Fall 2012 Course Theme: Education, Politics and the Race for the Presidency

I. **Required Texts:**


4. All assigned books are also available on reserve at the McKeldin Library Course Reserves desk.

5. Other readings can be found on Blackboard under “Course Documents.” (To go to Blackboard, follow the link: [https://elms.umd.edu/webapps/portal/frameset.jsp](https://elms.umd.edu/webapps/portal/frameset.jsp))

II. **Course Description**

This course does not have formal prerequisites, although a broad understanding of the History of the U.S., African American or Latino/Chicano history is useful. Each student who enrolls in this course will commit to completing the readings and approaching the material with the intellectual curiosity and open-mindedness expected of undergraduate students. Furthermore, because of the controversial nature of the topics discussed, our hope will be that we will work together to create a community where diverse opinions will be respected in classroom discussions, online, and other forums.

*Latino and Black Schooling: A History* will utilize the lens of history to examine historical, cultural, political and socio-economic factors that shape the school experience and academic achievement (K-20)
of our two largest minority populations: Blacks (including African-American, Caribbean, African immigrant); and Latino/Afro-Latino. Charting and analyzing the different paths that Blacks and Latinos took to gain civil rights, this course will push students to understand historical parallels and discontinuities between the two groups. Students will also grapple with how U.S. societal legacies of oppression based on race, language, and immigration status continue to impact contemporary educational access and equity. Furthermore, one of the goals of this class is to prepare students to become critical thinkers and take various points of view in preparing arguments and to gather data persuasive to their arguments.

III. Learning Outcomes for EDCI286

At the conclusion of the course students will:

• Explain the transnational dynamics and domestic policies shaping the rapidly changing demographics of US school systems in the twenty-first century.
• Demonstrate knowledge of the sociological, historical, economic, and political factors influencing African-American and Latino educational achievement at the K-20 level, with reference to appropriate primary sources and research.
• Explain and analyze how Latino (Mexican, Puerto Rican, Cuban, etc.) and Black (Caribbean, African, African-American) differ in their cultural and historical relationship to the US and to US schools.
• Understand that honest and courageous conversations coupled with respect, new insights and knowledge, build bridges across cultural differences and that ultimately we are all human beings despite some of these differences.

IV. Student Rights and Responsibilities

Students with any type of disability that may interfere with learning in this class should negotiate a reasonable accommodation with the instructor early in the semester and be registered with the Student Disabilities Resource Center.

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. Please advise me as soon as possible of any absences for religious observances. For more information, go to www.faculty.umd.edu/teach/attendance.html.

If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All their services are free to UMD students.

V. The Honor Code

Students at the University of Maryland are held to the highest level of academic integrity. The Honor Code prohibits students from submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, plagiarizing papers or materials from the internet and other sources without proper documentation and cheating on exams.
The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Unless you are specifically advised to the contrary, the Pledge statement noted above should be typed at the end of all papers, projects, or other academic assignments submitted for evaluation in this course and signed by hand. Please go to the following website for more information: http://www.shc.umd.edu/SHC/Default.aspx#

VI. Attendance and Illness Policies
Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

- For every medically necessary absence from class (lecture, recitation, or lab), a reasonable effort should be made to notify the instructor in advance of the class.
- When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.
- If a student is absent more than 2 times, the instructor may require documentation signed by a health care professional.
- If a student is absent on days when tests are scheduled or papers are due, he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.
- If any of your absences impact your TEAM PROJECT please contact your team members right away and also notify your TA/instructor.

VII. Technology Liberation Policy
Today’s learning and technology devices (iPads, Kindles, Nook, iPhones, smartphones, netbooks, etc.) are wonderful for access, ease, and in some cases, saving money. The temptation to check emails, update your status on Facebook, tweet, instagram, and text is always present. In this class technology can only be utilized during team activities and small group discussions of readings. Enjoy the freedom from multi-tasking! Listen and be heard as we discuss important topics.

