



## COURSE INFORMATION

Spring 2019  
SOC SCI 189 LEC F (70775)  
Course Location: **HH 232**  
Course Days: Tues/Thurs 5pm – 6:20pm

## INSTRUCTOR INFORMATION

Corina A. Espinoza, Ed. D  
Phone: (909) 964-2637  
Email: drcespinoza@gmail.com  
Office Hours: Tues 2 -4 pm or Thurs by appt.,  
SST447

## COURSE DESCRIPTION

This course will introduce students to the policies and practices that factor into the readiness, access to and completion of higher education of Latino/a/x students. The course will examine these policies and practices within the social, historical, and political context of schooling and higher education in California and the United States. The focus of the class will be on the status of Latino/as in higher education in California and we will examine the status of Latinos' trajectory from K-12 to higher education vis-à-vis policies and practices that both help and hinder.

## COURSE OBJECTIVES: After taking this course, students will:

1. Gain knowledge of the social, cultural, historical, and political contexts of schooling and higher education;
2. Understand the social and cultural capital frameworks and their relation to Latino/a/x schooling and college access;
3. Develop critical understanding of systemic and structural environments that impact higher education policy and the implications for Latino/a/x college access;
4. Understand the changing landscape of college access and the practices and programs to address these barriers.

## COURSE SYLLABUS:

- *I reserve the right to change the course syllabus, content and readings as I see fit at any point during the quarter. I will advise you of any changes accordingly.*

**COURSE MATERIALS: Additional materials (news articles, research reports, media formats) related to course concepts may be added throughout the quarter.**

## Required Texts:

- Gándara, P., & Contreras, F., (2010). *The Latino Education Crisis: The Consequences of Failed Social Policies*. Cambridge, Massachusetts: Harvard University Press.
- Pérez, P.A. & Ceja, M. (eds.). (2015). *Higher Education Access and Choice for Latino Student: Critical findings and theoretical perspectives*. New York, NY: Routledge Press.

## Required Readings:

- Dewey, J., (2012). *Democracy and education*. (pp. 3 – 26), Simon and Brown, New York.
- Freire, P. (1970; 2000) *Pedagogy of the oppressed*. (pp. 70 –86), Continuum. New York.
- Gandara, P. & Rumberger, R. Immigration, Language, & Education: How Does Language Policy Structure Opportunity? *Teachers College Record*, Vol. 111, No. 3, March 2009, 750 – 782.
- Rogers, Lubienski, Scot & Welner, *Examining the parent trigger as a strategy for school reform and parental engagement*. *Teachers College Record*, vol 117, No. 6, 2015.
- Sokatch, A., *Peer Influences on the College-Going Decisions of Low Socio-economic Status Urban Youth*, *Education and Urban Society*, vol 39, no. 1, 2006.
- The State of Higher Education for Latinx in California, The Campaign for College Opportunity, Los Angeles, CA. November 2018. [www.collegecampaign.org](http://www.collegecampaign.org)

## **Additional Readings**

- There may be additional readings – either required or recommended – added during the course, depending on discussion topics, contemporary issues (“current events”) or as determined by the instructor. Students will be notified of any additional readings via a Canvas announcement.

## **COURSE FORMAT**

- The course will follow a seminar format that will rely on your active and consistent participation for an engaging and enriching learning experience. The course will be a mix of lecture, guest speaker presentations, and whole and small group discussion.

## **COURSE REQUIREMENTS**

- Reading assignments for class sessions are outlined accordingly (see schedule below). You are responsible for completing the assigned readings and course assignments. Class sessions will include lectures, small-group conversations, video presentations, and whole-class discussions based in part on the readings. Classes are designed for active participation.
- Assignments are due in Canvas by the due date indicated on the course module. Also, bring a print copy to class. No late papers or assignments will be accepted.

## **COURSE EVALUATION/GRADES**

- The course grade is based on a classic grade scale corresponding to the Total Points possible. Total points and the corresponding course grade will be based on class attendance and participation, and completing all assignments, and quizzes.

## **ATTENDANCE:**

- Missing class can affect your final grade. The class meets 2x per week (10 weeks) for a total of 20 class meetings.

## **DROP POLICY**

- Please see the Registrar’s Office or course schedule for add/drop policy.

