CCS/MAS 135 is a Special Topics course that is determined by the instructor. In the Fall of 2018, the course objective is to help students develop an understanding of the forces that contribute to the disenfranchisement of certain segments of the raza community as part of a larger process to develop the skills to work with communities toward racial and social justice. The unique approach of this course allows students to see specific models of working for racial and social justice in action. This will provide students the opportunity to clearly understand your own strengths and areas for growth in participating in social justice work, to develop your skills in these areas, and to consider the ways in which you can continue this work after the class ends. We will be collaborating with community partners to help us see models for engaging in this kind of daily work. I will also be integrating the social justice model developed with MAESTRXS (a racial justice group of teachers and community workers that I coordinate) and implemented in a local high school. Our work in class, therefore, will focus on youth and their experiences in these communities. Still, each of you can choose your own area of emphasis for your work in the class. Students will also have the opportunity to continue this work through an Independent Study/Internship in the Spring semester (former 135 students have done this and even been hired by the sites where they have interned).

The focus of this class and the communities we will be working with require our unbending dedication this semester. If you remain enrolled in this class after 8/29, we will expect you to be with us for every class session and to work hard to achieve our collective goals. I commit to supporting you through this process so that you can do exactly that. If you are a student who prefers to do the bare minimum to get by, if you are a student who has a hard time making it to class on-time every day, if you are a student who has to text during class, if you are a student who is unwilling to get to know your peers, this is not the class for you. We are going to work! We will also be a community of support, building on our individual strengths to address our areas for growth and become an even stronger collective to achieve our individual and collective goals; previous classes have become strong communities that continue to stay connected and support each other long after the semester.

CCS 135 Course Learning Objectives
CLO 1: Develop racial literacy that integrates historical and ideological analysis of disenfranchised Chicanx/Latinx communities through applications to contemporary issues & personal experiences at individual, familial, and community levels
Assessment: Students will be able to explain and analyze the role of historical trauma in shaping current experiences and issues in Chicanx/Latinx communities, families and individuals; specifically inequality, injustice and internalized racism. [Reading Insight Assignments]
CLO 2: Develop a conceptual framework for engaging in racial justice work in daily life with Chicanx/Latinx communities
Assessment: Students will be able to explain different models of engaging in racial justice work within communities and the key constructs related to success in these contexts; including the principles involved in these models and how practitioners live by those principles in their daily work [Community Project Part 2]

CLO 3: Develop specific strategies for engaging in racial justice work in daily life with Chicanx/Latinx communities
Assessment: Students will be able to develop personal applications of the insights from the course for pursuing racial/social justice in their lives both individually and as part of collectives/communities [Community Project Part 3]

What follows is our plan for achieving these Learning Objectives based on: the work we have done with students in the past, your interests and experiences shared in the first two classes, and, our experience working with communities. This plan will evolve over the semester, so we expect to update it as we refine our focus during the semester. Any changes in the syllabus will not lead to earlier deadlines or additional assignments, but should reflect our growing understanding of where we are and what we need to do to reach our collective goals.

Assignments
For each assignment that follows, you will have to share your insights in some way with the class to develop the skills of being able to explain and frame your key lessons to others. Writing is a critical component of this class. When you submit each assignment, give yourself the time to make it your strongest writing possible (meaning that you have edited it carefully, read it out loud at least once, and had someone else edit it if needed).

