and “Fighting for Political Power,” shown on Nov. 10 & 15)**

Readings:

1. DeLeon, “Blowout 1910 Style: A Chicano School Boycott in West Texas” (class reader)
2. Rosen, “The Development of the Chicano Movement in Los Angeles from 1967 to 1969” (class reader)
3. Santana & Esparza, “East Los Angeles Blowouts” (class reader)

Nov. 17 — **LEGISLATION: BILINGUAL EDUCATION; (BOOK REVIEW PAPERS DUE ON NOV. 17)**

Reading:

1. Crawford, “The Evolution of Federal Policy” (class reader)

Nov. 22 & 24 — **THANKSGIVING BREAK!**

Nov. 29 — **BOOK REVIEW ORAL PRESENTATION**

Dec 1 — **EXAM #2; COURSE EVALUATION**

Important Due Dates:

Oct. 4 — Exam #1

Oct. 6 — Autobiographical Sketch

Nov. 8 — Reaction Paper

Nov. 17 — Book Review

Dec. 1 — Exam #2