

CBM003 ADD/CHANGE FORM

APPROVED FEB 23 2011

Undergraduate Council 81

New Course Course Change

Core Category: WI-ID Effective Fall 2011

or

Graduate/Professional Studies Council

New Course Course Change

Effective Fall __

1. Department: Hist College: CLASS
2. Faculty Contact Person: G. San Miguel Telephone: 713-553-5611 Email: gsanmiguel@uh.edu

3. Course Information on New/Revised course:
- Instructional Area / Course Number / Long Course Title:
HIST / 3341 / Latino struggles for Educational Equality
 - Instructional Area / Course Number / Short Course Title (30 characters max.):
HIST / 3341 / LAT STRUGGLES FOR ED EQUALITY
 - SCH: 3.00 Level: JR CIP Code: 54.0102.00 01 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 15 2010

4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
- If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:
HIST / 3394 / Latina/o Educational Struggles
- Course ID: 25907 Effective Date (currently active row): 01182010 ~~1182~~

6. Authorized Degree Program(s): B.A., Hist; minor, Mexican American Studies
- Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

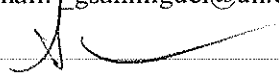
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
- / /
- Course ID: Effective Date (currently active row):

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
- Cr: 3. (3-0). Prerequisites: junior standing or consent of instructor Description (30 words max.):
Provides a comparative history of Latino struggles for equality and pluralism in American education during the 20th century.

10. Dean's Signature: [Signature] Date: 10/12/10

Print/Type Name: Sarah Fishman

U N I V E R S I T Y *of* H O U S T O N
CORE CURRICULUM REQUEST FOR COURSES NEW TO THE CORE

Originating Department/College: Hist/CLASS
Person making request: Guadalupe San Miguel Jr Telephone: 3-3111
E-mail: gsanmiguel@uh.edu
Dean's signature:  Date: 10/12/10

I. General Information:

Course number and title: Hist 3341 Latina/o Educational Struggles

Catalog description must be included on completed CBM 003 form and attached to this document.

Category of Core for which course is being proposed (mark only one):

- Communication
- Mathematics
- Mathematics/Reasoning (IDO)
- American History
- Government
- Humanities
- Visual/Performing Arts Critical
- Visual/Performing Arts Experiential
- Natural Sciences
- Social/Behavioral Sciences
- XX. Writing in the Disciplines (IDO)

II. Objectives and Evaluation (respond on one or more separate sheets):

Call ext. 3-0919 for a copy of "Guidelines for Requesting and Evaluating Core Courses" or visit the website at www.uh.edu/academics/corecurriculum

- A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see **Guidelines**). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.
- B. Specify the processes and procedures for evaluating course effectiveness in regard to its goals.
- C. Delineate how these evaluation results will be used to improve the course.

SVP. Effective 8/23/10. Replaces all previous forms, which may no longer be used.

Objectives and Evaluation

A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see **Guidelines**). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.

Hist 3341 exceeds the requirement of 3000 words of writing through the abstracts, writing assignments, and small research project that students must complete.

History 3341 meets the following Exemplary Educational Objectives for Writing Intensive in the Disciplines.

In order to understand and demonstrate the shared writing conventions, practices, standards, constructs and methods of the historical approach students will be required to do several writing assignments that introduce them to a variety of historical writing genres. Among the styles emphasized in this class are the development of a historical narrative, descriptive accounts, and analytical written reports. Students, for instance, will write 15 article abstracts, do 4 small writing assignments, and two small research papers.

In order to understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the discipline through written exposition and argument students will conduct research and compose two short written reports. They will also get an opportunity to discuss their historical reports in class.

In order to develop the ability to research and write a documented paper or report that conforms to the standards of the discipline students will turn in several written exercises emphasizing tasks specific to historical research. Among the tasks to be emphasized are conducting library and internet searches on select research topics, becoming familiar with primary and secondary sources in history, formatting footnotes or endnotes in historical reports, developing a bibliography of sources used, and writing historical reports.

In all of these writing assignments the instructor will comment on specific writing, grammar and syntax issues. Additionally, students will have an opportunity to revise these assignments.

