

César E. Chávez Department of Chicana/o and Central American Studies
EDUC/ CCAS M102: Mexican Americans & Schools

Summer Session A
 TR 9:00 AM – 11:00 AM
 Location: Haines Hall 118

Teaching Associate (TA) Bri Damacio, MEd PhD Student in Higher Education and Organizational Change (HEOC) Office Hours by Appointment Only (via Zoom) https://calendly.com/b_damacio Email: bdamacio@g.ucla.edu	Instructor on Record Charlene Villaseñor Black, PhD Professor and Chair of CCAS Email: cvblack@humnet.ucla.edu
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Course Description

This course presents a theoretical and empirical overview of Chicana/x/e educational issues in the United States. Special emphasis will be placed on analyzing how race, gender, class, and immigrant status historically shaped Chicana/x/e educational experiences. The course will also examine how Chicana/x/e students, parents, and communities respond to and resist political and economic forces restricting access and opportunity in education.

Student Learning Objectives

Through lectures, discussions, and active student participation, students will be able to:

1. Examine the fundamental theories, concepts, methods, and data used in the sociological and historical study of Chicana/x/e education in the United States.
2. To explore the historical and contemporary educational experiences of Chicana/x/e in the U.S.
3. To examine the relationship between the family, school, community, and workplace within a Chicana/o context.
4. To develop social science research skills within an educational context concerning Chicana/o populations.

Required Texts

There are no required books for this course. All course readings will be available as PDFs on Bruinlearn. Any changes to readings will be announced in class and on Bruinlearn.

ASSIGNMENTS & COURSE REQUIREMENTS

1. Engagement and Attendance – 40 PTS

Given the brevity of the quarter, attendance is crucial for your success in this course. Students are expected to complete all readings, engage in discussion, and participate in lecture activities in class. Class participation reflects active reading, preparation (preparing discussion points, reactions, critiques, and/ or questions regarding the readings), engagement with learning, and collaboration.

To receive full credit for engagement and attendance, students must:

- Attend all class meetings and engage in discussion
- Arrive to class fully prepared, having completed homework and reading assignments

Please notify me if/ when an emergency does arise. Should you miss a day, you must be responsible for knowing what you missed. This includes changes in class schedules, reading assignments, and more.

2. Synthesis Matrix for Literature Review Milestone Assignments – 60 PTS

This assignment starts with the premise that Latinx/e communities are places with many strengths and provide the tools to navigate the many social and educational problems besetting these spaces.

Your Literature Review Matrix assignment will be broken into a series of smaller milestone assignments that will ensure your success in completing them on time.

- **Research Topic** — Choose any topic/ problem statement related to the study of Latinx/es and Education. In 250 to 300 words, state your chosen topic, explain how it relates to the class, why it matters to you, and what you hope to gain from learning more about this topic. Please provide 1 preliminary research question that will guide your project and 3 to 5 key concepts.
- **Identify 10 Academic (Peer-Reviewed) Sources** — Compile a bibliography of 10 peer-reviewed academic sources (journal articles) related to your topic in APA format.
- **Synthesis Table for Literature Review** — Using *ALL* 10 sources you compiled, you will use the synthesis table provided to organize findings and identify themes/ gaps in the literature. You will be submitting a draft before submitting your final synthesis table.
- **Findings Presentation** – Using your synthesis table, you will create a 10-minute presentation summarizing your key findings (themes/ gaps) from the literature during the last week of class. Presentations must include: research topic/ problem statement; literature review research question(s); sources analyzed; and key findings (themes/ gaps) from literature. After your presentation, your peers will have five minutes to ask questions related to your project.
- **Final Reflection** – Lastly, you will submit a 5-page (Times New Roman, 12pt, double-spaced) reflection about your project: initial expectations of the research project and results, challenges you encountered during the process, what you learned from the

research process itself, and how does your project connect the course readings and/or materials covered in class.

