course description

MAS 10B continues MAS 10A as part of an introductory sequence that covers the broad sweep of the ethnic Mexican struggle throughout Greater Mexico. It is also constructed to encourage participants to pursue further studies in Chicano@ Studies. Latin@s generally, and ethnic Mexicans in particular, have been overlooked in constructions of the American imaginary. Doubly marginalized in the nation's racial discourse of a black and white binary, ethnic Mexicans have either been written out of the nation's dominant, "master narrative," or relegated to minor positions, diminished contributions, or problematic representations when included at all. The systemic and systematic marginalization of ethnic Mexicans continues to have devastating consequences including persistent violence, a two-tier wage system, structural inequality, and social exclusion in addition to historical erasure. This course will "read" the ethnic Mexican presence back into the nation's dominant "democratic" narrative. Drawing from a long tradition of Chicano@ historical recovery and political analysis, we will go beyond the "generations approach" and examine the contributions of ethnic Mexicans to the American political tapestry by highlighting emerging racial regimes related to capitalist incorporation, rise of two tier labor force, immigration and cross border organizing, Chicano Movimiento, and Indigenous autonomy.

itinerary

We will begin the semester with a review of the syllabus, a workshop on reading critically, and an examination of the epistemological questions about how history is written. We will also review the racial, gender, and class theories deployed by many of the authors we will read. We will pick up the narrative of ethnic Mexican struggle with capitalist incorporation of the Southwest after 1848. We will expand our investigation of the violence that followed the U.S.-Mexican War by carefully examining Anglo domination noting lynching and mob violence directed at the ethnic Mexican community. Throughout our effort will include recovering key moments of resistance to the pervasive violence endured by the Mexican community up until the Zoot Suit riots. We will then focus on issues of labor by reviewing the Bracero Program and the mining struggles narrated in the seminal film, *Salt of the Earth*. Immediately following, we will spend some time on the Chicano Movimiento. We will close the semester by returning to the theme of border violence in the present day and conclude with two critical moments of resistance in the neoliberal era, namely South Central Farms and the May Day 2006 marches.

instructor info

Manuel Callahan
email: manuel.callahan@sjsu.edu
office: Clark Hall 229A
phone: 408.924.5837
office hours: Thursdays, 4.15-5.15 p.m. or by appointment and via Skype (manolo-cg)

logistics:
- 28311: Tuesday/Thursday 12.00 - 1.15 p.m CB 226
- 28312: Tuesday/Thursday 1.30 - 2.45 p.m CB 226
- 28313: Tuesday/Thursday 3.00 - 4.15 p.m DMH 234

course website: https://ggg.vostan.net/ccra/#258

The textbooks for this course include: Zaragosa Vargas, *Crucible of Struggle*; Ronald Takaki, *A Different Mirror*; and Stephen Pitti, *Devil in Silicon Valley*. Readings can be downloaded from Canvas and the course web page <https://ggg.vostan.net/ccra/#258>. 
MAS 10A is a flipped or blended course. Consequently, course content, including explanatory presentations, required readings, lectures, videos, and other information will be available online through Canvas, SJSU’s learning management system. The course material will be organized in a series of weekly learning modules for easy access from home, office, or library. Thus, each participant will be responsible for accessing and working through the material electronically according to a weekly schedule. Several class sessions will be conducted entirely online. Mandatory in-class meetings will be used for applied, or active, learning. We will also review required research and writing activities. As a consequence, this course will require that you are highly motivated, self-directed, and capable of independently fulfilling course obligations on schedule.

strategy
Class meetings and online discussion sessions will be opportunities to investigate selected topics and generate research questions relevant to the historical presence and political contributions of the ethnic Mexican community of Greater Mexico. We will collectively “think out loud” as we interrogate historical debates, key concepts, theoretical frameworks, and observable evidence for a series of topics made available through careful reading of selected texts and videos as well as small group activities and large class discussions. Throughout we will develop critical tools for analyzing complex historical and social phenomena that impact our daily lives.

The majority of our work will be based on close reading of assigned texts, lectures, and videos available on Canvas. This requires participants access Canvas and the course web page prior to arriving to class sessions having prepared all assigned materials. A prepared text for discussion assumes each participant can represent the text’s scholarly intervention by evaluating its claim and use of evidence as well as any questions it might provoke.

We will pursue our investigation and discussions convivially, prioritizing collaboration that encourages all participants to share their research questions as well as their unique perspectives, histories, experiences, and skills.

assessment
In order to assess the progress and quality of our conversation as well as the sophistication of our research and analysis each participant will upload a weekly reading discussion posting and comment. In addition, you will submit a book review, op-ed, and a course review. Weekly reading discussion postings will be no more than 250 words and managed through Canvas. The book review, op-ed, and course review will each be separate, formal essays no more than 750 words each. Please see the assignment sheets available through Canvas and the course web page for more information about each assignment. Expect to represent your written work in class. Late papers will not be accepted!