B. Evaluation

The instructor will ask for student feedback on assignments during the semester and students will do course evaluations at the end of the each semester.

C. Improving course

The instructor will take student feedback into consideration and use their comments to strengthen weak areas and to expand those lectures, materials, or assignments that facilitated student success in mastering course goals and in improving their writing level.

OK
SF
10/12/10

History 3341: Latina/o Educational Struggles Sec 28592
Instructor: Guadalupe San Miguel, Jr. Off Hrs: M-Th 1:30-4:00
Spring 2009 or by appointment
Rm: 229 SW Ph: 713-743-3111
TuTh 10:00-11:30
Email: Gsammiguel@uh.edu; Doctorg4HISD@yahoo.com

Course Description

This course provides a comparative history of the Latino struggle for equality and pluralism in American education. It documents the nature of public education provided for Mexican Americans and other Latinas/os in the 20th century and how they responded to the educational opportunities provided for them. Emphasis is placed on tracing the sources of change and continuity in Latino school activism, on the diverse forms of contestation found in the community, and on the consequences of activism on public education in general and on the schooling of Latina/o children in particular.

Course Goals

- Upon completion of this course, the students should be able to:
1. Discuss the nature of education provided for Latino children in the 20th century and the issues involved in educating them.
 2. Appreciate the continuities and discontinuities in the history of Latino activism in education during the 20th century.
 5. Assess the impact of Latino activism on American education and on Latino education.
 5. Become familiar with and enhance critical thinking and writing skills.
 6. Develop interpersonal and social skills.
 7. Relate the diverse historical experiences of Latinos to other racial, ethnic, and immigrant groups in American history.

Required Course Reading

1. Guadalupe San Miguel, Jr., *Let All of Them Take Heed* (College Station: Texas A&M University Press, 2001; originally with University of Texas Press, 1987) (most)
2. Victoria-Maria MacDonald, ed., *Latino Education in the US*, (NY: Palgrave Macmillan, 2004) 1-4039-6087-9
3. Guadalupe San Miguel, Jr., *Brown Not White: School Integration and the Chicano Movement* (College Station: Texas A & M University Press, 2001) (all)
4. Juan Gonzalez, *Harvest of Empire* (NY: Penquin Books, 2000) 0-14-025539-7
5. Mario Garcia, *Mexican Americans*, 1989

The books can be bought at the UH Bookstore. Additional readings can be accessed through the internet or will be available through e-reserve.

Recommended books

1. Matthew D. Davis, *Exposing a Culture of Neglect: Herschel T. Manuel and Mexican American Schooling* (Greenwich, CN: Information Age Pub., 2005)
3. Mariella Espinoza-Herold, *Issues in Latino Education: Race, School Culture, and the Politics of Academic Success* (NY: Pearson Education Group 2003) 0-205-35131-X
4. Guadalupe San Miguel, Jr., *Contested Policy* (Denton, Tx: University of North Texas Press, 2004).
5. Lourdes Diaz Soto, *Language, Culture, and Power: Bilingual Families and the Struggle for Quality Education* (NY: State University of New York Press, 1997) 0-7914-3142-8.
6. Carlos S. Maldonado, *Colegio Cesar Chavez, 1973-1983: A Chicano Struggle for Educational Self-Determination* (Garland publishing, 2000). 0815336314

Course Requirements

Students are required to attend class, do 10 abstracts, 8 writing assignments and two small research projects. See syllabus for due dates.

