Chicana & Chicano Studies [MAS] 240: 
Applied Chicano Studies Seminar

Fall 2018, Mondays 6-8:45pm, Location: CL 318
Marcos Pizarro, 924-5584, marcos.pizarro@sjsu.edu
Course Website: http://www.sjsu.edu/people/marcos.pizarro/courses/240/
Office Hours [by appointment]: M 10:30-11:30am [CLSSC-Student Union 1340] & 4-5pm [CL 231]
T 9:30-10:30am [CL 231] & 10:30-11:30am [CLSSC-Student Union 1340]

Course Description and Objectives

This course is the capstone course of the CCS/MAS Master’s program and integrates all of the major concepts, analyses, and theories from the core courses in Chicana and Chicano Studies, as students apply them to a specific project related to your post-graduation interests. The course is centered on student projects that are applications of core coursework to “real-world” contexts. These projects are presented at a special forum at the end of the semester.

The course begins with foundational work related to engaging in applied Chicanx Studies, followed by a review of the central insights and dilemmas covered in each of the 5 core courses in CCS. Each week we apply the material covered in a given course to a new reading, current issue, and/or research project. This review culminates in the development of an ethical standpoint and analytical framework, which reflect the body of knowledge and skills that students acquire in the core and this class. Each student then applies the standpoint and framework to addressing an issue that will help you move toward your post-graduation goals. Students can: complete an assessment for a social service organization, design interventions for disengaged youth, complete a policy analysis of a given issue, produce a film, create/coordinate a program or organization to address a specific need, take on an area of a thesis or project that needs in-depth, hands-on analysis, or any number of other projects.

MAS Program Learning Objectives

The MAS faculty continually develop our Program Learning Objectives (PLOs) and this course will help us consider how well we are doing at achieving those objectives as well as how we can further develop them. The MAS PLOs are:

1- identify and analyze the major issues, questions, and debates driving theory and research in Chicana/o Studies (through discussion and writing), particularly the central role of race and ethnicity and: a) its intersectional relationship to other socially constructed categories, such as gender, class/SES, and normative heterosexuality, and, b) its historically evolving role in shaping individual and group identities, opportunities, and outcomes in US institutions. [Covers the following University Learning Objectives: Specialized Knowledge, Intellectual Skills, Applied Knowledge, Social & Global Responsibilities]  {Primarily achieved in the following courses: 200, 210, 225}

2- a) analyze (through discussion and writing) the major theories, paradigms, and methods used to study Chicana/o and Latina/o communities historically and today, b) critically evaluate scholarship in the discipline, and c) develop an ethically-informed research, creative, or community-based project in Chicana/o Studies. [Covers the following University Learning Objectives: Broad Integrative Knowledge, Intellectual Skills, Applied Knowledge, Social & Global Responsibilities]  {Primarily achieved in the following courses: 205, 210, 240, 275}

3- effectively present and write insights related to PLOs 1 & 2 in chosen area of emphasis through capstone project that demonstrates the significance of this work and is adequate for effective instruction at the college level. [Covers the following University Learning Objectives: Intellectual Skills, Social & Global Responsibilities]  {Primarily achieved in the following courses: 240, 298, 299}
Based on these department PLOs, MAS 240 has the following Course Learning Objectives:

A- Students will be able to integrate the key insights, concepts, and theories from each of the core courses into an overall Chicana/o Studies analytical framework. [Covers MAS PLO 1 & 2]

B- Students will be able to apply the analytical skills, insights, concepts, and theories they have developed in the core classes to an original project in which they will have to consider the ethical challenges of working with a community to address a specific issue of importance. [Covers MAS PLO 2]

C- Students will be able to demonstrate skills in writing and presenting their research necessary for effective community college instruction (including both conceptual and practical analyses and applications). [Covers MAS PLO 3]

Course Requirements

Students will begin the class by identifying an issue that they would like to understand and start to address, and then by conceptualizing how to conduct this project. Next, we will complete 5 short papers that analyze the insights and skills covered in each of the core courses. These assignments will be designed to allow students to explore the issues that are most important to you in your work. They are called Engagement/Application Essays because they emphasize the ways in which you engage with the readings and how you apply key concepts, insights, and/or skills in areas of your daily lives. I will provide short readings and questions to consider for each of these assignments. This work will then lead into students’ individual projects in which all of the coursework will be applied, through a conceptual framework, to understanding and confronting an issue that is important to you with community members. The course ends with your final written analysis and oral presentation of your projects.

