

San José State University
Mexican American Studies Department
MAS 210 (01): FOUNDATIONS IN CHICANA AND CHICANO STUDIES
Fall, 2010

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Office Hours: Tuesday 3:00-5:00, Wednesday 1:00-2:30 & by appointment at
King Library, CHC, Room 525.
You may request an appointment with me at other times by contacting me.

Class Days/Time: Saturday 10:30-3:00: 8/28, 9/11, 9/18, 10/2, 10/16, 11/6 11/13, 12/4
Classroom: SPX 211 and King Library, CHC Room 525 (5th Floor)
MAS Category: Core Requirement for MAS Graduate Program

Course Description

The goal of this seminar is to examine conceptual innovations shaping the field we know as Chicana and Chicano Studies, Mexican American Studies, or Raza Studies. The general aim of this seminar is to introduce you to the intellectual imagination and innovations which shapes Chicana/o Studies. The class readings familiarize you with some thinkers that are A) generally accepted as “core” thinkers in Chicana/o Studies; and are B) useful for the purpose of generating and analyzing the experiences, issues, and realities of a people known as Chicanas/os. In general it can be said that typically Chicana/o Studies requires practitioners who spend time “in the community” “among the people” observing, recording, and analyzing the behaviors, activities, and productions of the objects of inquiry. Most importantly, the approach to the scholarly work we explore examines conceptual postulations about/for segments of the group, the entire group, as well as its needs, wishes, hopes and dreams. Our goal in the class is to become familiar with how we determine our field as Chicana/o Studyists. In general the idea that Chicana/o Studies is different from traditional and other critical studies continues to be true. Yet, like any other scholarly endeavor that resides in institutionalized spaces Chicana/o Studies is more like all fields than different. It has particular theoretical and methodological approaches, there is a jargon used in the field, and the objective is to produce knowledge. Yet, CS knowledge is bound by the ideology that academic knowledge ought to be useful toward the end goal of making social change. Thus Chicana/o Studies knowledge is expected to have action (or praxis) as part of its objective but not as what is conventionally understood as “applied” scholarship. Why be a Chicana/o Studyist?

In attempting to broaden and sharpen your understanding of Chicana/o knowledge, the seminar is organized in terms of several more specific goals: 1) to familiarize you with the kinds of problems and issues you are likely to encounter when engaging in the work of Chicana/o Studies; 2) to provide you with a working understanding of the kinds of strategies and techniques employed in order to deal effectively with those problems and issues often ground in the perception that this field is considered outside mainstream academic spaces; and 3) to familiarize you with the various ways to analyze, use, and represented Chicana/o Studies in scholarly papers, classes, non-academic community settings, and publications.

While Chicana/o thought will be the primary form of knowledge discussed in this course, Chicana/o scholarship belongs to the category of academic knowledge in general. Unlike some forms of knowledge, however Chicana/o Studies is located within the type of knowledge considered political, point of view, critical, and committed scholarship. This knowledge is both a way of thinking and an approach to thinking

and it is used in a variety of disciplines defined in particular scholarly practices depending upon disciplinary training (bias/predilection?). Academic socialization shapes the kinds of questions one asks, and also the ways of interpreting the outcome of the knowledge one proposes. We will examine many of these issues in the textbooks and our discussions in the course. To be sure, Chicana/o Studies is not for the weak of character or mind—we must be prepared for conflict and challenge at all times even among ourselves. Chicana and Chicano Studies is most definitely a field that rests upon the awareness that all knowledge is political, has interests, and sustains or challenges the status quo.

An additional element, we must address, is the representation and diffusion of knowledge to different audiences. We will critically examine treatments of Chicana/o Studies and knowledge to assess strengths and weaknesses in terms of the ability to inform thought, thinkers, and the academy in general. To this effect, we must ask (investigate) the question of *knowledge for whom? What uses does Chicana and Chicano Studies knowledge have? How does this scholarly endeavor differ, challenge, or complement extant scholarship?*

Substantively this seminar explores the development of Chicana/o intellectual thought and its relationship to the establishment of the field of Chicana/o Studies. The course takes a semi chronological approach to identify concepts, issues, and approaches to knowledge used by Chicana/o scholars. Three major areas guide our inquiry. These are: 1) the development of an *intellectual group identity*, 2) the development of *intellectual traditions and methodological approaches*, and 3) the *conceptual contributions borne of Chicana/o knowledge and scholarly inquiry*.