Grading

Students will be evaluated on the following assignments:

Attendance (30 X .5)	15
Abstracts (10 X 2)	20
Writing Assignments (8 X 5)	40
Small research papers (2 X 13)	26

	101

OVERVIEW OF LECTURES AND READINGS FOR THE SEMESTER

Part 1: Introduction

- 1 Introduction to Class
- 2 Conceptualizing Education, Latinos, and Agency
- 3 Education and Latino Agency before 1890

Part 2: Education and Emerging Forms of Agency, 1890-1960

- 04 Changes in American Education & in Latino Pop
- 05 Patterns of Latino Education
- 06 Language & Culture in Ed: Discussion & Writing
Assignment
- 07 Supporting Religious and Private Education
- 08 Struggle for Power and Access
- 09 Promoters of Pluralism
- 10 The Struggle for Quality Education and School Success:
The Latino High Achievers
- 11 Contest discrimination (gen, testing, funding)
- 12 Challenging Segregation before WWII
- 13 Video: Lemon Grove Incident
- 14 Challenging Segregation in the Post-WWII Yrs, 1942-1957
- 15 The integration lawsuits: Discussion & writing assignmnt

Part 3: Reform, Retrenchment, and Latino Activism, 1960-2000

- 16 Changes in Public Education and in Latina/o Population
- 17 Spring Break
- 18 spring break
- 19 Changes and Continuities in Patterns of Education
- 20 Contesting Discrim: School Walkouts & Protest Activity
- 21 Video: Taking Back the Schools-L.A. School walkout
- 22 Contesting Exclusion, Ineq, Testing, School Closures
- 23 Challenging School Segregation
- 24 Struggle for Power and for Student Access
- 25 Struggle for Quality Ed: The Case of bilingual education
at the federal level
- 26 Struggle for Quality Ed: The Case of Bilingual ed at the
local level (Discussion and writing assignment)
- 27 Promoters of Pluralism
- 28 Beyond Public Education
- 29 Individual & Group Profiles of Educational Activists:
Discussion and writing assignment

Part 4: Conclusion

- 30 Conclusion: An Overview

LECTURES AND READINGS FOR THE SEMESTER

Part 1: Introduction

1-1/20 Introduction to Class

2-1/22 Conceptualizing Latinos, Education, and Agency

"Status of the Historiography of Chicano Education," by G. San Miguel, *History of Education Quarterly*, Vol. 26, No. 4 (Winter 1986): 523-536 (Internet)

Abstract 1: Do an abstract of the article.

3-1/27 Education and Agency before 1890

MacDonald, *Latino Education...*, 55-88

Writing assignment #1: Author argues that public and religious school officials used the schools as instruments of Americanization in the states (California and Texas) and in the territories. How was Americanization defined and operationalized and how was it different in the states and in the territories. Also, how did Mexicans resist Americanization and with what success? Which of the 7 documents reflected Americanization concerns? Which represented contestation? Explain.

Part 2: Education and Emerging Forms of Agency, 1890-1960

04-1/29 Changes in American Education & in Latino Pop

Matt S. Meir and Feliciano Ribera, "Mande Vd., Señor," In *Mexican Americans/American Mexicans: From Conquistadors to Chicanos* (NY: Hill and Wang, 1993), chpt 8, 118-146.

Matt S. Meir and Feliciano Ribera, "Braceros: World War II and After," In *Mexican Americans/American Mexicans: From Conquistadors to Chicanos* (NY: Hill and Wang, 1993), Chapter 12, 172-184.

Virginia E. Sánchez Korrol, "Background of the Puerto Rican Migration," in *From Colonia to Community: the History of Puerto Ricans in New York City* (Berkeley: University of California Press, 1994), 11-50.

Lisandro Pérez, "The Cuban Communities in the U.S., 1900-1958," In Jay P. Dolan and Jaime R. Vidal, Eds., *Puerto Rican and Cuban Catholics in the U.S., 1900-1965* (Notre Dame: University of Notre Dame Press, 1994), 174-188.

Writing Assignment #2: Read the above and answer the following: Compare and contrast the experiences of Mexicans and at least one other Latino group- their reasons for coming to the U.S., when they came to the U.S., their size, their treatment in the U.S.,

and the responses to their treatment. (maximum 1 single spaced typed page)

05-2/3 Patterns of Latino Education: Power, Access,
 Quality, Admin Bias, Curriculum Culture, Performance

G. San Miguel, Jr., "Cross-Purposes," (32-63). In *Let All of Them Take Heed*, 32-63

06-2/5 Language and Culture in Education: Discussion and
 Writing Assignment

MacDonald, "Education and Imperialism at the Turn of the Century: Puerto Rico and Cuba, 1898-1930," *Latino Education...*, 93-100.