VIII. Assessments for EDCI286 and Grading Rubric
A combination of lectures, discussion, papers, group work, films, and student presentations will be utilized in the class. The following is a breakdown of this semester’s activities:

<table>
<thead>
<tr>
<th>Point Distribution for Grades</th>
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<tr>
<td>Three Typed (2-3pp) Response Papers</td>
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<tr>
<td>Event Write-Up (on campus or downtown)</td>
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<tr>
<td>Group Debate Brief and Presentation (10-12 pp)</td>
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<tr>
<td>Midterm</td>
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<tr>
<td>Team Video and Brief (10-12 pp)</td>
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<td>Total</td>
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Grading Scale:

<table>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
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<tr>
<td>A</td>
<td>96-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-95</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
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<td>65-69</td>
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<td>F</td>
<td>less than 65</td>
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IX. Description of Assessments

A. Response Papers: The memos assigned in this class are 2-3 page guided responses to the reading. One of the main goals of undergraduate education is honing your analytical skills. In this course you will have ample opportunity to do so through reading and reflecting on a variety of approaches to Black and Latino Education in the assigned readings. Response papers are a dialogue between you, the reading, and the instructor. Students who receive grades of less than a B on an assignment may revise for an improved grade, one time.

B. Take-Home Primary Source Analysis (Take-Home Midterm): The analysis within the midterm will feature a document or two based upon our readings and students will analyze the strengths and weaknesses of the document in relation to its role in crafting Black and Latino educational history. The midterm will include short answers and one longer essay.

C. Team Debate and Final Project: The course revolves around three units and students are broken into small groups that will take alternating points of view on historical and contemporary issues in Latino and Black Schooling. Details for each specific project will be posted in advance and each team will turn in a 10-12 page group paper outlining their arguments, rationale, and evidence for each opinion taken. Preparation for projects will mostly be in-class.

X. Due Dates and In-class Quiz Dates at a Glance

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment/Due Date</th>
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</thead>
<tbody>
<tr>
<td>September 13, 2011</td>
<td>Response Paper #1 (Educational autobiography and Honky)</td>
</tr>
<tr>
<td>October 30, 2012</td>
<td>In-class Presidential Debate and Brief Due</td>
</tr>
<tr>
<td>November 1, 2012</td>
<td>Take-Home Midterm distributed</td>
</tr>
<tr>
<td>MONDAY November 19, 2012</td>
<td>Take-Home Midterm Due</td>
</tr>
<tr>
<td>November 15, 2012</td>
<td>Last day for Event Write-Up</td>
</tr>
<tr>
<td>December 4, 2012</td>
<td>Response Paper #3 (on Hunger of Memory) Due</td>
</tr>
<tr>
<td>December 6 AND 11, 2012</td>
<td>Team Video and Proposals Due</td>
</tr>
<tr>
<td>December 11th, 2012</td>
<td>Fiesta and Pot Luck in class.</td>
</tr>
</tbody>
</table>
XI. Course Outline

Unit One: Education for Whom? What type of Education?: Equity and Access in the 19th and Early Twentieth Centuries.

Intro: August 30, 2012
Introductions, Team Formation, and Overview of Course Requirements

Week One: September 4 & 6, 2012 – Setting the Context for Schooling in an Election Year
September 4

September 6
• Required Readings: On Blackboard, read the Education Briefs for Republican Presidential Candidate Mitt Romney and President Obama. Look under “Assignments.”

Week Two: September 11 & 13, 2012: Intersections of Class, Race, & Ethnicity
September 11th
• Required Readings: Chapters 1-8 of Honky by Dalton Conley (2001). See the “Reading Guide” under Assignments on the Blackboard for questions to consider while reading.

September 13th
• Response Paper #1 Due – Thursday September 13th. (See Guidelines on Blackboard under “Assignments”)
• Required Readings: Chapter 9-Epilogue and “authors note” of Honky.

Week Three: Antebellum Black Education: September 18 and 20, 2012

TEAMS BEGIN PREPARATION FOR OBAMA AND ROMNEY EDUCATION PLATFORMS
DEBATE TO BE HELD ON TUESDAY OCTOBER 30th, 2012

September 18
• Required Reading: “In Secret Places: Acquiring Literacy in Slavery,” from Self-Taught, by Heather Williams (2005) on Blackboard under “Course Documents”

September 20
• Required Reading: Excerpts from Altenbaugh, The American people and their education: a social history (2003), pp.88-98 and pages 147-155 on Blackboard under “Course Documents”

Week Four: September 25 & 27, 2012
September 25
• Required Readings:
  – “The Common-School Movement in the South,” Altenbaugh, pp.156-163
Booker T. Washington, selections from *Up from Slavery* Focus on chapters III, VII, IX, X, XI, XIV (follow the link on Blackboard). See the Reading Guide (on Blackboard under “Assignments”) for questions to consider while reading.

