Questions and Objectives
As a significant and growing segment of contemporary U.S. society, Latino/Hispanic peoples demand and deserve educational opportunities commensurate with their own cultural traditions. This course is designed to provide students with critical knowledge about patterns and issues in Latino education. Challenging the conventional distinction between Latin American citizens, and Latinos in the United States, the course illuminates major educational patterns and issues for Latinos by examining the impact of cultural and institutional flows across the Americas. A major premise of the course is that in order to fully understand contemporary Latino educational challenges and conditions in the United States, we must look at the broader historical and cultural contexts in which Latino education occurs. Another major premise of the course is that service learning in the local community or hands-on research enables students to gain first-hand knowledge of Latino culture and education, to assess empirically some of the concepts and claims introduced by scholars of Latino education, and to develop their own approaches to educating Latinos.

This course is sustained by difficult questions, not easy answers. These are some of the critical questions that will guide our mutual inquiry throughout the course:

- What defines a “Latino,” and why offer a course in “Latino education?” What’s the difference between Latin Americans and Latinos, and does it matter for how they are educated?
- What are some of the traditions and patterns of educating in Latin American countries and communities, and how do some of these traditions live on in the U.S.?
- What are the links, if any, between styles of non-formal education in Latin America and styles of non-formal education amongst Latinos in the U.S.?
- What educational commonalties and differences both unite and divide different Latino groups (e.g., Cuban, Mexican, Salvadoran, and Puerto Rican)? What commonalties and differences (e.g., age, generation, class, gender, religion) unite or divide Latinos within or across these nationally defined groups?
- What unique challenges have Latinos faced historically in U.S. schools, and what challenges do they still face today?
- How can schools rise to meet the challenges of Latino education by drawing on Latino cultural and linguistic traditions?

Rooted in anthropology, sociology, and history, this course draws primarily on scholarly texts, supplemented by primary documents and videos. It incorporates 20 hours of service learning.
and/or an intensive research project. The course aims for students to have fulfilled the following knowledge outcomes:

- An understanding of the cultural roots of Latin American educational values and school systems
- An understanding of some of the major Latin American educational traditions and contributions to educational thought
- Knowledge of the current structure, conditions, and challenges in contemporary Latin American education
- An understanding of the material and ideational flows of transnational culture from Latin America to the United States
- An understanding of the different experiences of educational integration of various Latino ethnicities, nationalities, and generations into U.S. society
- An understanding of the challenges faced by different Latino groups in contemporary U.S. schools
- An understanding of the unique and valuable cultural resources brought by different Latino groups to their schooling in the U.S., and an appreciation of various strategies designed to improve Latino educational achievement.
- An understanding of the role volunteer service learners and teachers can have in facilitating positive Latino education

**Reading materials**

The following books will be required reading for all:


A number of assignments will also require reading articles and chapters on reserve. **Reserve readings** are now available on-line through the School of Education library, at http://ereserves.indiana.edu/coursepage.asp. The password is “latinoed.”

Some of the following 2 recommended books will be required reading for graduate students and others:

Angela Valenzuela, *Subtractive Schooling*.

Stanton Wortham et al., *Education in the New Latino Diaspora*.

**Assignments and Learning Assessment**

**Service-learning option:**

Service learning and reflection notebooks 50% 500 points

Attendance 10% 100 points

Participation and inquiry-discussion notes 20% 200 points

Take-Home Final Exam 20% 200 points
Reading and research option:

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Points</th>
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<tbody>
<tr>
<td>Term project</td>
<td>50%</td>
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<tr>
<td>Attendance</td>
<td>10%</td>
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<tr>
<td>Participation and inquiry-discussion notes</td>
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<tr>
<td>Take-Home Final Exam</td>
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Final grades are calculated on a total point basis. Your final course grade will be assigned according to your total accumulation of points, following this scale: 970-1000=A+, 930-970=A, 900-930=A-, 870-900=B+, 830-870=B, 800-830=B-, 770-800=C+, 720-770=C, 700-720=C-, 600-700=D, below 600=F.

