

Image: Rio Yañez,
"Two Fridas"



course description

In this course, we will approach the topic of ideology through the lens of Mexican Americans' educational experiences in the US. The course is structured as a four-part journey that will enable us to understand ideology and its applications to Chicana/o educational experiences. First, we lay the groundwork by exploring theories of ideology, discipline, and socialization. In part two, we take a look at Chicana/o educational history of the twentieth century. Next, we will seek to understand Chicana/o experiences in higher education and the strengths and values Chicana/os bring to academia. Finally, we take a step back to ask how we can undertake critical work in

academia without falling prey to prevailing ideologies.

Along the way, a variety of brief writing assignments will enable you to articulate your own responses to these complex ideas, as well as introduce you to graduate-level work. The class also includes writing workshops aimed at new graduate students and in-class workshopping of drafts. This course satisfies the Graduate Writing Assessment Requirement for the MAS department and meets the 3000-word Graduate Studies & Research requirement.

Instructor Info

Dr. Magdalena L. Barrera, Associate Professor, Mexican American Studies

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office hours: Mondays 10:00-11:45am; Tuesdays 2:00-4:00pm; and by appointment

readings

Our readings are all available to you via a [shared Dropbox link](#). You can either print readings and bring them with you to class, or use your laptop or tablet to refer to the electronic versions in class. If enough students expresses interest, we can order the readings as a printer from purchase from [San Jose Copies](#).

Please note: I highly recommend that you purchase a writing manual, such as Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations* (Chicago: University of Chicago Press, 7th edition). Moreover, I encourage you to take advantage of the resources at SJSU's Writing Center (located in Clark Hall 126), which offers tutoring services to all students. For more information, visit the [Writing Center](http://www.sjsu.edu/writingcenter) (<http://www.sjsu.edu/writingcenter>) or call 408-924-2308.



course promises and expectations

This course will enable you to

- Understand the concept of “ideology”;
- Analyze how specific educational ideologies have impacted Mexican Americans;
- Identify the roots of the societal inequities that impact Mexican Americans’ educational experiences today; and
- Recognize the conflicting and contradictory ways that Mexican Americans respond to ideology and try to navigate the corridors of higher education.

This course can fulfill these promises only if you promise the following in return:

- **To attend class and be an attentive participant.** It is your responsibility to arrive on time and actively engage in our discussions. Please respect the learning experience of others: Laptops, cell phones and other electronic devices must be turned off and stowed away for the duration of our meeting.
- **To read the assigned materials.** The assigned readings provide us with a common background so

that we can proceed together to new understandings. If you do not keep up with and/or do not complete the readings, you will have little chance of doing well in this class.

- **To complete the required assignments on time.** The writing assignments offer you the opportunity to articulate in your own words your engagement with our materials and themes, not to mention also to strengthen your writing skills. Please note that assignments submitted late will receive only half-credit; those submitted more than one week late will not be accepted at all.
- **To communicate with me.** If you have any questions or concerns about the readings and assignments, please let me know. This is particularly important if you experience a family or medical emergency that interferes with your performance in the course. On a more positive note, if you have suggestions for course-related materials that you would like to share or a topic that you would like to hear more about, I definitely would like to hear that, too.

assignments

All assignments are to be individually written. They must have one-inch margins all around; be printed in a standard font (i.e., 11 or 12pt Times New Roman); include citations in MLA style; and be numbered on every page. Assignments will receive a letter grade.

Please note: You will receive further, detailed instructions for each written assignment well in advance of their due dates. The following is just a brief description.

Participation (20%)

This course is organized as a seminar and will rely most heavily on discussions. As such, your educational experience will be a communal one: you will get out of it what you put into it. Please arrive on time, having read and reflected on the assigned text(s) and thoughtfully prepared for discussion.

Class Facilitation (10%)

- *Due date:* variable

Once during the semester, you will have the opportunity to facilitate our discussion by bringing three focused questions to our class meeting, along with a written explanation of why you were inspired to pose these questions. Detailed guidelines for facilitation will be provided in class.

Essay 1 (15%)

- *Draft Due:* September 23
- *Final Version Due:* September 30

Your first submitted assignment is a short 5-page essay that synthesizes our initial readings.

Essay 2 (20%)

- *Draft Due:* October 21
- *Final Version Due:* October 28

Your second essay is a brief 8-page analysis of your own educational journey and the extent to which you experienced the ideologies and historical residues we discuss in Part II of the course.

Essay 3 (25%)

- *Draft Due:* December 12
- *Final Version Due:* December 16

The third major essay in this course is an opportunity to provide your own response to Parts III and IV of the course. Your goal is to answer the question, “Is there a way forward for Chicana/os in academia that does not reproduce the inequities of the past?”

Writing Journey Reflection (15%)

- *Due date:* December 16

This assignment invites you to review your work over the course of the semester and to reflect on how your writing and approach to the writing process has changed over our time together.

this course will be challenging because . . .

The reading: A three-unit course entails at least six hours of work outside the classroom (please see the official SJSU policy in “Preparing for Class” below). Each week you will be expected to read either a dense theoretical piece or series of essays, and class assignments will require a substantial amount of work outside of class. Being a graduate student means learning to read strategically, making the most of your time to ensure that you will be able to contribute a substantial, interesting comment or question at every class meeting.

The subject matter: Many of these readings may carry an emotional impact. The difficulty here

is to make sure that your response is a *scholarly* one—which is not to say that personal emotions have no place in the academy, but rather to assert that we must be able to share meaningful analysis of the readings *beyond* personal anecdotes. We may at times have to step back and refocus our critical eye as we engage with the readings.

The grad school “boot camp” rigor: MAS 200 is one of the core courses in our department, and as such, its assignments will introduce you to a range of skills that graduate students should become familiar with by the time they complete the Master’s degree.