Readings

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<tr>
<th>Core Readings [addressing facets of all core courses]</th>
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[ Rodriguez has since written a journal article that considers a number of different indigenous concepts that may be helpful to understanding this larger work -> “Ixiim: A Maiz-Based Philosophy.”]

Description:
These are unique publications that consider each of the themes of the core classes and the notion of applying Chicana Studies. They both focus on applied approaches to indigenous work in raza communities, which is well-aligned with the theme of this year’s NACCS conference. Since these are somewhat unconventional readings, we will not assign sections for a given week, although I have identified sections that can be aligned with specific core courses (in case that is helpful-> but please recognize that specific sections of each reading are often connected to the themes from multiple core courses). I encourage you to skim each, identify the sections and concepts that are intriguing, challenging, or problematic and engage in a thoughtful and in-depth analysis of the works as you use them in your writings on each of the core courses. Your goal should be to read each of these books before we start the discussions of our core courses on 9/24 and to integrate the aspects of each book into our discussions as you see fit. I will also introduce 1 other reading related to each of the core courses as we go through this process (listed below). These readings are articles or excerpts from larger works, with the selections chosen for the purpose of introducing provocative ideas or poignant concepts related to each core course. I will also provide optional readings for
those who want to more deeply explore issues related to specific core courses. All of these readings will be available on the course website by 9/12. Each week that we discuss a core course, one or more students will be responsible for leading our discussion and will help us make applications to the readings. Students can also bring in outside readings to share with the class throughout the semester (related to your project interests, for example), which we will use as recommended readings as we go through this process.

**ASSIGNMENT: Weekly Readings** (for analyzing the core classes)

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<tr>
<th>Course Introduction:</th>
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<tr>
<td><strong>Selected Reading:</strong></td>
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<tr>
<td>1- Moraga 2015 NACCS Address, “Teaching as a Xicana with an X”</td>
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<td>Due for 9/10 class</td>
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<tr>
<th>Framework for Engaging in Applied Chicanx Studies:</th>
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<tr>
<td><strong>Selected Readings:</strong></td>
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<tr>
<td>1- Excerpt from Shawn Wilson’s, <em>Research is Ceremony: Indigenous Research Methods</em></td>
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<tr>
<td>2- Pizarro, Nkosi, Rios-Cervantes, “Developing Chicanx Studies Methods: Living Racial Justice with Teachers, Communities and Students”</td>
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<td><strong>Optional Readings:</strong></td>
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<tr>
<td>1- Excerpts from Michelle Jacob, <em>Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing</em></td>
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<td>2- Shawn Ginwright, “Radically Healing Black Lives”</td>
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<td><strong>Due for 9/17 class and re-visited for 10/29 class</strong></td>
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<tr>
<th>MAS 200:</th>
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<tr>
<td>Related Sections of Core Readings: Moraga, pp. 3-17, 49-77</td>
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<tr>
<td><strong>Selected Reading:</strong></td>
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<td>1- Gloria Ladson-Billings, “From the Achievement Gap to the Educational Debt”</td>
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<td><strong>Optional Reading:</strong></td>
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<td>1- excerpt from Rodolfo Acuña, <em>Sometimes There is No Other Side</em></td>
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<td><strong>Due for 9/24 class</strong></td>
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<th>MAS 205:</th>
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<tr>
<td>Related Sections of Main Readings: Moraga, pp. 79-100; Rodriguez, pp. 28-34, 42-55</td>
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<td><strong>Selected Reading:</strong></td>
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<td>1- Cherrie Moraga poem, “Remembering Califas”</td>
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<td><strong>Recommended Reading:</strong></td>
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<td>1- Christine Sleeter, “Critical Family History: Situating Family within Contexts of Power Relationships”</td>
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Optional Readings:
1-Evelyn Nakano Glenn “Settler Colonialism as Structure”
2-excerpt from Simon Ortiz, “Yes, It’s the Very Truth”
3-excerpt from Subcomandante Marcos e-mail
4-excerpt from Eduardo Galeano, Mirrors: Stories of Almost Everyone