- Small group discussions of readings in class

**September 27**

- **Required Reading:**

**Week Five: October 2 & 4, 2012: Segregation and Desegregation in U.S. Southern Schools, 1930s-1960s: Focus on University of Maryland**

**October 2nd**

- **Required Readings:** Equal but Separate?” – In Altenbaugh, pp. 240-249 on Blackboard under “Course Documents.”
- In-class analysis of early 20th century primary source document on the University of Maryland civil rights case.
- Fishbowl – last 40 minutes of class

**October 4**

- **Required Readings:**
  - Overview in Altenbaugh, “*Separate Educational Facilities are Inherently Unequal,*” pp. 301-12 on Blackboard under “Course Documents”
- In-class: “Primary Source Document Analysis,” – read one page instructions on Blackboard under “Assignments” prior to class.
- **IN-CLASS PREPARATION OF PRESIDENTIAL DEBATES**

**Week Six: October 9 & 11, 2012**

**October 9**

Film in class, “Eyes on the Prize: Fighting Back,” with Guiding Questions

**October 11**

- **Required Readings:** Prying the Door Farther Open: A Memoir of Black Student Protest at the University of Maryland at College Park, 1966-1970 by Hayward “Woody” Farrar, chapter 5, pp.137-165 on Blackboard under “Course Documents.”
- **IN-CLASS PREPARATION OF PRESIDENTIAL DEBATES**
Unit Two: Latinos in U.S. History: Natives or Newcomers?

Week Seven: October 16 & 18, 2012: Introduction to Latinos and Education & From Spanish Colonialism to Americanization

October 16

October 18
- Required Reading: MacDonald, *Latino Education*, Chapters 1-3. Compare and contrast Huntington’s claims with historical evidence in MacDonald.
- **IN-CLASS PREPARATION OF PRESIDENTIAL DEBATES**

Week Eight: October 23 & 25, 2012: Chicano and Puerto Rican Experiences Under Imperialism and Segregation

October 23
- Required Reading: MacDonald, *Latino Education*, Chapter 4, Small Group Discussion with Primary Documents – *Bring your books*.

October 25
- **IN-CLASS PREPARATION OF PRESIDENTIAL DEBATES**

Week Nine: October 30 & November 1, 2012

October 30
- **PRESIDENTIAL DEBATES and brief due…**

November 1
- In-Class Fishbowls
- **Take-Home Midterm distributed in Class – Due Tuesday, November 19th, 2012. Location will be announced.**

Week Ten: November 6 and 8: Comparative Civil Rights Strategies in Black and Brown students

November 6

November 8
- Discussion
- Film in class: *Taking Back the Schools* (Chicano Walk outs), compare and contrast strategies among and between Chicano and African American educational civil rights.

November 13
- Required Readings:
  - To be Announced…(selections on Blackboard under “Course Documents”)

Week Twelve: November 20 & 22, 2012

Monday November 19th: MIDTERM DUE – DROP-OFF LOCATION TO BE ANNOUNCED.

November 20: Virtual reading and team project preparation day

November 22: THANKSGIVING DAY


November 27
- Required Reading:
  - MacDonald, Latino education, Chapter 8. See the Reading Guide (on Blackboard under “Assignments”) for questions to consider while reading.
- Start Reading Rodriguez, Hunger of Memory.
- Discussion Groups
- Fishbowls

November 29
- Required Readings: Hunger of Memory (entire).
- Guest Speaker, Dr. Ana Patricia Rodriguez, El Salvadorans, Culture & Food. (Pupusas will be served for tasting in class.)
- IN-CLASS PREPARATION FOR FINAL VIDEO PROJECT

Week Fourteen: December 4 & 6, 2012

THIRD AND LAST RESPONSE PAPER DUE TUESDAY DECEMBER 4TH, 2012

December 4
- Required Readings: Ron Suskind, A Hope in the Unseen (selections) – for panel presentation
- IN-CLASS PREPARATION FOR FINAL VIDEO PROJECT

December 6
- FINAL VIDEO PROJECT PRESENTATIONS

Week Fifteen: December 11, 2012
- LAST DAY OF CLASS AND FINAL VIDEOS, CLASS POTLUCK AND FIESTA.