

UC 1112610F

CBM003 ADD/CHANGE FORM

APPROVED FEB 23 2011

Undergraduate Council  
 New Course | Course Change  
 Core Category: WI-ID Effective Fall 2011

81

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 / 3342 / Latinos and American Education in 20<sup>th</sup> Century  
3343  
 • Instructional Area / Course Number / Short Course Title (30 characters max.)  
HIST / 3342 / LATINOS & AM ED IN 20<sup>TH</sup> CENT  
3343  
 • 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:  
 \_\_\_\_ / \_\_\_\_ / \_\_\_\_
- Course ID: \_\_\_\_ Effective Date (currently active row): \_\_\_\_

6. Authorized Degree Program(s): B.A., Hist  
 • 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  
~~HIST / 3342 / LATINOS AND AMERICAN EDUCATION IN 20<sup>TH</sup> CENTURY~~  
~~Course ID: 25763 Effective Date (currently active row): 2011~~  
~~018 2010~~

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.):  
 History of Latino education in the U.S. since 1900.

10. Dean's Signature: [Signature] Date: 10/24/10  
 Print/Type Name: Sarah Fishman

U N I V E R S I T Y   o f   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 <sup>3343</sup>~~3342~~ Latinos and American Education in 20<sup>th</sup> Century

**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
- 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](http://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.**

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 3342 meets the requirement of 3000 words of writing through the summaries and writing assignments students must complete. Students also submit several research tasks that must be written up. In total, students will probably write over 3500 words in this class.

History 3342 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 analysis of primary documents, summary and evaluation of secondary sources and synthesis of materials to produce a historical narrative.


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 read, analyze, and synthesize several primary sources. They will also get an opportunity to discuss their historical report 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 becoming familiar with primary and secondary sources in history, doing footnotes or endnotes in historical reports, and developing an annotated bibliography of sources used.

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 and C. Specify the processes and procedures for evaluating course effectiveness in regard to its goals and how they will be used to improve the course

Students will be asked for feedback on assignments during the semester. Students will also do course evaluations at the end of the each semester. The instructor will review this feedback and use it to revise the course for the following semester. Student feedback will be taken into consideration 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   
10/12/10

## **History 3342: Latinos and American Education in 20<sup>th</sup> Cent America**

Sec 34199

Instructor: Guadalupe San Miguel, Jr.

Office Hrs: M-W

Fall 2010

9:30-2:30 or

Rm: AH 303

by apptmnt

Tu 5:30-8:30 p.m.

Phone No.: 743-3111

Email: [Gsanmiguel@uh.edu](mailto:Gsanmiguel@uh.edu); [doctorg4hisd@yahoo.com](mailto:doctorg4hisd@yahoo.com)

### **Course Description**

This course provides a history of Latino education in the United States during the 20<sup>th</sup> century. More specifically, it describes and analyzes the sources of change and continuity in the nature of public education provided for Latinos during this period and in the various ways in which Latinos responded to the educational opportunities provided for them. For practical reasons and because of the dearth of information on other Latino groups, emphasis will be placed on the educational opportunities, experiences, and behaviors of the two largest Latino groups in the United States during the 20<sup>th</sup> century- Mexican Americans and Puerto Ricans.

### **Learning Outcomes**

Attain and be able to demonstrate knowledge about the historical development of American education in the United States.

Provide an interpretation of the Chicano/Latino population's relationship to American education in twentieth century America.

Conduct historical investigations utilizing a variety of library and archival research techniques and improve writing, reading and thinking skills.

### **Required Course Materials and Reading**

Guadalupe San Miguel, Jr., *Let All of Them Take Heed* (Austin: University of Texas Press, 1987)

Patricia Gándara, *The Latino Education Crisis* (Cambridge, Mass.: Harvard University Press, 2009).

Richard Valencia, *Chicano Students and the Courts*, 2009

Richard Marius and Melvin E. Page, *A Short Guide to Writing About History*, 7<sup>th</sup> edition, 2010.

