Educational Studies 307
Latinas/os in Education: Local Realities, Transnational Perspectives

Trinity College Spring 2015
W 1:15-3:55pm 115 Vernon 106

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Course Description

This course examines the education of Latinas/os in the U.S. as a field of cultural and political struggle. Latinos are the nation’s largest and fastest growing minority group. In many urban school districts across the country, including Hartford, Latinos make up the majority of the school enrollment; yet Latinos are grossly underrepresented in higher education. This course will examine the socio-historical, cultural, and political contexts that shape the educational experience of Latinas/os in the U.S., paying particular attention to issues of cultural identity and representation as they affect the education of Latinas/os. Central questions we will explore are: How do cultural constructions of Latinas/os (as immigrants and natives, citizens and non-citizens) shape educational policy and teaching practices? What views of citizenship and identity underlie school programs such as bilingual education, as well as Latina/o responses to them? How have Latino communities protested, resisted, engaged with and transformed educational policies for their children, and how have they designed alternatives? We will explore these questions by engaging in a local community-based setting for the education of Latinas/os and bringing scholarly perspectives into dialogue with local issues.

We will also explore the phenomenon of transnationalism, or the social processes through which immigrants maintain ties with their countries of origin, and its implications for the education of Latinos. How do transnational cultural frames shape Latino immigrants’ views and expectations of the educational system? How do they animate new forms of participation and resistance? Drawing on selected readings from Latin America as well as the United States context, the course will cover three main areas: 1) historical perspectives, 2) the experience of inequality, and 3) resistance to inequality. We will begin with an overview of theoretical perspectives on difference in education.

Course objectives:

- Develop an understanding of Hartford’s Latino community through immersion in a community-based context for the education of Latina/os
- Examine cultural constructions of Latina/o youth, parents, and communities in the mainstream media and educational discourse on Latina/os
- Understand the historical context that shapes the educational experience of Latina/os in the U.S.
Identify transnational issues shaping the experience of Latina/o immigrant students
Identify how knowledge of historical, cultural and transnational contexts challenges mainstream media and policy discourses about Latina/o students and suggests alternative educational models.

Readings:

Two books are required:


(Available at bookstore in Ed Studies section)

In addition, a course reader will be available in class.

Course Requirements

1) Readings and participation

Students will be expected to do the assigned readings and come to class prepared to participate in discussion. Each student will be required to facilitate two 15-20 minute discussions on two different readings in the syllabus. Guidelines for facilitators will be distributed in class. Each student will also be required to write two 1-2 page response papers for two different readings on the syllabus.

2) Community research

A major part of students’ course experience will involve a community research project in a local school or organization serving Latina/o youth and/or adults. Students must commit to three hours of fieldwork per week in their placement site, or a total of at least 30 hours over the course of the semester, and will sign a Community Learning contract to be shared with the community coordinator and the instructor. Students will keep weekly journals on their experience in their site and reflections on the readings. As part of their research, students will be required to submit a preliminary paper on the local context (see below) and a final research paper. You will choose a research topic from course themes that you explore through interviews and observations at your placement site (for example: transnational migration, cultural identity, educational aspirations, activism, anti-immigrant sentiment, etc.). The final paper should draw on at least four research articles or book chapters to illuminate and analyze the student’s original findings. Suggested length is 18-20 pages. You are encouraged to consult with program staff in identifying a research topic that is useful to them and to share your research with them if appropriate.

2a.) Observing the local

In order to ground your research in the local context, students will be required to submit a 5-7 page paper providing a portrait of the community or neighborhood where their research is situated. This should be based on census data, observation, oral histories, or a combination of
these. Things to examine include: changing neighborhood demographics (race, ethnicity, income/poverty, citizenship, family, crime, youth), immigration history, political economy, segregation, jobs, and community institutions. Consider using Philippe Bourgois’ “A Street History of El Barrio” as a model. This paper (or part of it) can be included in your final paper, but will be graded separately.

**Assessment**

Class Participation (including facilitator roles)  20 pts
2 Reading Response Papers  $2 \times 10 = 20$ pts
Journals  15 pts
“Observing the local” assignment  15 pts
Final research paper  30 pts
TOTAL  100 pts

