Mexican American Studies 240:  
Applied Chicana/o Studies Seminar  
Fall 2017, Mondays 6-8:45pm, Location: BBC 223  
Course Website: http://www.sjsu.edu/people/marcos.pizarro/courses/240/  
Marcos Pizarro, 924-5584, marcos.pizarro@sjsu.edu  
Office: Clark 231 [inside the MAS Main Office]  
Office Hours: M 3-5pm, T 9:30-11:30am, and by appointment

Course Description and Objectives

This course is the capstone course of the MAS Master’s program and integrates all of the major concepts, analyses, and theories from the core courses in Mexican American 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 MAS forum at the end of the semester.

The course begins with a review of the central insights and dilemmas covered in each of the 5 core courses in Mexican American Studies. 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 disenfranchised youth, conduct a policy analysis of a given issue, produce a film, develop 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 be developed into an overall analytical framework that reflects the lessons of the MAS Core, which will lead into students’ individual projects in which all of the coursework will be applied to addressing an issue that is important to you. The course ends with your final written analysis and oral presentation of your projects.

Readings
We will have 2 core readings for the class:

They are unique publications that consider each of the themes of the core classes and the notion of applying Chicana/o Studies. 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 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 9/25 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 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 9/6. 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, which we will use as recommended
readings as we go through this process.

Weekly Readings:
Intro: Simon Ortiz essay, “Song, Poetry and Language—Expression and Perception”

Ethics Framework for Applied Chicana/o Studies:
Selected Readings: Excerpt from Shawn Wilson’s, Research is Ceremony: Indigenous
Research Methods; Excerpts from Michelle Jacob, Yakama Rising: Indigenous Cultural
Revitalization, Activism, and Healing; Shawn Ginwright, “Radically Healing Black Lives”

MAS 200
Related Sections of Main Readings: Moraga, pp. 3-17, 49-77
Selected Reading: Gloria Ladson-Billings, “From the Achievement Gap to the Educational
Debt”
Optional Readings: Cherrie Moraga Essay, “Out of Our Revolutionary Minds: Toward a Pedagogy of
Revolt,” excerpt from Rodolfo Acuña, Sometimes there is No Other Side; excerpt from Junot Diaz, The
Brief and Wondrous Life of Oscar Wao.

MAS 205
Related Sections of Main Readings: Moraga, pp. 79-100; Rodriguez, pp. 28-34, 42-55
Selected Reading: Cherrie Moraga poem, “Remembering Califas”
Recommended Reading: Christine Sleeter, “Critical Family History: Situating Family
within Contexts of Power Relationships”
Optional Readings: Evelyn Nakano Glenn “Settler Colonialism as Structure”; excerpt from Simon Ortiz,
“Yes, It’s the Very Truth”; excerpt from Subcomandante Marcos e-mail; excerpt from Eduardo Galeano,
Mirrors: Stories of Almost Everyone.

MAS 210
Related Sections of Main Readings: Moraga, pp. 18-46, 103-130; Rodriguez, pp. 6-27, 35-41
Selected Reading: Michelle Jacob, “Embodying Contradictions and Resisting Settler-
Colonial Violence”
Recommended Readings: 3 short essays from Patrisia Gonzales on Decolonization
Optional Readings: Rodolfo Acuña, Introduction to 1st Edition of Occupied America; Rodolfo Acuña, “In
the Trenches of Academe” from The Making of Chicana/o Studies; Michael Soldatenko, “Introduction”
from Chicano Studies: the Genesis of a Discipline; Edén Torres, Chapter 1: “Anguished Past, Troubled
Present” from Chicana Without Apology.

MAS 225
Related Sections of Main Readings: Moraga, pp. 133-191; Rodriguez, pp. 60-76
Selected Reading: excerpts from Ta-Nehisi Coates, Between the World and Me.
Recommended Readings: Michelle Alexander, The New Jim Crow. [eBook on SJSU Library
website]; 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.”

MAS 275

Related Sections of Main Readings: Moraga, pp. 193-207


Conceptual Framework:

**Selected Readings:** Yanira Madrigal-Garcia & Nancy Acevedo-Gil “The New Juan Crow in Education”; Linda Tuhuiwai Smith visual model in *Decolonizing Methodologies: Research and Indigenous Peoples*.