The success of this seminar depends upon your willingness to read, reflect, and prepare for class discussion. In true seminar style assignments are designed to encourage you to voice your thoughts continuously. I will make an effort to limit my role as lecturer, but I will certainly take the lead prompting you to participate. Note that it is imperative that everyone participate so that the weight of discussion is collective.

Course Goals and Student Learning Objectives

Identify and explain the major thinkers and theorists that have shaped Chicana/o Studies
Identify and explain the key concepts and conflicts in the field of Chicana/o Studies today
Identify and explain the basic constructs and theories underlying Chicana/o Studies

Course Content Learning Outcomes

Upon successful completion of this course, you will:

Be familiar with Chicana/o Thinkers. (LO3)

Be able to discern how theoretical frameworks shape your research. (LO4)

Required Texts/Readings

Almaguer, Tomas. 1994. **Racial Faultlines**. Berkeley, CA: UC Press. ISBN 0-520-08947-2

Barrera, Mario. 1979. **Race and Class in the Southwest**. Southbend, IN: Notre Dame University Press. ISBN 0268016011.

Howard S. Becker, 2007. **Writing for Social Scientists**. University of Chicago Press. ISBN: 0-226-04108-5

Pardo, Mary S. 2002. **Mexican American Women Grassroots Activists**. Philadelphia: Temple University Press. ISBN 1566395739.

Peña, Devon G. 1997. **The Terror of the Machine: Technology, Work, Gender, and Ecology on the U.S.-Mexico Border**. Austin, Tex.: Center for Mexican American Studies, University of Texas at Austin. ISBN 0292765622.

Rosaldo, Renato. 1993. **Culture and Truth**. Boston: Beacon Press. ISBN 978-0-8070-4623-4

Soldatenko, Michael, 2009. **Chicano Studies: The Genesis of a Discipline**. University of Arizona Press. ISBN 978-0-8165-2809-7

Other Readings—Electronic Reserves Course Reader of Selected Essays: Found at
<http://library.sjsu.edu/course-reserves/course-reserves>

Romano-V., Octavio Ignacio. "Social Science, Objectivity, and the Chicanos." *El Grito*. Vol. IV, No. 1. Fall, 1970: 4-16.

Romano-V, Octavio Ignacio. "Social Science, Objectivity, and The Chicanos." *Voices: Readings from El Grito: A Journal of Contemporary Mexican American Thought, 1967-1973*. Ed. Octavio Ignacio Romano-V. Berkeley: Quinto Sol Publications, Inc., 1973: 30-42.

Romano-V, Octavio Ignacio. "The Anthropology and Sociology of the Mexican-Americans: The Distortion of Mexican-American History." *Voices: Readings from El Grito: A Journal of Contemporary Mexican American Thought, 1967-1973*. Ed. Octavio Ignacio Romano-V. Berkeley: Quinto Sol Publications, Inc., 1973: 43-56.

Romano-V, Octavio Ignacio. "The Historical and Intellectual Presence of Mexican-Americans." *Voices: Readings from El Grito: A Journal of Contemporary Mexican American Thought, 1967-1973*. Ed. Octavio Ignacio Romano-V. Berkeley: Quinto Sol Publications, Inc., 1973: 164-178.

Vaca, Nick C. "The Mexican-American in the Social Sciences 1912-1970." *El Grito*. Vol. IV, No. 1. Fall, 1970: 17-51.

Cervantes, Fred A. "Chicanos as a Post-Colonial Minority: Some Questions Concerning the Adequacy of the Paradigm of Internal Colonialism." *Perspectivas en Chicano Studies*. Reynaldo Flores Macias, editor. Los Angeles, CA: National Association of Chicano Social Science-Chicano Studies Center Publications-UCLA. 1977: 81-122.

Other authors to read include:

Acuña, Rudy	Gaspar de Alba, Alicia	Blauner, Robert
Moraga, Cherrie	Roque-Ramirez, Horacio	Marx, Karl
Rebolledo, Tey Diana	Wolf, Eric	Quiñones, Juan Gómez
Alarcon, Norma	Pendleton-Jimenez, Karleen	Cotera, Martha
Zavella, Patricia	Paredes, Mari	Memmi, Albert
Saldivar Hull, Sonia	Muñoz, Carlos	Fannon, Frantz
Chabran Dinersession, Angie	Hames-Garcia, Michael	Blauner, Robert

NACCS Preamble and Mission (available at www.naccs.org)

Additional Reading Selections will be identified at a later date and notice will be sent out electronically—please check your email and also my faculty webpage for notices. Materials will be available electronically.

