GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste __current__ course information from Class Search/Course Catalog.

College/School	New College of Interdisciplinary Arts and Scien	Department	**School of Humanities, Arts & Cultural Studies**

Prefix	**ETH**	Number	**450**	Title	Latina/os, Schooling and Social Inequality	Units: 3

Is this a cross-listed course?	Yes	If yes, please identify course(s)	**AMS 450/ETH 450/LAS 450 Latina/os, Schooling and Social Inequality**

Is this a shared course?	No	If so, list all academic units offering this course	N/A

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of __each__ department that offers the course is required for __each__ designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics?	No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials

__N/A__
(Required)

Course description: **Advanced interdisciplinary understanding of the issues facing Chicano, Mexican American and Latino communities in relation to K-16 schooling in the southwestern United States. Examines various schools of thought that have shaped social discourse and policies, develops a critical perspective on the social and political issues affecting education, and identifies issues--both historical and contemporary--affecting Chicanos in public education.**

Requested designation: **Mandatory Review:** No

Cultural Diversity in the United States–C

Note- a __separate__ proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.

For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015   For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- ☒ Signed course proposal cover form
- ☒ Criteria checklist for General Studies designation(s) being requested
- ☒ Course catalog description
- ☒ Sample syllabus for the course
- ☒ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name	Gloria Cuádraz	E-mail	gloria.cuadraz@asu.edu	Phone	(602)543-3018

Rev. 4/2015

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Louis Mendoza   Date: 11/7/16

Chair/Director (Signature):

Rev. 4/2015

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	**NO**		**Identify Documentation Submitted**
		1. A Cultural Diversity course must meet the following general criteria:	Syllabus
☒	☐	The course must contribute to an understanding of cultural diversity in **contemporary** U.S. Society.	Syllabus
		2. A Cultural Diversity course must then meet **at least one** of the following specific criteria:	Syllabus
☒	☐	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	Syllabus
☐	☐	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
☐	☐	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. . *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	

Course Prefix	Number	Title	General Studies Designation
AMS/ETH/LAS	450	Latina/os, Schooling, and Social Inequality	C

Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
See 2a. In-depth study of cultural-specific elements, cultural experiences, or cultural contributions	Explores in-depth study of history of Chicana/os in education in the contemporary U.S.	See syllabus, pp. 4-7; the entire course is focused on Latina/os' history and experiences in the contimporary United States, with an in-depth look at the historical construction of their schooling experiences, achievement rates, and the ways in which the community has responded, relying on cultural traditions and knowledge, in addition to various modes of adaptation
.See 2a. In-depth study of cultural-specific elements, cultural experiences, or cultural contributions	Explores in-depth study of cultural experiences.	See syllabus, pp. 5-6, modules 6-7, and 10-11
See 2a. In-depth study of cultural-specific elements, cultural experiences, or cultural contributions	Explores in-depth study of cultural contributions of Chicanos within education in the contemporary U.S.	see syllabus, pp. 6, week 8 & 12

| 1. Course must contribute to an understanding of cultural diversity in contemporary society. | Contributes to an understanding of cultural diversity in contemporary U.S. society | see syllabus, modules #5,6, 7 & 10 for the discussions of Chicana/os and standardized test, and the examination of two critical ethnographic works in U.S. schools where Chicana/os comprise a significant demographic force, and the current consideration of how affirmative action in higher education shapes achievement rates. |

school of humanities
arts & cultural studies
ARIZONA STATE UNIVERSITY

AMS/ETH/LAS 450 Latina/os, Schooling, and Social Inequality

Instructor: Dr. Gloria Cuádraz, Associate Professor
Gloria.cuadraz@asu.edu
Office Location: FAB N264
Office Hours: TBA and By appt.

Course Description

In the early part of the twentieth century, social and educational issues faced by the Mexican American community were commonly referred to as "The Mexican Problem." The framing of educational issues facing the Latina/o community as a "problem" is not a new phenomenon, nor is it a new frame. In a 2001 report published by the Morrison Institute for Public Policy in Arizona entitled, "Five Shoes Waiting to Drop," the "Latino Education Dilemma" was cited as one of five "trends that are already well under way – but that we can't quite see yet. We mean trends that could overwhelm us if we don't spot them now and aggressively use our knowledge to plot a positive course for the future." By the end of this class, I expect that you will have gained an advanced interdisciplinary understanding of the issues facing the Chicano/Mexican American/Latino communities in relation to public schooling in the southwestern United States, with some attention to higher education as well. To achieve this, this course will focus on some of the classic works that define the field and the various schools of thought that have shaped social discourse and policies.

