Chicana & Chicano Studies 135 - Contemporary Chicanx/Latinx Issues:
Working for Racial & Social Justice with Disenfranchised Communities
Wednesdays 3-5:45pm, DMH 234
Marcos Pizarro, 924-3607, marcos.pizarro@sjsu.edu

Course Website: http://www.sjsu.edu/people/marcos.pizarro/courses/135/
Office Hours [by appointment]: W 2-3pm [CLSSC-Student Union 1340] & 6-7pm [DMH 234]

CCS 135 is a Special Topics course that is determined by the instructor. In the Fall of 2019, 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 of developing the skills to work with communities toward racial and social justice, building on the strengths and assets of those communities. 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 racial and 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 in whatever career you pursue. We will be collaborating with community partners to help us see models for engaging in daily racial justice practices. I will also be integrating the racial justice model developed with MAESTRXS (a collective 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 8/28, 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 session, 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 (although we will definitely support our peers who have any form of social anxiety). 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 community 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 forms of racism. [Assessed through Reading Challenge Assignments]

CLO 2: Develop a conceptual framework for engaging in racial justice work 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 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 class, 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 with the class in some way so as to develop the skills of being able to explain and frame your key lessons to others. Plan to be ready to “teach” others the key insights from each of these assignments on the due date in 5-10 minutes. 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).

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<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 1st day of class.</td>
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<td><strong>Description:</strong> Throughout the semester we will complete a Journal using Google Docs. 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 by re-sharing the journal Google doc. I will always provide a response as soon as I can.</td>
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| Suggestions: Please approach the journal 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.

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<th>Reading Challenge Assignment</th>
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<td><strong>Description:</strong> For each reading, you will complete a short Reading Challenge Assignment. Each of these is unique (<em>listed and explained in the calendar at the end of the syllabus</em>). They will require you to do outstanding writing and editing. <em>We are striving to meet the challenge of being able to unpack essential ideas, insights and constructs ourselves</em>. We will have the chance to share these assignments with the class.</td>
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<td><strong>Tips:</strong></td>
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<td>- The Challenge Assignment is not intended as a summary or test to show that you did the reading. We will expect that each of us will do all of the readings, so this assignment is an opportunity for us to deeply engage these readings in the context of our interests in the class.</td>
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<td>- Please focus on the most interesting concept in the reading for you. <em>This is not busy-work</em>, so your goal should be to write something that really matters to you and it should be the strongest writing you can do.</td>
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<td>- Please remember that you do not have to agree with the authors, so you can use these assignments to challenge the authors and their ideas.</td>
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<td><strong>All of the readings will be available on the course website by 9/7.</strong></td>
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<th>Biography/“Family” Story</th>
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<td><strong>Description:</strong> 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 who 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. <em>Check in with Marcos on who you are writing about before starting this assignment.</em> Please include a link to a playlist that includes one or more songs that are meaningful to the person you are writing about. You do not need to explain why the songs are important but you can if it feel helpful to your work.</td>
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<td><strong>Suggestions:</strong> 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:</td>
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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 *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 the issue you select, and your work with members of your community. Each student will choose the community/neighborhood, or even part of a community/neighborhood, that you want to work in (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. You can also have a historical focus to this work if that is your main interest. *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 strengthen your analysis and improve your grade [please talk to Marcos about doing this before re-submitting any of the parts of the project].

**Suggestion:** You can think of this project in whatever way is most challenging and exciting to you. It is helpful to dream in doing racial justice work and also to stay grounded in ways that you are always living those dreams. This can run the range from challenging white supremacy in some concrete way to working for community healing to building culturally sustaining practices in daily community activities.

**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 (referencing at least two data points that reflect this importance), 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 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).

Suggestion: Your inclusion of readings is not intended to provide a summary of those readings. Plan to read them carefully and identify key insights related to your interests and explain how they help you better understand the issue. It can be helpful to look for and write about themes that connect the readings, but this isn’t necessary. I can provide guidance on how to do this and you can also look at how any of our authors have written about other authors for strategies on how to do this well.

### 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 racial 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 guest, MAESTRXS and your project.*

-Providing clear and thorough examples is very helpful in this assignment. Be sure to show us why and how a concept or approach is important and potentially transformative (and not just writing that it is important). We’ll be looking for analysis, which is where meaning is made.

### Community Project Part 3: Counterstory for Social Justice

**Description:** The Counterstory for Racial Justice paper will explain the work you conducted and the lessons you took from it. This paper should include: 1) A tight introduction that explains the issue (revised from Parts 1 and 2), 2) A brief explanation of who you worked with (at least 3 different people) and why, 3) a Counterstory that uses this storytelling method 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).

Suggestions: 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. 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. Counterstorytelling is a specific form of research. We will learn about it and see examples in class before we write our own.