All that being said . . .

Do not let such frank statements scare you away from this class. In MAS 200 you will find a supportive community of fellow learners. I do not expect anyone here to “know it all” or be a flawless writer. We have peer reviews of almost every assignment scheduled into the semester, in order for you to (a) give and receive feedback on written work; and (b) ensure that you do not fall behind on your coursework. Moreover, I will do my best to provide detailed instructions for assignments and to foster a nonjudgmental space for you to explore your ideas.

official policies

Policy on Incompletes

In the extraordinary case that you cannot complete the coursework by the end of the semester, you can request an “Incomplete,” but only if you have missed no more than two class meetings and have submitted all other assignments on time except for the final essay. You must make an appointment with me to fill out a formal MAS “Notice of an Incomplete Grade” Form, and must complete remaining work within the following calendar year. Please be aware that out of fairness to your peers who completed the course within the semester as scheduled, your final grade for the course upon submitting incomplete work will be no higher than a “B.”

Preparing for Class

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus.

Academic Integrity

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 coursework. 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.

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.

SJSU Writing Center

The Writing Center in Clark Hall 126 offers tutoring services to San Jose State students in all courses. Writing Specialists assist in all areas of the writing process, including grammar, organization, paragraph development, coherence, syntax, and documentation styles. For more information, visit

the Writing Center (<http://www.sjsu.edu/writingcenter>) or call 924-2308.

A Note about Plagiarism

Plagiarism is a serious offense and will not be tolerated. All references must be cited. Penalties for plagiarism range from an “F” in the course to expulsion from SJSU. Students suspected of plagiarism will be asked to demonstrate that the work submitted is original and may be reported to the Office of Judicial Affairs for disciplinary action. You can find further information and even take a tutorial about plagiarism at (<http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>).

On Recording Lectures and Publicly Sharing Course Materials

Common courtesy and professional behavior dictate that you notify someone when you are recording him or her. You must request via email our permission to make audio or video recordings in this class, no later than one week prior to the date of the lecture you wish to record. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructors; you have not been given any rights to reproduce or distribute the material. Moreover, in this course, the active participation of students or guests will be on the recording, which means that permission of those students or guests should be obtained as well.

Course material developed by the instructors is their intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Campus Policy in Compliance with the Americans with Disability 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 either one of us as soon as possible, or see us during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [AEC](#) (Accessible Education Center) to establish a record of their disability.

course schedule

subject to change with fair notice

week	date	themes readings assignments
1	8/26	Introductions to each other and to the course
2	9/2	Part I. Theoretical Foundations: Ideology - Discipline - Socialization <ul style="list-style-type: none"> Grossberg, “Ideology” Althusser, “Ideologies and Ideological State Apparatuses”
3	9/9	Foucault, Part Three, “Discipline,” from <i>Discipline and Punish</i>
4	9/16	<ul style="list-style-type: none"> Weidman, Twale, Stein, “Socialization of Graduate and Professional Students in Higher Education” Adler and Adler, “The Identity Career of the Graduate Student”
5	9/23	Writing Skills I. Setting Goals, Managing Roadblocks, Creating an Argument ➤ Bring draft of Essay 1 (two printed copies)
6	9/30	Part II: Chicano Education: Then and Now <ul style="list-style-type: none"> San Miguel and Valencia, “From the Treaty of Guadalupe Hidalgo to <i>Hopwood</i>: The Educational Plight and Struggle of Mexican Americans in the Southwest” Gonzalez, “Chicano Educational History: A Legacy of Inequality” ➤ Essay 1 due
7	10/7	<ul style="list-style-type: none"> Menchaca and Valencia, “Anglo-Saxon Ideologies in the 1920s-1930s: Their Impact on the Segregation of Mexican Students in California” Pizarro, “The Twists and Turns of Ethnic Prejudice and Discrimination: Twenty-First Century Manifestations of Historically Entrenched Racial Ideologies”
8	10/14	<ul style="list-style-type: none"> <i>Conditions of Latinos in Education: Factbook 2015</i> Gandara, “Overcoming Triple Segregation” Covarrubias, “Quantitative Intersectionality: A Critical Race Analysis of the Chicana/o Educational Pipeline”
9	10/21	Writing Skills II: Structures, Outlines, and Using Sources ➤ Bring draft of Essay 2 (two printed copies)

course schedule (con't)

week	date	themes readings assignments
10	10/28	Part III. Chicana/o Graduate Students Confronting the Academy <ul style="list-style-type: none"> • Pifer and Baker, “‘It Could Be Just Because I’m Different’: Otherness and Its Outcomes in Doctoral Education” • Gildersleeve, Croom & Vasquez, “Am I Going Crazy? A Critical Race Analysis of Doctoral Education” • Cuadraz, “The Chicano Generation and the Horatio Alger Myth” ➤ Essay 2 due
11	11/4	<ul style="list-style-type: none"> • COHED, “<i>Ventajas/Assets y Conocimientos/Knowledge: Leveraging Latin@ Strengths to Foster Student Success</i>” • Yosso, “Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth” • Delgado Bernal, “Learning and Living Pedagogies of the Home”
12	11/11	No class Veterans Day
13	11/18	Part IV. Finding a Way Forward <ul style="list-style-type: none"> • Moraga, “Are We Out of Our Revolutionary Minds?” • hooks, “Remembered Rapture: Dancing with Words” • [one more reading TBD]
14	11/25	No class Thanksgiving Holiday
15	12/2	Writing Skills III. Grammar and Style [<i>and an end-semester potluck/party</i>] <ul style="list-style-type: none"> ➤ Bring draft of Essay 3 (two printed copies)
Finals	12/16	➤ Essay 3 due by 10:00pm (electronic version emailed to me)