GRADING CALCULATIONS

ASSIGNMENTS	DUE DATE	PTS
Engagement and Attendance	ONGOING	40 pts
Synthesis Table for Literature Review Assignment		
Research Topic	Week 1	5 pts
10 Peer-Reviewed Academic Sources	Week 2	5 pts
Synthesis Table Draft	Week 4	10 pts
Synthesis Table Final Draft	Week 5	10 pts
Findings Presentation	Week 6	20 pts
Final Reflection	Week 6	10 pts
Total Points		100 pts

LETTER GRADING

93-100% A	87-89% B+	77-79% C+	67-69% D+	Below 59% F
90-92% A-	83-86% B	73-76% C	63-66% D	
	80-82% B-	70-72% C-	60-62% D-	

COURSE POLICIES

Communication

I will primarily communicate via email or Bruinlearn. Please make sure you are double-checking your email and/ or Bruinlearn for course announcements/ updates. If you need to email me, please include the course number in the subject line (EDUC/ CCAS M102). I will try to answer your email within 24-48 hours. If you have yet to hear from me after 48 hrs, please send a follow-up email.

If you cannot submit an assignment on time, please request approval for an extension at least two days before the due date. If you need support – help with an assignment, suggestions for resources, or a deadline extension – please reach out! I am here to support you and help you succeed in this course!

I also encourage you all to make office hours appointments so I can get to know you better. You can share your goals, ask questions about the course, and more. My door is always open!

Grade Disputes

You have one week to dispute a grade. You may submit (1) the original graded assignment and (2) a paragraph (no more than a page) describing the reasons for which you are requesting a change of grade on an assignment (academic arguments). The re-grading may raise or lower the original grade.

Class Etiquette and Technology

Internet access will be required to complete your readings and assignments throughout the quarter. Please contact me immediately if you foresee any difficulties with internet connectivity.

We will use technology (e.g., Bruin Learn, Google Docs) during class, so I strongly recommend bringing a tablet or laptop. Please close external apps/windows so you won't be distracted.

COVID-19 Policies

For the safety of your classmates and instructors, please do not come to our in-person class meetings if you have symptoms of COVID-19 or were recently exposed to someone who has tested positive.

If you must miss class for COVID-related reasons, slides from our class sessions will be posted on Bruin Learn. You are responsible for reaching out to your classmates to find out what you missed.

STUDENT RESOURCES

For more information, please visit

<https://www.scholarshipcenter.ucla.edu/campus-resources/#populations>.

Academic Honesty

As a student and member of the UCLA community, you are expected to demonstrate integrity in all of your academic endeavors. Accordingly, when accusations of academic dishonesty occur, The Office of Student Conduct is charged with reviewing and adjudicating suspected violations. Academic dishonesty includes, but is not limited to, cheating, fabrication, plagiarism, multiple submissions, or facilitating academic misconduct. For more information, please visit <https://www.deanofstudents.ucla.edu/academic-integrity>

Center for Accessible Education

Students with disabilities requiring academic accommodations should register with the Center for Accessible Education (CAE) via the CAE website. It may take up to two weeks to review the request. For more information, please visit the CAE website, or contact them by phone at (310) 825-1501.

Basic Needs

If you need help affording groceries, accessing sufficient food to eat every day, or need a safe and stable place to live, this can affect your performance in college. I urge you to contact campus resources such as the Community Programs Office Food Closet (Student Activities Center 111), 580 Cafe at St. Alban's Episcopal Church (Westhold Ave/Hilgard Ave), and Calfresh Outreach Center (Student Activities Center).

For more information, please visit <https://basicneeds.ucla.edu/services>. Furthermore, please notify me if you are comfortable doing so, and I can connect you to other resources and support your academic success.

UCLA Library

The UCLA Library hosts an array of in-person and online tools, including research guides specifically for education (<https://guides.library.ucla.edu/education>). You can also chat online with a librarian or schedule a consultation.