Course Objectives
1) To develop a socio-historical overview of Latina/os and education in the context of the United States.
2) To examine the classic texts shaping the study of Latina/os and education.
3) To gain a critical understanding of various schools of thought shaping the discourse on Latina/os and education.

Learning Outcomes
1) To identify key issues (historical and contemporary) affecting Chicanos in the schooling process.
2) To develop a critical perspective on the social and political issues affecting schooling.

Required Books

Moreno, Jose F. 1999. *The Elusive Quest for Equality: 150 Years of Chicano/Chicana Education.* Cambridge: Harvard Educational Review.

Oakes, Jeannie. 2005. *Keeping Track: How School Structure Inequality.* New Haven and London: Yale University Press (Second Edition).

Stanton-Salazar, Ricardo. *Manufacturing Hope and Despair.* New York: Teacher's
College Press, Columbia University.

Valencia, Richard R. 2010. *Chicano School Failure and Success*. London and New
York: Routledge/Falmer Press (Third Edition).

Valenzuela, Angela. 1999. *Subtractive Schooling: U.S. Mexican Youth and the Politics
of Caring.* Albany: State University of New York Press.

Supplemental Readings

Supplementary Readings will be available on Digital Reserve via Blackboard.

Bowles, Samuel & H. Gintis. 1976. *Schooling in Capitalist America*. New York: Basic
Books.

Brint, Steven and Jerome Karabel. 1989. *The Diverted Dream. Community Colleges and
the Promise of Educational Opportunity in America, 1900-1985*. New York:
Oxford University Press.

Delgado Bernal, Dolores, et al. 2006. *Chicana/Latina Education in Everyday Life*.
Feminista Perspectives in Pedagogy and Epistemology. New York: State
University of New York Press.

Delgado Bernal, Dolores, et al. 2015. *Chicana/Latina Testimonios as Pedagogical,
Methodological, and Activist Approaches to Social Justice*. Routledge University
Press.

Donato, Ruben. 1997. *The Other Struggle for Equal Schools*. New York: State
University of New York Press.

Gandara, Patricia. 1995. *Over the Ivy Walls*. Albany: State University of New York.

Garcia, Eugene E. 2001. *Hispanic Education in the United States*. New York: Rowman
and Littlefield Publishers, Inc.

Gonzalez, Gilbert. 1990. *Chicano Education in the Era of Segregation.* Balch Institute
for Ethnic Studies.

Karabel, J. and Halsey. 1977. *Power and Ideology in Education*. New York: Oxford
University Press.

Menchaca, Martha. 1995. *Mexican Outsiders: A Community History of Marginalization
and Discrimination in California*. Austin: University of Texas Press.

Orfield, Gary. 2004. *Dropouts in America: Confronting the Graduation Rate Crisis.* Cambridge: Harvard Education Press.

San Miguel Jr., Guadalupe. 1987. *Mexican Americans and the Campaign for Educational Equality in Texas, 1910-1981.* Austin: University of Texas Press.

Tatum, Beverly D. 1997. *"Why are all the Black Kids Sitting Together in the Cafeteria?"* New York: Basic Books.

Turner, Caroline and Samuel Myers. 1999. *Faculty of Color in Academe: Bittersweet Success.* Pearson Publishing.

Valdes, Guadalupe. 1996. *Con Respecto: Bridging the Distances Between Culturally Diverse Families and Schools.* New York: Teachers College Press.

Grade Policies, Scale, and Assignments

Participation & Attendance

This is an upper division seminar and thus your participation and the success of this course is incumbent upon everyone's participation. You will be expected to have read all the material assigned for each class. Please notify me via email in advance of your absence. No more than two excused absences are allowed during the course of the semester. If there are medical reasons that involve more than two absences, then a doctor's note is required.

Grading Scale

A+ = 97 – 100   A = 93-96   A- = 90-92
B+ = 87 – 89   B = 83-86   B- = 80-82
C+ - 77 – 79   C = 73-76   C- = 70-72
D – 60-69   E = 59 or below

Assignments

Response Papers	20%
Research Paper – 1st Draft	20%
Final Research Paper	50%
Participation & Attendance	10%

Late Assignments

Late assignments are not accepted.

Syllabus Subject to Change

All assignments and deadlines are subject to change at the instructor's discretion.

Studying and Preparation Time
The course requires you to spend time preparing and completing assignments. A three-credit course requires 135 hours of student work. Therefore, expect to spend approximately 9 hours a Module preparing for and actively participating in this course.