The books can be bought at the UH Bookstore and are on reserve in the library. An additional set of readings can be found on e-reserve or select e-journals.

**Recommended Readings**

Joel Spring, *The American Public School, 1642-1985*, 3<sup>rd</sup> edition (NY: Longman, 1986).

**Student Evaluation**

Student grades will be based on the following:

	Pts	%
1. Attendance/participation	150	(15%)
2. Summaries (5X3)	150	(15%)
3. Writing assignments (3X5)	150	(15%)
3. Student presentations (2X10)	200	(20%)
5. Quizzes (4X5)	200	(20%)
6. Research tasks (3X5)	150	(15%)
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Total	1000	(100%)

Attendance/participation

Every student will be graded for attendance and for participating in class discussions.

Summaries

Each student is required to do 5 summaries. Each assignment will be a maximum of one single spaced page and worth 3% of your grade. See the syllabus for their due date. No late assignments will be accepted.

Writing Assignments

Each student is required to do 3 short writing assignments. Each assignment will be two single spaced pages and worth 5% of your grade. See the syllabus for their due date. No late assignments will be accepted.

Student presentations

You will be required to do two presentations to the class. One of these is based on a chapter in the Valencia book; the other one is based on a chapter in the Gandara book. You will summarize one chapter in these books and do a 10 minute presentation to the class on this chapter. See syllabus for book titles

Quizzes

You will be required to take four in-class quizzes. Each of these quizzes is worth 5% of your grade. See syllabus for due date.

Research tasks

Each person is required to do three specific tasks associated with historical research projects- become familiar with primary and secondary sources, footnotes/endnotes, and an annotated bibliography. See syllabus for due dates.

## LECTURES, READINGS, AND ASSIGNMENTS

### Part I: Introduction

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#### 01-824 Introduction to Class

##### A. Reading

"Status of the Historiography of Chicano Education," by  
G. San Miguel, [~~*History of Education Quarterly*~~,  
Vol. 26, No. 4 (Winter, 1986):523-536.<sup>1</sup> (INTERNET)

##### B. Assignment

Discuss how to do summaries

#### 02-0831 Latinos and Education before 1900

##### A. Reading(s)

Gerald McKevitt, "Hispanic Californios and Catholic Higher  
Education: The Diary of Jesus María Estudillo, 1857-1864,"  
*California History* 69, No. 4 (1990): 320-331, 401-403.

##### B. Assignment

Turn in Summary 1 (McKevitt)  
Discuss primary and secondary sources

### Part 2: Latino Education in the U.S., 1900-1960

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#### 03-0907 Increased Growth of the Latino School Age Population

##### A. Reading

H.T. Manuel, "The Mexican population of Texas," *Southwestern Social  
Science Quarterly*, 15 (1934/1935), 29-51.

##### B. Assignment

Turn in copy of primary/secondary sources

#### 04-0914 Race, Class, and Educational Practices

##### A. Readings

Ruben Donato, "Sugar Beets, Segregation, and Schools:  
Mexican Americans in a Northern Colorado Community, 1920-  
1960," *Journal of Latinos in Education*, 2, 2 (2003): 69-88.  
Carlos Kevin Blanton, "They Cannot Master Abstractions, But, They  
Can Often be Made Efficient Workers": Race and Class in the  
Intelligence Testing of Mexican Americans and African  
Americans in Texas During the 1920s," *Social Science  
Quarterly*, 81 (2000), 1014-1026.  
"Cross-Purposes," in San Miguel, *Let All of Them Take  
Heed*, pp. 32-63 (Recom)

##### B. Assignment

Turn in Summary 2 (either Donato or Blanton)

**05-0921 Curriculum, Culture, and Underachievement**

A. Readings

Erlinda Gonzales-Berry, "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). [e-reserve]<sup>2</sup>

Sonia M. Rosa, "The Puerto Ricans at the Carlisle School," *Kacike: Journal of Caribbean Amerindian History and Anthropology*, 2003. [www.kacike.org/SoniaRosa.html](http://www.kacike.org/SoniaRosa.html) (accessed 11/25/08). pp. 1-20.