Due for 10/1 class

MAS 225:
Related Sections of Core Readings: Moraga, pp. 133-191; Rodriguez, pp. 60-76

Selected Reading:
1-excerpts from Ta-Nehisi Coates, Between the World and Me

Recommended Readings:
1 or more of ->
- Sonia Sotomayor, Dissent in “Schuette v. Coalition to Defend Affirmative Action”
- Michelle Jacob, “Teach them in a Good Way: Critical Pedagogy of the Wapato Indian Club”
- William Smith, Walter Allen & Lynette Danley, “…Racial Battle Fatigue among African American Male College Students”

Optional Readings:

Due for 10/8 class

MAS 210:
Related Sections of Core Readings: Moraga, pp. 18-46, 103-130; Rodriguez, pp. 6-27, 35-41

Selected Reading:
1-Michelle Jacob, “Embodying Contradictions and Resisting Settler-Colonial Violence”

Recommended Readings:
1- 3 short essays from Patrisia Gonzales on Decolonization

Optional Readings:
1-Rodolfo Acuña, Introduction to 1st Edition of Occupied America (1972)
3-Michael Soldatenko, “Introduction” from Chicano Studies: The Genesis of a Discipline
4-Edén Torres, Chapter 1: “Anguished Past, Troubled Present” from Chicana Without Apology

Due for 10/15 class
MAS 275:
Related Sections of Core Readings: Moraga, pp. 193-207

Selected Readings:
1 of:
- Roberto Rodriguez, “Corriendo Educando…”
- Patrisia Gonzales, “Anatomy of Learning…”
- Aleman et al., “Critical Race Methodological Tensions”

Optional Readings:
1-Eve Tuck & Wayne Yang, “Unbecoming Claims: Pedagogies of Refusal in Qualitative Research”
2-Cindy Cruz, “When Does Resistance Begin?…”
3-Daniel Solorzano & Tara Yosso, “Critical Race Methodology: Counter-Storytelling as an Analytical Framework”
4-Mary Hermes, “Research Methods as a Situated Response: Toward a First Nations’ Methodology”
5-excerpt from Sandy Grande chapter, “Red Pedagogy: the Un-Methodology”

Due for 10/22 class

Conceptual Framework:
Selected Readings:
2-Linda Tuhuiwai Smith visual model in, Decolonizing Methodologies: Research and Indigenous Peoples

Recommended Reading:
1-Michelle Jacob, “Take Care of Your Past: Building a Theory of Yakama Decolonizing Praxis”

Due for 11/5 class

Reading Discussions & Engagement/Application Essays
The focus of our work with the readings is to develop our understandings of constructs and concepts critical to our efforts to actually apply transformative Chicana/o Studies praxis in communities and to co-create an analysis of those constructs and concepts that we can explain to others through our teaching and writing. We will engage in that work in two ways:

ASSIGNMENT: Teaching a Core Class

Description:
Pairs of students will be responsible for leading our analysis of each core course and will help us make meaning from the readings. The objective of this part of our work is for students to facilitate learning with the class. In essence, you are charged with “teaching” us the content by unpacking one or more complex concepts or constructs. Typically, we will use about half of our time in a given class for this, so you can count on having 60-75 minutes to facilitate discussion. You will have a partner for this work, so plan the session with your partner: you can split the time or use it all collaboratively, but be sure you know what the other person is planning to cover and how. End the session with your own key insights related to the critical
concepts or constructs that you cover, so that we get a mini-lecture from each of you on the content that helps us see your key insights.

