

History 4319: Chicanos and American Education Sec 05508

Instructor: Guadalupe San Miguel, Jr.	Office Hrs: M-W
Fall 2006	9:30-2:30 or
Rm: 106M	by apptmnt
MW 1:00-2:30 p.m.	Phone No.: 743-3111
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Course Description

This course provides a history of Latino education in the United States during the 20th 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 largest Latino group in the United States during the 20th century- Mexican Americans.

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) (most)
- Juan Gonzalez, *Harvest of Empire* (NY: Penguin, 2000) 0-14-025539-7
- Armando Navarro, *The Cristal Experiment: a Chicano Struggle for Community Control* (Madison: university of Wisconsin Press, 1998) (1 chpt)

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.¹

Recommended Readings²

- Joel Spring, *The American Public School, 1642-1985*, 3rd edition
(NY: Longman, 1986).
- Carlos E. Cortés, *The Making, and Remaking, of a Multiculturalist*
(NY: Teachers College Press, 2002)
- Carlos Munoz, *Youth, Identity, Power* (NY: Verso, 1989)

Student Evaluation

Student grades will be based on the following:

1. Attendance/participation	15%
1. Research project ³	50%
2. Take home exams (3)	35%

Total 100%

Attendance/participation

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

Research Project

Every student is required to do a research project. Most of the research projects will be based on primary sources and will be 10-12 typewritten pages. Students will need to select one of the following research projects. Project #1 entails gathering data on Latino access to important decision-making positions in HISD. Project #2 involves getting data on the racial composition of students in HISD schools. Projects #1 and #2 will entail gathering data, describing the results, and providing possible interpretations for them. You will need to include footnotes and a bibliography. The third project entails doing a study on the dropout problem in Houston. Project #4 focuses on doing a content analysis of a U.S. or Texas history high school or college text. Guidelines for doing this project will be handed out later. Project #5 entails doing a book review and a presentation to the class. This research project is due on the last week of class.⁴

Research Project #1: Community Access to Positions

- Group A: Number, percentage and occupations of Latino and non-Latino HISD school board members from 1960-present
- Group B: Number, percentage, and occupations of Latino and non-Latino Board of Regents at UH (or of Texas State Board of Education) from 1960-present.

Research Project #2: Student Access to Education

Group A: Number and percentage of Latino and non-Latino Students in HISD (or in special programs such as bilingual education, magnet, or vanguard) from 1960-present.

Group B: Number and percentage of Latino and non-Latino students at UH from 1960-present

Research Project #3: Pattern of Underachievement

Do a 10-12 page (single-spaced) report, with footnotes and bibliography, on the dropout problem in Houston. This written report should address the following questions:

1. What is the extent of the dropout problem in Houston and how has this changed over the last three decades?
1. What are some of the major issues involved in addressing the dropout problem and how have they changed over time?
2. What explanations have been offered for the dropout problem during the past three decades?
2. How has HISD and the community responded, both historically and in the contemporary period, to this issue?
3. What steps are being taken to address the dropout problem today and how do these differ from the past?
3. What needs to be done to seriously deal with the dropout problem?

Project #4: Content Analysis

Select a popular U.S. or Texas history high school or college text and do a content analysis of this book. Guidelines for the content analysis will be passed out later in class.

Project #5: Book Review

Select either the Navarro, Munoz, or Cortes book and do a critical book review of 9-12 single-spaced pages. This book review also has to be presented orally to the class. Guidelines for the book review will be passed out later in class.

Take home exams

All students are required to do three take home exams. The first two exams are worth 10 points each; the final is worth 15. See syllabus for due dates

LECTURES, READINGS, AND ASSIGNMENTS

Part I: Introduction

- 01-0821 **Introduction to Class**
Discuss syllabus, assignments, bibliography
- 02-0823 **Basic Concepts and Approaches⁵**
"Status of the Historiography of Chicano Education," by
G. San Miguel, [*History of Education Quarterly*,
Vol. 26, No. 4 (Winter, 1986):523-536.⁶ (INTERNET)]
- 03-0828 **Latinos, Education, and Politics Before the 1890s⁷**

"At the Heart of the Cause," by Susan Yohn, 167-212,
(e-reserve)

