

Educational Studies 307

Latinos in Education: Local Realities, Transnational Perspectives

Trinity College Spring 2007
M 1:15-3:55pm McCook 305
<http://www.trincoll.edu/depts/educ>

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Office hours: Mon 4-5 and Thurs 2:30-4:30pm

Course Description

This course examines the education of Latinos 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, Latinos already make up the majority of the school enrollment, and their numbers are being felt in many rural districts as well. This course will examine the socio-historical, cultural, and political contexts that shape the educational experience of Latinos in the U.S., paying particular attention to issues of cultural identity and representation as they affect the education of Latinos. Central questions we will explore are: *How do cultural constructions of Latinos (immigrants and natives, citizens and non-citizens) shape educational policy, programs, and teaching practices for Latino students? What views of citizenship and identity underlie various educational programs, and the response of Latinos to these programs?* Latino communities have a long history of protest, organizing, and activism around education, and their organizing efforts have met with fierce opposition from mainstream policymakers and citizens. Examining these organizing efforts, as well as other less "visible" forms of resistance to assimilationist educational policies, we will ask: How have cultural identity and claims to cultural rights shaped Latino engagement with the educational system over time?

We will also explore the emerging phenomenon of transnationalism, or the social processes through which immigrants link their countries of origin with their communities of settlement, 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 five main areas: 1) historical perspectives, 2) the experience of inequality, 3) the politics of language, 4) migration and transnationalism, and 5) community organizing and popular education. We will begin with an overview of theoretical perspectives on difference in education.

Course objectives:

- Understand how educational policy towards Latinos has been deeply connected to questions of cultural identity and embedded in relations of power
- Examine cultural constructions of Latino youth, parents, and communities in the mainstream media and educational discourse on Latinos
- Understand the historical context that shapes the educational experience of Latinos in the U.S.
- Identify transnational issues shaping the experience of Latino immigrant students
- Identify how knowledge of historical, cultural and transnational contexts challenges or complicates mainstream constructions of Latino students.

Readings:

Available at bookstore in Ed Studies section:

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

Zentella, Ana. 1997. *Growing up Bilingual*. Blackwell Publishers.

Additional readings will be made 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 a 15-minute discussion on one of the readings on 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 research project in a Hartford school or community organization serving Latino youth or adults. Students must commit to three hours of fieldwork per week in their placement site, 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), a final research paper, and give a public presentation on their research at the end of the semester.

This semester, course research will focus on the migration and educational histories of Hartford's distinct Latino groups. Through participant-observation in an educational setting, oral histories, and extensive interviews with students, families, and knowledgeable educators, we will address the questions: What are the migration histories of Hartford's distinct Latino groups? What were their experiences with education in their home country? How do they perceive the educational system in Hartford? What strategies have they used to promote educational success for their children? An evening orientation session early in the semester on issues in community research will be mandatory.

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 15-17 pages. We will present our research to a public audience of educators and community members at the end of the semester.

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)		10 pts
2 Reading Response Papers	2 x 10 =	20 pts
Journals		15 pts
“Observing the local” assignment		15 pts
Class Presentation		10 pts
Final research paper		30 pts
TOTAL		100 pts

Course sessions

Mon Jan 22 Introduction to the course and syllabus; overview of Hartford community placements

<u>Community Agencies & Coordinators</u>	<u>Address</u>	<u>Main Phone</u>
McDonough Elementary School Bo Ryan	111 Hillside Avenue	695-4260
Quirk Middle School after-school program Damaris Cabrera dcabrera@ccaoh.org	85 Edwards St./ Asylum	992-5664
Bulkeley High School	300 Wethersfield Ave.	695-1000
Trinfo Café Jason McGahan jason.mcgahan@trincoll.edu	1300 Broad Street	297-4238
Connecticut Puerto Rican Forum Phyllis Bonneau	95 Park Street	247-3227
Mi Casa Family Service Center Luis-Felipe Agrelot	590 Park Street	522-5222

I. Theorizing Difference in Education

Jan 29

Erickson, Frederick. "Transformation and School Success: The Politics and Culture of Educational Achievement." In *Anthropology & Education Quarterly*, Volume 18, 1987. (pp. 335-355).