<table>
<thead>
<tr>
<th>Autobiography</th>
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<tr>
<td><strong>Description:</strong> This is an opportunity to explore and deepen our understandings of who we are and how we came to be who we are, with a focus on how that is connected to social justice work. This assignment was handed out on the 2nd day of class.</td>
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<tr>
<th>Journal</th>
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<td><strong>Description:</strong> Throughout the semester we will complete a Journal. Whenever possible, we will make time to write a journal entry on: the class, what we are learning, what we are struggling with, what we are still needing, or whatever is meaningful to us from our work. We will focus this work around our guests, but feel free to journal as often as needed and submit them to me on paper or via email. I will always provide a response as soon as I can.</td>
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| Suggestions: | Please approach these as an opportunity to share your biggest insights, questions, or concerns. **Write them as letters to one person you would like to have the opportunity to join us in our work but who cannot.** In this way, you are trying to convey something important in each entry to someone who really matters to you. |

<table>
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<tr>
<th>Reading “Insight” Assignments</th>
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<td><strong>Description:</strong> I selected several readings that will help us understand disenfranchisement and social justice work in our communities. Where indicated in the calendar, students will write a short Reading “Insight” Assignment about the reading or readings for that day. This should include: 1) a quote from the reading that was intriguing to you in some way, focusing on a key concept to our work in class (you can critique the author so do not feel that you have to</td>
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“like” the author’s analysis, and, 2) an explanation of how it helped you consider or understand: your own experiences, family, or community; injustice today; your project interests; and/or the pursuit of racial and social justice in our communities.

Suggestions: Please focus on the most interesting concept in the reading for you. *This is not busy-work*, so your goal should be to write something that really matters to you and it should be the strongest writing you can do. These can be done in 1 well-constructed and carefully edited paragraph but if you need to write more, that is fine. It should have your analysis/meaning-making and a strong ending that links to the reading and reflects an insight or challenge.

All of the readings will be available on the course website by 9/7.

### Biography/“Family” Story

**Description:** After we have completed and discussed the Autobiographies and started to explore the readings, we will begin to apply all that work as we do a Biography/“Family” Story. The goal of this assignment is to get deeper into knowing our own stories by better understanding those of our families. You will need to select someone you consider “Family” and ask questions about their life and how they got to where they are now, focusing on one or more key lessons from their experiences. Your goal is to better understand this person and yourself through their story. *Check in with Marcos on who you are focusing on before starting this assignment.*

**Suggestions:** Selecting an elder is helpful so a grandparent is ideal, a parent can also work well, but almost anyone who has been influential in your life will be powerful. You can let the family member guide you or you can use themes that come from your Autobiography and/or the class work we have done up to this point (so this could also focus on character-defining challenges the person faced). It is also helpful to explore issues related to your project interests for the class (explained below). As with the Autobiography, storytelling can be a powerful way to do this assignment. [You can work with more than one person, but need to recognize the amount of work that goes into doing this with even one person before deciding to do that.] Extra credit will be given for making connections to the readings in this paper (please let me know that you have done this in your self-assessment of the assignment: the self-assessment is explained below). If possible, include a picture of the person in the paper.

### Community Project

**Overall Description:** For the second half of the semester, we will each focus on completing a major *Class Project*. The project will center on a specific issue in your experience that you hope to understand and/or confront. This project is not the conventional class paper but a complex weaving of your own experiences, the class readings, the insights from the different components of our work in class including our guest professors, the findings from existing research on your issues, and your work with members of your community. Each student will choose the community/neighborhood, or even part of a neighborhood, that you want to work in (again, you can do this project in groups or alone). It often makes the most sense to focus on a community that you are very familiar with, like the one where you grew up or where you live right now, but this can also be understood as the community where you work. You can
even focus on your immediate and/or extended family. The community focus will allow you to make connections between the Autobiography, Biography, and the Project. This part of the process requires that you explore: what the strengths and resources of the community are as well as the issues and needs in the community. Our approach to this assignment will be grounded in the Community Cultural Wealth Model as a way of building on the strengths and resources already in the community. Check in with Marcos on which community and issue you are focusing on before starting this assignment. At each phase of the project, you can revise and develop a prior part of the project (if you like) to develop your analysis and improve your grade [please talk to Marcos about doing this before re-submitting any of the parts of the project].

