180 CHICANA AND CHICANO STUDIES (Revised for Summer 2018)

Schools and Community Activism

Carlos Manuel Haro, Ph.D.

Quarter: Summer 2018                          Office Hours: T-Th 1:30-3:00PM
Classroom: Royce Hall 148                      and by appointment
Meeting Days: Tuesday & Thursday
Meeting Time: 11:00AM

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COURSE DESCRIPTION

This course presents an overview of Chicana/o educational issues in the United States. Special emphasis will be placed on several important historical events that exemplify the struggle for educational justice and equity that affected Chicana/o education: the Mendez v. Westminster (1947) desegregation case, and the 1968 high school Chicana/o student Walkouts. Through oral history projects, students will document the legacy of Sylvia Mendez, who experienced segregation in a “Mexican school” in the 1940s, and Sal Castro, Chicano teacher and central figure in the 1968 Walkouts and the Chicano Youth Leadership Conference (CYLC). Course readings, lectures and videos will also examine how historical, social, and political forces have impacted the Chicana and Chicano educational experience.

The goals of the course are:
1. To examine the fundamental theories, concepts, methods, and data used in the study of Chicana/o education in the U.S.
2. To study the historical and contemporary educational experiences of Chicana/os in the U.S.
3. To examine the relationship between the schools and the Chicana/o community, with a focus on two historically significant examples of community activism in the schools, the Mendez case of 1947 and the 1968 student Walkouts.
4. To develop social science research skills within an educational context in relation to the Chicana/o population.
   • to develop oral history research skills to implement an oral history project centered on the Mendez case or Sal Castro, the 1968 Walkouts and the CYLC to create a counterstory;
   Or
   • to learn research skills to access and analyze an archival collection of primary resource materials for a report on a school desegregation case.
5. To conduct reading, analysis, and discussion on Chicana/o education literature.
6. To review documentary films and video interviews centering on the Mendez case, the 1968 Walkouts, Sal Castro and the CYLC.

COURSE READINGS

Required Text:

Course Reader (articles from the course reader are required reading each week of the class; these readings are available at the course website).

Course Video Catalog (video documentaries and interviews focusing on the *Mendez* case, the 1968 Walkouts and Sal Castro; available on YouTube).

**Recommended Readings:**


**COURSE SCHEDULE**

**Week 1 (Jun 26 and 28)**

*Introduction. Course Overview and Requirements*  
Chicana and Chicano Activism and the Schools

**Jun 28 - Th**

Social Science Research Skills: Conducting Oral History Research and Utilizing Primary Resource Materials

Course Reader: Module- Conducting Oral History and Archival Research (Available at course website)

- The Oral History Reader  
  By Robert Perks and Alistair Thomas

- Learning to Listen: Interview Techniques and Analysis  
  By Kathryn Anderson and Dana C. Jack

- Conducting Interviews  
  By Donald A. Ritchie

- Oral History and Archive Workshop  
  Basic Techniques for Oral History Interviewing  
  Conducting Oral History Interviews

**Videos**

Required: Access YouTube Interview of Sal Castro (October 6, 2004)  
[http://www.youtube.com/watch?v=xiYwxlY9DjI](http://www.youtube.com/watch?v=xiYwxlY9DjI)

Presentation by Sal Castro at UC Santa Barbara (September 27, 2008)  
[https://www.youtube.com/watch?v=hXt8IJJZhTM4](https://www.youtube.com/watch?v=hXt8IJJZhTM4)
Presentation by Sal Castro at UC Berkeley (June 18, 2012)
https://www.youtube.com/watch?v=MvQY-9MBLBc&t=2522s

Also go to several audio interviews conducted by Virginia Espino, Center for Oral History Research:
http://oralhistory.library.ucla.edu/Browse.do?coreDescCvPk=101768&Subject=Mexican%20American%20Civil%20Rights

**Week 2 (July 3 and 4)** Chicana and Chicano Educational Inequality: A Chicana/o Community Response


https://www.youtube.com/watch?v=4bZ9kxkZs8E&index=77&list=PLRbWnGoy2ay-BxP7fxokxHaGD5eWsTin2

Course Reader (Available at course website):

**July 3 - Tu** The High School Walkouts and Chicanas in the Movement

**July 5 - Th** Guest Speakers: On Sal Castro, the CYLC and the 1968 Walkouts

• Due next week in class July 10: One page outline of research paper topic

**Week 3 (July 10 and 12)** The Elementary and Secondary School Experience: Segregation of Mexican American Students


Preview documentary video: “**MENDEZ V. WESTMINSTER: FOR ALL THE CHILDREN**”
https://www.youtube.com/watch?v=xzA42ulHscM&index=78&list=PLRbWnGoy2ay-BxP7fxokxHaGD5cWsTin2

Mendez v. Westminster School District: Paving the Path for School Desegregation, UCLA Symposium Program (May 2004);  
Recommended Readings:  

July 10 – Tu  Mendez vs. Westminster  
Guest Speakers: “The Mendez Case”

July 12 - Th  Mendez vs. Westminster

• This week: One page outline of research project paper topic due Tuesday, July 10.

