Marquette University

College of Education

Education 4600/5600: Latinx Education – Challenges & Possibilities
Fall 2021

Meeting Date & Time: TBD **| Classroom:** TBD

Professor: Dr. Julissa Ventura

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Course Description

This course will examine the experiences of Latinx students through an educational context. As the Latinx population continues to grow nationwide, it is important to understand not only the challenges that Latinx students face, but also how Latinx communities have resisted and transformed inequitable policies and practices. In the past few decades the field of Latinos and education has grown significantly (Darder & Torres, 2014). This course explores several aspects of this growing field, from interdisciplinary perspectives. Through readings, writing, discussions, and community-based research, students will explore questions about educational quality and access, language and culture, immigration, educational policy, community organizing and family engagement, and other relevant topics. Students will connect course themes to practice by engaging in a collaborative, community-based research project in a school or community-based organization serving predominantly Latinx students in Milwaukee. *This community partnership will be organized by Dr. Ventura and the Service-Learning Program.*

* Please note that 20 hours of service-learning is required. *

Course Objectives

EDUC 4600/5600 encourages students to reflect critically about the experiences of Latinx students and communities in U.S. schools. Through various methods of inquiry students will explore the challenges, both historically and present-day that Latinx students and communities experience while navigating the education system. Students are asked to think both academically and reflexively, drawing on their service-learning community project placement to engage in multidisciplinary inquiries into issues of educational inequality, resistance, and transformation.

Learning Outcomes & Goals:
- Develop an understanding of Milwaukee's Latinx community through a community-based project experience with Latinx students
- Examine social, cultural, and political constructions of Latinx youth, families and communities in educational discourse, research, and policy
- Identify the role of historical, cultural and transnational contexts and their impact on the educational experiences of Latinx students
- Understand the historical and political context that shapes the educational experiences of Latinx communities in the United States
- Identify the strategies, tools, and efforts Latinx communities have taken for educational resistance and transformation

Assessment Possibilities Include:

1. **Class Participation & Facilitation**: Engagement in class discussions and facilitate class discussion with a peer for one class date (15%)

2. **Reading Reflection Posts:** Connecting, reflecting, and engaging with course readings and community-based research experiences (15%)

3. **Community Portrait**: In order to ground the community-based research project in the local context, students will write a 5-page paper providing a portrait of the community or neighborhood where they are placed for their project. This should be based on census data, observation, conversations with educators/students/community members or a combination of these. (15%)

4. **Community-Based Research Project:** In groups of 3-4 students will work in a school or community setting and use action-based research approaches to work with youth on an issue that affects them at school or in their community. Students will write 3 Project Reflection papers on how their action-based research project is progressing and connecting to course themes. (25%)

5. **Final Group Presentation & Reflection:** In groups of 3-4 students will present the process and outcome(s) of their action-based research project. Students will write an individual reflection about what they learned and the connections they saw between course themes and the project. (30%)

Grading Scale

A =	94-100%	B-=	80-83%	D+=	67-69%
A-=	90-93%	C+=	77-79%	D =	60-67%
B+=	87-89%	C =	74-77%	F =	0-59%
B =	84-87%	C-=	70-73%		

Academic Integrity: Students should review and uphold the Statement on Academic Integrity at http://www.marquette.edu/provost/integrity-pledge.php that recognizes the importance of integrity, both personal and academic, and includes an Honor Pledge and Honor Code applicable to all. Plagiarism in any form will not be tolerated in this class. If you are unsure about how to use another author's work to support your own ideas without plagiarizing, please ask me.

Accommodations*:* Marquette is committed to providing a caring and welcoming campus and recognizes and cherishes the dignity of each individual. The **Office of Disability Services** works to provide all students reasonable accommodation to learning opportunities. Students who require accommodations or modifications should contact the Office of Disability Services (288-1645) and the professor within the first week of class to ensure your needs are met.

Campus Services:
- **Student Educational Services, Coughlin Hall, Room 125, (288-3270) -** Provides academic support services, including tutoring and study skills development
- **Ott Writing Center, Raynor Memorial Library, Room 240 (288-5542)** - Provides writing support through one-on-one consultations with writers all throughout the brainstorming, drafting and revising process.
- **Counseling Center, Holthusen Hall, 2nd Floor, (288-7172 / after hours: call MUPD at 288-6800 and ask to speak to a counselor) –** Offers mental health services to respond to the emotional and career exploration needs of undergraduate, graduate and professional college students. If you or a friend are in need of support, help is always available through walk in, appointments, or by phone.

Desire2Learn (D2L): This electronic resource is available to all students enrolled in the course. Our page includes our readings (electronic articles), lecture presentations, assignment guidelines, dropbox folders where you will submit assignments and other useful information. Students are required to use this resource to communicate effectively with one another and Dr. Ventura via email and drop boxes (for assignments).