Group Project Option: This work can be made stronger by working with others and connecting the insights you each obtain from the process. You have the option to collaborate with others in class and to connect your work on the project. This can be done by dividing a topic into themes and sharing the work or by connecting related topics and applying the insights from others to related issues. Each of you in the group may focus on different aspects of the same community or you could make connections between your work in different communities.

### Community Project Part 1: Background Research

**Description:** The project begins by identifying the question(s) you want to answer related to your community topic of interest. Ideally, you will explore aspects of this issue in the Autobio and Bio papers in some way. The **Background Research** paper requires that you explain: 1) the issue and why it is so important to you and to the Latinx community, 2) your personal connection to the issue (you can integrate/revise sections of your Autobio and Bio for this), 3) the insights you have obtained from at least 3 class Readings that help you better understand the issue, fully explaining the connections and insights, 4) insights from at least 3 academic/research-based readings related to your issue that are not assigned for class [that help you better understand the issue, again fully explaining the connections and insights], and 5) the questions that you hope to answer by doing the project and how you plan to obtain those answers (including the three community people you will talk to about your project and why they will be essential to your project).

### Community Project Part 2: Insights from Interventions

**Description:** Much of our work in class will reflect the models used in the different approaches to racial justice work we will be learning from this semester, and you will get to see examples of each throughout the class. The **Insights from Interventions** paper will reflect: 1) the most important overall lessons you are taking from our guest professors (at least one from each), 2) the key insights from the MAESTRXS model and readings, and, 3) how these lessons apply to social justice work and to your project interests, explaining the ways in which the insights inform your understanding and approach to the project.

**Suggestions:** The lessons you cover can be in any of a number of different areas: connections you see to our work in class, the teachings shared with youth, the work that youth themselves did, the impact the content had on you, the impact the community had on you, the personal challenges you experienced when attending, or something else that is important and related to
your overall interests in the class. *Talk to Marcos if you are having a hard time making the connection between the guests, MAESTRXS and your project.*

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<tr>
<th>Community Project Part 3: Counterstory for Social Justice</th>
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<tr>
<td><strong>Description:</strong> The <strong>Counterstory for Social Justice</strong> paper will explain the work you conducted and the lessons you took from it. This paper should cover: 1) A tight introduction that explains the issue (revised from Parts 1 and 2), 2) A brief explanation of who you worked with and why, 3) a Counterstory that uses this method of storytelling to explain the issue and how it is experienced by communities, and how communities are addressing or can address this issue by using their Community Cultural Wealth, 4) Your practical policy/program suggestions (building on the approach Rios takes in the conclusion of his book), 5) an epilogue that explains your biggest insights from the class and how you plan to integrate those insights into your next steps after the class (the LifeMap work we do in class may be used for this).</td>
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<tr>
<td><strong>Suggestions:</strong> The project will require that you work hard to understand the community in all of its complexities and from all the different perspectives of the community members that are there. This can involve connecting with and listening intently to the people in the neighborhood (plan on speaking with at least 3 different people [perhaps including at least one younger person and an older person]). Your goal is to see them as the historians and knowledge-keepers of the community. They can tell you about the challenges of the community, but also about the resources and strengths. You each will have a specific issue that you want to understand and questions you need to answer as you do this work. You can use the conversations with community members to focus on that issue, although you should be open to having the project go in a different direction based on the insights of the community members. <em>Plan to spend time sharing your ideas with people in the community and getting their feedback and input on 3 and 4 before you finalize and submit this assignment.</em> Counterstorytelling is a specific form of research. We will learn about it and see examples in class before we write our own.</td>
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Each of these assignments is equally important. They are typically short assignments that should be focused and powerful. The key to success is meeting all of the deadlines. **Plan on submitting each assignment on the due date.** You can always resubmit assignments if you want to, but if you meet the deadlines and learn from the feedback, your work should improve throughout the semester, which will lead to improved work as you go. Class participation is a critical component of this course. We will integrate a number of different exercises and approaches to meeting our goals through class activities. Obviously, being in class will be critical because these lessons are learned only through participation. The key to effective participation is simply engaging. There are not right and wrong answers. We are looking for deep commitment, which involves different things for different students. We will be discussing this throughout the semester.

