# COURSE CONTENT

This course presents a theoretical and empirical overview of Chicana and Chicano educational issues in the U.S. Special emphasis will be placed on disentangling the effects of race, gender, class, and immigrant status on Chicana and Chicano educational attainment and achievement. We will also examine how historical, social, political, and economic forces impact on the Chicana and Chicano educational experience.

The goals of the course are:

- To examine the fundamental theories, concepts, methods, and data used in the sociological study of Chicana and Chicano education in the U.S.
- To explore the historical and contemporary educational experiences of Chicanas and Chicanos in the U.S.
• To examine the relationship between the family, school, community, and workplace within a Chicana and Chicano context.
• To examine and analyze the educational curriculum and pedagogy for its inclusion and/or exclusion of topics related to race/ethnicity, gender, and class.
• To develop social science research skills within an educational context in relation to the Chicana and Chicano population.
• To continue reading, analysis, and discussion of the Chicana and Chicano Education literature.

COURSE TEXTS

Required:

The additional Required Readings listed in the syllabus can be found at the CCLE Course Website: https://ccle.ucla.edu/course/view/18S-EDUCM102-1. The Required Readings should be completed at the beginning of the week they are due.

Recommended:

Additional Recommended Readings can be found in the Chicana/o and Latina/o Education Bibliography at the end of the syllabus.

COURSE SCHEDULE

Week 1 (April 4th) Introduction to the Course

Week 2 (April 11th) Basic Concepts and the Social-Demographic Context of Chicana and Chicano Education in the United States

Required Readings:

Recommended Readings:
• Valencia Schools: Chapters 1 & 2.
• See Chicana/o and Latina/o Education Bibliography.

Week 3 (April 18th) Chicana/o and Latina/o Educational Inequality in Theoretical Perspective

Required Readings:
• Yosso, Chapter 1.

Recommended Readings:
• Valencia Schools: Chapters 12, & 13.
• See Chicana/o and Latina/o Education Bibliography.

Week 4 (April 25th) Conducting and Analyzing Educational Research in Chicana/o and Latina/o Communities

Required Readings:
• Garcia, Strategies of Segregation, Chapters 1 & 2.

Recommended Readings:
• Valencia Schools: Chapters 4 & 8.
• See Chicana/o and Latina/o Education Bibliography.

Tentative Speaker: Lluliana Alonso, Visiting Scholar, UCLA Center for Critical Race Studies
Due: 1 copy of paper topic outline.

Week 5 (May 2nd) The Sociohistorical Context of Educational Inequality

Required Readings:
• Garcia, Strategies of Segregation, Chapters 3 & 4.
• Mares Tamayo and Solorzano, Section 1—Educational History.

Recommended Readings:
• Valencia Courts: Introduction and Chapter 1.
• See Chicana/o and Latina/o Education Bibliography.

Tentative Speaker: Professor David Garcia, University of California, Los Angeles

Week 6 (May 9th) The Elementary and Secondary School Experience

Required Readings:
• Delgado Bernal and Aleman—Pathways.
• Garcia, Strategies of Segregation, Chapters 5, 6, & Epilogue.
• Mares Tamayo and Solorzano, Section 2—K-12 Education.


Yosso, Chapters 5, 6 & Epilogue.

**Recommended Readings:**
- Valencia Schools: Chapters 3, 6, 7, 9, 10 & 11.
- Valencia Courts: Chapters 2, 3, 4 & 5.
- See Chicana/o and Latina/o Education Bibliography.

**Video Presentation:** "Chicano: Taking Back the Schools" (1996).

**Tentative Speaker:** Professor Dolores Delgado Bernal, California State University, Los Angeles

**Due:** Annotated Bibliography.

**Week 7 (May 16)**

**The Undergraduate Experience—Community Colleges**

**Required Readings:**
- Mares Tamayo and Solorzano, Section 2—Postsecondary Education.

**Recommended Readings:**
- Valencia Courts: Chapter 8.
- See Chicana/o and Latina/o Education Bibliography.

**Tentative Speaker:** Professor Tara Yosso, University of California, Riverside

**Week 8 (May 23rd)**

**The Undergraduate Experience—4 year Colleges & Universities**

**Required Readings:**


• Yosso, Chapter 4.


**Recommended Readings:**


• Valencia Schools: Chapter 5.

• Valencia Courts: Chapters 6 & 7.

• See Chicana/o and Latina/o Education Bibliography.

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**Week 9 (May 30th) The Graduate School Experience**

**Required Readings:**


• Yosso, Chapter 5.

**Recommended Readings:**


• Valencia Courts: Conclusion.

• See Chicana/o and Latina/o Education Bibliography.

**Tentative Speakers:** Panel of Latina/o Graduate Students.

**Video Presentation:** “Shattering the Silences” (1997)—Part 1.
Week 10 (June 6th)  The Post-Graduate School Experience

Required Readings:
- Yosso, Epilogue.

Recommended Readings:
- See Chicana/o and Latina/o Education Bibliography.

Speakers: Professor Alma Itze Flores, Loyola Marymount University, Professor Lindsay Perez Huber, California State University, Long Beach.

Week 11 (June 13th)  Finals Week

COURSE REQUIREMENTS

1. **Mid-term** (40%): Students will be given a take-home mid-term exam at the fifth week of the quarter (May 2nd). The exam will cover the assigned readings, lectures, films, and discussions for the first four weeks. The Mid-term exam is due in the 6th week May 9th.

2. **Individual Research Paper** (60%): Students will be responsible for a 10-page typed paper on a topic related to Chicana and Chicano educational issues. This paper can be based on either library or empirical research. The aim of this assignment is to design and execute the preliminary stages of an original research project. A one-page outline is due Week 4 (April 25th); a working bibliography with 8-10 citations is due Week 6 (May 9th). The final paper is due Week 11 (June 13th).

OR

**Community Case Study/Group Research Project/Paper** (60%): Students can form research teams to complete a group research project. Each team will be assigned or can choose a school/community research site with a Chicana/o population. Each research team will be responsible for a type written ethnographic case study of their site (Project Paper) and a paper of their findings on Week 11 (June 13th).
The community case study starts from the premise that Chicana/o communities are places with many strengths. In fact, these strengths provide the tools and guides that help students and parents navigate through the many social problems that beset these communities. Indeed, we must be trained to identify these strengths and be able to utilize them in classrooms with students and in interactions with parents and other members of the community.

For example, each team should, among other things: (1) give an empirical, ethnographic, and visual description of the community, (2) identify the strengths of the community from the point of view of the senior residents, middle age adults, young adolescents, and children, (3) determine the most salient issues or problems in the community from these same groups, and (4) determine how the groups would--or are--solving the community problems. In addition, each member of the team should attach a one-page description of her or his role and duties in the project.

**Recommended Reading:**

3. **No Late Papers or Mid-term Exams**

4. **Attendance:** Only two excused absences will be permitted. Missing both lecture and section are one full absence. Missing one or the other is a half of an absence. For every full miss thereafter, you will be docked one full grade.

5. **Grading:**

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Recommended Readings in Chicana/o and Latina/o Education:


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Selected Dissertations