Part 2: Latino Education in the 20th Century, 1890-1960

- 04-0830 **Changes in Education and in the Latino/a Population**
"Twentieth Century School Reform" in Michael Katz, pp.
105-125,⁸ (e-reserve)
"Puerto Ricans: Citizens Yet Foreigners," in Juan
Gonzalez, *Harvest of Empire*, pp. 81-95⁹
- 05-0904 **Holiday**
- 06-0906 **Patterns of Latino Education: Part I-Structural
Exclusion and Inequitable Access¹⁰**
A Kenneth Stern and Dan D. Chavez, "From Clerk to
Professional: New Mexico's Superintendency and the
Superintendents of Public Instruction, 1891-1916,"
New Mexico Historical Review, Volume 80, Number 2
(200?): 189-224.
Describes the evolution of the system and the role
of the superintendents from a territorial to an
American school system. Argues that the position
became more professional over time.
- 07-0911 **Pattern of Latino Education: Part II-Separate, Unequal,
and Discriminatory (Quality)¹¹**
"Cross-Purposes," in San Miguel, *Let All of Them Take
Heed*, pp. 32-63

- 08-0913 **Pattern of Latino Education: Part III-Imbalanced and Subtractive Curriculum¹²**
 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]
- 09-0918 **Pattern of Latino Education: Part III-Failure and Success¹³**
 Nick Vaca, "Mexican American in the Social Sciences, 1912-1970, Part 2 [1936-1970]," *El Grito*, 16 (Fall 1971): 17-27, 45-51 (e-reserve)
 Pass out Exam 1
- 10-0920 **Research Project**
 Turn in Exam 1 and discuss research project
- 11-0925 **Latino Response 1: Promote Non-Public Education and Access¹⁴**
 "Beginning with the Beginner," by G. San Miguel, In *Let All of Them Take Heed*, pp. 139-163¹⁵
- 12-0927 **Latino Response 2: Promote Quality Academic Instruction**
 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).¹⁶ [e-reserve]
- 13-1002 **Latino Response 3: Promote Pluralism**
 Carlos E. Castaneda, "'The Broadening Concept of History Teaching in Texas,'" In *Proceedings of the Inter-American Conference on Intellectual Inter-Change* (Austin: University of Texas, Institute of Latin American Studies, 1943). [e-reserve]
- 14-1004 **Latino Response 4: Protest discrimination in education¹⁷**
 "On the Home Front," in *Let All of Them Take Heed*, 91-112.

- 15-1009 **Latino Response 5: Challenge separate & Unequal Educ**
 "Aroused from Our Slumbers," in San Miguel, *Let All of Them Take Heed*, pp. 64-90
- 16-1011 **Film: The Lemon Grove Incident¹⁸**
Salvatierra case, 1930 [E-reserve]
- 17-1016 **Latino Response 6: Post-WWII Developments**
 "Compelled to Litigate," in San Miguel, *Let All of Them Take Heed*, pp. 113-139
Mendez vs. Westminster, 1946 [E-reserve]
 Pass out Exam 2
- 18-1018 **Research Project**
 Turn in Exam 2 and discuss project

Part 3: Latino Education in the Contemporary Period, 1960-2000

- 19-1023 **Changes in Public Education and in Latino/a Population¹⁹**
 "Cubans: Pioneers of a Different Type," in Juan Gonzalez, *Harvest of Empire*, pp. 96-107²⁰
 "Central Americans: Intervention Comes Home to Roost," in Juan Gonzalez, *Harvest of Empire*, pp. 129-148.
- 20-1025 **Patterns of Latino Education: Significant/Moderate Change in Access and Imbalanced Curriculum**
 Linda K. Salvucci, "Mexico, Mexicans, and Mexican Americans in Secondary-School United States History Textbooks," *The History Teacher*, 24,2 (February 1991): 203-222.²¹ (INTERNET)
- 21-1030 **Patterns of Latino Education: No Change in Quality or in Performance**
 "The Growth of Segregation: African Americans, Latinos, and Unequal Education," in Gary Orfield et al (e-reserve)²²
- 22-1101 **Latino Responses to Education 1: Promote Non-Public Education**
 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.

- 23-1106 **Latino Responses to Education 2: Struggle for Access**²³
"The Second Electoral Revolt: 1970," In Armando Navarro,
*The Cristal Experiment: A Chicano Struggle for
Community Control* (WI: University of Wisconsin
Press, 1998), 55-85.
- 24-1108 **Latino Responses to Education 3: Promote Quality
Academic Instruction and Pluralistic Curriculum**²⁴
"We Cannot Afford to Rest," In San Miguel, *Let All of
Them Take Heed*, 192-213
- 25-1113 **Latino Responses to Education 4: Protest discrimination
(all forms incl testing)**
Video: *Chicano Power* (E.L.A. Walkouts)
Legislation on immigration and education
- 26-1115 **Latino Responses to Education 5: Challenge separate and
Unequal schools**
"A Sustained Legal Attack," In San Miguel, 164-191
- 27-1120 **Student Presentation**
- 28-1122 **Thanksgiving Week**
- 29-1127 **Student Presentation**

Part IV: Conclusion and Summary

- 30-1129 **Conclusion**
Pass out Exam 3