## **COURSE EXPECTATIONS:**

- All electronic devices must be silent and are not to be in use during class. Except for authorized disability accommodations, there is to be no recording (audio or video) of the instructor or lecture content during class without permission.
- No personal laptops are to be on/open during class (unless permitted by exception by instructor).
- Students are expected to stay in class for the duration of each session. If you must leave early, please discuss this beforehand with the instructor to make arrangements that will be least disruptive to the class and/or guest speakers.
- Consideration for others is paramount. Students who engage in disrespectful or distracting behaviors may be asked to leave. This includes sleeping, arriving late/leaving early, unauthorized computer or mobile device use.

## **RESPONSIBILITIES:**

- The reading assignments for class sessions are outlined accordingly (see schedule below). You are responsible for completing the assigned readings and course assignments. Class sessions will include lectures, small-group and whole-class discussions, films/videos and guest presentations.
- It is strongly recommended to bring both textbooks to class.

- Assignments are due in Canvas before or by 6pm on the designated day (Tues or Thurs or as noted on Canvas).
- No late exams, quizzes, papers, or assignments will be accepted.

#### **ATTENDANCE:**

- Missing class can affect your final grade. The class meets 2x per week for a total of 20 class meetings. Students that miss class are responsible for following up with classmates or the Canvas platform to find out what was missed. Please do not email asking "What did I miss?"
- In cases of documented personal or medical emergencies, you may contact me to make arrangements for alternatives or extensions. Your boyfriend's car stalled, or your roommate needs a ride is not an emergency neither is athletic or performance practice.

#### **COMMUNICATION:**

- Class notices (for example, cancellation, change in assignment, etc.) will be sent via an Announcement on Canvas.
- Emails sent to me between 4pm Friday and Sunday evening, will not be returned until the following Monday.
- Phone calls after 8pm will be returned the following day.
- Please be considerate of the instructor and fellow students in emails, calls or other interactions.

#### **COURSE REQUIREMENTS & ASSIGNMENTS**

##### **1. Class Attendance/Participation (20 pts)**

The success of this class and your overall learning experience will be greatly influenced by your attendance and level of participation. It is expected that every student will come to the class having thoroughly read the assigned readings for the week and be prepared to contribute to class discussions on the reading.

##### **2. Quizzes (4 @10/ 40 pts. )**

There will be four (4) quizzes in class that will be drawn from readings, discussions, and lectures. The quizzes will be drawn largely from the readings and class lectures and include defining terms and course concepts. If you keep up with the readings, participate in class discussions, the quizzes should not prove daunting.

##### **3. Film Reviews (2@20/40pts)**

There are two (2) documentary/films that will be assigned for you to view and review from a policy perspective. The films will be on contemporary education issues and strongly tied to the Latino/a/x experience. Your review is an essay (min 1000 words) that includes a personal reflection on the film's themes and their relation to course concepts.

##### **4. Final Paper Outline (1@25 points)**

An annotated outline of your final paper is due Week 8. The outline should reflect the parts of your final paper (personal experience, policy connections, proposed outcomes) and include key points and citations that will be integrated into your paper.

##### **5. Final Paper (1@75 pts)**

Your final paper will be a combination reflection and research paper. Students will reflect on and select a personal experience related to their own path in pursuing higher education, e.g. academic preparation, course rigor (AP/Honors classes), college

counseling, school choice, application process, or other college access issue, and relate it to the course concepts presented and discussed in course materials (textbook readings, articles, or reports).

In addition to your personal insight, you must use 3 additional literature sources (journal articles, reports, research papers) that illustrate or highlight how your personal experience relates to broader policy or conceptual frameworks related to Latino/a/x access to higher education.

The paper will end with recommendations for policy/ies that would improve that particular aspect of access to higher education for Latinos.

### **SUMMARY OF COURSE REQUIREMENTS:**

- Attendance/participation (10 classes @ 2pts) 20 points
- Quizzes (4@ 10 points each) 40 points
- Film Review 2 @ 20 points) 40 points
- Final Paper Outline 25 points
- Policy Narrative 75 points

**Total Points**

**200 points**

### **COURSE EVALUATION/GRADES**

The course grade is based on a classic grade scale corresponding to the **Total Points (200)** possible. **Your** total course points and corresponding course grade will be based on class attendance, participation in class discussion, completing all assignments and quizzes, and the **quality** of the work submitted, which is largely tied to written expression that is concise, coherent, and grammatically correct.

POINTS	GRADE
200 - 197	A
196 - 19	A-
189 - 185	B+
184 - 180	B
179 -- 175	B-
174 -- 170	C+
169 - 165	C
164 - 160	C-
159 - 155	D

If you miss class, please do not email the instructor or course assistant to ask, "What did I miss?" You will not get a reply. Ask a classmate or go to Canvas for any update, changes, etc.

