

EDP 362 (#10090)/ MAS 374 (#35807)
MEXICAN AMERICANS IN THE SCHOOLING PROCESS
FALL, 2010

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

Instructor:	Dr. Richard R. Valencia	Teaching Assistant:	Irene V. Garza
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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 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 population: implications for education,
- (b) the education of Mexican Americans: historical perspectives,
- (c) overview of current schooling conditions and outcomes faced by many Mexican Americans,
- (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 Americans,
- (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: political and instructional issues.

Course Requirements

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

Student Evaluation

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

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| (a) Exam #1 | (40%) |
| (b) Exam #2 | (30%) |
| (c) Book review | (20%) |
| (d) Reaction paper | (10%) |

Required Readings

1. Valencia, R.R. (Ed.). (2002). *Chicano school failure and success: Past, present, and future* (2nd ed.). London: RoutledgeFalmer. Available at University Co-op, 2246 Guadalupe.
2. San Miguel, G., Jr., & Valencia, R.R. (1998). From the Treaty of Guadalupe Hidalgo to *Hopwood*: The educational plight and struggle of Mexican Americans in the Southwest. *Harvard Educational Review*, 68, 353-412. Also available at University Co-op, 2246 Guadalupe.

Weekly Topics & Readings

Aug. 26 — **ORIENTATION TO COURSE**

Aug. 31 — **THE DRAMATIC GROWTH OF THE LATINO POPULATION: IMPLICATIONS FOR EDUCATION**

Reading: 1. Valencia, "The Explosive Growth of the Chicano/Latino Population: Implications for Education" (Chap. 2, class text).

Sept. 2 — **THE EDUCATION OF MEXICAN AMERICANS: HISTORICAL PERSPECTIVES**

Reading: 1. San Miguel & Valencia, pp. 353-377, 390-392.

Sept. 7, 9, & 14 — **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, class text).
2. Rumberger & Rodríguez, "Chicano Dropouts: An Update of Research and Policy Issues" (Chap. 4, class text).
3. San Miguel & Valencia, pp. 377-384.

Sept. 16 & 21 — **THE CONSTRUCT OF MEXICAN AMERICAN SCHOOL FAILURE; COMPETING MODELS OF SCHOOL FAILURE OF STUDENTS OF COLOR**

Readings: 1. Valencia, "The Plight of Chicano Students: An Overview of Schooling Conditions and Outcomes" (Chap. 1, pp. 3-6, class text).
2. San Miguel & Valencia, pp. 368-370.
3. Pearl, "The Big Picture: Systemic and Institutional Factors in Chicano School Failure and Success" (Chap. 11, class text; focus on pp. 335-350).
4. Villenas & Foley, "Chicano/Latino Critical Ethnography of Education: Cultural Production from *La Frontera*" (Chap. 7, class text; focus on pp. 195-201).

Sept. 23 — **MEXICAN AMERICAN SCHOOL SEGREGATION, DESEGREGATION, AND INTEGRATION**
[videotape documentary, “Fighting Back” (Part #2) of “Eyes on the Prize”]

Sept. 28 — **MEXICAN AMERICAN SCHOOL SEGREGATION, ETC.** (continued)
[videotape docudrama, “The Lemon Grove Incident”]

Sept. 30, Oct. 5 & 7 — **MEXICAN AMERICAN SCHOOL SEGREGATION, ETC. (CONTINUED)**

Readings: 1. Valencia, Menchaca, & Donato, “Segregation, Desegregation, and Integration of Chicano Students: Old and New Realities” (Chap. 3, class text).
2. San Miguel & Valencia, pp. 370-377, 380-381, 385.

Oct. 12 — Class Discussion (**reaction paper due**)

Oct. 14 — Exam # 1

Oct. 19 & 21 — **SCHOOLS AS AGENCIES OF SOCIALIZATION; CURRICULUM DIFFERENTIATION FACED BY MEXICAN AMERICANS**

Reading: 1. San Miguel & Valencia, pp. 382-383.

Oct. 26 & 28, Nov. 2 — **EDUCATIONAL TESTING AND ASSESSMENT ISSUES VIS-À-VIS MEXICAN AMERICAN STUDENTS**

Readings: 1. Valencia, Villarreal, & Salinas, “Educational Testing and Chicano Students: Issues, Consequences, and Prospects for Reform” (Chap. 9, class text; read all, but skim pp. 261-274).
2. Rueda, Artiles, Salazar, & Higareda, “An Analysis of Special Education as a Response to the Diminished Academic Achievement of Chicano/Latino Students: An Update” (Chap. 10, class text; focus on pp. 310-314 and pp. 326-328).

Nov. 4 & 9 — **SOCIOCULTURAL AND FAMILIAL ASPECTS OF MEXICAN AMERICAN ACADEMIC ACHIEVEMENT (book review due, Nov. 9)**

Readings: 1. Villenas & Foley, “Chicano/Latino Critical Ethnography of Education: Cultural Productions from *La Frontera*” (Chap. 7, class text; focus on pp. 204-219).
2. Moreno & Valencia, “Chicano Families and Schools: Myths, Knowledge, and Future Directions for Understanding” (Chap. 8, class text).

Nov. 11 — **BILINGUAL/MULTICULTURAL EDUCATION: POLITICAL AND INSTRUCTIONAL ISSUES**

Readings: 1. García & Wiese, “Language, Public Policy, and Schooling: A Focus on Chicano English Language Learners” (Chap. 5, class text; focus on pp. 149-160 and pp. 165-167).
2. Guererro, “Research in Bilingual Education: Moving Beyond the Effectiveness Debate” (Chap. 6, class text).
3. San Miguel & Valencia, pp. 390-392.

Nov. 16 & 18 — **Book Review Panels**

Nov. 23 — **No Class!**

Reading: 1. Valencia, “Conclusions: Towards Chicano School Success” (Chap. 12, class text).

Nov. 25 — **Thanksgiving Holiday!**

Nov. 30 — **Student Debate Panel**

Dec. 2 — Exam #2; Course Evaluation

IMPORTANT DATES

Oct. 12 — Class Discussion (reaction paper due)

Oct. 14 — Exam #1

Nov. 9 — Book Review due

Nov. 23 — No Class!

Nov. 25 — Thanksgiving Holiday!

Nov. 16 & 18 — Book Review Panels

Nov. 30 — Student Debate Panel

Dec. 2 — Exam #2; Course Evaluation