Library Liaison

Kathryn Blackmer Reyes, Director, Chicano Library Resource Center (CLRC) of the Multicultural Heritage Center of the MLK, Jr. Library, fifth floor.
 Phone: 408-808-2097 E-mail: Kathryn.BlackmerReyes@sjsu.edu

Classroom Protocol

As a courtesy to everyone, turn off (not on vibrate) and put away your cell phone. You may not use your laptops in class unless we are doing a particular assignment which requires a laptop. As far as behavior- please practice an ethical and considerate behavior toward your peers by being prepared for class, attending all sessions, and participating in discussion. Also, please practice gender/sexual, race/ethnic respect. Please be aware of potentially offensive, harassing, or otherwise uncritical common behaviors and practices.

Assignments and Grading Policy

1. Class participation. You are expected to attend all class meetings. Although attendance per se does not affect your grade- complete all assigned readings prior to class, and be prepared for discussion. Your critical essays are your permission to engage in discussion. **(140 points).**
2. Critical discussion essays 7 total beginning the second class meeting. Write **1-3 page** critical essays s for the required texts and articles. Focus on conceptual issues-how do the authors identify, explain the phenomenon in question? What is (are) the issues addressed by the author?
Essays are Due on non-class days: Thursday before each class session sent electronically directly to me. Bring a copy of your essay to use for class discussion. ***Please plan ahead to do this assignment by the deadline no essays will be accepted after our class session.*** **(350 points).**
3. Class conceptual project **(510 points).** A 15-20 page essay exploring how a topic common in Chicana/o Studies is conceptualized by both Chicana/o and majority group thinkers. This project requires that you read about how a topic is/was conceptualized by Chicana/o Studyists in order to determine bias, framing, defining, or subjective interpretation authors deploy(ed) to develop a cadre of Chicana/o Studies thought. For example identify various authors who address the topic of your inquiry, determine how they conceptualize the topic, their approach, and the scholarship they examine in order to come to some conclusion about how Chicana/o Studyists shape their academic framing. The objective is to become familiar with what makes Chicana/o thinking unique. You must identify how they examine, analyze, and understand the intellectual development of your topic within Chicana/o Studies. Your task is to assess what contributions have been made by the scholars you use to understand your topic in the Chicana/o Studies and other fields. Assess the contribution, shortcomings, and/or innovations in the field to develop your conclusions. To complete the assignment you must 1) identify a bibliography, 2) write your essay 3) develop a substantial glossary of terms and concepts, and 4) provide a complete bibliography of works used. I will help you with a series of handouts to help you with this project beginning **September 11. You must do this assignment in advance of our second class session-to work with during our bibliographic instruction.** Handouts will also be found on our google group site. We will discuss assignment in class. Use Becker as a reference book to assist you in doing this assignment.

Note: If you are exploring the idea of writing a thesis or project as part of your MA requirements, I encourage you to use this assignment to write the theoretical chapter for this assignment.

Deadlines:

September 11—Identify your topic. 1 page. (30)

September 18—Preliminary bibliography. (60)

November 6—Paper Draft –for feedback before your final paper. (20)

December 15—Final Paper (400)

AN UPBEAT NOTE: The research for this paper should not be viewed merely as an academic exercise to satisfy the requirements of the seminar. It is my hope that this endeavor may contribute to an MA thesis, a dissertation, a research proposal, or to an eventual publication in a scholarly journal. Most importantly the assignment encourages you to explore a topic, which is of great interest to you in order to shape your own theoretical foundation in Chicana/o Studies.

GRADING:

A+ = 1000 – 970 B+ = 899 – 870 C+ = 799 – 770 D+ = 699–670
A = 969 – 950 B = 869 – 850 C = 769 – 750 D = 669 – 650
A- = 949 – 900 B- = 849 – 800 C- = 749 – 700 D- = 649 – 600
F = 599-0

Late assignments and Incompletes: Please plan to do the work for the class in a timely manner. In the event you experience a true emergency please contact me immediately so that we can determine how to proceed with the class. Should you need to request an Incomplete for the class, you must have come to class, turned in all assignments and be passing with a B+ or better. You must submit a petition for the Incomplete with a plan on how outstanding work will be completed. Note, I will not issue extensions to the one-year to complete the course. I urge you not to use this option unless you are truly facing a crisis—in most graduate programs an Incomplete makes a student subject to dismissal from the program and places you on academic probation.