**Suggestions:**
You can develop your teaching skills through these sessions by planning a thoughtful discussion, developing an analytical lecture, engaging the class in specific analytical tasks, or a combination of approaches. Plan this as if it were a class session you are teaching. [I will be modeling each of these approaches throughout the semester for you so you should also be tracking our approach in the class as a key part of the learning.] You have virtually unlimited options in leading our learning. For example, you can:

- ask unresolved questions that you find critical to our evolving understanding of the concepts and constructs you find most important to our work in applied transformative Chicano Studies,
- assign us a short reading that you feel will be helpful to this work, perhaps focusing on something centered on your project topic (please plan on getting this to us by the Wednesday before the class discussion),
- ask us to apply our discussion of the concepts or constructs to a specific real-world issue (this can also be connected to your semester projects [please plan on getting us any information on the issue {such as newspaper stories} by the Wednesday before the class discussion]),
- bring in data on this issue to help us really explore and understand it as it is lived historically and/or today.

**Due Date:** Each student will select one class session to co-lead from 9/24-10/22

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**ASSIGNMENT:** Engagement/Application Essays [5 total]

**Description:**
Write an essay on each of the core classes (due on the day we discuss the given class). Given your shared interests in becoming stronger writers and being able to unpack complex concepts, the focus for the written analyses on each course will be to develop skills in analytical work and precision in our writing by breaking down an essential construct or concept.

**Suggestions:**
- If possible, apply your analyses of the concept/construct to a specific Chicano Studies-Chicano community application issue/problem (ideally, this should be related to your project). For any of the papers, you can explore what Chicano Studies scholars/researchers are doing to connect Chicano Studies to the community. Use your writing to help you meet the most pressing challenges you face, and know that it's great to work through just ONE concept/construct in these weekly papers. Strive to connect your writing to at least one of our readings for the week.
- The work we cover can be immense and even overwhelming, so if you need a focal point for the essay, consider answering any of the following questions:
  What are the most critical insights from analyzing [ideology, history, institutions, CS foundations, methods] for:
  - the development/growth of Chicano community forms of knowledge production?
  - engaging in Transformative Applied Chicano Studies with communities?
- deconstructing and/or addressing a current issue that has caught your attention (such as the issues related to your project)?
- constructing an ethics of Transformative Applied Chicanx Studies?
- engaging in research?

-To continue making progress on your project, plan to read at least two outside readings that you select related to your project each week.

Notes:
1-The audience for these essays should be the community you intend to work with on the project since you are interested in making sure you can make your work applicable and understandable to them.
2-Since these assignments will be due the day we discuss the given course in class, you can always submit additional work on a course after the assignment is due if you feel compelled to reflect on and write about the work we did in class and how that informed your own thinking. The best way to do this is to submit an addendum to the assignment that includes your new insights and analyses. You can also re-write these assignments, building on themes covered in our discussions, new readings shared in class, or an overall understanding you are developing. Discuss these options with me if you are interested in them. Regardless of whether or not you do work on a topic after our discussion, it is essential that you have completed the written assignment before our designated class session for the topic.

Due Date: Each class session from 9/24-10/22

Project
The focus of the 240 Project will be to analyze and connect the insights from each of the core courses (the theories, books, concepts/constructs, skills developed, assignments, teaching methods, personal lessons learned, contradictions and conflicts encountered, and any unmet needs). After discussing the goals of the core courses, our emphasis will be on what we took away from each class and the unresolved issues we face, with a specific focus on how we can resolve the dilemmas and use these lessons, skills and insights to do the kind of work we want to pursue both in the class and after completing the degree. We will always emphasize how this work can be applied to our post-graduation lives and how the contradictions and conflicts we face in doing Chicanx Studies work can be acknowledged and even confronted. Since the projects will likely all be different, you will shape the nature of the assignments and work so that they are meaningful to you (talk to me in class about this so we are always on the same page with regard to how you approach given assignments).