COURSE SCHEDULE

Theoretical Considerations & Sociohistorical Contexts of Education

Week 1:

- ☐ Solórzano, D. G., & Solórzano, R. W. (1995). The Chicano educational experience: A framework for effective schools in Chicano communities. *Educational Policy*, 9(3), 293-314.
- ☐ Valencia, R. R. (2002). "Mexican Americans don't value education!" On the basis of the myth, mythmaking, and debunking. *Journal of Latinos and Education*, 1(2), 81-103.
- ☐ **Recommended:** Yosso, T. (2006). Why use critical race theory and counterstorytelling to analyze the Chicana/o educational pipeline? Critical race counterstories along the Chicana/Chicano educational pipeline. In L.A. Bell (Ed.), *The Teaching/ Learning Social Justice Series* (1-20). Routledge.
- ☐ **Recommended:** Molina, N. (2012). Examining Chicana/o history through a relational lens. *Pacific Historical Review*, 82(4), 520-541.

Community College Undergraduate Experience(s)

Week 2:

- ☐ Gaxiola Serrano, T. J. (2017). "Wait, What Do You Mean by College?" A Critical Race Analysis of Latina/o Students and Their Pathways to Community College. *Community College Journal of Research and Practice*, 41(4-5), 239-252.
- ☐ Cataño, Y., & Gonzalez, Á. (2021). Examining servingness at California community college Hispanic-serving institutions (HSI) for LGBTQ+ Latinx Students. *Journal of the Alliance for Hispanic Serving Institution Educators*, 1(1), 55-72.
- ☐ **Recommended:** Abeyta, M. (2020). Formerly Incarcerated Latino Men in California Community Colleges. *Journal of Applied Research in the Community College*, 27(2), 51-62.

Student Transfer Experience(s)

Week 3:

- ☐ Jain, D., Herrera, A., Bernal, S., & Solorzano, D. (2011). Critical Race Theory and the Transfer Function: Introducing a Transfer Receptive Culture. *Community College Journal of Research and Practice*, 35, 252- 266.
- ☐ Nuñez Martinez, M. (2023). Cultivating transfer receptivity for undocumented and DACAmented Latina/o/x students at 4-year institutions. *Journal of Diversity in Higher Education*.
- ☐ **Recommended:** Rivas, M., Perez, J., Alvarez, C., & Solórzano, D.G. (2007). "Latina/o transfer students: Understanding the critical role of the transfer process in California's postsecondary institutions." *UCLA Chicano Studies Research Center*, 9, 1-15.

Four-Year College/ University Experience(s)

Week 4:

- ☐ Solorzano, D., Villalpando, O., & Oseguera, L. (2005). "Educational Inequities and Latina/o Undergraduate Students in the United States: A Critical Race Analysis of Their Educational Progress." *Journal of Hispanic Higher Education*, 4, 272-294.
- ☐ Cuadraz, G. H. (2005). Chicanas and higher education: Three decades of literature and thought. *Journal of Hispanic Higher Education*, 4(3), 215-234.
- ☐ **Recommended:** Yosso, T., Ceja, M., Smith, W. & Solorzano, D. (2009). "Critical Race Theory, Racial Microaggressions, and Campus Racial Climate for Latina/o Undergraduates." *Harvard Educational Review*, 79, 659-690.
- ☐ **Recommended:** Torres, F. C. (2019). Facing and overcoming academic challenges: Perspectives from deaf Latino/a first-generation college students. *American Annals of the Deaf*, 164(1), 10–36.

Graduate School Experience(s)

Week 5:

- ☐ Cisneros, N., Hidalgo, L., Vega, C., & Martínez-Vu, Y. (2019). Mothers of color in academia: Fierce mothering challenging spatial exclusion through a Chicana feminist praxis. *The Chicana m(other) work anthology*, 288.
- ☐ Yosso, T. (2006). "It's exhausting being Mexican American!": Navigating through graduate school at the University of the Southwest. *Critical race counterstories along the Chicana/ Chicano educational pipeline*, 1- 20.
- ☐ **Recommended:** Espino, M. (2016). "'Get an education in case he leaves you': Consejos for Mexican American women PhDs." *Harvard Educational Review*, 86, 183-205.

Piecing Together Hidden Stories - Sharing Research Findings

Week 6:

- ☐ *Final Presentations*
- ☐ *Final Reflection*