Also, you are expected to monitor your points. Please do not email the instructor with "How many points do I have?" - unless there is discrepancy, in which case, you have one week (7 days) after receiving a grade/score for an assignment or quiz to discuss any discrepancies by email.

Students are responsible for keeping copies or other record of all coursework including assignments, essays, discussion comments and feedback.

### **IMPORTANT NOTE:**

The points that are given for your assignments, especially written work, will be based on my assessment of three areas:

- 1) *Content* – Does the work submitted address the topic or question presented? Does the work integrate the course material and any related concepts well? Are references/citations used accurately?
- 2) *Coherence* – Does the work submitted follow or flow logically? Are concepts presented and articulated in an organized manner?
- 3) *Construction* – Has the work submitted been edited for grammar, spelling, and syntax?

### **ACADEMIC DISHONESTY**

- There will be zero-tolerance for any form of academic dishonesty. The university strongly encourages instructors to report incidents.
- All students should read and comply with the UCI Academic Integrity policy and procedures, which provides information about dishonest conduct and plagiarism: <https://aisc.uci.edu/students/academic-integrity/index.php>.
- Evidence of any violations of the tenets of Academic Integrity (cheating and intentional plagiarism, for example) will lead to sanctions and handled according to university policy.

### **COURSE SUPPORT:**

You are welcome to drop by or make an appointment during my office hours to say and introduce yourself or for clarification on assignments, course concepts, readings, etc. I do not review or edit drafts, but often “mind mapping” helps with structure and content of a paper.

### **EDUCATION POLICY RESOURCES:**

Campaign for College Opportunity [www.collegecampaign.org](http://www.collegecampaign.org)

Focuses on working to ensure all Californians have an equal opportunity to attend and succeed in college in order to build a vibrant workforce, economy and democracy.

Ed Trust West <https://west.edtrust.org>

Advocates for educational justice and the high academic achievement of all California students, particularly those of color and living in poverty.

EdSource <https://edsources.org>

A non-profit journalism website reporting on key education issues in California and beyond.

Public Policy Institute of California (PPIC) [www.ppic.org](http://www.ppic.org)

Informing and improving public policy through independent, objective, nonpartisan research.

National Education Policy Center (NEPC) <https://edpolicy.stanford.edu>

The mission of the National Education Policy Center (NEPC) is to produce and disseminate high-quality, peer-reviewed research to inform education policy discussions.

National Center for Education Statistics (NCES) <https://nces.ed.gov>

The National Center for Education Statistics (NCES) collects, analyzes and makes available data related to education in the U.S. and other nation.

## **ACADEMIC AND STUDENT SUPPORT SERVICES**

- **Writing Center** -- I encourage you to make use of the *UCI Writing Center* for help with written assignments. You may access the UCI Center for Excellence in Writing and Communication, located in the Science Library at [www.writingcenter.uci.edu/](http://www.writingcenter.uci.edu/). Walk-in consultations, online consultations, and appointments are available.
- **Accommodations:** If you are a student with a disability and think you may need accommodation for this course, please contact the UCI Disability Services Center: <http://disability.uci.edu/>. Please make arrangements with the UCI Disability Services Center before an assignment or exam.
- **Library** – You may obtain help with your academic course assignments, research, and other requirements at the UCI Libraries, <https://www.lib.uci.edu/subject-librarians>
- **DREAMers:** The University of California welcomes and supports students without regard to their immigration or citizenship status. For more information contact: UCI Dreamers Office, 443 Social Science Tower, Phone: 949-824-6390, <http://dreamers.uci.edu/> Also, Dr. Karina Ramos, Senior Staff Psychologist at the UCI Counseling Center (949) 824-6457, has extensive training and experience with undocumented students
- The **Counseling Center** is an important campus resource during times additional support is needed. Counselors are available on a drop-in basis and by appointment. <https://counseling.uci.edu/contact/> Phone: (949) 824-6457 / Hours: M–F: 8am- 5 pm

Counseling Center Main Office: 203 Student Services I -- located across Ring Road from Starbucks, next to the Career Center      **OR**

Counseling Center Annex: 4<sup>th</sup> Floor Student Center -- on the 4<sup>th</sup> floor directly across from the elevator.

