EDCI786
Black and Latino Education: History and Policy
Department of Curriculum & Instruction
Benjamin Building, Room 2119
University of Maryland, College Park
Fall 2010

Instructor: Dr. Victoria-Maria MacDonald
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Office Hours: Tues & Thurs. 2-3 and by Appointment.

Special Focus Fall 2010, Citizenship and Educational Rights for Black and Latino Youth

Required Texts:


I. Course Description

This course does not have formal prerequisites, although a broad understanding of the History of American Education or coursework in African American or Latino/Chicano history is useful. Each student who enrolls in this course will commit to completing the readings and approach the
material with the intellectual curiosity and open-mindedness expected of graduate students. Furthermore, as a course which engages in-depth with controversial topics of our time, diverse opinions will be respected in course dialogue, in class and online.

Black and Latino Education: History & Policy will examine the 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-Americans, West Indians, African immigrants), and Latinos/Afro-Latinos. Despite desegregation, bilingual education and affirmative action measures of the 1960s and 1970s, the achievement gap still persists between Black/Latino students and Asian America/Whites. During the 1990s and 2000s we have witnessed the “rollback” of programs targeted to assist minority populations including Hopwood v. Texas, 1996 and Propositions 227 and 209 in California. Accountability measures such as No Child Left Behind have placed additional pressure on minority populations, particularly English Language Learners. African American and Latino students are increasingly resegregated together in our urban schools. Examination of the tensions and historical parallels and discontinuities between the two groups will contribute to a deeper understanding of contemporary educational challenges. One of the goals of this class is to prepare professors, educational leaders, and policymakers to be innovative researchers and wise decision-makers.

III. Learning Outcomes for EDCI786

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 research and theory.
- Explain and analyze how Latino sub-groups (Mexican, Puerto Rican, Cuban, etc.) differ in their cultural and historical relationship to the US and to US schools.
- Provide an analysis of how sociological theories of class intersect with theories on Black and Latino educational access.
- Demonstrate successful examples of policies, teacher education, or curricula that have had a positive impact on Latino and Black achievement.

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.

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 full code is posted at www.studentconduct.umd.edu students are responsible for its content.

V. Technology Liberation Policy
This is a course that requires attention to each others’ voices and opinions, for respect and courtesy to classmates and faculty, please put away your cell phones, and other portable devices. Students are welcome to use their laptops for taking notes but email checking, Facebook, and other uses are prohibited during class.

VI. Assessments for EDC1786 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>Evaluation</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Two typed (2-3pp.) reading critiques</td>
<td>2 @ 10 points each</td>
<td>20 20%</td>
</tr>
<tr>
<td>Take-Home Midterm Reflection</td>
<td>25 points</td>
<td>25 25%</td>
</tr>
<tr>
<td>Group Paper Proposal – Plyler V. Doe</td>
<td>10 points</td>
<td>10 10%</td>
</tr>
<tr>
<td>Chapter Presentation and Outline</td>
<td>10 points</td>
<td>10 10%</td>
</tr>
<tr>
<td>Debate Paper And Presentation</td>
<td>35 points</td>
<td>35 35%</td>
</tr>
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Point Distribution for Grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>100+</td>
</tr>
<tr>
<td>A</td>
<td>96-100</td>
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<tr>
<td>A-</td>
<td>90-95</td>
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<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td></td>
<td>Total 100%</td>
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VI. Assessment Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Reading Critique #1</td>
<td>September 13, 2010</td>
</tr>
<tr>
<td>Reading Critique #2</td>
<td>October 4th, 2010</td>
</tr>
<tr>
<td>Midterm Take Home</td>
<td>November 1st, 2010</td>
</tr>
<tr>
<td>Group Debate Proposal 4-5pp.</td>
<td>November 15th, 2010</td>
</tr>
<tr>
<td>Chapter Outline</td>
<td>Various dates</td>
</tr>
<tr>
<td>Final, Written Project &amp; Presentation</td>
<td>December 6th, 2010</td>
</tr>
</tbody>
</table>

VII. Description of Assessments

A. Reading Critique  The memos assigned in this class are 3 page critical analyses of the reading. One of the main goals of graduate 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. Reading critiques are a dialogue between you, the reading, and me. Students whose papers are not written at an adequate graduate level will be returned to the student for revising. Students
who receive grades of less than a B+ on an assignment may revise for an improved grade, one time.

B. Midterm is composed of three or four short answers and one essay. The intent is to permit students an opportunity to synthesize and cogently summarize major arguments and themes from the first part of the semester.

