

San José State University
Metropolitan University Scholar's Experience (MUSE) Seminar
Mexican American Studies Department
MAS 96FQ (02): RACE & ETHNICITY IN PUBLIC SPACE
Fall, 2010

Instructor: Julia Curry Rodríguez, Ph.D.
Office: Uchida Hall, Room 037
Telephone: (408) 924-5310
Email: Julia.Curry@sjsu.edu
Office Hours: Tuesday 3:30-5:00, Wednesday 1:00-2:30, and by appointment
Class Days/Time: Tuesday/Thursday 1:30-2:45
Classroom: Clark Hall, Room 131

GE/SJSU Studies Category: *General Education Area D1*

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU and our Google group. <http://groupsgoogle.com/a/sjsu.edu/group/>. Email: muse96fqf22010-group@sjsu.edu. You may need to make a Google address to have full access to our group. If you make up an address, please also supply your real name so that we know who you are-use the member information to include **only** your name.

Course Description

American society is a vibrant nation enriched by its many ethnic and racial cultural groups as well as by its unique national identity. We would be hard pressed to think of a region in the US where we do not come in contact with diverse racial/ethnic communities in contemporary times. Mexican Americans (Chicana/o) have carved community spaces for themselves that are known as *barrios* (neighborhoods), labor camps, *Placitas* (downtown centers such as parks or church courtyards) and other public spaces throughout the 20th century in the United States. Chicanos/Latinos have emerged as strategic actors in major processes of modern community, economic, and international developments. Despite the constancy of their physical presence Chicanas and Chicanos as people are often rendered invisible, undesirable, or exoticized in much of the “public eye.” Members of this racial and ethnic group experience society marked by an important and powerful paradox of racialization. Known by the term Chicano, Latino, Hispanic, or Mexican American simultaneously, this group of people is often viewed as “hot” by popular culture while being marginalized in the “real-world” of politics, academia, economics, and the media. Using the experience of Latina/os as a point of departure this class explores how race and ethnicity shape and affect everyday life for many people in the United States.

The objective of this course is to explore the paradox of **racialization**. We draw upon social science and creative literature that helps us to understand how we relate to race and ethnicity in the United States. Traditionally race/ethnic discourse focuses on black/white groups. Yet our society is composed of a wide panorama of cultural and racial groups each with unique historical markers. While we focus on one group, Chicanas/Latinas, we will examine

race/ethnic groups in terms of political, demographic, and cultural presence in American society. We also examine American constructions of race and ethnicity.

Chicanos/Latinos in public settings such as small businesses, churches, schools, neighborhood groups, and cultural spaces provide the stage from which to examine their central role in America and its daily life. This course provides an introduction to racial and ethnic diversity in American society. We shall examine changing concepts of national identity, community formation, citizenship, political participation, civic membership, and human rights through in-depth observations of Chicanos/Latinos in downtown San José and immediate surroundings. While we focus upon Chicanos/Latinos, our observations will have bearing upon other groups in American society and other time periods as well.

We will explore how we understand members of diverse cultural and racial groups as members of society based on our own social characteristics. We will explore questions pertaining to how people construct their identities. To assist us in our analysis we will draw upon course readings, selected films, discussion, and field trips. We will visit a variety of cultural spaces in areas surrounding our campus. Specifically we will go to eating establishments, local parks, arts and cultural centers, and a local educational institution walking and using public transportation (when possible). In leaving our classroom we will draw on the surrounding spaces of San José State University to locate various examples of the public domain in which we live our everyday lives as racialized and ethnic group members. We will draw on Irving Goffman's **Sociology of Everyday Life** to help us explore people in public settings.

