


CAL POLY SCHOOL OF EDUCATION (SOE)

EDUC 405: Social, Historical, and Cultural Influences on Latino/a Students in Education

<p>Instructor: Dr. Briana Ronan </p> <p>Class Meeting Time: Saturdays, 9am-12pm via Zoom</p> <p>Activity: Field work and asynchronous work to be completed according to deadlines in the syllabus.</p>		<p>Contact Information: bronan@calpoly.edu</p> <p>Virtual Office Hours: Tuesdays/Thursdays, 4-5pm on Zoom.</p>		
<p>Course Description: Exploration and analysis of the Latinx educational experience in the United States, includes field experience. Examines the sociocultural background and historical, political, economic, and educational factors that converge to shape a Latinx group identity in the U.S. Perspectives are suggested and developed for understanding Latinx migrations, the plight of Latinxs in urban and rural areas, and the unique problems faced by the diverse Latinx subgroups in California and the U.S. With a focus on classroom teaching, topics include traditions, contributions, communication patterns, roles, and status of the Latinx culture as experienced in Latin America and the U.S. Participation in public schools requires mandated fingerprint clearance.</p>				
<p>COURSE LEARNING OUTCOMES. Candidates will know, understand, and be able to:</p>		<p>SOE Themes</p>	<p>University Learning Objectives</p>	<p>University Diversity Learning Objectives</p>
1. Discuss the historical context that shapes the U.S. Latinx educational experience.		InformED	1-7	1-4
2. Investigate local and transnational issues shaping the experiences of Latinx immigrant students.		ConnectED	1-7	1-4
3. Apply culturally relevant teaching pedagogies to the instruction of Latinx students.		EmpowerED	1-7	1-4
4. Critically analyze cultural constructions of Latinx youth, families and communities in media and educational settings.		ConnectED	1-7	1-4
<p>School of Education Themes</p> <ul style="list-style-type: none"> ● InformED: Advancing Disciplinary Knowledge ● EmpowerED: Responding to Diverse Learning Needs ● EngagED: Building Cultural Responsiveness ● ConnectED: Drawing on Knowledge and Partnerships across Disciplines & Communities ● GroundED: Demonstrating Professionalism ● TransformED: Encouraging Continuous Growth and Reflection 	<p>University Learning Objectives*. Graduates are able to...</p> <ol style="list-style-type: none"> 1. Think critically and creatively 2. Communicate effectively 3. Demonstrate expertise in scholarly discipline in relation to world of arts, sciences, and technology 4. Work productively as individual and in groups 5. Use knowledge/skills to make positive contribution to society 6. Make reasoned decisions based on understanding of ethics, respect for diversity, and awareness of sustainability issues 7. Engage in lifelong learning *abridged 	<p>University Diversity Learning Objectives*:</p> <ol style="list-style-type: none"> 1. See relationships among diversity, inequality, and social, economic, and political power 2. Know contributions from diverse/under-represented groups 3. Consider views of diverse groups when making decisions 4. Live/work with others who differ <p>*abridged</p>		

DATE	TOPIC with LEARNER OUTCOMES	READINGS	FILMS	ASSIGNMENT	BTPE S	CLOS
Week 1	Abriendo Caminos: Introduction to Class <ul style="list-style-type: none"> History of Latinx Education in US and California Linguistic and Cultural Oppression and Empowerment 	<ul style="list-style-type: none"> San Miguel "Contested Learning: Latino Education in the US" Anzaldúa, "How to Tame a Wild Tongue" 	<i>Spoken Word Performances about Multilingualism on Youtube:</i> G Yamazawa - "The Bridge" Jamila Lyiscott: 3 ways to speak English Being Bilingual in a Culture that Doesn't Understand It	DUE: Linguistic Autobiography	1.7 6.6	1, 3, 4,
Week 2	Abriendo Caminos: Funds of Knowledge & Critical Pedagogy <ul style="list-style-type: none"> Asset-based instruction for Latinx Students 	<ul style="list-style-type: none"> Gonzalez et al, "Funds of Knowledge for Teaching in Latino Households" Freire, "Ch. 2 of Pedagogy of the Oppressed" 	<i>StoryCorps "Icing on the Cake":</i> http://www.pbs.org/pov/icingonthecake/full.php#.VgDbGBNViko		1.3 3.4	1-4
Week 3	Construyendo Puentes: Subtractive and Additive Schooling <ul style="list-style-type: none"> Impact of stereotyping, bias and racism in student outcomes and experiences 	<ul style="list-style-type: none"> Valenzuela, "Subtractive Schooling" Curry "Authentic Cariño" 	<i>Conversation with Latinos on Race</i> http://www.nytimes.com/video/opinion/10000004237305/a-conversation-with-latinos-on-race.html	DUE: Online Post 1 to Discussion Board due Friday at midnight. <ul style="list-style-type: none"> Response(s) to peer due Monday at midnight. 	1.7 6.1 6.6	1, 4
Week 4	Enseñando y Aprendiendo: <ul style="list-style-type: none"> Culturally Responsive Assessment for Latinx students 	<ul style="list-style-type: none"> German "Textured Teaching: A Framework for Culturally Sustaining Practices" 	<i>Precious Knowledge Movie:</i> https://www.kanopy.com/product/precious-knowledge	DUE: Community Rounds #1	2.1 2.4 3.4 5.2	3, 4