Response Papers
Response papers will consist of two page essays in which you write a 1-page concise summary of the article/chapter in question and devote the 2nd page to an evaluative critique. Each essay should end with two questions that you are posing about the findings, the perspective, or the analysis. Critical thinking is encouraged!

Research Paper
You will be asked to write a 20-page paper on a topic related to Latina/os and education in Arizona. Outlines and drafts will be expected throughout the course of the semester. Interdisciplinary approaches are highly encouraged!

Course Schedule

Module One: Contextualizing Latina/o Educational Issues

- Introductions & Review of Syllabus

- Menchaca, M. "The Treaty of Guadalupe Hidalgo and the Racialization of the Mexican Population," in *The Elusive Quest for Equality*, pp. 3-29.

- San Miguel, "The Schooling of Mexicanos in the Southwest, 1848-1891," in *The Elusive Quest for Equality*, pp. 31-51.

Module Two: Cultural Deficit Model and the Impact of Segregation

- Gonzalez, G.G. "Segregation and the Education of Mexican Children, 1900-1940." in *The Elusive Quest for Equality*, pp. 53-76.

- Valencia, R.R. and Mary S. Black. "'Mexican Americans Don't Value Education!'-On the Basis of the Myth, Mythmaking, and Debunking," *Journal of Latinos and Education*, 1(2), 81-103. (DR)

- Valencia, R.R. "The Plight of Chicano Students: An Overview of Schooling Conditions and Outcomes," in *Chicano School Failure and Success*, pp. 3-51.

- Valencia, R.R. "The Explosive Growth of the Chicano/Latino Population: Educational Implications," in *Chicano School Failure and Success*, pp. 52-70.

Module Three: Dropouts or "Push outs?"

> Orfield, G. "Losing Our Future: Minority Youth Left Out," in *Dropouts in America*, pp. 1-11. (DR)

> Balfanz, R. and N. Legters. "Locating the Dropout Crisis; Which High Schools Produce the Nation's Dropouts? in *Dropouts in America*, pp. 57-84. (DR)

> Bowles, S. "Unequal Education and the Reproduction of the Social Division of Labor," in *Power and Ideology in Education*, pp. 137-152. (DR)

> Karabel, J. "Community Colleges and Social Stratification: Submerged Class Conflict in American Higher Education," in *Power and Ideology in Education*, pp. 232-253. (DR)

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* Abstract and Outline for Research Topic Due

Module Four: The History of Tracking and the Ideology of "Social Darwinism"

> Oakes, J. "Tracking," and "Unlocking the Tradition," and "Twenty-five Schools," in *Keeping Track*, pp. 1-60.

> Oakes, J. "The Distribution of Knowledge," "Opportunities to Learn," and "Classroom Climate," in *Keeping Track*, pp. 61-136.

Module Five: Tracking, Testing, and the Structuring of Inequality

> Oakes, J. "Student Attitudes: The Legitimation of Inequality," "Vocational Education," The Search for Equity," in *Keeping Track*, pp, 134 171, pp. 191-214.

> Valencia, R. "Educational Testing and Mexican American Students: Problems and Prospects," in *The Elusive Quest for Equality*, pp. 123-140.

Module Six: Latina/os and the "Politics of Caring"

> Valenzuela, A. *Subtractive Schooling*, pp. xv-60.

> Valenzuela, A. *Subtractive Schooling*, pp. 61-160.

Module Seven: Subtractive Schooling and the "Politics of Difference"

> Valenzuela, A. *Subtractive Schooling*, pp. 161-254.

> Valenzuela, A. *Subtractive Schooling*, pp. 255-290.

Module Eight: Culture and the Role of Critical Ethnography

- ➢ Villenas, S. and D. Foley. "Chicano/Latino Critical Ethnography of Education: Cultural Productions from *la frontera"* in *Chicano School Failure and Success*, pp. 195-226.

- ➢ Lopez, G. "The Value of Hard Work: Lessons on Parent Involvement from an Immigrant Household. *Harvard Educational Review*, v. 71 (no. 3): 416-437. (DR)

- ➢ Garcia, E. "Introduction to 'Raices y Alas,'" and "Educational Approaches-What Works for Hispanics: The Adolescent Years," in *Hispanic Education in the United States*, pp. 1-14, 155-192. (DR)

Module Nine: SPRING BREAK/No classes

Module Ten: Social Capital and Cultural Reproduction

- ➢ Stanton-Salazar, R. *Manufacturing Hope and Despair*, pp. 1-80.

- ➢ Stanton-Salazar, R. *Manufacturing Hope and Despair*, pp. 81-160.