This course has the following specific objectives:

- To understand how conceptions of people's membership in society influence social experience, practice, and institutionalized forms of socialization. (Midterm meets this objective)
- To identify and explore meanings and implications of beliefs based on race and ethnic membership. (Field notes, yahoo group posts and class discussions meet this objective).
- To explore how basic beliefs of civic membership affect racial/ethnic group member visibility, issues of equity and entitlement, and how differential views may lead to conflict and change in society. (Research Paper and Presentation meet this objective)
- To understand perspectives about public space in various regions in the U.S. and selected world societies to consider how these perspectives lead to national ideas about culture and society, as well as about racial/ethnic group members. (midterm and final meet this objective)

Course Goals and Student Learning Objectives

GE/SJSU Studies Learning Outcomes (LO), if applicable

Upon successful completion of this course, students will be able:

LO1: To increase student understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups and natural environments. (Midterm meets this objective)

LO2: To identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation. (Research Paper and Presentation meet this objective)

Course Content Learning Outcomes

Upon successful completion of this course, students will be able to:

LO3: Recognize the interaction of social institutions, culture, and environment with the behavior of individuals. (Research Paper and egroup discussions meet this objective).

LO4: Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them; and Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. (Class participation, reading, and research for term paper meet this objective).

Required Texts/Readings

You are to order your books using your favorite webbased bookstore. The books are also on reserve at the King Library.

Alexie, Sherman. 2007. **The Absolutely True Diary of a Part-Time Indian**. New York: Little Brown and Company. (This is the campus reading book for this year; you may be using it in another class).

Feagin, Joe R. and Leslie Picca. 2007. **Two-Faced Racism Whites in the Backstage and Frontstage**. New York, NY: Routledge.

Verdecchia, Guillermo. 1993. **Fronteras Americanas/American Borders**. Vancouver, BC, Canada: Talon Books.

Other Readings

Electronic Reserves Course Reader of Selected Essays: (List will be organized as a table of contents so you can create your course reader. Authors may include:

Acuña, Rudy	Omi, Michael
Baca Zinn, Maxine	Pardo, Mary
Čapek, Stella and John Gilderbloom	Paredes, Americo
Cervantes, Lorna Dee	Rosaldo, Renato
Cisneros, Sandra	Rose, Charlie
Davis, Mike	Sennet, Richard
Flores, William	Smiley, Tavis
Goffman, Irving	Smith, Dorothy
Johnson, Kevin R.	Winant, Howard
Obama, Barack	Wrong, Dennis

Other equipment / material requirements

You will be given a classroom notebook the first week of classes. Use this notebook to take notes when we are on fieldtrips, to write reflections for readings, and to prepare outlines for your assignments.

Library Liaison:

Kathryn Blackmer Reyes, Director, Chicano Library Resource Center (CLRC) of the Multicultural Heritage Center of the MLK, Jr. Library, fifth floor.

Phone: 408-808-2097

E-mail: Kathryn.BlackmerReyes@sjsu.edu

Peer Mentor:

Cassandra Crisp

E-mail: cassandra.crisp@yahoo.com

Office Hours : Mondays 2:00-3 :00 pm, Peer Mentor Center, Clark Hall.

Classroom Protocol

University-level study is different from what you experienced in high school. The Metropolitan University Scholars' Experience (MUSE) is designed to help make your transition into college a success by helping you to develop the skills

and attitude needed for the intellectual engagement and challenge of in-depth university-level study. Discovery, research, critical thinking, written work, attention to the rich cultural diversity of the campus, and active discussion will be key parts of this MUSE course. Enrollment in MUSE courses is limited to a small number of students because these courses are intended to be highly interactive and allow you to easily interact with your professor and fellow students. MUSE courses explore topics and issues from an interdisciplinary focus to show how interesting and important ideas can be viewed from different perspectives.

In this class you are expected to be prepared by doing all of your class readings and assignments. You are expected to be active participants by asking questions, taking notes, and also by interacting with your peers.

As a courtesy to everyone, turn off (not on vibrate) your cell phone. You may not use your laptops in class unless we are doing a particular assignment which requires a laptop. As far as behavior-please remember that you are now university scholars and you should practice an ethical and considerate behavior toward your peers in terms of general behavior, gender/sexual, race/ethnic commentary. Be aware of potentially offensive, harassing, or otherwise uncritical common behaviors and practices. We will discuss these in class.

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html> . Information about late drop is available at <http://www.sjsu.edu/sac/advising/latedrops/policy/> . You should be aware of the current deadlines and penalties for adding and dropping classes. I will help you navigate university bureaucracy during my office hours so make sure to make it a habit to schedule visits to your professor early and often in the semester.