Commented [1]: 1.7, 6.6 P (Concepts introduced in previous course EDUC 433 are reviewed through readings before class, practiced through online discussions and group activities)

Commented [2]: 1.3, 3.4P (Concepts introduced in previous course EDUC 433 are reviewed through readings before class, practiced through online discussions and group activities)

Commented [3]: 1.7, 6.1, 6.6 P (Concepts introduced in previous course EDUC 433 are reviewed through readings before class, practiced through online discussions and group activities)

Commented [4]: 2.1, 2.4, 3.4, 5.2, P (Concepts introduced in previous course EDUC 433 are reviewed through readings before class, practiced through online discussions and group activities)

	<ul style="list-style-type: none"> Culturally responsive audit of local curriculum/teaching materials Ethnic Studies in K-12 schools 	<ul style="list-style-type: none"> Liberated Ethnic Studies Model Curriculum 				
Week 5	Educación and Life Chances: State of Affairs of Latino Education <ul style="list-style-type: none"> Policies and practices that impact outcomes of Latinx students in US schools 	<ul style="list-style-type: none"> Gandara & Contreras "The Crisis and the Context" 	<i>Los Graduados (The Girls/The boys)</i> http://www.pbs.org/video/2365097995/	DUE: Online Post 2 to Discussion Board due Friday at midnight. <ul style="list-style-type: none"> Response(s) to peer due Monday at midnight. 	1.7 6.6	1- 4
Week 6	Educación and Life Chances: <ul style="list-style-type: none"> Current realities of the Latinx transnational schooling experiences 	<ul style="list-style-type: none"> Enrique's Journey: Prologue, Ch.1-3 "Guía de Apoyo a Docentes con Estudiantes Transfronterizos: Alumnos" 	<i>Una Vida Dos Paises:</i> https://vimeo.com/159943183		1.4	1, 2, 3
Week 7	Immigration, Language y Cultura: <ul style="list-style-type: none"> Living Undocumented in US Immigration stories Interviews 	<ul style="list-style-type: none"> Enrique's Journey: Ch. 4-7 	<i>Living Undocumented:</i> https://www.youtube.com/watch?v=cXh-JVus0qw	DUE: Funds of Knowledge Video Tour & Reflection	6.1 1.4	1, 2, 4
Week 8	Cal Poly School of Education Social Justice Education Conference			DUE: Conference Presentation	6.2	4, 3
Week 9	Construyendo Puentes <ul style="list-style-type: none"> Collaborating with Families and Community Organizations 	<ul style="list-style-type: none"> Valdez "Con Respeto" 		DUE: Community Rounds #2	2.3 6.4	2, 4, 3

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Commented [6]: 1.4 P (Concepts introduced in previous course EDUC 433 are reviewed through readings before class, practiced through online discussions and group activities)

Commented [7]: 6.1, 1.4 P (Concepts introduced in previous course EDUC 433 are reviewed through readings before class, practiced and assessed through online discussions)

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Commented [9]: 2.3, 6.4 P (Concepts introduced in previous course EDUC 433 are reviewed through readings before class, practiced through online discussions and group activities)

Week 10	Socio-Emotional Learning & Asset Based Interventions for Immigrant Students	<ul style="list-style-type: none"> Bartlett, et al. "Humanizing Education for Immigrant Refugee Youth: 20 Strategies for the Classroom and Beyond" 	DUE: Online Post 3 to Discussion Board due Friday at midnight. <ul style="list-style-type: none"> Response(s) to peer due Monday at midnight. 	2.4 5.2	3
Week 11	Funds of Knowledge Teaching and Learning Projects & Presentation Due			1.1, 1.2, 1.3,	1, 3, 4

Commented [10]: 2.4, 5.2 P (Concepts introduced in previous course EDUC 433 are reviewed through readings before class, practiced through online discussions and group activities)

Commented [11]: 1.1, 1.2, 1.3 P/A (See details of Funds of Knowledge Teaching and Learning Project and Presentation below under Assignments).