**Reading Discussions & Engagement/Application Essays**

The focus of our work with the readings is to develop our understandings of each of the core themes and to co-create an analysis of those themes that we can explain to others through our teaching and writing. We will engage in that work in two ways:

1-One or more students will be responsible for leading our discussion of the core courses each week and will help us make applications to 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. 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 may have a partner for this work, so plan the session with your partner if you do (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). You should touch on important themes that are raised in the readings and their connections to the work done in that core class, but you have several options in leading this discussion. You can:
    - ask questions that you find critical to our evolving understanding of the themes that emerge from the course topic, assigned readings, and on-going discussions,
    - assign us a short reading that you feel will be helpful to this work (please plan on getting this to us by the Wednesday before the class discussion),
    - ask us to apply our discussion to a specific real-world issue (this can 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]) -> you can also bring in data on this issue to help us really understand it as it is lived historically and/or today,

You can develop your teaching skills through these sessions by planning a thoughtful discussion, developing an analytical lecture, or a combination of approaches. Plan this as if it were a class
session you are teaching. You will help us cover the major insights and skills obtained in the course as well as any unresolved issues and dilemmas. Regardless of your approach, plan on ending the discussion with your own key insights related to the central themes covered in the discussion and readings, so that we get a mini-lecture from you on the content that helps us see your key insights. 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.

2-Write an Engagement/Application Essay on each of the core classes (due on the day we discuss the class). The focus for the written analyses on each course will be to develop skills in analytical work and precision in our writing. If possible, we will apply our analyses of each course to a specific Chicana/o Studies-Chicana/o community application issue/problem (ideally, this should be related to your project). In your writing, you can refer to your own insights, the material covered in a certain course, the discussions that took place in that course, the work you produced, unresolved issues raised and/or the questions you still want to answer, theoretical explanations of the issues covered, or the issues raised in the readings assigned for our class. You can also offer feedback on the course or bring in new insights or approaches to the topics covered. For any of the papers, you can explore what Chicana/o Studies scholars/researchers are doing to connect Chicana/o 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 idea, issue, contradiction, challenge, or theory 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, CS foundations, institutions, methods] for:
- the development/growth of Chicana/o community forms of knowledge production?
- "teaching" Transformative Applied Chicana/o Studies in 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 Chicana/o Studies?
- engaging in research?

I will be sharing demos throughout the course using my exploration of Institutionalized, Racialized Police Violence to help you through my own examples, questions, and challenges. This will provide you a model of one way to engage in this process. If it is helpful for you to explore the same theme, you can consider the following questions as we go through the process and use them to guide you through each assignment if that helps:

*Can we deconstruct the processes and forces at work that have led to Institutionalized, Racialized Police Violence in the US with a focus on addressing these issues substantively?
200 – How has ideology shaped the practices of Institutionalized, Racialized Police Violence in the US and the related media coverage of specific events?
205 – How has Racialized Police Violence evolved historically? What changes have taken place and what do those changes suggest?
210 – How have CS foundations challenged and/or redirected popular understandings of Institutionalized, Racialized Police Violence in the US?
225 – How have specific institutions (particularly non-police Institutions) fostered and/or diminished Institutionalized, Racialized Police Violence in the US?
What are the methods that allow us to more deeply understand Institutionalized, Racialized Police Violence in the US, and that help us move toward meaningful changes in these realities?

You can also use these questions but change the focus to that of your project to help guide your writing each week through an analysis of critical themes related to your project. You can decide the audience you want to target with these writings (if it is different than me and you). Just provide me an explanation of who your audience is and why as part of your self-evaluation for this work. 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 thoughts, analyses, etc. 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 we meet to discuss it.

NOTE: If you are leading the discussion of a core class, you do not have to submit the writing at the time of class (although I recommend that you do as it may be extremely helpful to do the written work before you present). You can submit it up to a week later and should include your goals for the sessions, your assessment of how you felt you did in the facilitation, and what you might change to better achieve your goals (if anything).

