

W'05
Chc/Lat 131

History of Chicano Education
SS 173H and CLS 131
Winter Quarter 2005, SSL 270
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Course Description

This course is intended to explore and discuss several of the more contentious issues related to the experience of the Chicano minority within the public educational system. While the course will take a national and transnational historical perspective on the Chicano educational experience, the urgency of the topics to be discussed in current policy discourse on education is clear. Class readings and discussions will cover such volatile issues as the relevance of the U. S. economic empire and Mexican immigration to American education. In addition, the course will explore intelligence theory, IQ testing, tracking, gender and race discrimination, bilingual education, Americanization, and the importance of class to education. Finally, the course will examine theories of educational inequality and policies to reform the educational system, i.e., level the playing field.

We shall inquire whether the more debated topics (such as the causes of educational achievement and failure) are of current origin or whether these are discourses common to the past hundred years. While the course may not have the time to cover all these matters in detail, it is nonetheless hoped that through focusing historically on these topics we may have a better understanding of the theoretical and practical path followed by the U. S. educational system over the twentieth and now the twenty-first centuries.

Course Requirements

1. Attend each class.
2. Participate in class discussions and keep up with class readings.

3. **Midterm and final will be in the form of research papers.** The midterm should be at least five pages in length; the final should be no more than ten pages in length. The topic of each paper must relate directly to the class discussions, readings, films/slides and any other information relative to the subject matter.

Readings and Discussions

Week One: Introduction and Discussion on Social Theory and U. S. Imperialism

Readings:

“Empire and Origins of Mexican Migration to the United,” by Gonzalez and Fernandez

“Introduction,” Gonzalez, *Culture of Empire*.

“Introduction to the Revised and Expanded Edition,” and “Introduction,” Gould, *The Mismeasure of Man*

Week Two: U. S. Imperialism: The Transnational Context for Chicano History, Public Schooling and the Mexican Community, Part II

Readings:

Chapters One and Two, Gonzalez, *Culture of Empire*

Slide Presentation: The US Economic Domination of Mexico and Its Cultural Consequences, 1880-1930.

Week Three: The Culture of Empire Views Mexico and Mexicans

Reading: Chapter Three, Gonzalez, *Culture of Empire*

Week Four: The Culture of Empire Greets Mexican Immigrants, 1910-1930

Readings:

Chapter Four, Gonzalez, *Culture of Empire*

Slide Presentation: Chicano Communities and Public Schools

Midterm to be handed in on February 12

Week Five: National Theoretical Model for Education: The Evolution of Mass Compulsory Segregated Education

Readings:

Introduction and Chapter one, Gonzalez, *Chicano Education*

Chapter Five, Gonzalez, *Culture of Empire*

Chapters Two through Five, Gould, *The Mismeasure of Man*.

Introduction, Gonzalez, *Chicano Education*

Week Six: Americanization

Readings:

Chapters One and Two, Gonzalez, *Chicano Education*

Chapter Three, Gonzalez, *Culture of Empire*

Week Seven: IQ Testing, Tracking and Racial Segregation

Reading:

Chapter Six, Gonzalez, *Culture of Empire*.

Chapter Three, Gonzalez, *Chicano Education in the Era of Segregation*

Chapters Six, Gould, *The Mismeasure of Man*

Week Eight: Industrial Education in Segregated Schools

Film: As American as Public School, part two from School: The Story of American Public Education

Readings: Chapter Four, Gonzalez, *Chicano Education in the Era of Segregation*

Week Nine: Politics of School Reform

Readings: Film: Para Todos Los Ninos, For all the Children

Ruiz, "South by Southwest: Mexican Americans and Segregated Schooling"

Week Ten: Politics of School Reform (cont.) and Conclusion

Reading:

Chapters Six and Seven, Gonzalez, *Chicano Education*

Chapter Seven, Gould, *The Mismeasure of Man*

Conclusion, Gonzalez, *Culture of Empire*

Film: Taking Back the Schools.

Required Readings, Films and Slide Presentations

Books:

Stephen Jay Gould, *The Mismeasure of Man*, New York: W. W. Norton, 1996. (Revised and expanded version)

Gilbert G. Gonzalez, *Culture of Empire: American Writers, Mexico, and Mexican Immigrants, 1880-1930* (University of Texas Press, 2004). (Each chapter will be emailed out.)

Gilbert G. Gonzalez, *Chicano Education in the Era of Segregation*, Philadelphia: Balch Institute for Ethnic Studies/Associated University Presses, 1990. (Each chapter will be emailed out)

Articles:

Gilbert G. Gonzalez and Raul Fernandez, "Empire and the Origins of Mexican Migration to the United States," *Pacific Historical Review*, Fall 2002. (Will be emailed)

Vicki Ruiz, "South by Southwest: Mexican Americans and Segregated Schooling, 1900-1950," *Organization of American Historians Magazine of History* (Winter, 2001) (Will be emailed)

Films:

As American as Public School, part two from School: The Story of American Public Education, Stone Lantern Films.

Taking Back the Schools, part three of Chicano! History of the Chicano Civil Rights Movement, produced by the National Latino Communication Center.

Para Todos Los Ninos, For All the Children, produced by Sandra Robbee, KOCE, Orange County PBS Channel.

Slide Presentations:

The Economics and Culture of Empire

Historical Settlement of Mexican Immigrant Communities

Public Education and the Mexican Immigrant Community