240 Project

General Description:
The project is your effort to apply all of the work covered in the core and in this course to one specific issue that is related to your interests after graduating. It is a cumulative demonstration of your lessons learned with regard to Chicanx Studies. Each project will be based on your own specific interests, although some students may want to work on projects in groups. The goal of the project is not to complete an intervention, but rather to learn how to engage in a process of understanding an issue with a community that can lead to strategies for addressing the issue. Your work might not lead you to “solutions” but it should help you understand a
**process of engaging with others in ways that develop collective understanding and build on Chicanx community knowledge production to address specific issues.**

**Requirements:**
1. The projects have to be applied to “real-world” issues in a specific community.
2. The projects have to involve at least 5 specific community members / thought partners.
3. Your community / thought partners should be involved in every phase of the work: Conceptualization, Analysis, and Application.
4. Our approach to working with communities should be informed by an *assets-based analysis of these communities and an emphasis on the Community Cultural Wealth* in these communities. This should inform both the approach and the actual content of the project work.
5. Discuss your project with me as early in the semester as possible to get feedback on your ideas and potential strengths and concerns and plan to meet with me to discuss this at least three times during the semester [early in the semester, in November, and in December].
6. To meet your needs for and interests in practicing presenting your work and developing your ownership of this work as a teacher/scholar, you will be sharing aspects of the project most weeks from November through December. We will also pick specific weeks in the first half of the semester for each of you to lead a class discussion on your project work.

**Suggestions:**
- **Community Work:** You could have at least one conversation with a community member in September to help you understand the issues that matter to them and their understandings of those issues; then another in more depth to explore your deepening understandings in October; then at least 3 in November where you are really analyzing the issues and considering how they may be addressed; and briefer conversations with everyone in December to confirm your understandings and help you develop concluding insights as a collective.
- **Analysis:** The lessons from your projects may be primarily related to engaging in a process of racial justice work and things like community-building and manifesting relational accountability.

**Notes:**
- “Community” is up to each of you to define related to your interests. It can include family members, people who live in your neighborhood (now or in the past), your peers, some part of the SJSU community, or something else. Please check in with me to confirm how you will be defining Community and to discuss your plan for working with them me so that it has the depth necessary.
- We will not explicitly focus on your projects as a class as we cover the Core Courses. It is your responsibility to continue this work and integrate it into your essays on the readings, given that our weekly readings and writing will not be heavy (although you should be engaging in a lot of thinking and writing for yourself that does not get submitted). Once we finish covering the core classes and begin the Framework assignments, we will focus on the projects exclusively.
- All of the work on the project is designed to be part of the process-orientation we have in our class and the different phases/assignments are intended to give you time to consider the feedback you get so that you can integrate it all into your best possible work.

The project will be broken down into parts and each will be submitted as a shared Google Doc [Note: if you want support with writing, we should make an appointment to go over that
together, since I won’t be providing detailed writing support on these assignments]. We will begin to explore the idea of a Project in our first assignment due at our 2nd class meeting. Then, for our third class, we will take the feedback on that assignment offered during class and explore the project idea in depth.

### 240 Project, Part 1: Project Framing Assignment

**Requirements:**
- Introduce the issue and explain why it matters so much to you and the Chicanx community.
- Explain what you think are the causes of this issue, and then consider effects of this issue.  
  [This might require thinking carefully about the distinction between symptoms and problems or between causes, mediating factors, and effects.]
- Discuss what you do not understand and list the questions that you hope to answer in doing this work (and include a list of concepts/constructs that you will need to explain as part of the work [you will build this as we go through the project]).
- Describe how you think you could work with a community to seek answers to your questions, who you would work with, and the approach you would take to working with the community (with consideration of the ethics that are pivotal to you in Transformative Chicanx Studies).
- Do a search for research related to your interests and list at least 10 readings you would like to learn from, in order of importance to you.

