

MAS200 Ideologies and Chicana/o Experiences

SJSU | Fall 2014



Wednesdays
6:00-8:45pm

Clark 243

3 units

Image: Rio Yañez,
"Two Fridas"

course description

In this course, we will approach the topic of ideology through the lens of Mexican Americans' educational experiences in the US. We will use the realm of the classroom as a case study for examining how Mexican Americans experience ideology and ideological "disciplining," as well as to gain a better sense of how our educational journeys are shaped by powerful but often unseen historical forces.

The course is structured as a three-part journey that will enable us to understand ideology and its applications to Chicana/o Studies. First, we will tackle theoretical texts that seek to define ideology and discipline. In part two, we deepen our understanding of ideology by seeing it "in

action" in the early twentieth century notions of Mexican American citizenship, schooling, and intelligence. Finally, we will read memoirs by Mexican American authors who reflect on the relationship between their ethnic identity and educational experiences.

Along the way, a variety of brief writing assignments will enable you to articulate your own responses to these complex ideas, as well as introduce you to graduate-level work. This course satisfies the Graduate Writing Assessment Requirement for the MAS department and meets the 3000-word Graduate Studies & Research requirement.

Instructor Info

Dr. Magdalena L. Barrera, Associate Professor, Mexican American Studies

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office hours: Tuesdays 10:00-11:45am; Wednesdays 3:00-4:30pm; and by appointment

required textbooks

1. Michel Foucault, *Discipline and Punish: The Birth of the Prison* (Vintage, 1995)
2. Sonia Sotomayor, *My Beloved World* (Vintage Books, 2013)
3. Frances Esquibel Tywoniak and Mario T. García, *Migrant Daughter: Coming of Age as a Mexican American Woman* (U of CA Press, 2000)
4. Elva Treviño Hart, *Barefoot Heart: Stories of a Migrant Child* (Bilingual Press, 1999)
5. Richard Rodriguez, *Hunger for Memory: The Education of Richard Rodriguez* (Dial Press, 2004)
6. Ruben Navarrette, *A Darker Shade of Crimson: Odyssey of a Harvard Chicano* (Bantam, 1994)
7. Kevin Johnson, *How Did You Get to Be Mexican: A White/Brown Man's Search for Identity* (Temple UP, 1999)

In addition, there are readings (marked with an asterisk) in the early weeks of the semester that will be accessible to you via a [shared Dropbox link](#). Please print out these readings and bring them with you to class.

Please note: I highly recommend that you purchase a writing manual, such as Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations* (Chicago: University of Chicago Press, 7th edition). Moreover, I encourage you to take advantage of the resources at SJSU's Writing Center (located in Clark Hall 126), which offers tutoring services to all students. For more information, visit the [Writing Center](http://www.sjsu.edu/writingcenter) (<http://www.sjsu.edu/writingcenter>) or call 408-924-2308.

course promises and expectations

This course will enable you to

- Understand the concept of “ideology”;
- Analyze how specific educational ideologies have impacted Mexican Americans and Latina/os in the US;
- Identify the roots of the societal inequities that impact Mexican Americans' educational experiences today; and
- Recognize the conflicting and contradictory ways that Mexican Americans respond to ideology, sometimes through acquiescence, at other times through contestation, and at still other times through some combination of the two.

This course can fulfill these promises only if you promise the following in return:

- **To attend class and be an attentive participant.** It is your responsibility to arrive on time and actively engage in our discussions. Please respect the learning experience of others: Laptops, cell phones and other electronic devices must be turned off and stowed away for the duration of our meeting.

- **To read the assigned materials.** The assigned readings provide us with a common background so that we can proceed together to new understandings. If you do not keep up with and/or do not complete the readings, you will have little chance of doing well in this class.
- **To complete the required assignments on time.** The writing assignments offer you the opportunity to articulate in your own words your engagement with our materials and themes, not to mention also to strengthen your writing skills. Please note that assignments submitted late will receive only half-credit; those submitted more than one week late will not be accepted at all.
- **To communicate with me.** If you have any questions or concerns about the readings and assignments, please let me know. This is particularly important if you experience a family or medical emergency that interferes with your performance in the course. On a more positive note, if you have suggestions for course-related materials that you would like to share or a topic that you would like to hear more about, I definitely would like to hear that, too.

assignments

All assignments are to be individually written. They must have one-inch margins all around; be printed in a standard font (i.e., 11 or 12pt Times New Roman); include citations in MLA style; and be numbered on every page. Assignments will receive a letter grade.