Rockwell, Elsie. "Constructing Diversity and Civility in the United States and Latin America: Implications for Ethnographic Educational Research." In B. Levinson, S. Cade, A. Padawer and A. P. Elvir (Eds), 2002. *Ethnography and Educational Policy: A View Across the Americas*. Westport, CT: Praeger. (pp. 3-16)

Flores, Barbara. "The Intellectual Presence of the Deficit View of Spanish-speaking Children in the Educational Literature During the 20th Century," in P. Pedraza and M. Rivera (Eds.), *Latino Education: An Agenda for Community Action Research* (New Jersey: Lawrence Erlbaum Publishers, 2005.)

Special event: Sat. Feb 3: Public educational forum on immigrant worker detentions in Connecticut. 7:30pm, St. Augustine Church, 10 Campfield Ave., Hartford.

II. Historical perspectives

Feb 5 Historical perspectives, Part 1

Schoultz, L. 1998. "Acquiring Northern Mexico." In *Beneath the United States*, pp. 14-38.

Cabán, Pedro A. 2002. "The Colonizing Mission of the United States in Puerto Rico, 1898-1930." In Vélez-Ibáñez and Sampai (Eds.), *Transnational Latina/o Communities: Politics, Processes, and Cultures*. Lanham: Rowman & Littlefield Publishers, pp. 115-142.

MacDonald, Victoria-María and Karen monkman, "Setting the Context: Historical Perspectives on Latino/a Education" (excerpts), in P. Pedraza and M. Rivera (Eds.), *Latino Education: An Agenda for Community Action Research* (New Jersey: Lawrence Erlbaum Publishers, 2005), pp. 64-70.

Facilitators: _____, _____, _____

Reviewers: _____, _____, _____

Feb 12 Historical perspectives, Part 2

Moll, Luis C. and Richard Ruiz, 2002. "The Schooling of Latino Children." in Suárez-Orozco, M. and M.M. Paez (Eds), *Latinos Remaking America*. Berkeley: University of California Press, pp. 362-371.

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.

“Founding Principles of LULAC” and “Méndez v. Westminster School District, Orange County, California, 1946,” in Victoria-María MacDonald (Ed), *Latino Education in the United States: A Narrated History from 1513-2000*. Palgrave, MacMillan. 2004, pp. 127-138.

Facilitators: _____, _____, _____

Reviewers: _____, _____, _____

Video in class: “Taking Back the Schools,” Episode 3 in the PBS series, “Chicano! A Mexican-American History of the Civil Rights Movement.”

Community orientation session: **Thurs, Feb. 15, 7-9pm** in Mather, Terrace A-B

III. Experiencing inequality

Feb 19 Subtractive Schooling

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

Facilitators: _____, _____, _____

Reviewers: _____, _____, _____

Feb 26 – NO CLASS – Trinity Days

Mar. 5 Building on Strengths: From deficits to “funds of knowledge”

Valdés, Guadalupe. 1996. “Changing Families,” in *Con Respeto: Bridging the distances between culturally diverse families and schools*. (New York: Teachers College Press), pp. 190-205.

Olma, Irma M. 1997. “Voices of Our Past: Using Oral History to Explore Funds of Knowledge within a Puerto Rican Family.” *Anthropology & Education Quarterly* 28(4): pp.550-573.

Facilitators: _____, _____, _____

Reviewers: _____, _____, _____

Mar 12: Latinos and Higher Education

Chapa, Jorge. 2002. “Affirmative Action, X Percent Plans, and Latino Access to Higher Education in the 21st Century,” in M. Suarez-Orozco and M.M. Paez (eds), *Latinos Remaking America*. Berkeley: University of California Press.

López, Iris Ofelia. 2001. “Reflection and Rebirth: The Evolving Life of a Latina Academic,” in The Latina Feminist Group, *Telling To Live: Latina Feminist Testimonios*. Durham: Duke University Press. (pp. 69-85)

Lovato, Robert. 2005. “The War for Latinos.” *The Nation*, Oct. 3, 2005.

Facilitators: _____, _____

Reviewers: _____, _____

Guest speaker: Enrique Sepúlveda

Mar 19 NO CLASS – Spring Break

IV. The politics of language

Mar 26 Language policies and programs

Crawford, Jim. 2000. *At War With Diversity: US Language Policy in an Age of Anxiety*. Multilingual Matters Ltd. pp. 1-30, 84-103.