Course Schedule: Topics to be addressed in the course
Topics, readings, and dates are subject to change as announced by professor

I. Historical Perspectives

Delgado Bernal, Dolores. 2000. "Historical Struggles for Educational Equity: Setting the Context for Chicana/o Schooling Today." In C. Tejeda, C. Martinez, and Z. Leonardo (eds.) Charting New Terrains of Chicana(o)/Latina(o) Education. Cresskill: Hampton Press. Pp. 67-86.

Moll, Luis C. 2010. "Mobilizing Culture, Language, and Educational Practices: Fulfilling the Promises of Mendez and Brown." Educational Researcher, Vol. 39, No. 6, pp. 451–460

Nieto, S. (2000). Puerto Rican students in U.S. schools: A brief history. In S. Nieto (Ed.) *Puerto Rican Students in U.S. Schools* (pp. 5-39). Mahwah, NJ: Lawrence Erlbaum Associates.

Valencia, R.R. (2011). Segregation, desegregation, and the integration of Chicano students. In R. R. Valencia (Ed.), *Chicano School Failure and Success: Past, Present, and Future* (pp. 42-75). New York, NY: Routledge.

II. Educational Inequalities

Abrego, L. J. (2006). "I can't go to college because I don't have papers": Incorporation patterns of Latino undocumented youth. *Latino studies*, *4*(3), 212-231.

Abrego, L. J. (2014). *Sacrificing families: Navigating laws, labor, and love across borders*. Stanford University Press.

Cammarota, J. (2008). *Sueños Americanos: Barrio Youth Negotiating Social and Cultural Identities*. Tucson, AZ: University of Arizona Press.

Flores, N., Kleyn, T., & Menken, K. (2015). Looking holistically in a climate of partiality: Identities of students labeled long-term English language learners. *Journal of Language, Identity & Education*, *14*(2), 113-132.

Gándara, P., & Contreras, F. (2009). *The Latino education crisis: The consequences of failed social policies* (pp. 250-303). Harvard University Press.

Gonzales, R. G. (2011). Learning to be illegal: Undocumented youth and shifting legal contexts in the transition to adulthood. *American sociological review*, *76*(4), 602-619.

Menken, K. (2010). NCLB and English language learners: Challenges and consequences. *Theory Into Practice*, *49*(2), 121-128.

Valenzuela, Angela (1999) *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring.* Albany, NY: SUNY Press.

Yosso, T. J. (2013). *Critical race counterstories along the Chicana/Chicano educational pipeline*. Routledge.

III. Educational Resistance & Transformation

Acosta, C., & Mir, A. (2012). Empowering young people to be critical thinkers: The Mexican American Studies Program in Tucson. *Voices in Urban Education*, *34*(Summer), 15-26.

Bartlett, L., & García, O. (2011). *Additive schooling in subtractive times: Bilingual education and Dominican immigrant youth in the Heights*. Vanderbilt University Press.

Cabrera, N. L., Meza, E. L., Romero, A. J., & Rodríguez, R. C. (2013). "If there is no struggle, there is no progress": Transformative youth activism and the school of ethnic studies. *The Urban Review*, *45*(1), 7-22.

Dyrness, A. (2011). *Mothers united: An immigrant struggle for socially just education*. U of Minnesota Press.

Flores-Gonzalez, N., Rodriguez, M., & Rodriguez-Muniz, M. (2006). From hip-hop to humanization: Batey Urbano as a space for Latino youth culture and community action. *Beyond resistance*, 175-196.

Gibson, M. A., Gandara, P. C., & Koyama, J. P. (Eds.). (2004). *School connections: US Mexican youth, peers, and school achievement*. Teachers College Press.

Irizarry, J. (2015). *Latinization of US schools: Successful teaching and learning in shifting cultural contexts*. Routledge.

Solorzano, D. G., & Bernal, D. D. (2001). Examining transformational resistance through a critical race and LatCrit theory framework: Chicana and Chicano students in an urban context. *Urban education*, *36*(3), 308-342.

Valenzuela, A. (Ed.). (2016). *Growing critically conscious teachers: A social justice curriculum for educators of Latino/a youth*. Teachers College Press.

Ventura, J. (2017). " We Created that Space with Everybody:" Constructing a Community-Based Space of Belonging and Familia in a Latina/o Youth Group. *Association of Mexican American Educators Journal*, *11*(1), 23-37.

Warren, M. R., & Goodman, D. (2018). *Lift Us Up, Don't Push Us Out!: Voices from the Front Lines of the Educational Justice Movement*. Beacon Press.

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education*, *8*(1), 69-91.