**OR** if you or someone you know needs immediate assistance:

- For **Urgent Care** needs after office hours and on the weekends, call 949-824-6457, and select option #2 to immediately speak with a mental health counselor.
- Call the National Suicide Prevention Lifeline (24 hours a day, 7 days a week) at 1-800-273-TALK.
- Text "HELLO" to the Crises Text Line at 741-741.
- Dial 9-1-1 or go to the nearest emergency room.

**Basic Needs:** Any student facing challenges securing with food or housing and believes this may affect their performance in the course is urged to contact Student Support Services or Student Services in the School of Education for support. Students may also access the SOAR Center's food pantry for emergency food relief. More information is available at: <http://soar.uci.edu/food-pantry/>.

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## COURSE SCHEDULE – SPRING 2019

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### **Week 1: COURSE OVERVIEW & INTRODUCTION**

#### **Tuesday April 2: Course Overview**

An overview of the course, syllabus, assignments and course readings. Brief introduction to the course content including key themes and concepts.

**Readings:** Spring 2019 syllabus

**Thursday, April 4: Introduction** to course content, key themes, and concepts, including contemporary status of Latinos and college access and degree attainment.

**Readings:**

- Gándara & Contreras (2010): Introduction -- "The Crisis and the Context."
- The State of Higher Education for Latinx in California, The Campaign for College Opportunity, Los Angeles, CA. November 2018.

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### **Week 2: PURPOSE OF EDUCATION**

#### **Tuesday, April 9: Purpose of Education and schooling in the U.S.**

An examination of the premise of education in a democratic society. What are the cultural paradigms guiding in schooling, academic achievement and opportunities?

**Readings:**

- Dewey, J. (2012 Edition). *Democracy and Education*, Chapter 1 & 2, pp. 1 – 26
- Freire, P. (1970). *Pedagogy of the Oppressed*, Chapter 2, pp. 71 – 86.

#### **Thursday, April 11: Education as Social Policy**

Overview of education as a key public and social policy issue. What is the goal of education from a policy standpoint? Does education relate to social welfare or social wellbeing? What are the environments that influence education policy making?

**Readings:**

- Contreras, F., (2011). Chapter 1 – "The Role of the Public Policy Arena in Educating Latino Students"
- Espinoza, C. (2019) Lecture PPT: Policy Primer on Education as Social Policy.

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### **Week 3: THE LATINO STUDENT EXPERIENCE**

**Due: Quiz #1**

#### **Tuesday, April 16: The Latino Student Experience**

A look into the historical and contemporary experience of Latino/a/x students in U.S education system. What have been/are the implications of school systems on Latino/a/x student academic achievement?

**Readings:**

- Gándara & Contreras (2010):
  - Chapter 2 – On Being Latino or Latina in America
  - Chapter 3 – American Schools and the Latino Student Experience
- Pérez, P.A. & Ceja, M. (eds.). (2015),
  - Chapter 2 – Sixth Grade Teachers' Perceptions of the College-Bound Student

### **Thursday, 18: The Latino Student Experience *continued***

Overview of policies on parent choice and implications for Latino achievement and college access. What are the social, cultural and familial contexts that frame schooling for students?

#### **Readings:**

- Pérez, P.A. & Ceja, M. (eds.). (2015):
  - Chapter 5 – A Model for Understanding the Latina/o Student Parent College-Going Negotiation Process
- Sokatch, A., *Peer Influences on the College-Going Decisions of Low Socio-economic Status Urban Youth*, Education and Urban Society, vol 39, no. 1, 2006.

**Assignment:** <https://vimeo.com/85185551> *The Last Border: The Hispanic Education Crisis*

- In class review of Film Review assignment due Week 4.

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### **Week 4: COLLEGE ACCESS AND THE K-12 PIPELINE**

**Due: Film Review #1**

#### **Tuesday, April 25: Access to Higher Education**

An overview of the path to higher education and the policies that impact access to higher education. Who gets access to higher education, and how? Is the distribution of opportunities equal and equitable?

- **Readings:** Pérez, P.A. & Ceja, M. (eds.). (2015):
  - Chapter 9 – Latina/o Students' College Destinations: Gender, Generational Status, and College Sector Selectivity.

#### **Thursday, April 25: Access to Higher Education –*continued***

#### **Readings:**

- Pérez, P.A. & Ceja, M. (eds.). (2015):
  - Chapter 10 – La Selección Latina: Latina/o Students at Selective 4-year Colleges and Universities.
- State of Higher Education in California, The Campaign for College Opportunity (2018)

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### **Week 5: COLLEGE ACCESS AND AFFORDABILITY**

#### **Tuesday, April 30: Affordability: Financial Aid**

College access is significantly influenced by knowledge of the availability of financial aid. How do funding and financing higher education policies impact college access for Latino/a/x students? Why do Lo/a/x students continue to “cost out” of higher education?