Crawford, Jim. "Obituary: the Bilingual Education Act 1968-2002," *Rethinking Schools* on-line, Vol. 16, No. 4, Summer 2002.

García, Eugene. 2005. *Teaching and Learning in Two Languages*. New York: Teachers College Press, pp. 1-16 and 39-63.

Facilitators: _____, _____

Reviewers: _____, _____, _____

Friday, March 30, "Observing the local" assignment due by 5:00pm

April 2 Language, culture and identity

Zentella, Ana. 1997. *Growing up Bilingual*. Blackwell Publishers.

Facilitators: _____, _____, _____

Reviewers: _____, _____, _____

Video excerpt in class: My American Girls (Media Ctr: F128.9.D6 M9 2001)

V. Migration and transnationalism

April 9 Immigrant communities and nativist backlash in the U.S.

Hamilton, Nora, and Norma Stoltz Chinchilla, "Negotiating the Urban Scene," in *Seeking Community in a Global City: Guatemalans & Salvadorans in Los Angeles*. Temple University Press. 2001. (pp. 36-69)

Portes, Alejandro and Alex Stepick, "How the Enclave was Built," in *City on the Edge: The Transformation of Miami* (Berkeley: University of California Press, 1993), pp. 123-149.

Huntington, Samuel P. "The Hispanic Challenge," *Foreign Policy*, March/April 2004.
http://www.foreignpolicy.com/story/cms.php?story_id=2495

Facilitators: _____, _____, _____

Reviewers: _____, _____, _____

Video in class: Fear and Learning at Hoover Elementary

April 16 Transnationalism

Trueba, Enrique (Henry) T. 2004. "Immigration and the Transnational Experience," (excerpts) in *The New Americans: Immigrants and Transnationals at Work*. H. Trueba, Pedro Reyes, and Yali Zou, (eds.) Lanham, Maryland: Rowman & Littlefield Publishers, Inc., pp. 35-65.

Megan, Kathleen. "Straddling Cultures: Latino Families Seek a Balance Between Tradition and Assimilation." *Hartford Courant*, October 11, 2005.

Mahler, Sarah. 2003. "Engendering Transnational Migration: A Case Study of Salvadorans." In Hondagneu-Sotelo, Pierrette (Ed.), *Gender and U.S. Immigration*. Berkeley: Univ of California Press.

Pita, Marianne, and Sharon Utakis. 2002. "Educational Policy for the Transnational Dominican Community." In *Journal of Language, Identity and Education*, Vol. 1, No. 4, pp. 317-328.

Eckstein, Susan and Lorena Barberia. 2002. "Grounding Immigrant Generations in History: Cuban Americans and their Transnational Ties." In *International Migration Review* (Fall 2002): 799-837

In class: Jigsaw

VI. Community Organizing and Popular Education: Movements for change

April 23 Organizing around schools

Ochoa, Gilda. 2004. "Constructing Puentes: Mexican American and Mexican immigrant mobilization." In *Becoming Neighbors in a Mexican American Community*. Austin: University of Texas Press, pp. 176-218.

Dyrness, Andrea. 2004. *Speaking Truth to Power: Immigrant Parents, Progressive Educators & the Politics of Change in an Urban School*. Chapters 1 and 3. Unpublished doctoral dissertation. University of California, Berkeley.

Video in class: "Madres Unidas: Parents Researching For Change," produced by Andrea Dyrness.

April 30 Organizing and educating outside of schools

Benmayor, Rina, et. al. 1997. "Claiming Cultural Citizenship in East Harlem: 'Si Esto Puede Ayudar a la Comunidad Mía'," in Flores, W. & R. Benmayor (Eds.) *Latino*

Cultural Citizenship: Claiming Identity, Space, and Rights. Boston: Beacon Press.
(pp. 152-209)

Delgado-Gaitán, Concha. 2005. "Family Narratives in Multiple Literacies," in
Anthropology & Education Quarterly, Vol. 36, No. 3

Villenas, Sofia. 2005. "Latina Literacies in *Convivencia*: Communal Spaces of Teaching
and Learning." *Anthropology & Education Quarterly*, Vol. 36, No. 3, pp. 273-277.

Wrap-up and course evaluations

Journals DUE in class.

Note: An evening session of oral presentations will be scheduled for the end of the
semester at a community venue.

Wed May 9 Final papers DUE by 5:00pm