**Due Date: 9/17**

### 240 Project, Part 2: Framework for Engaging in Applied Chicanx Studies

**Description:**
In this essay, we will consider the insights we have incorporated related to the principles, or ethics, underlying transformative Chicanx Studies. This will be a guide to how you intend to conduct your work with your community.

**Requirements:**
- Explain how you intend to collaborate with, learn from, engage, challenge, be challenged, contribute to, support and remain in relationship with your community.
- As you do this, explain your rationale for each practice you will engage in and any challenges that you foresee in attempting to implement each practice.
- Include at least two examples of how you have engaged in related work with communities in the past.

**Note:**
Since you may have already engaged in preliminary conversations when this assignment is due, you may reference and build on insights from those initial steps.

**Due Date: 10/29**
Description:
This is the first draft in which you will share your evolving understanding of what forces are creating the social contexts you are analyzing and hoping to confront in the project work. The writing should explain each critical force at work as well as how they interact (when appropriate). This analysis should lead you to a preliminary conclusion as to how this issue can be addressed in some way. In short, you are creating an explanatory model that will help us “make sense” of what we, and our communities, experience related to the issues you are analyzing and addressing, as well as what might be done to confront those issues.

Requirements:
- Individual and collective insights from your self-selected readings (this should include at least 10 readings from outside of the course)
- Preliminary findings and from your initial work with your community (this should include working in some way with at least 5 people)
- Visual Conceptual Framework that reflects all that you have learned in the project to this point
- Timeline for Completing the Project, describing each of the remaining steps in your process including sharing your insights with community members.

Notes:
- We will look at different ways to do the Visual Conceptual Framework in class.
- The Community Work will be very process-oriented so it will not emphasize outcomes as much as your learning from engaging with others in the work related to your project. Much of the project will be about community-building, relationship-building and creating “familia” through our work.
- Given your interests in complex conceptual analysis that can be practically engaged in with communities, you can envision this as a way to thoroughly unpack the different concepts that are central to the issues you and the community are analyzing and confronting. This writing can build on and integrate the individual essays written on each of the core classes, since they may focus on specific concepts and constructs that are important to your project work.

Due Date: 11/19

Description:
We will develop an outline of the Final Project together after reviewing Project Part 3. It will include all of the component of Part 3, but will likely be more developed and divided into sections that are helpful to our organizing all of the work we conduct. The assignment will definitely include:
- an introduction
- your background research and explorations (through our class readings and your own)
- your process in working with community
- what you learned from this work
- your framework (both ethical and conceptual)
- what the next steps in the work should be

The **Final Project** will include all of your revised work from the Draft and should have a section that considers the insights you gained related to addressing specific issues and needs in your community of choice and in communities in general.

**Due Date: 12/3 [Complete Draft], 12/18 [Final Draft]**

### 240 Project: Presentation

**Description:**
A key component of the capstone experience is to teach the lessons from your work in CCS. The Project Presentation will allow you to share your lessons from the work. The Final Presentation is at a forum where we invite the public to engage with us. We will do a run through the week before and a version of your visuals (i.e. PowerPoint presentation) will be due at that time.

**Requirements:**
We will finalize all of the components of the Presentation together in class, but it should include your:
- questions/objectives
- process of engaging with the community
- framework
- key insights from the work
- lessons for community-based work
- next steps

**Due Date: 12/10 [for practice presentation in class], 12/17 [for Community Forum]**

For every Assignment, each of you will have a **Writing Partner**. We want this to help you as a writer and not be an obstacle or an extra stress. Each of you will have to find a way to make this work for you. Ideally, you might check in with your partner before you write a given assignment to talk through your ideas, check in if needed during the writing process (especially if you get stuck), and then get feedback from your partner on at least one draft of the writing before you submit it. *I need your input to help make this work, so please let me know if you are struggling with any part of this process.* Also, please let me know who your writing partner is by the end of our second class.
Grading

Our assumption will always be that everyone can and will do excellent work in the class. This may require each of us to both give and receive specific forms of support to achieve our goals, so it is important that we see ourselves as responsible for the success of the class and of every person. Success for the class requires that we each commit to doing our best work on every assignment we submit (meeting all assignment deadlines) and in every class session we have.

