

TEZE DIPLOMOVÉ PRÁCE

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Název práce:

A History of Unequal Opportunity in the U.S.: Segregation of Latino School Children

Předpokládaný termín ukončení (semestr, školní rok):

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Vedoucí diplomového semináře:

PhDr. Kryštof Kozák Ph.D.

Vedoucí práce:

PhDr. Kryštof Kozák Ph.D.

V čem se oproti původnímu zadání změnil cíl práce?

Originally the main goal of my thesis was to examine whether Latino minority in the United States experiences sufficient level of upward mobility through education to be able to close the socio-economic status gap that exists between them and majority society. Over the course of the semester the focus of my thesis shifted towards examination of the ways in which American educational system has been reinforcing inequality during the twentieth century. Currently, the aim of my thesis is to prove that the history of Latino educational experience in United States is one of unequal opportunity because of school segregation. The second aim is to prove that educational opportunities of Latino children are still restricted by educational segregation in the present. The hypothesis is that U.S. educational system is unequal and segregated to such a degree that it makes it difficult for low-income Latino students to carry out the American dream.

Jaké změny nastaly v časovém, teritoriálním a věcném vymezení tématu?

The thesis examines educational experience of Latino children in United States from the twentieth century up to the present, with main focus on the area of the U.S. Southwest. The history of Latino school segregation is examined from the legal perspective, focusing on the significant court cases in which Latinos fought against segregation and for equal educational opportunities. Special attention is paid to Mendez v. Westminster federal court case which has ended de jure segregation of Latinos after the World War II.

Jak se proměnila struktura práce (vyjádřete stručným obsahem)?

Introduction

- 1. Origins of Latino educational segregation in the U.S. Southwest**
- 2. Litigating for an Equal Opportunity**
- 3. What went wrong? Still Segregated at the Beginning of the 21st century**

Conclusion

Jakým vývojem prošla metodologická koncepce práce?

Based on examination of the sources I have decided that I would analyze transcripts of the court decision and amicus briefs in Mendez v. Westminster case, make my own conclusions based on them, and use it in the second chapter of the thesis, which focuses on significant Latino desegregation court cases. On-line project justia.com helped me to access the transcripts of the rulings easily. I also decided to do a research of the datasets in electronic

databases of the U.S. Department of Education's National Center for Education Statistics (Common Core of Data) in order to find most recent statistics on current segregation trends. I will use my analysis of these data in the third chapter to prove my hypothesis that, even today, educational opportunities of Latino children are still unequal because of segregation.

Které nové prameny a sekundární literatura byly zpracovány a jak tato skutečnost ovlivnila celek práce?

From secondary sources, I studied scholarly literature written on the history of Latino school segregation in United States. I found that "All Deliberate Speed: Segregation and Exclusion in California Schools, 1855– 1975" by Charles Wollenberg and "The Other Struggle for Equal Schools: Mexican Americans During the Civil Rights Era" written by educational historian, professor Rubén Donato are both very comprehensive and valuable contributions on the topic. From primary sources, I studied the opinions of both lower and appellate court in Mendez v. Westminster case, as well as some of the amicus briefs. I researched through the datasets in electronic databases of U.S. Department of Education's National Center for Education Statistics (Common Core of Data) where I found "Public Elementary/Secondary School Universe Survey," which contains data on public elementary and secondary school students, by racial/ethnic enrollment concentration. I also went through several reports that are assessing primary data on segregation trends in the second half of the twentieth century. Finally I found useful data in the huge database of U.S. Census Bureau data (census.gov) and in the database of California Department of Education.

Examination of these new sources confirmed, that I should be able to support my thesis sufficiently by statistical evidence.

Charakterizujte základní proměny práce v době od zadání projektu do odevzdání tezí a pokuste se vyhodnotit, jaký pokrok na práci jste během semestru zaznamenali (v bodech):

- After examining new sources I have adjusted and concretized the topic
- I have decided what my hypothesis would be
- I have outlined the basic structure of the thesis (the chapters)
- I studied primary as well as secondary sources and decided which ones do I want to use

Podpis studenta a datum:

Schváleno:

Datum

Podpis

Vedoucí práce

Vedoucí diplomového semináře