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html). Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. **If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.**

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

Useful WEBLINKS:

Graduate Studies: <http://www.sjsu.edu/gradstudies/>

IRB: <http://www.sjsu.edu/gradstudies/irb/>

Information you may find at the Graduate Studies webpage now under the acronym GAPE includes- graduation requirements, funding, forms, and contact information.

NACCS: www.naccs.org

Chicano Studies at MLK, Jr. Library:

http://www.sjlibrary.org/research/databases/sguide_subjectList.htm?subID=97&getType=5

Useful Journals for early scholarship: AZTLAN, De Colores, Quinto Sol, NACCS Proceedings.

Local Libraries useful for your studies:

UC Berkeley, Comparative Ethnic Studies, includes a formerly separate collection in Chicana/o Studies.

Library Director: Lillian Castillo-Speed.

Stanford, Special Collections—includes Ernesto Galarza, Bert Corona, and other Chicana/o archives.

Director: Roberto Trujillo.

SEMESTER COURSE SCHEDULE

Mtg.	Date	Topics, Readings, Assignments, Deadlines
1.	8/29	<p>Overview- discussion of conceptual framing. That is, how is a topic or issue conceptualized? What are some important Chicana/o foundation concepts (theorizing, defining of field vis-à-vis “traditional” disciplines. Interdisciplinary (1960s to 1990), transdisciplinary (1990s), 2000 back to interdisciplinary. Exploration of existing scholarship. What are some unique contributions of Chicana/o Studies thought?</p> <p>Reading: Cervantes_Fred.pdf Romano_Anthro_x_Soc.pdf Romano_Historical.pdf romano_intro.pdf Vaca_part_II.pdf</p>
2.	9/11	<p>Defining a field--Founding documents of the National Association for Chicana and Chicano Studies. Overviews of Dominant Knowledge (“Traditional” Scholarship): The Academic Rules.</p> <p>Second half of class: Library Instruction-Tour and Orientation—Kathy Blackmer Reyes. Room 213. By the end of this session you will be able to refine your topic for the research paper. Generally students choose a topic or issue they are interested in such as education, immigration, sexuality, labor/work, community, mobilization, etc.</p> <p>Reading: Barrera—all Reserve or Electronic materials—see Group. NACCS Preamble and mission found at www.naccs.org Excerpts from manifestos, plans, and other “founding” documents.</p>

Assignment Due: Critical Essay of Barrera September 9. Send Electronically to Julia.Curry@sjsu.edu.

Assignment Due: Topic Essay due today, bring to class or send electronically in advance.

3. 9/18 Patterns of Conceptualization in Studies about Chicanos. Praxis Makes Knowledge: Mobilization Efforts and the Developing Chicana/o Knowledge-- Class and labor.
- Reading: Rosaldo --all
See Group for additional reading.
- Assignment Due:** Critical Essay of Rosaldo September 16.
Assignment Due: Preliminary bibliography due bring to class.
4. 10/02 Investigating Racialization, Race, Class and Policies.
- Reading: Almaguer--all
See group for additional reading.
- Assignment Due:** Critical Essay of Almaguer September 30
5. 10/16 Accounts of Community Efforts--the quest for agency in the Mexican American experience. From George I. Sanchez to Devon Peña and the Mother's of East Los Angeles
- Reading: Pardo--all
See Group for additional reading.
- Assignment Due:** Critical Essay of Pardo October 14
6. 11/6 Inventing Theory--conceptualizing Chicana/o issues and perspectives. Pioneering Efforts--in identifying major issues in the social sciences
- Reading: Peña--all
See Group for additional reading.
- Assignment Due:** Critical Essay of Peña November 4
Assignment Due: Research Paper Draft send to me electronically before class.
7. 11/13 Continuing conceptual difficulties, debates, innovations, and challenges. Radicalizing Steps: The Challenge of Chicana/o, Traditional/not, and Sexuality.
- Reading: Soldatenko-all
See Group for additional reading.
- Assignment Due:** Critical Essay of Soldatenko November 12 (because of Veteran's Day).
8. 12/4 Last Day of Class. Course wrap-up The Inward Gaze: Challenged Conscientization. Identities and other struggles. Discussion of expectations and learning objectives. Course Evaluation.
- Reading: Articles --See Group for additional reading.
- Assignment Due:** Final Paper December 15 send to me electronically.

Notes: