

EDP 362 (#10245)/MAS 374 (#36228)
MEXICAN AMERICANS IN THE SCHOOLING PROCESS
SPRING, 2013

Class Location: SZB 524
Class Time: Tues. & Thurs., 12:30 p.m. – 2:00 p.m.

Instructor:	Dr. Richard R. Valencia	Assistant:	Irene V. Garza
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Office Hours:	Tues., 11:00 - 12:00 p.m.	Office Hours:	Thur. 2:30 p.m. - 3:30 p.m.
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Course Overview

This course is both a psychological and social foundations of education course dealing with the schooling experience of Mexican American students (with major emphasis on elementary and secondary education). Our analysis will examine both quantitative and qualitative research, largely drawing from literature in educational psychology, sociology, history, and anthropology. Although the content of this course will lean heavily toward an in-depth understanding of the Mexican American educational experience, for comparative purposes our coverage — at times — will also be on how African American students have fared in the schooling process.

Our examination of Mexican Americans in the schooling process will focus on the many historical and contemporary problems (e.g., segregation; test abuse; curriculum differentiation) faced by many of these students. We will also identify, analyze, and discuss ways in which schooling could be improved for Mexican Americans. The course topics to be covered, in sequential order, are:

- (a) the dramatic growth of the Latino/Latina population: implications for education,
- (b) the education of Mexican Americans: historical perspectives,
- (c) overview of current schooling conditions and outcomes faced by many Mexican American students,
- (d) the construct of Mexican American school failure; competing models of school failure of students of color,
- (e) Mexican American school segregation, desegregation, and integration,
- (f) schools as agencies of socialization; curriculum differentiation faced by many Mexican American students,
- (g) educational testing and assessment issues vis-à-vis Mexican American students,
- (h) sociocultural and familial aspects of Mexican American academic achievement, and
- (i) bilingual/multicultural education: instructional and political issues.

Course Requirements

- (a) Attend class (lectures; discussions; films; student panel presentations) on a regular basis. **Be punctual!**
- (b) Read required material **prior** to class meetings.
- (c) Take two examinations.
- (d) Submit two reaction papers.

Student Evaluation

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

- (a) Exam #1 (35%)
- (b) Exam #2 (35%)
- (c) Reaction Paper #1 (15%)
- (d) Reaction Paper #2 (15%)

Required Readings

1. Valencia, R.R. (Ed.). (2011). *Chicano school failure and success: Past, present, and future* (3rd ed.). New York: Routledge. Available at University Co-op, 2246 Guadalupe.

Weekly Topics & Readings

Jan. 15 — **ORIENTATION TO COURSE**

Jan. 17 — **THE DRAMATIC GROWTH OF THE LATINO/LATINA POPULATION: IMPLICATIONS FOR EDUCATION**

Reading: 1. Valencia, "The Plight of Chicano Students..." (Chap. 1, pp. 27-31).

Jan. 22 — **THE EDUCATION OF MEXICAN AMERICANS: HISTORICAL PERSPECTIVES**

Reading: 1. Valencia, "Segregation, Desegregation, and Integration..." (Chap. 2, pp. 42-43).

Jan. 24 & 29 — **OVERVIEW OF CURRENT SCHOOLING CONDITIONS AND OUTCOMES FACED BY MEXICAN AMERICAN STUDENTS**

Readings: 1. Valencia, "The Plight of Chicano Students: An Overview of Schooling Conditions and Outcomes" (Chap. 1, pp. 3-27).
2. Rumberger & Rodríguez, "Chicano Dropouts: An Update of Research and Policy Issues" (Chap. 3).
3. Zarate, Sáenz, & Oseguera, "Supporting the Participation and Success of Chicanos in Higher Education" (Chap. 5).

Jan. 31 & Feb. 5 — **THE CONSTRUCT OF MEXICAN AMERICAN SCHOOL FAILURE; COMPETING MODELS OF SCHOOL FAILURE OF STUDENTS OF COLOR**

Readings: 1. Valencia, "The Plight of Chicano Students..." (Chap. 1, pp. 6-8).
2. Pearl, "The Big Picture: Systemic and Institutional Factors" (Chap. 12).

Feb. 7 — **MEXICAN AMERICAN SCHOOL SEGREGATION, DESEGREGATION, AND INTEGRATION**

Reading: 1. Valencia, "Segregation, Desegregation, and Integration of Chicano Students" (Chap. 2, pp. 42-60, 62-70).

Feb. 12 — **MEXICAN AMERICAN SCHOOL SEGREGATION... (CONT.)**

[videotape documentary, "Fighting Back, 1957-1962" (Part #2) of "Eyes on the Prize"]

Feb. 14 — **MEXICAN AMERICAN SCHOOL SEGREGATION... (CONT.)**

[videotape documentary, "Little Rock Central: 50 Years Later"]

Feb. 19 — **MEXICAN AMERICAN SCHOOL SEGREGATION... (CONT.)**

Feb. 22 — **EXAM #1**

[Reaction Paper #1 due on Feb. 22]

Feb. 26 — **SCHOOLS AS AGENCIES OF SOCIALIZATION; CURRICULUM DIFFERENTIATION FACED BY MEXICAN AMERICAN STUDENTS**

[videotape documentary, “Precious Knowledge”]

Feb. 28 & March 5 — **SCHOOLS AS AGENCIES OF SOCIALIZATION... (CONT.)**

March 7 — **SCHOOLS AS AGENCIES OF SOCIALIZATION... (CONT.)**

[Panel Discussion on “Precious Knowledge,” **Reaction Paper #2 due on March 7**]

Mar. 12 & 14 — **SPRING BREAK!!**

March 19, 21, 26 & 28 — **EDUCATIONAL TESTING AND ASSESSMENT ISSUES VIS-À-VIS MEXICAN AMERICAN STUDENTS**

Readings: 1. Valencia & Villarreal, “Gifted Chicano Students: Underrepresentation Issues and Best-Case Practices (Chap. 11).
2. Artiles, Waitoller, & Neal, “Grappling with the Intersection of Language and Ability Differences...” (Chap. 10, pp. 213-216).

April 2, 4, 9, & 11 — **SOCIOCULTURAL AND FAMILIAL ASPECTS OF MEXICAN AMERICAN ACADEMIC ACHIEVEMENT**

Reading: 1. Moreno & Valencia, “Chicano Families and Schools...” (Chap. 9).

April 16 & 18 — **BILINGUAL/MULTICULTURAL EDUCATION: INSTRUCTIONAL AND POLITICAL ISSUES**

Readings: 1. Izquierdo, “Two Way Dual Language Education” (Chap. 7).
2. García, Wiese, & Cuéllar, “Language, Public Policy, and Schooling” (Chap. 6, pp. 143-149).

April 23 — **NO CLASS!**

April 25 — **CONCLUSION**

Reading: 1. Valencia & Pearl, “Conclusion: Toward School Reform” (Chap. 13).

April 30 — **STUDENT DEBATE: “*Fisher v. University of Texas at Austin*: Does Affirmative Action Violate the Equal Protection Rights of Some White Students?”**

May 2 — **EXAM #2**

[Course Evaluations]

Important Dates:

Feb. 22 — Reaction Paper #1 due

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March 7 — Reaction Paper #2 due

March 7 — Student Panel Discussion on “Precious Knowledge”

March 12 & 14 — Spring Break!

April 23 — No class!

April 30 — Student Debate

May 2 — Exam #2