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. Please submit 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. 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

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

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We will develop grading rubrics for each of the major assignments together in class and use that to help us successfully meet assignment requirements.

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 project assignments will be submitted as Google Docs that you will share with me and allow me editing rights so that I can provide my feedback as comments in the gdoc. You will respond to that feedback as a comment in the gdoc, so that I can review your response before each subsequent assignment. This means that when you submit the 2nd and 3rd project assignments, you will include links to the previous assignments. Please do not “resolve” the comments that I put in your assignments because if you do we will lose those comments and your responses to them.

All of the major assignments will be graded in 3 stages:

1-You will add a comment in the Google Doc that will include your own careful assessment of your work. 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 provide comments on the Google Doc covering these areas and focusing on the things you listed in your self-assessment.

3-You will read my feedback, comment back, 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.

**Workload and Credit Hour Requirements**

Success in this course is based on the expectation that students will spend, **6 hours a week** outside of class reading, completing assignments, and working on class projects or other related work.

**Library Liaison**

The CCS Department’s Library Liaison is Kathryn Blackmer Reyes who also coordinates the Africana, Asian American, Chicano, & Native American Studies Center (AACNA) 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 Chicano Studies library searches that is at: [http://libguides.sjsu.edu/chicano](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

**Academic Integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) requires 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. Visit the [Student Conduct and Ethical Development](#) website for more information.

**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 Accessible Education Center (AEC) to establish a record of their disability.

**Accommodation to Students’ Religious Holidays**

[University Policy S14-7](#) states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

**SJSU Peer Connections**

Peer Connections’ free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to
provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center
The San José State University Writing Center offers a variety of resources to help students become better writers, and all of our services are free for SJSU students. Our mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). We accomplish this goal through creating original writing resources, offering workshops, and conducting one-on-one and small-group tutoring sessions.

The SJSU Writing Center has two locations: We conduct drop-in tutoring sessions in Clark Hall, Suite 126; we conduct scheduled appointments on the second floor of the MLK Library. All our writing tutors have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter.

SJSU Counseling and Psychological Services
The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at http://www.sjsu.edu/counseling.

“Calling In”
In our class we are going to cover some challenging topics and we will likely disagree at different times. When this happens things can get tense and one of the ways we can deal with that tension is to avoid “calling out” folks for what we find inappropriate or problematic. Instead, we can “call in” folks, inviting them to consider other perspectives and nuances informed by different life experiences and insights. One helpful part of this process is to seek to understand where others are coming from and why, how that differs from where we are coming from and why, and what potential lessons we can learn from that in terms of deepening the analysis and understanding of all of us.

Bringing Children to Class
It is important that we do everything we can to support all students in our class to be able to fully participate. For those with children or with responsibilities to care for children, sudden changes in daycare and/or the schedule of family members who offer childcare support can make it hard to attend class at times. If this happens, you are always welcome to bring children to class. Of course, we want to work to make sure this isn’t disruptive to learning in class, but this is usually something that can be done fairly easily and the typical kid noises and talk can be a welcome addition to our class. If a student is breastfeeding a child, your baby is welcome in class as often as necessary. I request that all students in the class work to be supportive of all other students and their needs related to being successful students in our class. Being receptive and supportive of students who are parents or have childcare responsibilities is just one way of doing this. Please check in with me if there are any other ways I and the students in the class can support you or others in the class with childcare or other needs. We want you to thrive in our class!
Supporting Transgender Students in the Classroom:

In recent years, cultural, political and legal resistance to the oppression of transgender people has resulted in greater visibility of the issues facing this population and growing recognition of gender identity and expression discrimination. As these issues gain greater attention, and as obstacles to trans people’s participation in education and employment are addressed, we should expect to welcome more trans people in our classes. These tips may be helpful in ensuring that our classroom is a welcoming place for trans students and that no unintentional exclusionary practices are occurring.