Week 4 (July 17 and 19)  Educational Inequality and the Theoretical Perspective

Mendez v. Westminster School District and  
Crawford v. the Board of Education of the City of Los Angeles


July 17 - Tu  Educational Inequality and the Theoretical Perspective  
Video Presentation: Paula Crisostomo, “Seeking Educational Justice”
July 19 - Th

The Significance of the Mendez Case and the 1968 Walkouts
Chicano Concerns and the Crawford Desegregation Case

Week 5 (July 24 and 26)

The Postsecondary Level: Undergraduate, Graduate and Postgraduate Experiences

Postsecondary Level Experience Required Preparation: Access YouTube Interview of Carlos M. Haro (December 16, 2009) http://www.youtube.com/watch?v=A_gpdnwEZnk


Week 6 (July 31 and 2)

Individual and Group Presentations

COURSE REQUIREMENTS

1. **Reading & Video Assignments** (40%): Students will submit reading assignments on a weekly basis. The assignments will cover the assigned readings and the videos, documentaries and interviews. Eleven reading and video assignments are required...

2. **Research Paper** (60%): Students will be responsible for a typed research report of a minimum 15 pages that explores the educational experiences and issues raised by Chicanas and Chicanos. This paper can be based on either an oral history project (Mendez or Sal Castro/Walkouts) or it can be a specific library research “mining” of an archival collection (the Crawford case).

**Option 1: Oral History Research**

An oral history project dealing with either the 1947 school desegregation case *Mendez v. Westminster School District* or Sal Castro, the 1968 Los Angeles high school “Walkouts,” and the Chicano Youth Leadership Conference (CYLC). The oral history counterstories will be written based upon interviews, testimonios, with Ms. Sylvia Mendez and Nadine Bermudez (Mendez case) or from a list of past students of Mr. Sal Castro, participants in the Walkouts, or graduates of the CYLC.

**OR**

**Option 2: Archival Research at the UCLA Chicano Studies Research Center Library**

Conducting primary research using a special collection of materials on the school desegregation case *Crawford v. Board of Education of the City of Los Angeles (1970)*
Regardless of the research topic, all reports are to include a section that reviews the social science, legal or other literature on the topic. The papers are to explore the historical and contemporary educational experiences of Chicanas and Chicanos in the United States. Bibliographies for Crawford, Mendez and Sal Castro and the Walkouts are available in the assigned readings.

Students are encouraged to form research teams to complete the oral history research reports. Individual students or teams will be selected for an in-class presentation of their findings on Week 6 (July 31 and Aug 2). Project Package: apart from a written report that is submitted, all projects are required to prepare and submit a PowerPoint slide program and video as part of the project. These will be used for making the project presentation and will be judged as part of the grade for the paper. The entire research package should be submitted on a USB flash drive.

The aim of the archival and oral history assignment is to have students design and execute an original research project. A one page project outline is due Week 3 (July 10). The final paper/project package is due on Thursday, August 2.

3. No late research reports, papers/videos will be accepted.

4. Attendance: Only one excused absence will be permitted. For every miss thereafter, you will be docked one-half of a full grade. Students must inform the instructor by e-mail, prior to the class meeting, if they are not able to attend a class meeting.

5. Grading:

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<th>Component</th>
<th>Points</th>
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<tr>
<td>Reading/Video assignments</td>
<td>100</td>
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<td>Final Paper</td>
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<td>Or Group Project</td>
<td>150</td>
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<td>Total</td>
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A = 230 and above
A-= 220-229
B+= 210-219
B+= 210-219
B = 200-209
B-= 190-199
C+= 180-189
C = 170-179
C-= 160-169
D+= 150-159
D = 140-149
D-= 130-139
F = 129 and below
COURSE READER (Available at the course website)
180 CHICANA AND CHICANO STUDIES
Schools and Community Activism: The Legacy of Mendez v. Westminster and Sal Castro/Walkouts
Instructor: Carlos Manuel Haro, Ph.D.

CONTENT OF COURSE READER


   The Oral History Reader
   By Robert Perks and Alistair Thomas

   Learning to Listen: Interview Techniques and Analysis
   By Kathryn Anderson and Dana C. Jack

   Conducting Interviews
   By Donald A. Ritchie

   Oral History and Archive Workshop
   Basic Techniques for Oral History Interviewing
   Conducting Oral History Interviews

Mendez v. Westminster


Sal Castro and the 1968 Walkouts


School Desegregation: The Quest to Desegregate Los Angeles


The Chicano Education Pipeline


COURSE VIDEO CATALOG (Available at the course website and directly at YouTube)

UCLA CHICANO STUDIES RESEARCH CENTER EDUCATIONAL RESOURCES - YouTube
https://www.youtube.com/playlist?list=PLRbWnGoy2ay-BxP7fxokxHaGD5cWsTin2