Please note: You will receive further, detailed instructions for each assignment well in advance of their due dates. The following is just a brief description.

Active participation (20%)

This course is organized as a seminar. On occasion, I may provide a brief lecture in order to share contextual information or historical overviews; however, the class will rely most heavily on discussions. As such, your educational experience will be a communal one: you will get out of it what you put into it. Please arrive on time, having read and reflected on the assigned text(s) and thoughtfully prepared for discussion.

Short Essay on Ideology (15%)

- *Draft Due:* September 24
- *Final Version Due:* October 1

Your first submitted assignment is a short essay that defines ideology, synthesizes our initial readings, and analyzes an everyday example of it.

Class Facilitation (10%)

- *Due date:* variable

Once during the semester, you will have the opportunity to facilitate our discussion by bringing three focused questions to our class meeting, along with a written

explanation of why you were inspired to pose these questions. Detailed guidelines for facilitation will be provided in class.

Final Essay—12 – 16 pages (40%)

- *Draft of Part One Due:* November 5
 - Final version of Part One due: November 19
 - *Complete Essay (Parts One and Two) due:* December 10
- Your final essay will be comprised of two parts. In Part One (6 pages, worth 20% of total), you will write an ideological autobiography that provides a descriptive narrative of your educational experience. Then, in Part Two (6-10 pages, worth 20% of total), you will undertake a scholarly commentary on Part One that engages our course readings. Please feel free to draw from our class discussions, presentations and other material brought into class. The goal of the essay is to develop your own take on the themes and issues we raise in class. I strongly encourage you to make an appointment with me so that we can discuss your ideas well in advance.

Conference Day (15%)

- *Due date:* December 10

Our last day of class will consist of a “conference day,” in which students work in groups to discuss and analyze each other’s final essays. The spirit is one of mutual inquiry and treating our writings as academic texts to be celebrated, probed, and placed into dialog. Groups will be organized later this semester and one class session will be devoted to preparing for our conference day.

this course will be challenging because . . .

The reading: A three-unit course entails at least six hours of work outside the classroom (please see the official SJSU policy in “Preparing for Class” below). Each week you will be expected to read either a dense theoretical piece, several essays, or an entire memoir, and class assignments will require a substantial amount of work outside of class. Being a graduate student means learning to read strategically, making the most of your time to ensure that you will be able to contribute a substantial, interesting comment or question at every class meeting.

The subject matter: Many of these readings may carry an emotional impact. The difficulty here

is to make sure that your response is a *scholarly* one—which is not to say that personal emotions have no place in the academy, but rather to assert that we must be able to share meaningful analysis of the readings *beyond* personal anecdotes. We may at times have to step back and refocus our critical eye as we engage with the readings.

The grad school “boot camp” rigor: MAS 200 is one of the core courses in our department, and as such, its assignments will introduce you to a range of skills that graduate students should become familiar with by the time they complete the Master’s degree.

All that being said . . .

Do not let such frank statements scare you away from this class. In MAS 200 you will find a supportive community of fellow learners. I do not expect anyone here to “know it all” or be a flawless writer. We have peer reviews of almost every assignment scheduled into the semester, in order for you to (a) give and receive feedback on written work; and (b) ensure that you do not fall behind on your coursework. Moreover, I will do my best to provide detailed instructions for assignments and to foster a nonjudgmental space for you to explore your ideas.

official policies

Policy on Incompletes

In the extraordinary case that you cannot complete the coursework by the end of the semester, you can request an “Incomplete,” but only if you have missed no more than two class meetings and have submitted all other assignments on time except for the final essay. You must make an appointment with me to fill out a formal MAS “Notice of an Incomplete Grade” Form, and must complete remaining work within the following calendar year. Please be aware that out of fairness to your peers who completed the course within the semester as scheduled, your final grade for the course upon submitting incomplete work will be no higher than a “B.”

