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

College/School: New College of Interdisciplinary Arts and Sciences
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.

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: Cultural Diversity in the United States-C
Mandatory Review: No

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 Cuádratz
E-mail: gloria.cuadraz@asu.edu
Phone: (602)543-3018

Rev. 4/2015
**Department Chair/Director approval:** *(Required)*

<table>
<thead>
<tr>
<th>Chair/Director name ( Typed):</th>
<th>Louis Mendoza</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Chair/Director (Signature):</td>
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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

<table>
<thead>
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<th>CULTURAL DIVERSITY IN THE UNITED STATES</th>
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*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.
Cultural Diversity [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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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</thead>
<tbody>
<tr>
<td>Example-See 2b. Compares 2 U.S. cultures</td>
<td>Example-Compares Latino &amp; African American Music</td>
<td>Example-See Syllabus Pg. 5</td>
</tr>
<tr>
<td>See 2a. In-depth study of cultural-specific elements, cultural experiences, or cultural contributions</td>
<td>Explores in-depth study of history of Chicana/os in education in the contemporary U.S.</td>
<td>See syllabus, pp. 4-7; the entire course is focused on Latina/os' history and experiences in the contemporary 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</td>
</tr>
<tr>
<td>.See 2a. In-depth study of cultural-specific elements, cultural experiences, or cultural contributions</td>
<td>Explores in-depth study of cultural experiences.</td>
<td>See syllabus, pp. 5-6, modules 6-7, and 10-11</td>
</tr>
<tr>
<td>See 2a. In-depth study of cultural-specific elements, cultural experiences, or cultural contributions</td>
<td>Explores in-depth study of cultural contributions of Chicanos within education in the contemporary U.S.</td>
<td>see syllabus, pp. 6, week 8 &amp; 12</td>
</tr>
<tr>
<td>1. Course must contribute to an understanding of cultural diversity in contemporary society.</td>
<td>Contributes to an understanding of cultural diversity in contemporary U.S. society</td>
<td>see syllabus, modules #5, 6, 7 &amp; 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.</td>
</tr>
</tbody>
</table>
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


Supplemental Readings

Supplementary Readings will be available on Digital Reserve via Blackboard.


**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**

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**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

Module Two: Cultural Deficit Model and the Impact of Segregation

Module Three: Dropouts or “Push outs?”

➢ 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)


---

**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.


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


**Module Six: Latina/os and the “Politics of Caring”**

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


**Module Seven: Subtractive Schooling and the “Politics of Difference”**


**Module Eight: Culture and the Role of Critical Ethnography**


**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**


**Module Thirteen:**

- Individual Research Paper Consultations
Module Fourteen: Deliberations and Conclusions


Module Fifteen:

- Research Paper Presentations
- Research Paper Presentations

Additional Class Policies

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

JOSÉ F. MORENO, EDITOR

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ANGELA VALENZUELA
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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
Richard R. Valencie

2nd edition
Past, Present, and Future
Success
Chicano School Failure and