Gonzales-Berry, Erlinda, "Which Language Will Our Children Speak? The Spanish Language and Public Education Policy in New Mexico, 1890-1930." (169-190) In Erlinda Gonzales-Berry and David R. Maciel, eds., *The Contested Homeland: A Chicano History of New Mexico* (Albuquerque, NM: University of New Mexico Press, 2000).

Writing Assignment 3- Answer either A (MacDonald/San Miguel) or B (Gonzalez-Berry):

A: Compare and contrast the different responses by school officials to Mexican origin children in the Southwest and to Puerto Rican children in the Northeast.

#B: Who opposed Spanish in the schools and for what reasons? What was their ultimate goal and did they succeed? How did they hope to accomplish their goal? Explain.

07-2/10 Supporting Religious and Private Education

Yohn, Susan M., "At the Heart of the Cause," (167-212), In *A Contest of Faiths: Missionary Women and Pluralism in the American Southwest* (Ithaca: Cornell University Press, 1995).

Abstract 2

08-2/12 Struggle for Power and Access

Virginia Sánchez Korrol, "Towards Bilingual Education: Puerto Rican Women Teachers in New York City Schools, 1947-1967." (pp. 82-104) In Altagracia Ortiz, ed., *Puerto Rican Women and Work: Bridges in Transnational Labor* (Philadelphia, PN: Temple University Press, 1996).

Abstract 3

09-2/17 Promote pluralism

Carlos E. Castaneda, "The Broadening Concept of History Teaching in Texas," (97-108). In *Inter-American*

Intellectual Interchange (Austin, Tx: Institute of Latin American Studies of the University of Texas, 1943)

Writing Assignment 4: Answer the following questions: What is the relationship between history and the development of civic attitudes? How have history textbooks portrayed Latin American nations and peoples in general and Mexican origin people in particular? How should history be written?

10-2/19 The Struggle for Quality Education and School Success:
Latino High Achievers

Mario Garcia, *Mexican American*, 1989 (RECOMMENDED)

Research Assignment 1: Develop a brief profile of 4 Latino or Latina high achievers noting their educational background (B.A., M.A./Ph.d) and their contributions to the Latino community in particular and American society in general. The assignment should be 3 typewritten pages long. Make sure you include the citations where you got this information and include it on the fourth page.

11-2/24 Contest discrimination

George I. Sanchez "Bilingualism and mental Measures: A Word of Caution," *Journal of Applied Psychology*, 18 (1934): 765-772.
Abstract 4

12-2/26 Challenging Segregation before WWII, 1910-1932

G. San Miguel, Jr., "Aroused from Our Slumbers," In *Let All Of Them Take Heed*, 64-90
Abstract 5

13-3/3 Video

Film: *Lemon Grove Incident*

14-3/5 Challenging Segregation in Post-WWII Yrs, 1942-57

G. San Miguel, Jr., "Compelled to Litigate," In *Let All of Them Take Heed*, 113-139.
Abstract 6

15-3/10 The Integration Lawsuits: Discussion & Writing Assignments

Salvatierra vs. Independent School District, 1930

MacDonald, *Latino Education*,

129-138 (Mendez district court) and 139-145 (appeal)

146-151, (Delgado complaint) and 152-153 (Delgado ruling)
 Writing Assignment 5: Answer the following questions for all three lawsuits: What were the facts of the case? What issues were the parents raising and what did they want the court to do? How did school officials respond to the parents' complaints? How did the court rule on each case? More generally, why is the Mendez case a significant one in American history? How did each case expand the Salvatierra ruling?

Part 3: Reform, Retrenchment, and Activism, 1960-2000

16-3/12 Changes in Public Education & in Latin Population

Jerry Garcia and Gilbert Garcia, *The Illusion of Borders*, 2002

Juan Gonzalez, "Cubans: Special Refugees," In *Harvest of Empire*, 96-10

Juan Gonzalez "Puerto Ricans: Citizens Yet Foreigners," In *Harvest of Empire*, 129-148

Juan Gonzalez "Central Americans: Intervention Comes Home to Roost," In *Harvest of Empire*, 129-148.