• Do not call the roll or otherwise read the roster aloud until you have given them a chance to state what they prefer to be called, in case the roster represents a prior name.
• Allow students to self-identify the name they go by, whether they prefer “Ms.” or “Mr.” and what pronouns they prefer. Don’t make assumptions based on what is on the class roster or the student’s appearance. A great way to accomplish this is to pass around a seating chart or sign in sheet and ask them to indicate these three items in writing, and then use it when you call on them or refer to them in class. When facilitating a group discussion, ask people to identify their pronouns when they go around and do introductions. This will allow everyone in the room the chance to self-identify and to get each others’ pronouns right the first time. It will also reduce the burden on anyone whose pronoun is often misidentified and may help them access the discussion more easily because they do not have to fear an embarrassing mistake.
• If a student has a former name they no longer use that you are aware of because you knew them before they changed it, or because it is on the roster, do not use it or reveal it to others. Well-meaning comments like “I knew Gina when she was Bill,” even if meant supportively, reveal what might feel like personal information, and unnecessarily draw attention to their trans identity.
• Set a tone in the classroom of respect. At the beginning of each semester when establishing the guidelines for class, include something like: “It is important that this classroom be a respectful environment where everyone can participate comfortably. One part of respectful behavior is that everyone should be referred to by what they go by. This means it is important to pronounce people’s names correctly, to refer to them by the pronouns they prefer, and to be receptive to requests from others related to supporting them to thrive in the classroom.”
• If you make a mistake about someone’s pronoun, correct yourself. Going on as if it did not happen is actually less respectful than making the correction. This also saves the person who was misidentified from having to correct an incorrect pronoun assumption that has now been planted in the minds of classmates or anyone else who heard the mistake. As professors, especially, it is essential that we model respectful behavior.
• If someone else makes a mistake, correct them. It is polite to provide a correction, whether or not the person whose pronoun was misused is present, in order to avoid future mistakes and in order to correct the mistaken assumption that might now have been planted in the minds of any other participants in the conversation who heard the mistake. Allowing the mistake to go uncorrected ensures future uncomfortable interactions for the person who is being misidentified.
• Never ask personal questions of trans people that you would not ask of others. Because of the sensationalist media coverage of trans people’s lives, there is often an assumption that personal questions are appropriate. Never ask about a trans person’s body or medical care, their former name, why or how they know they are trans, their sexual orientation or practices, their family’s reaction to their gender identity or any other questions that are irrelevant to your relationship with them, unless they invite you to do so or voluntarily share the information.
• If you meet a student outside the classroom in a setting where they did not already get to self-identify, and you are not sure of the proper pronoun for them, ask. One way to do this is by sharing your own. “I use feminine pronouns. I want to make sure to address you correctly, how do you like to be addressed?” This may seem like a strange thing to do but a person who often experiences being addressed incorrectly may see it as a sign of respect that you are interested in getting it right rather than making assumptions. If you are not sure and do not want to ask, you can also avoid using pronouns by using names—but making a pronoun assumption is the worst option.

Taking it Further

Think about how gender norms, or ideas about what men and women should be like, might be being enforced in your classroom or in other parts of your life. What does it mean to stand up against the rules of gender, both in the law and in other areas of our lives? How might we be enforcing gender norms on ourselves or our loved ones with well-meaning advice or guidance? Exploring these questions can deepen our
commitment to gender self-determination for all people and to eliminating coercive systems that punish gender variance.

[Adapted from the original, written by Dean Spade of Seattle University Law School.]

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.

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<tr>
<th>Weeks 1-2: Goal Setting, Community Building &amp; Class Mapping</th>
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<tr>
<td><strong>August 21 &amp; 28</strong></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. We will also introduce the Community Cultural Wealth model and an assets based approach to racial justice work in disenfranchised communities.</td>
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| Week 2 Optional Reading: Tara J. Yosso (2005), “Whose Culture has Capital?” |
| Class Activity, 8/28: Presentation from former 135 Students Erica Diaz & Andres Benavides |
| Assignment Due, 8/28: Autobiography |

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<tr>
<th>Week 3: Moving from Deficit Thinking to Community Cultural Wealth as a tool for Racial Justice Work</th>
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<td><strong>September 4</strong></td>
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<td>Description: We will unpack the impacts of deficit approaches to working with communities of Color and begin to adapt Yosso’s CCW model to our interests in local communities. In addition, we will begin our LifeMap process and explore its role as a racial justice tool.</td>
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<tr>
<th>Readings &amp; “Challenge” Assignment Due:</th>
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<tr>
<td>1) Gloria Ladson-Billings (2006), AERA Presidential Address: “From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools.”</td>
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<tr>
<td>2) Chapter 4 and Chapter 5 in: Bettina Love (2019), We Want to do More than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom</td>
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| Challenge Assignment: Create an Instagram post on the readings focusing on a key point you want others to know from the reading. You can use any picture that you feel is relevant. Include a caption that provides some context for your IG followers. Please use the hashtag #ccs135 so the class can see your post. Submit this by taking a snapshot of the post and including that in a Google Doc that you share with me. If you don’t have an IG account, you can do this by just taking a picture and adding a caption. |

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<th>Week 4: Deconstructing Educational Institutions as Forces of Oppression</th>
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<td><strong>September 11</strong></td>
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<tr>
<td>Description: We will consider critical analyses of the ways in which schools function for communities of Color and learn from a former teacher who has implemented racial justice-minded approaches to working with these communities in juvenile hall.</td>
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### Week 5: Understanding Historical/Inter-Generational Trauma & its On-Going Impacts  
***September 18***

**Description:** We will explore the construct of Historical/Inter-Generational Trauma, and how it has been connected to current experiences and issues in Latinx communities. We will also connect this analysis to our own experiences and continue the LifeMap work.