C. Debate Proposal (4-5pp.) and paper (15pp). The course’s scope is broad and raises numerous issues relating to historical and contemporary Black and Latino schooling. In this assignment students will be utilizing the theme of this course, Citizenship and Educating Black and Latino Youth, to re-explore the premises behind Plyler V. Doe the U.S. Supreme Court case that currently argues that no child may be denied access to K-12 public schooling regardless of their documented status or that of their parents.

VII. Course Outline

Nota Bene: The readings due for a particular class session are listed under that date.

Week One: August 31, 2009
Introduction to Contemporary Issues among Black and Latinos and Semester Theme


Reading for Discussion: Samuel P. Huntington, (Blackboard). The Hispanic Challenge. Foreign Policy, No. 141 (March-April 2004): 30-45

(No Class Monday, September 6th, 2010, Labor Day Holiday)

Week Two: September 13th, 2010 Calls for Transformation, Creating Definitions of Race and Ethnicity


Recommended Readings: Fernando Reimers, Citizenship, Identity & Education Examining the Public Purposes of Schools in an Age of Globalization (Blackboard).

Lectures: Race and Identity
**First Reading Critique Due on Any Readings to Date (individually or collectively).

Week Three: September 20, 2010 Creating a Comparative Model: Staggered Inequalities, Porous Opportunities, and Impermeable Boundaries.

Required Readings:
Status of Black and Latino Ed. Cont’d
Readings: Nancy McArdle, “Color Lines in a Multiracial Nation: An Institutional Demographic Overview of the US in the Twenty-First Century,” in Andrew Grant-Thomas & Gary Orfield,

Powerpoint Lecture: Staggered Inequalities, Porous Opportunities, and Impermeable Boundaries

**Week Four: September 27, 2010**

How did we get here?: History of Black Education in the US Before and After the Civil War.


Recommended readings for this section:


**Week Five: October 4th, 2010**

Black Educational History: Segregation to the Civil Rights Era in the North and South. Douglas, Chapter 5 of Jim Crow Moves North (Blackboard); and Anderson, chpts. 3-7.

**2nd** reading critique due.

Additional Recommended Readings:


**Week Six: October 11th, 2010: Latino Educational History: From Colonialism to Americanization.**


Additional Recommended Readings:


**Week Seven: October 18th, 2010: Latino Education History, cont’d. From Americanization to Civil Rights.**

Required Readings: MacDonald, Chpts. 5, 6, & 7 and David Lopez & Vanesa Estrada, “Language,” from *The New Americans* (Blackboard).

Recommended Reading: MacDonald & Hoffman, “Compromising La Causa?: Chicano Intellectual Nationalism and the Ford Foundation in the 1960s and 1970s” manuscript under review (2010).

Films “Taking Back the Schools,” from series, Chicano! History of the Mexican American Civil Rights Movement.

Segment Two of Eyes on the Prize I – African American Schools and Colleges.

*Compare and Contrast priorities of each group during the Civil Rights Era.*

**Midterm Handed Out**

Additional recommended readings for this section:


**Week Eight: October 25th, 2010: Focus on Local Latino Communities: El Salvadorans.**


**Week Nine: November 1st, 2010 Issues in Contemporary Black and Latino Education - The “Other” Black and Latino: New Immigrants in the Diaspora.**


**MIDTERM DUE IN CLASS**

**Week Ten: November 8th: Contemporary Issues in African American Education**

Required Readings: *Our Schools Suck*, Chpts 3 and 4 and Introduction, Chapters 1 and 2 of King, ed. *Black Education*. To Facilitate Discussion – Students will elect to be discussion leaders for a grade for chapters this week and next.

**Week Eleven: November 15, 2010 Latino Education, cont’d.**

**Required Readings:**

Required Readings: Chpts. 7, 9, 18, and 19 of King, ed. *Black Education*.


Film, *Fear and Learning at Hoover Elementary School*.

**Week Twelve: November 22, 2010 Gender in Black and Brown: Girls’ Experiences.**


**Additional Sources on Gender and Black/Latino Education**


Bell hooks (any of her works!) *Bone Black* is autobiographical.

Darlene Clark Hine, *Black Women in American History*. Four volumes. New York: Carlson, Inc. 1990. Hine is a pioneer in black women’s history and any of her works should be considered.

MacDonald, V.M. *Returning to María: A Journey Through Cultures and Self.*


**Week Thirteen: November 29th, 2010 Finding Solutions to the Achievement Gap.**

Required Readings: Carter, *Keepin’ it Real: School Success Beyond Black and White* (Chpt 4 to end).

**Week Fourteen: December 6th, 2009 LAST CLASS  - Debate Presentations and Fiesta!!**

Additional readings:


Also Recommended…..