As a class, we will develop a rubric that defines the expectations for our class assignments and work. This will be the measure used to evaluate/grade all assignments. 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, in-depth assessment of your work (you can type or handwrite that) using our rubrics. You can discuss your goals for the assignment (what your working on as a writer/thinker), 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 (if so, we will repeat stages 2 and 3).

Whenever possible, we will also have peers evaluate the assignments to provide another level of feedback. The self-, peer-, and instructor evaluations will include honest perceptions of the amount of effort that was put into an assignment. Peer evaluations will not have a negative effect on student grades, but may help all of us see the assignment more holistically.

I will always attempt to have papers back to you the week after you submit them (although at certain points in the semester, it might take 2 weeks). I will strive to provide detailed written feedback on every assignment. Whenever possible, I will save time at the end of class to discuss this feedback with you individually on those days when I am handing back your assignments, but if we do not have time for that, please check in with me during our break or schedule a time for us to meet and go over your work. Students can always do re-writes to improve grades. Discuss this option with me if you are interested in re-writing an assignment (most of the time it is not necessary or even helpful to do this, since it is often better to build on the lessons from past assignments for upcoming work).

Class participation is an essential part of this class and it will be graded in the same way as other assignments. We will expect each other to come to class ready to teach and work!!!! One aspect of class participation will be to meet with me at least 3 times during the semester: once during our analysis of the core [Weeks 1-8], once during our focused work on developing the projects [Weeks 9-12], and once when we are working on the plans for your presentation of your work [Weeks 13-15]. We can do these meetings in person, on the phone, or via skype/FaceTime/Google Hangout. **It is up to you to schedule these meetings.**

Grade Distribution

1st Assignment & Project Framing 5%
MAS 200 Engagement/Application Essay 5%  
MAS 205 Engagement/Application Essay 5%  
MAS 210 Engagement/Application Essay 5%  
MAS 225 Engagement/Application Essay 5%  
MAS 275 Engagement/Application Essay 5%  
Project  
Framework for Engaging in Applied Chicanx Studies 10%  
Applied Conceptual Framework (Preliminary Findings) 10%  
Draft 10%  
Final Project 20%  
Final Project Presentation 10%  
Class Participation 10%

We will reserve the right to make changes to the syllabus to help us better achieve our goals. Any changes will be confirmed in writing and will not result in earlier or additional assignments.

Course Schedule

Class 1 [8/27]: Course Introduction, Development and Background

9/3: No Class – Labor Day

Class 2 [9/10]: Syllabus Finalization and Mapping a Process of Applied Chicanx Studies

Preliminary Assignment Due: Moraga Reading and Preliminary Essay

Class 3 [9/17]: Project Mapping: Tools for Conceptual Mapping

Class Activity: Visit to “Alimentos” exhibition at Triton Museum (1505 Warburton Avenue, Santa Clara)

Project Assignment Due: Project Framing Essay [with preliminary Framework for Engaging in Applied Chicanx Studies (using Wilson and Pizarro, Nkosi, Rios-Cervantes readings)]

In-Class Workshops:
1-Strategies for Leading Applied Chicanx Studies Seminars
2-Developing a Framework for an Applied Chicanx Studies Epistemology: Models for “Teaching” & “Research”

Class 4 [9/24]: Analysis & Development of MAS 200 with Links to Projects

Core Assignment Due: Reading and MAS 200 Engagement/Application Essay

In-Class Workshop: Strategies for Community Building in Applied Chicanx Studies

Class 5 [10/1]: Analysis & Development of MAS 205 & Integration with Previous Week