Our goal is to create a dedicated community of support as we pursue the objectives of the class and our own individual objectives within it. We will engage in a number of activities to make this happen but it also requires your focus and commitment. That means being fully present and both listening and sharing deeply. Our work also often brings in friends and family in different ways. *If you would like to bring people to our class, you are always welcome to,*
just try to let me know ahead of time so I can plan if needed.

Grading Distribution
- Autobiography – 5%
- Biography/“Family” Story – 10%
- Reading “Insight” Assignments – 15%
- Community Project
  - Part 1: Background Research – 15%
  - Part 2: Insights from Interventions – 20%
  - Part 3: Counterstory for Social Justice – 25%
- Journal & Class Participation – 10%

Please save all of your work throughout the semester, including your class notes, freewrites and all of your assignments (especially the versions that have our feedback on them). You will be integrating all of this work into the Final Project at the end of the semester. For each of these assignments, we will develop a rubric or guideline in class together so that we know exactly what the goals and requirements of the assignment are. This will be the measure used to evaluate/grade the assignment.

All of the major assignments will be graded in 3 stages:
1-You will add a coversheet to the assignment that will include your own careful assessment of your work (you can type or handwrite that). You can discuss your goals for the assignment, how much time/effort you put into it, how well you think that you met the criteria for that assignment, what your strengths were on it, what areas you think you need help with. You can cover these areas with regard to content, writing, and organization.
2-I will give you written feedback on the paper covering these areas and focusing on the things you listed in your self-assessment.
3-You will read my feedback and check in with me on it: noting the things that you agree with as well as anything you disagree with or that you think I might have missed. We may decide that I need to re-think my assessment and re-grade the assignment (so we will repeat stages 2 and 3).

Whenever possible, we will also have peers evaluate the assignments to provide another level of feedback. Peer feedback will never affect your grade negatively, although it might help us see something that we might not have otherwise. The self-, peer-, and instructor evaluations will include honest perceptions of the amount of effort that was put into an assignment. Students should always come talk to me whenever your self-assessment and my assessment of your work do not match. Again, you may help me see something that I missed and I may also help you better understand something that you missed.

Library Liaison
The MAS Department’s Library Liaison is Kathryn Blackmer Reyes who also coordinates the Cultural Heritage Center in the MLK Library. She is a great resource and can help you with your work to find readings related to your interests for the project in this class (and for other classes). She has created a Research Guide for Chicana/o Studies library searches that is at: http://libguides.sjsu.edu/chicano
That webpage also includes her hours at the 1st floor research help desk in the MLK Library, when you can go and ask her questions in person. She also answers questions via email and can be reached at: Kathryn.BlackmerReyes@sjsu.edu

University Policy on Academic Integrity

“Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university’s reputation and the value of the degrees it offers. We all share the obligation to maintain an environment, which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Judicial Affairs for disciplinary action, which could result in suspension or expulsion from San José State University. The policy on academic integrity can be found at: http://sa.sjsu.edu/student_conduct.”

University Policy on Students with Disabilities Act

“If you need course adaptations or accommodations because of a disability, or if you need 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 register with DRC to establish a record of their disability.” See http://www2sjsu.edu/senate/s97-10.htm
Weekly Schedule

This plan for our work is based on my understanding of how best to meet the course goals, combined with a careful look at who you are as students and the interests you have. Our understanding of you and your needs will evolve as we go through this process, as will your own interests. Because of that, we will make changes to the course as needed. As mentioned above, we will not be adding assignments, but we may change the readings we assign, develop and clarify assignments, and alter the plan for how we pursue our goals, including bringing in guests, going on “field trips,” and integrating media. Any significant changes in the syllabus will be made in writing and due dates will not be added or moved up.