Service-learning and research. Most students in this course will be expected to complete an average of 20 hours of service learning. Typically, this will involve a weekly visit to your learning site, for about 2 hours, over the course of 10 weeks. You may choose to visit fewer times (6 or 7) for more hours (3-4), but you should plan on a minimum of 6 visits in order to get a good sense of how the institution or the family operates. You are expected to keep a notebook or journal of your service learning experiences, in which you record some of your thoughts, impressions, and feelings, and respond to some of the questions provided. This notebook should eventually reach approximately 10 pages (1 page for every 2 hours of service learning), or close to 3,000 words. You will be asked to share some of your notebook reflections orally during certain class meetings, or as an Oncourse discussion posting.

At the end of the semester, 50% of your course grade will be assigned according to the quality of the notebook reflections, of the oral reporting of such reflections, and of the service you’ve provided (teachers and supervisors at service learning placements will play a role in this assessment). However, at the middle of the semester, you will be asked to submit your notebook reflections, as well as a brief statement by your site supervisor, for which you will be assigned a tentative mid-term grade.

Term Project. Working with the professor, you will define a term paper topic and complete an approximately 20 page paper based on a survey of the literature. I am flexible with regard to the traditional format of a term paper, and open to proposals for alternative kinds of term projects, e.g., an arts-based project, analysis of research documents, a model curriculum, a website design, etc.

Attendance. Regular attendance is crucial to your success in this course. Much of the learning will take place through engagement and sharing amongst classmates. In order to receive the equivalent of an “A/A−” for this portion of the course, you should have missed no more than 2 required classes and shown evidence of high quality participation. In order to receive lower than a “C,” you will have missed at least 5 classes and shown little evidence of quality participation.

Participation and inquiry discussion notes. This is not a lecture course. You are expected to prepare for each class meeting by reading the assigned material and developing some thoughts and/or questions to share with the class. Your participation will be measured by the quality of your comments and questions in class. In addition, for ten of our class meetings with assigned readings, you should prepare a brief “inquiry note” of some 200 words (nearly one typed page), and post it to our Oncourse discussion forum. You need not write a polished essay or even
paragraph in the inquiry notes. Rather, you are posing a set of thoughts and questions to your instructor and, more importantly, your classmates. Consider the following 2 elements in composing your notes: **analysis and questions**. First, the notes should attempt to **critically analyze** the reading(s). What did you find especially interesting or troubling in the chapter or article? What did you agree or disagree with, and why? What do you think the author gets right or wrong? Then, you should **pose questions** to your classmates. What did you still not understand, or what would you like to know more about? On what point would you like to hear your classmates’ opinions? To develop either the analysis or questions, it may help to identify quotes, phrases, and terms that you find especially interesting, insightful, provocative, troubling, or confusing.

On days that have more than one chapter or article assigned for class, you may focus your inquiry note on one chapter or article, but you should **at least mention and try to incorporate some discussion of all the reading assigned for each day**.

Inquiry notes should ideally be prepared and posted by the time the class meets; however, you may post them as late as Friday at 5 p.m., as long as you include some comments on the corresponding class meeting. Most notes will be scored for 18 points; unusually insightful or extensive notes will be worth 19 or 20 points. Inadequate notes will be given 15 points or fewer, with a one-week period granted to improve for credit up to 18 points. Finally, the total accumulation of points through inquiry notes will be modified upward or downward at the end of the course, by as many as 20 points, depending on my overall evaluation of the quality of verbal contributions to class discussion.

*Note: There are two required inquiry notes: fiction day, and history of education day.*

**Take-Home Final Exam.** The final exam question(s) will be distributed during the last week of class, and will be due by Wednesday of finals week. It will consist of approximately 7-8 pages of written essay(s). The exam will ask you to synthesize facts and concepts from different sections of the course and produce a statement about what you considered to be your most valuable learning. You will be able to draw on your inquiry notes in writing the exam.

**Spanish Across the Curriculum** option: This course is participating in the Spanish across the Curriculum initiative of the programs in Latin American and Latino Studies. Every third or fourth class, we may take 10-15 minutes to discuss the course material in Spanish; this will especially be true on our service learning “reflection” days. Spanish-speaking guest speakers may also join us from time to time. You need not be fluent in Spanish to take advantage of these opportunities; consecutive translation will be offered. Students in this course may also choose to do some of the reading, and, in consultation with the professor, submit some of the written assignments, especially the reflection notebooks, in Spanish.