Core Assignment Due: Reading and MAS 205 Engagement/Application Essay

Class 6 [10/8]: Analysis & Development of MAS 225 & Integration with Previous Weeks

Core Assignment Due: Reading and MAS 225 Engagement/Application Essay
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<tr>
<th>Class 7 [10/15]: Analysis &amp; Development of MAS 210 &amp; Integration with Previous Weeks</th>
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<td><strong>Core Assignment Due:</strong> Reading and MAS 210 Engagement/Application Essay</td>
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<tr>
<th>Class 8 [10/22]: Analysis &amp; Development of MAS 275 &amp; Integration with Previous Weeks</th>
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<td><strong>Core Assignment Due:</strong> Reading and MAS 275 Engagement/Application Essay</td>
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<tr>
<th>Class 9 [10/29]: Project Conceptualization: Collectively Constructing our Applied Chicanx Studies Ethical Framework</th>
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<tr>
<td><strong>Description:</strong> In this class session we will share our ethical frameworks and lay the foundation for the Conceptual Framework assignment, by doing a sample in class and sharing ideas related to our projects. We will also consider how to engage with communities to explore their CCW-based insights.</td>
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<tr>
<td><strong>Project Assignment Due:</strong> Framework for Engaging in Applied Chicanx Studies (<em>using Wilson, and Pizarro, Nkosi, Rios-Cervantes readings</em>)</td>
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<td><strong>In-Class Workshop:</strong> Strategies for Community-Based Work in Applied Chicanx Studies: From Interviewing to Community Cultural Wealth and Co-Analysis</td>
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<th>Class 10 [11/5]: Lessons from the Community: Making Meaning from “Data”</th>
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<td><strong>Description:</strong> Working with our Guest Professor, we will explore the processes and challenges of community work and writing/publishing that work.</td>
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<td><strong>Class Activity:</strong> Guest Professor and CCS MA Alum, Yanira Madrigal-Garcia</td>
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<td><strong>Project Assignment Due:</strong> Madrigal-Garcia &amp; Acevedo-Gil Reading; Smith Model Reading [no writing due]</td>
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11/12: No Class – Veteran’s Day

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<th>Class 11 [11/19]: Project Conceptualization: Development of Applied Conceptual Framework</th>
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<td><strong>Description:</strong> Students will share projects in groups and map out projects collaboratively, and we will consider the power of applied conceptual frameworks for addressing the kinds of issues of importance to each of us.</td>
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<td><strong>Project Assignment Due:</strong> Applied Conceptual Framework with Project Preliminary Findings [&amp; Timeline for Project Completion]</td>
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<th>Class 12 [11/26]: Development of Applied Chicanx Studies Conceptual/Praxis Framework</th>
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<td><strong>Description:</strong> Using the work done analyzing the core and our individual frameworks, we will develop a collective Framework, with a specific focus on Chicanx community knowledge production and applied Chicanx Studies.</td>
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<th>Class 13 [12/3] Teaching Chicanx Studies</th>
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<td><strong>Description:</strong> We will focus on the lessons we have learned on teaching, lingering questions, and strategies for improving our effectiveness in different forms of instruction.</td>
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**Project Assignment Due:** Complete Draft of Final Project

**In-Class Workshop:** Effectively Presenting and Teaching Applied Chicanx Studies

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**Class 14 [12/10]: Teaching Chicanx Studies: Development of Project Presentations**

**Description:**
This final class will be used for a practice of the overall presentation. Students will finalize the plans for the forum and give feedback on the class.

**Project Assignment Due:** Practice Presentation and Visuals for Review

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**Presentation of Projects at MAS Forum [12/17]**

**Project Assignment Due:** Final Project Presentation

**Project Assignment Due:** Final Project Paper [submit these via email by 12/18]

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**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](http://sa.sjsu.edu/student_conduct)”

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“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](http://www2sjsu.edu/senate/s97-10.htm)”