Analysis of the Core & Framework Development

The focus of this work will be to analyze and connect the insights from each of the core courses (the theories, books, concepts, skills developed, assignments, teaching methods, personal lessons learned, contradictions and conflicts encountered, and any unmet needs). After discussing the goals of each course, 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 Chicana/o Studies work can be acknowledged and even confronted. We will be dividing this work into two components.

First, we will consider the insights we have incorporated related to the principles, or ethics, underlying transformative Chicana/o Studies in the Ethics Framework. This focus on the ethical guidelines that inform our practice is a critical step to engaging in Applied Chicana/o Studies. For this assignment you will identify any and all principles/ethics that guide your work as a Chicana/o Studies practitioner. Explain each in detail so that it is clear why each is pivotal to your practice and then provide an example that details how you have done each [or struggled doing it] to help us understand its importance. End by explaining how you plan to use each of these in the remaining project work that you will be doing for our class.

The second component will be the Applied Conceptual Framework, emphasizing an evolving understanding of what forces are creating the social contexts we are analyzing and hoping to confront through our work together. This is 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. The writing should explain each critical force at work as well as how they interact (when appropriate). This analysis should lead you to a conclusion as to how this issue can be addressed in some way. The two components of this assignment are the paper, describing each of the points listed above, and a visual that depicts these forces and how they interact (we will look at different ways to do that in class). You can choose to make this framework one that is praxis-oriented (as our Jacob reading is) given that many of you really want to emphasize lived Chicana/o Studies practice. The conceptual framework should be informed by your work with the stakeholders in the project you are doing.

Project
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 the ultimate demonstration of your lessons learned with regard to Chicana/o Studies. Each project will be based on your own specific interests, although some students may want to work on projects in groups. The projects all have to be applied to “real-world” issues. Please discuss your project with me as early in the semester as possible. We will be working on these throughout the second half of the semester and, so as to meet your needs for practice presenting your work and developing your ownership of this work as a teacher/scholar, you will be sharing aspects of the project most weeks. We will pick specific weeks in the first half of the semester for each of you to lead a class discussion on your project work, and then we will have sessions toward the end when everyone shares specific aspects of the project. A critical component of the project is how we work with the communities we choose to support in doing this work. For this reason, we will be considering the role of ethics in our work as we develop it. You should use each of our core readings to assist you in discussing and developing your own ethics and then employ that in your work on the project throughout the semester. The goal of the project is not to complete some kind of intervention, but rather to learn how to engage in a process of understanding an issue with a community. Your work might not lead you to “answers” but it might help you understand a process of engaging with others in ways that develop collective understanding and build on Chicana/o community knowledge production to address specific issues. Since the projects will likely all be different, you will shape the nature of the assignments and work. Our discussions will allow you to adapt the assignments in ways that are meaningful to you.

The project will be broken down into parts. We 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 in the Project Framing assignment. Begin by introducing the issue and explaining why it matters so much to you. Explain what you think are the causes of this issue, and then consider effects of this issue. 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 define as part of the work [you will build this as we go through the project]). Next, explain how you could work with a community to seek answers to your questions, and the ethics/principles you would rely on and how you would employ them through your work with this community. Finally, 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. [Note: as we will discuss, “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.]
We will not explicitly focus on your projects as we cover the Core Courses. So it is your responsibility to continue this work and integrate it into your Essays on the readings since 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 yet). Once we finish covering the core classes and begin the Framework assignments, we will focus on the projects exclusively. The next project assignment will be a paper analyzing your Preliminary Findings from your individualized readings (this should include at least 10 readings from outside of the course) and from working with your community (this should include working in some way with at least 5 people [discuss your plan for this work with me so that it has the depth necessary]) along with your Timeline for completing the Project. This 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. You can write about these processes in the Project Papers.

Next, you will write a Draft of your project that includes 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), and what the next steps in the work should be. All of the work on the project is designed to be part of the process-orientation we have in our class and is intended to give you time to consider the feedback you get so that you can integrate it all into your best possible work for the Final Presentation, where you will 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. The Presentation should include your: questions/objectives, process of engaging with the community, framework, key insights from the work, lessons for community-based work, as well as your next steps. The Final Project will include all of your work 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.