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<tr>
<td>1) 3 short essays from Patrisia Gonzales (2005-2006) on Decolonization</td>
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<tr>
<td>2) excerpts from Deborah Miranda (2013), <em>Bad Indians</em> [this Insight Assignment can cover the readings separately or together by highlighting connections and distinctions]</td>
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**Challenge Assignment:** Using the Haiku structure, write a poem that explains your insights from each reading (2 poems total).

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### Week 6: Transformative Educational Racial Justice Models  
***September 25***

**Description:** We will be introduced to and will analyze the model and insights of SJSU’s Chicax/Latinx Student Success Center for addressing the needs of Latinx communities and the MAESTRXS model (through readings).

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<th>Readings &amp; “Challenge” Assignment Due:</th>
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<tr>
<td>Marcos Pizarro (2015), “Preparing Teachers to Work in Disenfranchised Communities”</td>
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**Challenge Assignment:** Write 1 sentence on each reading, with each sentence explaining a key insight that you took away from the reading [or a concern/question that you had about the reading]. After each sentence provide a quote from the reading that is related to the insight/concern/question. [You do not need to explain the connection.]

**Class Activity:** Presentation from CLSSC Director Lilly Pinedo-Gangai,  
**Class Activity:** Dinner after Class [for those who can make it]
### Week 7: Connecting Historical/Inter-Generational Trauma to Contemporary Issues in Latinx Communities

**October 2**

**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.

**Readings & “Challenge” Assignment Due**

2. Maria Yellow Horse Brave Heart (2003), “From Intergenerational Trauma to Intergenerational Healing,” *Wellbriety Magazine*

**Challenge Assignment:** Write a 7-word story that reflects your key takeaway from the readings.

### Week 8: Innovative Schooling Approaches to Understanding and Working in Disenfranchised Latinx Communities

**October 9**

**Description:** and use that to continue the LifeMap work through our Biographies

We will learn about an innovative model of counterstorystelling and student engagement being implemented at Downtown College Prep (DCP) and consider its implications for racial justice practice.

**Assignment Due: Biography/“Family” Story**

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


**Challenge Assignment:** List 3 concepts from the reading that are critical to engaging in racial justice work with youth and a list of questions you have for Dr. Cuevas.

### Week 9: Innovative Schooling Approaches to Understanding and Working in Disenfranchised Latinx Communities & Creating a Conceptual Framework for Racial Justice Research

**October 16**

**Description:** We will learn about an innovative model of counterstorystelling and student engagement being implemented at Downtown College Prep (DCP) and consider its implications for racial justice practice. In the 2nd half of class we will begin to organize all of the work we have done in the first half of the semester and begin the process of mapping out our class projects.

**Assignment Due: Project Part 1: Background Research**

**Class Activity: Visit to DCP, 1402 Monterey Highway, San José**

**Class Activity: Dinner after Class [for those who can make it]**
### Week 10: Healing and the Arts as Creative Approaches to Racial Justice Work
**October 23**

**Description:** We will consider the lessons from Healing Centered approaches to engaging youth and from a lifetime of artistic practice informed by indigenous practices.

**Readings & “Challenge” Assignment Due:**

**Challenge Assignment:** Create a list of insights from the Fernandez reading for engaging in creative approaches to racial justice work, and a second list from the Ginwright reading for key healing strategies for supporting disenfranchised communities engaged in racial justice work.

**Class Activity:** Presentation from artist Consuelo Jimenez Underwood

**Class Activity:** Dinner after Class [for those who can make it]

### Week 11: Project Workshop
**October 30**

**Description:** We will work in project teams and share lessons and insights for Project Part 2.

**Optional Reading:**

### Week 12: Project Development & Skill Building for Racial Justice Work
**November 6**

**Description:** We will share the deepest insights from Project Part 2 and then learn the insights from NonViolent Communication and Relationship Building in Racial Justice work. We will also analyze models of counterstorytelling for the final project.

**Assignment Due:** Project Part 2: Insights from Interventions

### Week 13: Being Social Justice: Living the Lessons from Social Justice Work
**November 13**

**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:** Circulo

**Class Activity:** Dinner after Class [for those who can make it]

### Week 14: Moving from Research to Application
**November 20**

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

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**No Class on November 27 – Campus Holiday**

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**Week 15: CCW & Social Justice Work – Counterstorytelling and Social Change**

**December 4**

**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 final essay.

**Class Activity: Final Class Dinner**

**Final Assignment Due, 12/17 or earlier – 12pm:** Project Part 3: Counterstory for Social Justice