ASSIGNMENT DETAILS

ONLINE POSTS: Students are to participate in three online forum posts. Students will critically examine key issues covered in course readings and connect them to personal/professional experiences. Students will then respond to at least 2 other colleague's post. Discussions are to be written in Spanish. The reflections will be evaluated according to the rubrics on Canvas.

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Community Clinical Rounds: You will attend two community clinical rounds, which include community social events and visits to organizations and that serve Latinx communities and families in our schools. During the rounds you will participate in the activities, observe for examples of community culture wealth and submit a reflection on the event. Clinical rounds sign up sheet and observation forms will be posted on Canvas.

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Community Funds of Knowledge Video Tour & Written Report: For the activity portion of this course, you will conduct a research project on a local community. In groups, you are to identify the cultural, social and historical sites/resources that reflect historical and contemporary issues impacting Latinx communities. These sites/resources can be cultural centers, restaurants, social clubs, educational centers, schools etc. You will then investigate these sites through archival/online research and by visiting and interviewing the individuals who run/organize these sites. With this information, your group will then create a video tour of your community, highlighting these sites/resources. You will also produce a written report of your research findings with implications for teaching and learning with your focal community. Detailed guidelines for the report will be posted on Canvas.

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Funds of Knowledge Teaching & Learning Project and Presentation: This culminating project is an opportunity for you to create a 3-day Funds of Knowledge project with your colleagues to use with your students. The project should draw on the funds of knowledge that you uncovered during your tour of your school/home community, and can include some of the teaching resources we studied, such as oral histories, field trips and community research. The project must connect to appropriate content area and social justice standards. You will submit and present the plan for your project on the last week of class. Detailed guidelines for the project will be posted on Canvas.

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Social Justice Education Conference Presentation: In groups or individually, candidates will prepare a presentation or poster session for the School of Education's annual Social Justice Education Conference. The presentation must advocate for an issue or topic that impacts multilingual students and their families. Candidates will present the poster to other educators, community members and attendees at the conference. Detailed guidelines for the presentation will be posted on Canvas.

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Assignments

Online Posts (3 x 10 points)	30 points
Community Clinical Rounds (2 x 15 points)	30 points
Community Video Tour & Report	80 points
Funds of Knowledge Teaching/Learning Project and Presentation	50 points
Social Justice Education Conference Presentation	30 points
Total:	250 points

Course Text: *Enrique's Journey* by Sonia Nazario
Assorted articles and chapters provided on Canvas.

Points will be assigned accordingly with students receiving a final letter grade on the following range:

A = 100- 95%	B+ = 89-87%	B- = 83-80%	C = 76-74%
A- = 94-90%	B = 86-84%	C+ = 79-77%	C- = 73-70%

POLICIES

School of Education Inclusive Welcome Statement

The faculty and staff at Cal Poly's School of Education (SOE) are committed to inclusive and equitable educational experiences for all students, especially historically marginalized students. We are committed to addressing educational and societal inequity, such as racism, sexism, and heterosexism, and other forms of oppression. We acknowledge that students of color at Cal Poly, similar to other college campuses, have to navigate institutional racism, microaggressions, and stereotypes that negatively impact their academic performance, social interactions, and emotional wellness. In response to the continued acts of racism and discrimination on campus and in our society at large, the SOE faculty and staff stand in solidarity with students of color at Cal Poly. As a unit, we encourage policy and action that provide an inclusive and equitable learning environment.

Non-discrimination Policy: Cal Poly and its auxiliary organizations are committed to maintaining and implementing policies and procedures in compliance with applicable CSU, State, and federal nondiscrimination and affirmative action laws, regulations, and policies. Cal Poly supports an environment free of unlawful discrimination on the basis of: race, color, religion, national origin, ancestry, age, sex, sexual orientation, gender identity, marital status, physical disability, mental disability, medical condition, and veteran status.

Academic Responsibilities: Students enrolled in a class are responsible for meeting standards of performance and conduct established by the University and the instructor. Students are responsible for completing and submitting all class assignments, examinations, tests, projects, reports, etc., by scheduled due dates, or face penalties. If any problem arises regarding course work or attendance, the student is held responsible for initiating communication and contact with the instructor. In addition, students are held responsible for behavior and conduct adverse to the preservation of order as established by the University and the instructor.

Plagiarism: Cal Poly's Campus Administrative Manual 684.3 states: "Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references; i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to the following: the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another's project or programs or part thereof without giving credit." All suspected incidences of plagiarism must be reported by the course instructor to the appropriate persons in administration. Cheating or plagiarism in any form is considered a serious violation of expected student behavior and may result in disciplinary action. For more information, see the Campus Administrative Manual, Section 6.

Accommodations: If you have a disability for which you are or may be requesting an accommodation, please inform me and contact the Disability Resource Center, Building 124, Room 119, at (805) 756-1395, as early as possible in the term.