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 feedback 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, 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. 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 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. It is up to you to schedule these meetings.

Grade Distribution

| 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% |
| Ethics Framework | 10% |
| Applied Conceptual Framework | 10% |
| Project (Preliminary Findings, Draft, Final) | 25% |
| Final Project Presentation | 10% |
| Class Participation | 15% |
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 [8/28]: Course Introduction, Development and Background**

**9/4: No Class – Labor Day**

**Class 2 [9/11]: Syllabus Finalization and Mapping a Process of Applied Chicana/o Studies**

**Preliminary Assignment Due:** Ortiz Reading and Preliminary Essay

**In-Class Workshops:** 1-Circulos as a Model of Applied Chicana/o Studies, 2-Writing for Racial Justice

**Class 3 [9/18]: Project Mapping: Tools for Conceptual Mapping**

**Project Assignment Due:** Project Framing Essay [with Preliminary Ethical Framework (using Wilson, Jacob and Ginwright readings)]

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

**Class 4 [9/25]: 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 Chicana/o Studies

**Class 5 [10/2]: Analysis & Development of MAS 205 & Integration with Previous Week**

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

**Class Activity:** Guest Presentation by MAS Alum, Victor Duarte-Vasquez

**Class 6 [10/9]: Analysis & Development of MAS 210 & Integration with Previous Weeks**

**Core Assignment Due:** Reading and MAS 210 Engagement/Application Essay

**Class 7 [10/16]: Analysis & Development of MAS 225 & Integration with Previous Weeks**

**Core Assignment Due:** Reading and MAS 225 Engagement/Application Essay

**Class 8 [10/23]: Analysis & Development of MAS 275 & Integration with Previous Weeks**

**Core Assignment Due:** Reading and MAS 275 Engagement/Application Essay

**Class 9 [10/30]: Project Conceptualization: Collectively Constructing our Applied Chicana/o Studies Ethics Framework**

In this class session we will lay the foundation for the Framework assignment, by doing a sample in class and sharing ideas related to our projects.

**Core Assignment Due:** Ethics Framework (using Wilson, Jacob and Ginwright readings)

**In-Class Workshop:** Strategies for Community-Based Work in Applied Chicana/o Studies: From Interviewing to Community Cultural Wealth and Co-Analysis
Class 10 [11/6]: Project Development: Making Meaning from “Data”
Students will share projects in groups and map out projects collaboratively. We will also share insights for working with and “interviewing” community members. Students will meet in teams, and each student will also meet individually with me.

Project Assignment Due: Project Preliminary Findings [& Timeline for Project Completion]

In-Class Workshop: Developing Conceptual Frameworks through Community Work: From Analysis to Co-Creation of Knowledge through Community Cultural Wealth

Class 11 [11/13]: Student Project Work [Writing Workshop]
Students will analyze each other’s writing on the projects, focusing on writing to embody Social Justice, and will present parts of the writing for feedback. We will also return to the Conceptual Frameworks for our projects in preparation for next week’s assignment

Core Assignment Due: Madrigal-Garcia & Acevedo-Gil Reading; Smith Model Reading

Class 12 [11/20]: Project Conceptualization: Development of Applied Conceptual Framework
We will consider the power of applied conceptual/theoretical frameworks for addressing the kinds of issues of importance to each of us.

Core Assignment Due: Applied Conceptual Framework

In-Class Workshop: Theory-Building through Applied Chicana/o Studies

Using the work done analyzing the core and our individual frameworks, we will develop a collective Framework, with a specific focus on Chicana/o community knowledge production and applied Chicana/o Studies.

In-Class Workshop: Effectively Presenting and Teaching Applied Chicana/o Studies

Class 14 [12/4] Teaching Chicana/o Studies Workshop
We will focus on the lessons we have learned on teaching, lingering questions, and strategies for improving our effectiveness in different forms of instruction.

Project Assignment Due: Complete Draft of Final Project

Class 15 [12/11]: Teaching Chicana/o Studies: Development of Project Presentations
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

Presentation of Projects at MAS Forum [12/18]

Project Assignment Due: Final Project & Presentation [submit these via email by 12/19]

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