Preparing for Class

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus.

Academic Integrity

Your own 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 coursework. Instances of 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 the individual student 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. 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 is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

SJSU Writing Center

The Writing Center in Clark Hall 126 offers tutoring services to San Jose State students in all courses. Writing Specialists assist in all areas of the writing process, including grammar, organization, paragraph development, coherence, syntax, and documentation styles. For more information, visit

the Writing Center (<http://www.sjsu.edu/writingcenter>) or call 924-2308.

A Note about Plagiarism

Plagiarism is a serious offense and will not be tolerated. All references must be cited. Penalties for plagiarism range from an “F” in the course to expulsion from SJSU. Students suspected of plagiarism will be asked to demonstrate that the work submitted is original and may be reported to the Office of Judicial Affairs for disciplinary action. You can find further information and even take a tutorial about plagiarism at (<http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>).

On Recording Lectures and Publicly Sharing Course Materials

Common courtesy and professional behavior dictate that you notify someone when you are recording him or her. You must request via email our permission to make audio or video recordings in this class, no later than one week prior to the date of the lecture you wish to record. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructors; you have not been given any rights to reproduce or distribute the material. Moreover, in this course, the active participation of students or guests will be on the recording, which means that permission of those students or guests should be obtained as well.

Course material developed by the instructors is their intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Campus Policy in Compliance with the Americans with Disability 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 either one of us as soon as possible, or see us during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [AEC](#) (Accessible Education Center) to establish a record of their disability.

course schedule

subject to change with fair notice

week	date	themes readings assignments
1	8/27	Introductions to each other and to the course
2	9/3	I. Ideology and Discipline Grossberg, “Ideology” * Althusser, “Ideologies and Ideological State Apparatuses” *
3	9/10	Foucault, Part Three, “Discipline,” in <i>Discipline and Punish</i>
4	9/17	II. Ideology and Discipline in Action • Molina, “‘In a Race All Their Own’: The Quest to Make Mexicans Ineligible for U.S. Citizenship” * • Wollenberg, “Mendez v Westminster: Race, Nationality, and Segregation in California Schools” * • Blanton, “From Intellectual Deficiency to Cultural Deficiency: Mexican Americans, Testing, and Public School Policy in the American Southwest, 1920-1940” *
5	9/24	• Menchaca and Valencia, “Anglo-Saxon Ideologies in the 1920s-1930s: Their Impact on the Segregation of Mexican Students in California” * • Ruiz, “South by Southwest: Mexican Americans and Segregated Schooling, 1900-1950” * • <i>Lemon Grove Incident</i> (in-class screening) ➤ Draft of Short Essay due (in-class peer review)
6	10/1	<i>Walkout</i> (in-class screening) ➤ Short Essay due
7	10/8	III. Examining Ideologies through Memoir and Storytelling • Aguirre, “The Personal Narrative as Academic Storytelling: A Chicano’s Search for Presence and Voice in Academe” * • Barron, “Dear Saints, Dear Stella: Letters Examining the Messy Lines of Expectations, Stereotypes, and Identity in Higher Education” * ➤ Begin drafting Final Essay Part I
8	10/15	Sotomayor, <i>My Beloved World</i>
9	10/22	Esquibel Tywoniak, <i>Migrant Daughter</i>

course schedule (con't)

week	date	themes readings assignments
10	10/29	Treviño Hart, <i>Barefoot Heart</i>
11	11/5	Rodriguez, <i>Hunger of Memory</i> ► Draft of Final Essay Part I due (in-class peer review)
12	11/12	Navarrette, <i>A Darker Shade of Crimson</i>
13	11/19	Johnson, <i>How Did You Get to Be Mexican?</i> ► Final Essay Part I due
14	11/26	No class Thanksgiving Holiday
15	12/3	Discussion and preparation for presentations
16	12/10	► “Conference Day” and Final Essay Parts I and II due