Assignments and Grading Policy

Attendance: You are expected to attend all class meetings having read all materials and prepared any assignments. No grade is given for attendance.

Preparation and participation: Your participation is required as part of your class grade, and in order to participate you must attend class. Please complete reading and assignments to participate actively in class discussion. Please let me know if illness or personal matters preclude your presence in class. **(200 points)**

Workshops: You are required to attend 4 Muse Workshops to be drawn from list found in our classroom. I will discuss possible workshops and requirements with you in class. To receive credit you must write a one page summary of the workshop. Obtain a signed document by the facilitator(s) indicating that you attended the event. Make sure to take notes to use in preparing your summary paper. (80 points total)

Midterm: There will be two in-class midterm focusing on readings, fieldtrips, films, lectures and in-class discussion. The format is short essay and fill-in. **Dates: September 21, October 28. (70 points each, 140 points total)**

Field Notes: Several times during the semester we will leave our classroom to visit campus locations such as the King Library, the Cesar Chavez Center, or other such location. When we have these trips, you are required to take notes and photos (using your cell phone cameras). Please use your notebooks for your notes. After the fieldtrip review your notes, organize them into themes that relate to your readings and topics of class lectures. Type the notes revising for detail and clarity. Focus on images during each fieldtrip using your cell phone cameras. Your photographs may be shared with the class in our Google group where you may create a unique album for yourself to be added to during the

semester. In the typed field notes include a discussion of your observations and the photos that accompany your notes. Remember that our goal is to sharpen our lens with respect to race/cultural groups, ethnic characteristics/observations, architecture, and businesses. Your write ups are due one week after the event. **(50 points each, total points 250)**

Participation in electronic discussions: Every week you will be asked to write reflections about terms and concepts we use in class. You will be prompted with questions and/or comments. Post your comments on our yahoo group. I will read and comment all your entries. Entries will accrue points based on thoroughness exemplified by how you integrate readings and demonstrate analytical reflection. **(30 points).**

Research Assignment & Presentation: You are required to write a **final paper** using photographic and research materials as well as notes you take in field observations. To help you with this assignment we will have a library reference instruction at the King Library where you will be asked to set up an appointment with our MUSE library liaison. Kathryn Blackmer may also assist you to identify references for your research project. The objective of this paper is to demonstrate how you understand and explain race and ethnicity in society drawing on your observations and critical thinking over the semester. Finally, you will be asked to prepare a **presentation** outline and summary drawn from your research paper to share with your classmates the final day of class. Your research paper must include a cover page, a table of contents, paginated contents, captions for the photos, and a citation or reference sheet. You need not use a cover, but be certain to staple your paper before you turn it in. A breakdown of the points will be given to you and posted in our Google group so you can plan your work to get the best grade possible. **(Total 200 points).** Presentations will be conducted during the last 3 weeks of class. **Paper Due: December 9.**

Final Exam. Tuesday, December 14 time: 9:45-12:00. (100 Points).

GRADING:

A+ = 1000 - 970	B+ = 899 – 870	C+ = 799 – 770	D+ = 699–670
A = 969 – 950	B = 869 – 850	C = 769 – 750	D = 669 - 650
A- = 949 - 900	B- = 849 - 800	C- = 749 – 700	D- = 649 - 600
			F = 599-0

Late assignments will be accepted only in the case of an emergency. No assignments will be accepted beyond the last class session on December 9. Late assignments will lose 10% of the grade so make every effort to do your work in time.

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf) is available at: http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by you unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

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 DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King, Jr. Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/> .

Course Schedule

Note: the schedule is subject to change with fair notice. You will be notified in class, on my webpage and in our class group. Note: Each week, your peer mentor will conduct a brief session on skills, expectations, and answer any questions you may have that you do not wish to address during any other time in our class.

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/26	Thinking about society and public space. Why study race and ethnicity in this time period? <ul style="list-style-type: none">• Activity: On knowing yourself (bias and objectivity—hidden prejudice).• Introductions and orientation.