B. Assignment

Writing Assignment 1 (What reasons were given by school authorities to eliminate the use of Spanish among Mexican and Puerto Rican children? What does this say about the definition of Americanization and do you agree with it?)

Quiz 1

**06-928 Grass-roots Activism and School Reform**

A. Readings

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). [e-reserve]

San Miguel, Jr., "Beginning with the Beginner," In *Let All of Them Take Heed*, 139-163

B. Assignments

Discuss how to do footnotes

**07-1005 Contesting discrimination and Segregation**

A. Readings

"Aroused from Our Slumbers," in San Miguel, *Let All of Them Take Heed*, pp. 64-90

"Compelled to Litigate," in San Miguel, *Let All of Them Take Heed*, pp. 113-139

Film: The Lemon Grove Incident

B. Assignments

Turn in Summary 3 (one San Miguel chapter)

Turn in paragraph with footnotes

**08-1012 Contesting Segregation: The Court Rulings**

A. Readings

*Independent School District v. Salvatierra*, 33 S.W. (2d), 790 (1930) [E-reserve]

*Mendez et al. v. Westminster School Dist. Of Orange County*, 64 F. Supp. 544 [District Court, S.D., Cal, Feb. 18, 1946] [E-reserve]

*Delgado v. Bastrop ISD*, 19471930 [E-reserve]

B. Assignment

Writing Assignment 2 (Compare and contrast the charges made by Mexican American plaintiffs, the responses by local school officials to these charges and the findings of the court in the three lawsuits above.

Discuss the lawsuits

Quiz 2

**Part 3: Latino Education in the Contemporary Period, 1960-2010**

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**09-1019 Growth and Diversity of Latino/a School Age Population**

A. Readings

"The explosive growth of the Chicano/Latino population: Educational implications," by R. Valencia, 52-69

B. Assignments

Discuss doing annotated bibliography

**10-1026 Access, Language and Heritage**

A. Readings

Linda K. Salvucci, "Mexico, Mexicans, and Mexican Americans in Secondary-School United States History Textbooks," *The History Teacher*, 24,2 (February 1991): 203-222. (INTERNET)

B. Assignment

Turn in annotated bibliography

**11-1102 Segregation, Unequal schools, and Underachievement**

A. Readings

Patricia Gándara, *The Latino Education Crisis* (Cambridge, Mass.: Harvard University Press, 2009).

B. Assignment

Turn in summary 4 (one chapter)

Presentation of chapter to class

Quiz 3

**12-1109 Struggles for Education**

A. Readings

Pedro A. Cabán, "Moving from the Margins to Where? Three Decades of Latino/a Studies," *Latino Studies* 2 (2003): 5-35.

"We Cannot Afford to Rest," In San Miguel, *Let All of Them Take Heed*, 192-213 (recommended)



B. Assignments

Writing Assignment 3 (Discuss HB2281, i.e., the anti-ethnic studies bill in Arizona, in the context of the Caban article. What is HB2281 and how does this relate to the history of ethnic studies documented by Caban? Also what is the potential impact of HB2281 and what arguments are made by its proponents and opponents?).

**13-1116 Contestation**

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A. Readings

"A Sustained Legal Attack," In San Miguel, 164-191  
Richard Valencia, *Chicano Students and the Courts*  
Video: *Chicano Power* (E.L.A. Walkouts)

B. Assignment

Turn in summary 5 (one Valencia chapter)  
Present chapter to class

**14-1123 Religious, Alternative, and charter schools**

A. Readings

Ana Y. Ramos-Zayas, "Nationalist Ideologies, Neighborhood-Based Activism and Educational Spaces in Puerto Rican Chicago," *Harvard Educational Review*, Vol. 68, No. 2 (1998): 164-192.

B. Assignment

Turn in Summary for 2 extra points

**Part IV: Conclusion and Summary**

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**15-1130 Conclusion**

A. Readings

None

B. Assignment

Quiz 4

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