* Research Paper Due – First Full Draft

Module Eleven: Inequality Reproduced?

- ➢ Stanton-Salazar, R. *Manufacturing Hope and Despair*, pp. 161-217.

- ➢ Stanton-Salazar, R. *Manufacturing Hope and Despair*, pp. 218-264.

Module Twelve: Access and the Politics of Higher Education

- ➢ Gándara, P. "Staying in the Race: The Challenge for Chicanos/as in Higher Education," in *The Elusive Quest for Equality*, pp. 169-196.
Cuádraz, G. "Stories of Access and 'Luck': Chicana/os, Higher Education, and the Politics of Incorporation." *Latino Studies Journal*, 10(1): 100-123. (DR)

- ➢ Turner, C.S. and J.R. Thompson. "Socializing Women Doctoral Students: Minority and Majority Experiences."*The Review of Higher Education*, 16(3):335-370. (DR)
- ➢ Bernal, D.D. "Learning and Living Pedagogies of the Home: The Mestiza Consciousness of Chicana Students." (DR)
- ➢ Cuádraz, G.H. (2005) "Chicanas and Higher Education: Three Decades of Literature and Thought," *Journal of Hispanic Higher Education*, 4(3):215-234.

Module Thirteen:

- ➢ Individual Research Paper Consultations

Module Fourteen: Deliberations and Conclusions

➤ Valencia, R. "Conclusions: Towards Chicano School Success," in *Chicano School Success and Failure,* pp. 365-369.

➤ "150 Years of Chicana/Chicana Education: Intergenerational Platica" *Si Se Puede! Yes, We Can: Latinas in School*. AAUW Educational Foundation, "Conclusions and Recommendations," pp. 41-46.

Module Fifteen:

➤ Research Paper Presentations
➤ Research Paper Presentations

<u>**Additional Class Policies**</u>

Course/Instructor Evaluation
The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two Modules before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file.

Computer Requirements
You are responsible for having a reliable computer and internet connection throughout the course. This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use, the following software packages:
• A web browser (Internet Explorer or Mozilla Firefox)
• Adobe Acrobat Reader (free)
• Adobe Flash Player (free)
• Microsoft Word

Email and Internet
You must have an active ASU e-mail account and access to the Internet. All instructor correspondence will be sent to your ASU e-mail account. Please plan on checking your ASU email account regularly for course related messages.

Campus Network or Blackboard Outage
When access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that a **NEW due date** for assignments will be scheduled. Please do not panic if, and when this occurs. I need you to trust that I will be flexible in such a situation. You can be guaranteed that if such a situation is affecting you, it is also affecting my ability to teach and communicate with you, to post, to grade, etc. So please, let's all practice patience!

Academic Integrity
ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information on academic integrity, including the policy and appeal procedures, please visit http://provost.asu.edu/academicintegrity and the *Student Conduct Statement* below.

Accessibility Statement
In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and Collaboration between all ASU campuses regarding disability policies, procedures, and accommodations. Students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) on their campus. For more information, please reference the Disability Resource Center: https://eoss.asu.edu/drc

Downtown Phoenix Campus:
Post Office, Suite 104
Phone: 602-496-4321, Fax: 602-496-0384
email: DRCDowntown@asu.edu

Tempe Campus:
Matthews Center building, 1st floor
Phone: 480-965-1234, Fax: 480-965-0441
email: DRCTempe@asu.edu

Polytechnic Campus:
Sutton Hall - Suite 201
Phone: 480-727-1039, Fax: 480-727-1345
email: DRCPoly@asu.edu

West Campus:
University Center Building, Room 130
Phone:602-543-8145, Fax: 602-543-8169
email: DRCWest@asu.edu

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150 YEARS OF CHICANO/CHICANA EDUCATION

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RICARDO DOBLES
ETHAN MINTZ
JULIE PEARSON STEWART
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C O N T E N T S

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Manufacturing Hope and Despair

The School and Kin Support Networks of U.S.-Mexican Youth

Ricardo D. Stanton-Salazar

TEACHERS COLLEGE PRESS

Teachers College, Columbia University
New York and London

From the Series Editor

Manufacturing Hope and Despair is suffused with emotion: the emotional responses of Latino youth trapped in social webs they only partly understand, and the passion of author Ricardo Stanton-Salazar, who uses his considerable energy and skill to illuminate a social problem that demands a public response. The reader's outrage over the injustices of American schooling will certainly be incensed, but then gradually be transformed into a ray of hope as Stanton-Salazar's analysis comes into focus. Authors may think it unseemly to tout a book's merits, but series editors have no such compunctions. Ricardo Stanton-Salazar joins sociological and psychological theorizing to construct an extraordinarily rich account of the social ecology of adolescence. He describes the central role that social networks play in mediating the impact of social origins on educational success. The social webs in which students are embedded can either buffer them from the manifest and hidden injuries of class and race, or magnify these injuries.