SAL CASTRO & THE CHICANO YOUTH LEADERSHIP CONFERENCE

1. CARLOS M. HARO INTERVIEWS SAL CASTRO AT UCLA, October 6, 2004
   https://www.youtube.com/watch?v=xiYwxlY9DjI&list=PLRbWnGoy2ay-BxP7fxokxHaGD5cWsTin2&index=42

2. CHICANO EPISODE 3 (“TAKING BACK THE SCHOOLS “— THE 1968 WALKOUTS)
   DOCUMENTARY “TAKING BACK THE SCHOOLS,” PRODUCED BY SUSAN RACHO,
   PART 3 OF THE FOUR PART DOCUMENTARY SERIES, “CHICANO! THE HISTORY
   OF THE MEXICAN AMERICAN CIVIL RIGHTS MOVEMENT”, 1996
   https://www.youtube.com/watch?v=4bZ9kxkZs8E&index=77&list=PLRbWnGoy2ay-BxP7fxokxHaGD5cWsTin2

3. HOUR 1 - CHICANO YOUTH LEADERSHIP CONFERENCE (MAY 2006), NUMBERED
   HOUR 1, 2, 3, 4, 5, 7
   SIX SEGMENTS OF THE MAY 26, 2006 CONFERENCE, UCLA CHICANO STUDIES
   RESEARCH CENTER, “SAL CASTRO AND THE CHICANO YOUTH LEADERSHIP
   CONFERENCE: THE DEVELOPMENT OF CHICANO LEADERSHIP SINCE 1963”
   (UCLA CHICANO STUDIES RESEARCH CENTER CONFERENCE, 2006)
   https://www.youtube.com/watch?v=lnZs9BsAOAc&list=PLRbWnGoy2ay-BxP7fxokxHaGD5cWsTin2&index=34

   EVENING PROGRAM, MAY 26TH CONFERENCE (MAY 2006)
   FINAL SEGMENT OF THE CONFERENCE, WITH MOCTESUMA ESPARZA AND SAL
   CASTRO:
   https://www.youtube.com/watch?v=5yAcM1qNZoQ&index=74&list=PLRbWnGoy2ay-BxP7fxokxHaGD5cWsTin2

4. DR. CARLOS M. HARO INTERVIEWS CHARLOTTE LERCHENMULLER 2014
   https://www.youtube.com/watch?v=J710iW8fEiw&list=PLRbWnGoy2ay-BxP7fxokxHaGD5cWsTin2&index=18

5. DR. CARLOS M. HARO INTERVIEWS ROBIN AVELAR LA SALLE, 2014
   https://www.youtube.com/watch?v=VydQfAeA8hg&list=PLRbWnGoy2ay-BxP7fxokxHaGD5cWsTin2&index=17

Additional videos on Sal Castro

Presentation by Sal Castro at UC Santa Barbara (September 27, 2008)
https://www.youtube.com/watch?v=hXt8IJJZhTM4
1. MENDEZ V. WESTMINSTER 1, NUMBERED 1, 2, 3
THREE SEGMENTS FOR THE MAY 21, 2004 CONFERENCE, MENDEZ V. WESTMINSTER
SCHOOL DISTRICT: PAVING THE PATH FOR SCHOOL DESGREGATION AND
BROWN V. BOARD OF EDUCATION, (UCLA CHICANO STUDIES RESEARCH
CENTER CONFERENCE, 2004)
https://www.youtube.com/watch?v=QIBaAnh_5lk&list=PLRbWnGoy2ay-BxP7fxokxHaGD5cWsTin2&index=37

2. DR. CARLOS M. HARO INTERVIEWS CIVIL RIGHTS LEADER SYLVIA MENDEZ, 2014
https://www.youtube.com/watch?v=I8Fk7QFgJVC&list=PLRbWnGoy2ay-BxP7fxokxHaGD5cWsTin2&index=20

3. DR. CARLOS M. HARO INTERVIEWS ELAC PROFESSOR, NADINE BERMUDEZ, 2014
https://www.youtube.com/watch?v=skVZv0kk41w&list=PLRbWnGoy2ay-BxP7fxokxHaGD5cWsTin2&index=19

4. MENDEZ V. WESTMINSTER: FOR ALL THE CHILDREN
https://www.youtube.com/watch?v=xzA42ulHscM&index=78&list=PLRbWnGoy2ay-BxP7fxokxHaGD5cWsTin2

CHICANA/O EXPERIENCE IN POSTSECONDARY EDUCATION

1960s CHICANA/O STUDENT MOVEMENT AT UCLA
1. AN INTERVIEW WITH DR. CARLOS M. HARO 2009
https://www.youtube.com/watch?v=A_gpdnwEZnk&list=PLRbWnGoy2ay-BxP7fxokxHaGD5cWsTin2&index=41

UCLA CHICANO STUDIES RESEARCH CENTER WEBSITE
https://www.chicano.ucla.edu