**Communicating with each other:** You are encouraged to take advantage of my office hours, my office phone, Oncourse e-mail, or my regular e-mail. Feel free to contact me. You should check the Oncourse announcements at least once before each class, as I will often pose questions or make comments for you to consider along with the readings for our next class meeting. I rarely check my e-mail more than once or twice a day, and even less often for Oncourse mail, so **if you have a message or question of a more urgent nature, it is best to telephone or visit my office**. Don’t expect immediate replies by e-mail.
Some warnings: 1) The act of plagiarism, or representing someone else’s thoughts and words as your own, is the epitome of intellectual dishonesty, and will not be tolerated. Intentional plagiarism will garner you a score of 0 points for the assignment in question, and may constitute grounds for failure of the course and disciplinary action. Be aware, however, that unintentional forms of plagiarism may also be severely penalized. It is your responsibility to acknowledge the sources of your information and ideas, using proper citation and quoting. If in doubt, err on the side of caution and use quotes and citations liberally. 2) Deadlines indicated on the syllabus are not negotiable, unless the date is changed for the entire class. Occasional extensions may be granted if a reasonable request is submitted at least two days prior to the deadline, or if documentation is provided for a severe illness or family emergency. I prefer that you ask for an extension rather than submit shoddy work written on a late-night caffeine buzz.

Key due dates:

January 25th: Service-learning site chosen, contract signed (5 points deducted for each class that passes without a signed contract)
March 10th: Mid-term service-learning report (reflection notebooks plus statement from supervisor)
April 28th: Final service-learning reflection notebooks
May 4th: Take-home final exam

Tentative Course Schedule

Week 1  Education as the Human Condition

January 11
-- Introductions and discussion about possible topics of research/service interest
-- Go check the course schedule and download handouts on Oncourse

January 13
Read:
1. Levinson, Introduction, Schooling the Symbolic Animal, pp. 1-6 (Reserve)
Recommended reading:
Levinson and Holland, “The Cultural Production of the Educated Person” (Reserve)

-- Introduction to service learning process and goals

Unit 1: Latin American Educational Thought and Practice

Week 2  Educational Roots in Rural and Indigenous Cultures

January 18
Read:
1. T. Reagan, “Training Face and Heart: The MesoAmerican Educational Experience” (Reserve)
**Recommended:**
D. Sodi, “Los Mayas” (Reserve)

January 20

**Read:**
1. L. Rival, “Formal Schooling and the Production of Modern Citizens in the Ecuadorian Amazon” (Reserve)

**Recommended:**
C. Allen, The Hold Life Has, Intro-Chap 3

**Make initial visits to service-learning sites this week**

**Weeks 3-5 History and Structure of Modern Latin American Education**

January 25

**Read:**
1. Arnowe et al., “Education in Latin America” (Reserve)

**Recommended:**
Torres, Itinerarios por la educación latinoamericana (selections, Reserve)
Rockwell, “Ethnography and Critical Knowledge of Education in Latin America” (Reserve)
Puiggrós, “Cultural commotion in Latin America” (Reserve)
Carlson, “Achieving Educational Quality” (Chilean primary schools—Reserve)

**Due: Service-learning placement and contract**

**Begin 7-10 week service-learning/research activities**

January 27

**Read:**
1. A brief history of schools/school systems in a Latin American country—your research

February 1

**Read:**
1. Hornberger, “Bilingual Education Policy and Practice in the Andes” (Reserve)

**Recommended:**
Conlin, “Participation versus expertise” (R-Peru)
Holstein, “La experiencia de la diversidad en los grupos escolares” (R-Argentina)

February 3

**Read:**
1. Levinson, “Student culture and the contradictions of equality…” (Reserve)

**Recommended:**
Bradley Levinson, We Are All Equal (Preface, Introduction, Chapters 1-3)
**February 8**

**Read:**
1. Macías, José, “The Schooling Antecedents of Mexican Immigrant Children in the U.S.” (Reserve)
2. Levinson, “Hopes and Challenges for the New Civic Education in Mexico” (Reserve)

**Recommended:**
We Are All Equal (Chapters 4-8)
Tapia Uribe et al, “Maternal Behavior in a Mexican Community: The Changing Environments of Children” (Reserve)
Hidalgo, “Bilingual Education, Nationalism, and Ethnicity in Mexico” (Reserve)
Edwards, Veronica, “Las formas del conocimiento en el aula” (Reserve)

**February 10**

**Read:**
1. Paolo Freire, Chapter 2, Pedagogy of the Oppressed (Reserve)

**Recommended:**
Hammond, Fighting to Learn (Chapters 1, 3-5)

**February 15**

**Read:**
Fiction Day!! Students choose their own readings on different Latino or Latin American groups; discussion of **readings provided by students**, according to their interest in particular groups or authors
Chapters and short stories in Spanish by Ibarguengoitia, Castellanos, Molina, etc., in English by Rivera, Jiménez, Arredondo, etc.