**Course sessions**

**Wed Jan 21**  Introduction to the course and syllabus; overview of Hartford community placements

<table>
<thead>
<tr>
<th>Community Agencies &amp; Coordinators</th>
<th>Address</th>
<th>Main Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELAMS (Moylan School)</td>
<td>101 Catherine Street</td>
<td>695-4500</td>
</tr>
<tr>
<td>Center for Latino Progress</td>
<td>95 Park Street</td>
<td>247-3227</td>
</tr>
<tr>
<td>Kimberly Flint, Literacy Coordinator</td>
<td><a href="mailto:kimberly_flint@CTPRF.org">kimberly_flint@CTPRF.org</a></td>
<td></td>
</tr>
<tr>
<td>Hartford Public Library, Park Branch</td>
<td>744 Park Street</td>
<td>695-7502</td>
</tr>
<tr>
<td>Leticia Cotto, Coordinator</td>
<td><a href="mailto:leticiacotto@yahoo.com">leticiacotto@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>Latino Studies Academy at Burns</td>
<td>195 Putnam Street</td>
<td>695-2980</td>
</tr>
<tr>
<td>Enid Camacho-Cruz,</td>
<td><a href="mailto:camae001@hartfordschools.org">camae001@hartfordschools.org</a></td>
<td></td>
</tr>
<tr>
<td>Billings Forge Community Works</td>
<td>140 Russ Street, N110</td>
<td>548-9877</td>
</tr>
<tr>
<td>Stacey Lopez, <a href="mailto:stacey@billingsforgeworks.org">stacey@billingsforgeworks.org</a></td>
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*Moylan mentors first meeting at 4:15pm in Alumni Lounge*
I. Theorizing Difference in Education

Jan 28


II. Historical perspectives

Feb 4 Historical perspectives, Part 1


Facilitators: __________________, __________________, __________________

Reviewers: __________________, __________________, __________________


*Community Lecture: Thursday, Feb 5, 12:15, Rittenberg Lounge, Mather Hall
Visiting Peruvian artist and activist Jorge Miyagui:
"Arte en espacio público: las experiencias de la Brigada Muralista y del Museo Itinerante Arte por la Memorial Art in Public Space: The Experiences of the Mural Brigade and the Itinerant Art Memory Museum in Peru" (in Spanish with English interpretation)

*Ann Plato Lecture: Thursday, Feb 5, 12:15, “Post Trayvon & Michael: Popular Representations of Black Male Students,” Heather Moore (Trinity ’08), Hallden Hall Common Room
Feb 11  Historical perspectives, Part 2


Facilitators: ___________________. ___________________.
Reviewers: ___________________. ___________________.


*Community Lecture: Tuesday February 17, 4:30pm, Reese Room: History Department’s Mead Lecture, “Caribbean-Connecticut Connections: From the 18th Century to the 21st Century,” Dr. Heather Cateau, senior lecturer in Caribbean history at the University of the West Indies’ St. Augustine Campus and Dean of the Faculty of Humanities and Education

III. Experiencing inequality
Feb 18  Subtractive Schooling

Facilitators: ___________________. ___________________. ___________________.
Reviewers: ___________________. ___________________. ___________________.

Feb 25: Immigrant communities and immigration enforcement


Facilitators: __________________, __________________, __________________

Reviewers: __________________, __________________, __________________

Video in class: *Papers: Stories of Undocumented Youth*

### Mar 4  The Politics of Language


Facilitators: __________________, __________________, __________________

Reviewers: __________________, __________________, __________________

### Mar 11:  The struggle for Mexican-American Studies


Facilitators: __________________, __________________

Reviewers: __________________, __________________

*Prof. Dyrness away at CIES conference

Video in class: *Precious Knowledge*

Part 2: Data tutorial on Census 2010 with Rachael Barlow (3:00pm)

### Mar 18  NO CLASS – Spring Break

### IV. Resisting Inequality: Making change within and beyond schools

### Mar 25:  Youth and educator activism


Facilitators: __________________. __________________. __________________
Reviewers: __________________. __________________. __________________

Monday, Mar 30 “Observing the local” assignment due by 5:00pm

April 1: Youth Participatory Action Research (YPAR)
Irizarry, Jason G. The Latinization of U.S. Schools
In class: Jigsaw
Reviewers: __________________. __________________. __________________

April 8 Transnationalism


Sotomayor, Sonia. Excerpts from My Beloved World. New York: Alfred Knopf, 2013. (Puerto Rico), and


Reviewers: : __________________. __________________. __________________

In class: Jigsaw, and film My American Girls (Media Ctr: F128.9.D6 M9 2001)
April 15  Claiming space and finding voice in higher education
Excerpts from *Mi Voz, Mi Vida: Latino College Students Tell Their Life Stories* (Chapters by Robert Cotto and Viana Turcios)
Facilitators: __________________, __________________, __________________
Reviewers: __________________, __________________, __________________
Guest speaker: Roberto Cotto

April 22  Adult Latina/o immigrants and community-based spaces for change
Reviewers: __________________, __________________, __________________

Video in class: *Madres Unidas: Parents Researching for Change*
Reflections and wrap-up
Journals DUE in class

May 1  Final papers DUE by 4:00pm