#### **Readings:**

- Pérez, P.A. & Ceja, M. (eds.). (2015):
  - Chapter 4 – Unpacking the Layers: Financial Aid and Latino High School Students' Postsecondary Plans.
- FAFSA Pipeline PPT (instructor to upload)

#### **Thursday, May 2: Affordability: Financial Aid *continued***

The cost of higher education and policies that impact Latino/a/x students' pursuit of higher education.

#### **Readings:**

- State of Higher Education in California, The Campaign for College Opportunity (2018)



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**Week 6: LATINOS AND COLLEGE ACCESS****Due: Quiz #3****Tuesday, May 7: Latinos and College Access**

A look at policies and practices in higher education access, enrollment, and completion and the participation levels of Latino/a students.

**Readings:**

- Pérez, P.A. & Ceja, M. (eds.). (2015):
  - Chapter 13 – Supporting the College Transition Process and Early Academic Success through an Integrative Summer Learning Experience.
- The State of Higher Education in California – The Latino Report, Campaign for College Opportunity, Los Angeles, CA. October 2018.

**Thursday, May 9: Latinos and College Access *continued***

Guest speaker on the role of admissions policies on Latino college access. How much does merit really count in admissions?

**Readings:**

- Gándara & Contreras (2010): Chapter 6 – “Beating the Odds and Going to College” (text)

**Assignment:** Film/Documentary TBD. Film Review due Week 7.

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**Week 7: CURRENT POLICY ISSUES IN COLLEGE ACCESS****Due: Film Review #2****Tuesday, May 14: Language Policy**

A look at the implications of English language policies and access to higher education.

**Readings:**

- Gándara, P. & Rumberger, R. Immigration, Language, & Education: How Does Language Policy Structure Opportunity? *Teachers College Record*, Vol. 111, No. 3, March 2009, 750 – 782.
- Gándara & Contreras (2010): Chapter 4 – “Is Language the Problem” (course text)

**Thursday, May 16: DREAMers**

Examining the path of undocumented students and their pursuit of higher education. What are the trials and triumphs of DREAMers?

**Readings:**

- Pérez, P.A. & Ceja, M. (eds.). (2015):
  - Chapter 7 – College Opportunity and Choice Among Latina/o Undocumented Students

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**Week 8: CURRENT POLICY ISSUES IN COLLEGE ACCESS Due: Final Paper Outline****Tuesday, May 21: College Counseling and Academic Rigor**

The availability and access to resources geared toward college readiness is key. What role does college/career counseling and academic rigor play in college access?

**Readings:** CLASP Report, 2015: Instructor will upload.

**Thursday, May 23: Schooling Choice: Charter Schools**

Examination of school choice policies intended to level the playing field and improve academic achievement and access to higher education for Latino/a/x students.

**Readings:**

- Rogers, Lubienski, Scot & Welner, *Examining the parent trigger as a strategy for school reform and parental engagement*. Teachers College Record, vol 117, No. 6, 2015.
  - Optional: California Charter Schools Association Annual Report (2018)
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**Week 9: CREATING EQUITY & EQUAL OPPORTUNITY**

**Due: Quiz #4**

**Tuesday, May 28: Outreach: College Access Programs**

**Readings:**

- Pérez, P.A. & Ceja, M. (eds.). (2015):
  - Chapter 11 – Rethinking College Access Programs: Latinos, Immigrants, and Community Colleges
  - Chapter 12 Community Cultural Wealth and Latina/o College Choice: The Role of a College Access Program

**Thursday, May 30: Outreach: Partnerships & College Access**

What role and responsibility do community and university stakeholders have in creating higher education equity and opportunity for Latino/a/x students?

**Readings:**

- Gándara & Contreras (2010): Chapter 8 – *Rescatando Sueños*
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**Week 10: MOVING FORWARD: “Pa’lante, gente”**

**Tuesday, June 4: Implications for Policy & Practice**

An overview and discussion of the implications of current political and policy environments influencing college access will be for Latino/a/x students.

**Thursday, June 6: Implications *continued***

**Readings:**

- Pérez, P.A. & Ceja, M. (eds.). (2015):
    - Chapter 14 – Toward a New Latina/o College Access and Choice Agenda
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**FINAL EXAM: Thursday, June 13<sup>th</sup> – Final Paper Due to Canvas**