Documenting the importance of adolescents' social networks in structuring school success is itself a major accomplishment. Stanton-Salazar's insights, however, extend to the social processes that produce these networks. Furthermore, he shows that while parents, school personnel, and others reading this account may feel that there is no shame in asking the help of others to overcome the difficulties arising from one's social background, doing so involves serious psychological risks for most adolescents. Thus, if students are reluctant to seek help, perhaps we can design schools in which help seeks them.

Manufacturing Hope and Despair is a worthy addition to the Sociology of Education Series, continuing the tradition of casting a distinctively sociological eye on an important problem of educational policy and practice. The result is a work that has much to say to social scientists, educators, and others concerned with the psychosocial development of the next generation of American youth.

Aaron M. Pallas

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Preface—Tale of My Expedition

Doubtless my interest in social networks, social support, and inequality began during my childhood in Southview, one of the four neighborhoods I studied for this book. Soon after returning to San Diego in 1990, I went to Southview to see what had changed, to visit old neighbors, and to reconnect with that *old hill* near my house where I'd spent so much of my childhood. From that hill, we kids would watch the neighborhood activity below and gaze at the various frontiers that existed far from our immediate world. This view from the hill, how magnificent it was—and still is.

Many memories and questions came to me as I strolled atop the old grassy knoll. Why had my life been so different? My contemporaries in the neighborhood and greater community were living lives more consonant with their native membership in San Diego's social bottom. In spite of living in the midst of geographic beauty and of wealth, we were *los de abajo*, the people who inhabited the middle and lower echelons of San Diego's working class. Walking around the old hill, I considered how easily my life could have followed the norm; but there were important mitigating factors.

Fortunately many of us, as children, had not been subjected to the worst the social bottom had to dish out. Vibrant kinship systems and various *urban sanctuaries* protected many of us from "the risks," paving the way to a somewhat secure working-class existence. Other key factors were put into play during my childhood that made me feel I was on a different trajectory. For one thing, I was never "turf bound," but many of my neighborhood buddies were. My network seemed open and dispersed; theirs seemed very localized and bounded. While I traveled about on bicycle, bus, ferry, and car, they guarded the neighborhood. As a prepubescent, up on the hill, I would pinpoint all the places I had visited and the places I would visit next; my friends, on the other hand, mostly Black and Chicano, talked mainly about the neighborhood activity below: the people, the other kids, the girls, the storefronts and Afrocentric murals, the occasional protest marches, the police, the fires, the frequent funeral processions, and the fancy

Chicano School Failure and Success

Past, Present, and Future

2nd edition

Richard R. Valencia

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Contributors

Alfredo J. Artiles is Associate Professor at Vanderbilt University. H is with Peabody College; he also holds a joint appointment in the Education and Teaching and Learning. His work focuses o students of color in special education and teacher learning abo (with R. Rueda, J. Salazar, and I. Higareda) includes "Factor learner representation in special education: Emerging evidence f in California" (in D. Losen and G. Orfield [Eds.], *Minority Iss the Public Schools*, Harvard Publishing Group, in press).

Rubén Donato is Associate Professor and Chair of Educational Practice in the School of Education at the University of C research focus is on the history of American education and Mexi history. Dr. Donato is the author of *The Other Struggle for Equa cans During the Civil Rights Era* (State University of New Yo publication is "Hispano education and the implications of systems in Southern Colorado, 1920–1964." *Harvard Educa* 117–149.

Douglas E. Foley is Professor of Education and Anthropology at 1 Austin. His research interests are race and ethnicity in America movements, and immigration. Dr. Foley is the author of *From and Ethnicity in a South Texas Town, 1900–1989* (University *Learning Capitalist Culture: Deep in the Heart of Tejas* (Univer 1990); and *The Heartland Chronicles* (University of Pennsylva recent publication is his co-edited book (with B. Levinson and I *Production of the Educated Person: Critical Ethnographies of* University of New York Press, 1996).

Eugene E. García is Professor of Education at the University of Ca published extensively in the area of language teaching and bi served as a Senior Officer and Director of the Office of Bilingua Languages Affairs in the U.S. Department of Education from 1 currently conducting research in the areas of effective school culturally diverse student populations. His most recent book is *United States: Raíces y Alas* (Rowen and Littlefield, 2001).