**First reflection on service learning** (Bring your notebooks!)

**February 17**

**February 22**

**Read:**
Janise Hurtig, “Debating Women: Gendered Lessons in a Venezuelan Classroom” (R)
“Resisting assimilation: Mexican immigrant women write their worlds” (R)

**Note:** Today we meet at La Casa, Latino Cultural Center, 715 E. 7th St.

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Unit 2: Latin Americans, Latinos, and Latino Education in the United States

**Weeks 7-9** Assimilation or Integration? Historical and Contemporary Views on Latino Diversity, Language, and Culture
February 24
Read:
1. San Miguel, “Contested Learning” (Reserve)
Recommended:
Gonzalez, “Culture, Language, and the Americanization of Mexican Children” (Reserve)

March 1
Read:
2. Garcia, “It Doesn’t Have to Be Either/Or” (Reserve)
Recommended:
Levinson, Foreword, Education in the New Latino Diaspora

March 3
Read:
1. Romo, “Cultural Perspectives on Learning” (Reserve)
Recommended:
Gonzalez, “Speak Spanish, You’re in America!” (Reserve)

March 8
Read:
Documents concerning the education of Latinos in Indiana (Schedule tab of Oncourse)

March 10
**Second reflection on service learning** (Bring your notebooks!)
**Due: First service-learning reports**

**Spring Break**

Weeks 10-13: The Struggle for Quality Education

March 22
Read:
Recommended:
Valenzuela, Subtractive Schooling, Chaps. 1-2

March 24
Read:
1. Espinoza-Herold, Chaps. 3-4
Recommended:
Valenzuela, *Subtractive Schooling*, Chaps. 3-4

View in class: “New Americans” video

**March 29**
**Read:**
1. Espinoza-Herold, Chaps. 5-7

**Recommended:**
Valenzuela, *Subtractive Schooling*, Chaps. 5-7

**March 31**
View in class: “Fear and learning at Hoover Elementary”

**April 5**
**Read:**

**April 7**
**Read:**
1. Soto, Chaps. 3-5

**April 12**
**Read:**
1. Soto, Chaps. 6-7

**April 14 Exploring High School Graduation and Higher Education**
**Read:**
1. Torres, “Mi Casa is not Exactly Like Your House.” (R)

**Note:** Today we meet at La Casa, Latino Cultural Center, 715 E. 7th St**

**Recommended:**
Trueba and Bartolomé, “The Education of Latino Students: Is School Reform Enough?”
http://eric-web.tc.columbia.edu/digests/dig123.html
Gándara, P. *Over the ivy walls: The educational mobility of low-income Chicanos.*

**Unit 3: Ideas and Prospects for Improving Latino Education: A Critical Appraisal**

**April 19**
**Read:**
1. Villenas, “Reinventing educación in new Latino communities” (Reserve)

**Recommended:**

**April 21**

**Read:**
1. Cowan, “Drawing lowrider art” (Reserve)
2. Grady, “Lowrider Arte and Latino Students in the Rural Midwest” (Reserve)

**Recommended:**
Wortham, “Gender and School Success in the Latino Diaspora,” in Education in the New Latino Diaspora

**April 26**

**Read:**
1. Turnbaugh Lockwood, “Effective Elementary, Middle, and High School Programs for Latino Youth” (Reserve)
2. Gonzalez, “Successfully Educating Latinos” (Reserve)

**Recommended:**
Tamara Lucas et al., “Promoting the success of Latino language-minority students: An exploratory study of six high schools.” (Reserve)

**April 28**  What Could be done in Indiana? Policy and Practice

**Recommended:**
Beck and Allexaht-Snider, “Recent language minority education policy in Georgia,” in Education in the New Latino Diaspora
Hamann, “Un Paso Adelante?” in Education in the New Latino Diaspora

**Final service-learning reflection and reports**