Week	Date	Topics, Readings, Assignments, Deadlines
2	8/31 & 9/2	Studying everyday life/ordinary issues/public space 9/2: Fieldtrip—Uchida Hall and Paseo de San Antonio Reading: Goffman and Galarza—course reserves.
3	9/7 & 9/9	Studying everyday life/ordinary issues/public space Continue with week 2 topic. Discussion of fieldtrip. Reading: Wrong, Cisneros—course reserves.
4	9/14 & 9/16	Diversity language: How do we speak about race and ethnicity? Segregation legacies (de jure, de facto), neighborhood formation, economic clustering, immigration waves. Self-segregation. And Reverse Discrimination. Assimilation or cultural retention: pride or dissonance? Field trip: King Library for Mexican Bicentennial program and exhibits. Reading: TBA
5	9/21 & 9/23	Exploring Race/ethnicity and Inequality Difference challenges who I am and how I think about the world. We're in America—why doesn't everyone just assimilate? Readings: Omi and Picca and Feagin 9/21: Midterm 1—bring a bluebook to class. Thursday: Video— <i>Fear and Learning at Hoover Elementary.</i>
6	9/28 & 9/30	The Dynamics of Prejudice How do we explain discrimination in a nation formed for freedom? Fieldtrip: Cesar Chavez Monument, Smith and Carlos Statues and Cesar Chavez Center-Campus Readings: Verdecchia—selections. Picca and Feagin introduction.
7	10/5 & 10/7	Theories of race and ethnicity How did we become race and ethnicity conscious? What role do members of particular groups play in fomenting ideas about difference? What are some key ideas about race and ethnicity in the U.S. and other places in the world? Readings: Picca and Feagin, Howard Winant, and Verdecchia—selections Film: <i>Race is the Place.</i>
8	10/12 & 10/14	The Mexican American Experience--Born of conquest, annexation, and intercultural experience. How do we know what to call this group? Do diverse labels such as Mexican American, Chicano, Mexican, Hispanic, and Latino obscure race/ethnic membership? Readings: Acuña, Peñaloza, and Suárez Video: <i>Mountain's Mist and Mexico.</i>
9	10/19 & 10/21	Discussion of Paredes and Baca Zinn—on ethnographic perspectives. Early Mexican American scholars wanted to remedy academic knowledge and social beliefs about Mexican Americans. Paredes--A Texan Folklorist and a Baca Zinn a New Mexican Sociologist tell us about some of the dilemmas we must explore to think about Chicanas and Chicanos. Reading: Paredes and Baca Zinn

Week	Date	Topics, Readings, Assignments, Deadlines
10	10/26 & 10/28	Communities of Chicana/os. Examples of collective action in various regions in the U.S. show us the diversity of ways in which Mexican Americans come to form their own community membership. 10/28: Midterm 2—bring a bluebook to class. Readings: Pardo, and Verdecchia-selections
11	11/2 & 11/4	Cultural Citizenship—another theoretical model Having preferences for word use, food and music are examples of cultural citizenship. We explore varieties of expressions to think about non-judicial (legal) ways of establishing membership in society. Readings: Čapek and Gilderbloom, Rosaldo, and Conchas
12	11/9 & 11/11	Challenging Diversity—Policies and Citizen’s Groups The English-Only Initiative, English for the Children, Save Our State Initiative, Light up the Border, and other political forms of distancing members of society. What impact do these efforts have on entitlement? How do people feel about these issues? Readings: Texts of the legislation and CQ Researcher reports.
13	11/16 & 11/18	Taking the challenge—Citizen Efforts for Cultural Change Readings: Picca and Feagin
14	11/23	Why should Race Matter? Readings: Picca and Feagin Note: Thursday is Thanksgiving Holiday-Campus Closed
15	11/30 & 12/2	Reflections based on your readings, research and field experiences about race, ethnicity and everyday life.
16	12/7 & 12/9	Last Day of Class. An opportunity to dialogue about what we have engaged in this term. How do we feel? What have we learned? What are our futures plans? 12/9: Research Paper Due. Readings: Verdecchia—any remaining sections
Final Exam	Dec. 14	Tuesday, 9:45-12:00 in our regular classroom.

Fall term generally holds many opportunities to engage in group activity. There will be several new student orientations you may attend and use these as fieldtrip opportunities to take fieldnotes.