<table>
<thead>
<tr>
<th>Weeks 1-3: Goal Setting &amp; Community Building</th>
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<tbody>
<tr>
<td>August 22, 27, 29, [No Class 9/3 – Labor Day] September 5</td>
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<tr>
<td>Description: We will explore our individual experiences &amp; interests, the goals for the course, as well as the means by which we will pursue those goals and evaluate our effectiveness in reaching them.</td>
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<tr>
<td>Assignment Due, 9/5: Autobiography</td>
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<tr>
<th>Week 4: Community Cultural Wealth as a tool for Racial/Social Justice Work</th>
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<tr>
<td>September 10, 12</td>
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<tr>
<td>Description: We will learn form the experiences and insight of former 135 students and adapt Yosso’s CCW model to our interests in local communities.</td>
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<tr>
<td><strong>Class Activity, 9/10: Presentation from former 135 Students Liz Montes &amp; Yvonne Molina</strong></td>
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<tr>
<td><strong>Readings &amp; “Insight” Assignments Due:</strong></td>
</tr>
<tr>
<td>-By 9/12: Locke, Maxwell &amp; Tello (2017), “…you don’t come to this school… to show off your hoodies”: Latinas, Community Cultural Wealth and an Early College High School” [Optional Readings: Tara J. Yosso (2005), “Whose Culture has Capital?”]</td>
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<th>Week 5: Understanding Ourselves, Our Communities, &amp; Our History</th>
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<td>September 17, 19</td>
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<tr>
<td>Description: We will look at the model and insights of SJSU’s Chicanx/Latinx Student Success Center for addressing the needs of Latinx communities. We will then build on the insights from our collective work on the Autobiography and connect those insights to Rios’ research and its implications for understanding disenfranchised raza communities.</td>
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<tr>
<td><strong>Reading &amp; “Insight” Assignments Due:</strong></td>
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<tr>
<td>-By 9/19: Victor Rios (2017), Human Targets: Schools, Police, and the Criminalization of Latino Youth [Introduction, Chapter 1, Conclusion]</td>
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<tr>
<td><strong>Class Activity, 9/17: Presentation from CLSSC Director Lilly Pinedo-Gangai</strong></td>
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<tr>
<th>Week 6: Innovative Schooling Approaches to Understanding and Working in Disenfranchised Raza Communities</th>
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<tr>
<td>September 24, 26</td>
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<tr>
<td>Description: We will look at two different approaches to transformative schooling with Latinx students: teaching in juvenile hall and a model of preparing middle school students for</td>
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</table>
### Reading & “Insight” Assignment Due:
  
  [This Insight Assignment should be a list of questions you have about the work described.]

| Class Activity, 9/24: Presentation from former 135 Student Miriam Mosqueda |
| Class Activity, 9/24: Lunch after Class [for those who can make it] |
| Class Activity, 9/26: Visit to DCP, 1402 Monterey Highway, San Jose [arrive by 12:15pm at the latest] |

### Week 7: Connecting Our Stories to Our Analysis and Each Other
**October 1, 3**

Description: We will begin to move toward our project development as we complete the biographies also by starting the work on our LifeMaps to demonstrate ways of applying innovative approaches to working with youth.

**Assignment Due, 10/1: Biography/“Family” Story**

### Week 8: Connecting Historical Trauma to Contemporary Issues in Raza Communities & Flipping the Script through Interventions
**October 8, 10**

Description: We will look at innovative research into the relationship between historical trauma and daily life in disenfranchised communities (including current issues in raza communities from stereotypes to internalized racism) with a focus on the lessons for our own projects and use that to continue the LifeMap work.