Writing Assignment 6: Read the above and answer the following: Compare and contrast the experiences of Mexicans and at least one other Latino group- their reasons for coming to the U.S., when they came to the U.S., their size, their treatment in the U.S., and the responses to their treatment. (maximum one single spaced typed page)

17-3/17 Spring Break

18-3/19 Spring break

19-3/24 Patterns of Education

Victoria-Maria MacDonald, "Cubans: The New Arrivals," in *Latino Education*, 194-214.

Writing Assignment 7: Why did school officials respond so quickly and in such a positive manner to Cuban children in the schools during the 1960s? The response to Marielitos in the 1980s was not that positive. What accounts for this shift in attitudes towards Cuban refugee children? Also, how does the treatment of Cuban children during the 1960s compare to the responses by local school officials to Mexican or Puerto Rican children in other parts of the country? What might account for these different types of responses?

20-3/26 Contesting Discrimination: Student & Community Walkouts

MacDonald, *Latino Education*, 237-246 (Hearings), 247-248 (Demands)
 NYC articles on Walkouts, 1964
 G. San Miguel, *Brown, Not White*, 2001 (RECOMMEND)

21-3/31 Video on school walkouts

Film: *Taking Back the Schools: Chicano Power*

22-4/2 Contesting Discriminatory Policies and Practices
 (exclusion, inequality, Testing, School closures)

Valencia, *Chicano Students and the Courts*

"School Financing," 79-116

"Special Education," 117-152

"High-Stakes Testing," 268-305

"Undocumented Students," 224-250

"Higher Education Financing," 251-267

"School Closures",

Abstract 7: Do a one page summary of one of the chapters.

23-4/7 Challenging School Segregation

G. San Miguel, Jr., "A Sustained Legal Attack," In *Let All of Them...*, 164-191

Abstract 8: Do a one page summary of the San Miguel chapter.

24-4/9 Struggle for Power and for Student Access

**Luis Fuentes, Community Control or the Struggle for local pol
 control (NEED)**

MacDonald, *Latino Education*, 270-273 (PRs and IHL access)

25-4/14 Struggle for Quality Education: The Case of bilingual
 Education at the Federal Level

MacDonald, *Latino Education*, 253-257 (Lau)

San Miguel, Jr., *Contested Policy*

26-4/16 Struggle for Quality Ed: The Case of bilingual education
 at the local level (Discussion)

Isaura Santiago Santiago, "Aspira v. Board of Education

Revisited," *American Journal of Education*, 95 (1986):149-199.

Writing Assignment 8: Discuss some of the major obstacles to
 effective implementation of the Decree and how Latino activists
 responded to them.

27-4/21 Promoting Pluralism

Pedro A. Cabán, "Moving from the Margins to Where? Three Decades of Latino/a Studies," *Latino Studies* 1 (2003): 5-35.

Abstract 9: Do a one page summary of the required reading.

28-4/23 Beyond Public Education

Ana Y. Ramos-Zayas, "Nationalist Ideologies, Neighborhood-Based Activism, and Educational Spaces in Puerto Rican Chicago," *HER*, Vol. 68, Number 2 (1998): 164-192.

Abstract 10: Do a one page summary of the required reading.

29-4/28 Profiles of Educational Activists: Student presentations

Research Assignment 2- Do either #A or #B

#A-1: Develop a brief profile of 4 Latino or Latina high achievers noting their educational background (B.A., M.A./Ph.d) and their contributions to the Latino community in particular and American society in general. The assignment should be 3 typewritten pages long. Make sure you include the citations where you got this information and include it on the fourth page.

#B- do research on U.S. English and other groups opposed to bilingual education. When were the groups established and for what reason? What arguments do they make against bilingual education or in favor of English only. What types of policies do they support and how successful have they been so far? Explain.

Part 4: Conclusion

30-4/30 Conclusion

The Quest for Educational Equality: An Overview
Test (Take home)