**Readings & “Insight” Assignment Due:** [this essay can cover the readings together by highlighting a concept of interest to you]
- By 10/8:
  1) 3 short essays from Patrisia Gonzales (2005-2006) on Decolonization
  2) excerpts from Deborah Miranda (2013), Bad Indians [this Insight Assignment can cover the readings separately or together by highlighting connections and distinctions]

### Week 9: Moving from Trauma to Healing Centered Engagement of Youth
**October 15, 17**

Description: We will consider the lessons from Healing Centered approaches to engaging youth and apply that to our continued work with DCP, as they come to our class.

**Reading & “Insight” Assignments Due:**

| Class Activity, 10/17: Visit from DCP Staff and Students |
| Class Activity, 10/17: Lunch after Class [for those who can make it] |
### Week 10: Deconstructing Historical Trauma and Learning from Indigenous Based Interventions  
**October 22, 24**

**Description:** We will analyze Historical Trauma and its impacts in greater depth and then apply that insight as we learn about an emerging model of indigenous informed interventions for raza youth.

**Reading & “Insight” Assignment Due:** [this essay can cover the three readings together by highlighting a concept of interest to you]
- By 10/22: Maria Yellow Horse Brave Heart (2003), “From Intergenerational Trauma to Intergenerational Healing,” *Wellbriety Magazine*

**Class Activity, 10/24:** Presentation from Marcia Rincon-Gallardo, Director, Noxtin

**Class Activity, 10/24:** Lunch after Class [for those who can make it]

### Week 11: Moving from Understanding to Intervention: Applying Social Justice Practices  
**October 29, 31**

**Description:** We will share and develop our projects and then look more deeply into the Community Cultural Wealth Model and potential insights for interventions.

**Assignment Due, 10/29:** Project Part 1: Background Research

### Week 12: Unpacking 135: Analyzing the MAESTRXS Model for Racial Justice Interventions  
**November 5, 7**

**Description:** We will analyze the work of MAESTRXS and how it has been used in different settings and then apply that to our project work, as we move toward developing a conceptual framework for all of our work in the class in the context of the CLOs.

**Reading & “Insight” Assignment Due:**

### Week 13: Project Workshops  
**November 14 [No Class 11/12 – Veterans Day]**

**Description:** We will focus on our work with our communities and how we can use the insights from each aspect of the class to work with these communities and answer our social justice questions. We will also spend time connecting your related projects so that we make them as strong as possible. We may also bring in some examples from film to apply all of our
insights and skills.

**Short Reading [no “Insight” Assignment Due]:**
By 11/14: Cherrie Moraga (2011), excerpt from, *A Xicana Codex of Changing Consciousness*

**Class Activity, 11/14: Lunch after Class [for those who can make it]**

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### Week 14: Being Social Justice: Living the Lessons from Social Justice Work

**November 19 [No Class on November 21 – Campus Holiday]**

**Description:** We will engage in a Circulo approach to building community and offering support both for our own growth and for learning what doing this work actually involves.

**Class Activity, 11/19: Circulo [this will be during class time but will extend to 3pm for those who can stay]**

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### Week 15: Moving from Research to Application

**November 26, 28**

**Description:** We will reflect on the Circulo, continue our work with the LifeMap exercise, and return to CCW; discussing the insights from our work for your projects and conducting workshops on Counterstorytelling to help you complete the Project.

**Assignment Due, 11/28: Project Part 2: Insights from Interventions**

**Class Activity, 11/28: Lunch after Class [for those who can make it]**

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### Week 16: CCW & Social Justice Work – Counterstorytelling and Social Change

**December 3, 5**

**Description:** We will share our project insights, get feedback and finalize the strategies for successfully completing the Counterstory.

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### Week 17: Teaching Social Justice

**December 10**

**Description:** Students will share the lessons and skills developed from our work in communities. We will close our circle focusing on the next steps each of us will take with this work, building ideas for the portfolio essay.

**Final Assignment Due, 12/17 – 9am: Project Part 3: Counterstory for Social Justice**

**Class Activity, 12/10: Final Lunch after Class [for those who can make it]**