The final grade for the course will be based on class participation and the total score of the weekly reading discussion postings and comments, book review, op-ed, and course review. NB: All assigned weekly discussions must be submitted on-time in order to earn the total points for the weekly discussions. The score for the course review will not be counted if more than two in-class meetings are missed. The quality of your essays will depend on the level of engagement with the assigned readings, discussions, and activities therefore consistent attendance and preparation are expected.

You will be expected to stay current on discussions and conferences through Canvas. Please be aware that every hour or class unit requires two hours of work outside of class. As a 3-unit course you should expect six hours of work per week. Given that this is a flipped course, a good deal of the work will be conducted online.

Please familiarize yourself with the university’s add/drop procedures at the registrar’s web page at <www.sjsu.edu/aec/policies/latetdrops/policy/>. Please be aware that every hour or class unit requires two hours of work outside of class. As a 3-unit course you should expect six hours of work per week. Given that this is a flipped course, a good deal of the work will be conducted online.

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course agreements:
In our pursuit of serious scholarly inquiry we will engage controversial topics, concepts, methodologies, and insights. It will be our collective responsibility to take up the challenges of a shared facilitation strategy by maintaining an intellectually rigorous and respectful environment. Thus, it is imperative that our interaction in class be thoughtful, courteous, and supportive of the views, interests, experiences, and expertise of others at all times. A convivial learning environment results when we agree to:

- give each person a chance to say what they want without having it dismissed, attacked, debated, agreed with, or supported (authorized);
- listen to others, accepting only one person talks at a time without interrupting anyone who has the floor (respectful listening);
- speak for oneself and one’s own experiences (I-statements);
- respect and allow expression of the feelings of each participant;
- step up, and step back;
- celebrate participants and their contributions;
- resist sharing class discussions outside of class without permission from that person or the group (confidentiality);
- treat others as before no matter what was said or discussed in class (amnesty);
- arrive to class sessions on time and prepared;
- contribute to class discussions, activities, and projects (try on the process);
- shut down personal communication devices (power down);
- forgo eating and drinking in class;

accommodations:
please inform the professor of any special needs that you might require to fully participate in the course comfortably. For more information please consult the Disability Resource Center policies, guidelines, and regulations at http://www.sjsu.edu/aec/
## Course Schedule

<table>
<thead>
<tr>
<th>module/week</th>
<th>topic/videos</th>
<th>readings</th>
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<tbody>
<tr>
<td>1. January 28</td>
<td>introduction to course; reading critically</td>
<td>course syllabus &amp; assignment sheets; Concept Maps; Reading Critically; Summarizing &amp; Reviewing</td>
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<tr>
<td>2. February 2/4</td>
<td>chicano@ history</td>
<td>Morales, “The Historian as Curandera”; Trouillot, “Power in the Story”</td>
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<td>3. February 9/11</td>
<td>racial formation</td>
<td>Omi &amp; Winant, “Racial Formation”</td>
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<td>4. February 16/18</td>
<td>capitalist incorporation</td>
<td>Vargas Ch 8, “Mexican Americans Southwest, 1870 to early 20c”; Anon, “The Low, Race, and the Border”</td>
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<td>7. March 8/10</td>
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<td>Vargas, Ch 7, “The Mexican American Struggle for Labor Rights”</td>
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<td>10. March 29/31</td>
<td>Spring recess</td>
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<td>11. April 5/7</td>
<td>Jarrico, Salt of the Earth</td>
<td>Vargas, Ch 9, “Mexican Americans Postwar Years, 1946-1963”; Takaki, Ch 15, “Out of the War: Clamors for Change”</td>
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<td>12. April 12/14</td>
<td>Chicano Movimiento Chican@ parts 1 &amp; 3</td>
<td>Noriega, “Social Protest and the Frito Bandito”</td>
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<td>16. May 10/12</td>
<td>course review due</td>
<td>op-ed group presentations</td>
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<td>17. May 16</td>
<td>last day of classes</td>
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<tr>
<td>Friday May 27</td>
<td>grades due</td>
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### Assessments:
- weekly discussions (25 points)
- book review (25 points)
- op-ed (25 points)
- course review (25 points)

*With some exceptions, Tuesday class sessions are reserved for online instruction with Thursday for in-class meetings. All assigned readings and online discussion summaries/comments are due on Tuesdays. Written essays will be submitted electronically on Thursdays.*

*Note bene: The schedule above may change given the tenor of discussions and progress of activities. Consistent attendance will insure that you remain informed about possible changes. Any changes will also be posted via email. It is your responsibility to inquire about changes with assigned readings and class activities.*

### The grading schedule:
The grading schedule to calculate the final grade for the course will be:

- **A** (100-90)
- **B** (89-80)
- **C** (79-70)
- **D** (69-60)
- **F** (59 and below).
writing tasks
Throughout the course of the semester you will be responsible for several writing exercises, including weekly reading discussion postings and comments, book review, op-ed, and course review.

All written work is expected to meet the highest standards of scholarly work. Each submission should be free of grammatical and spelling errors, well organized, sufficiently researched, and related to the course. Formal essays must be typed, double-spaced, and in the Times New Roman 12 point font. In addition to page numbers, each essay should have a heading with your name, course, and date. Essays will be evaluated based on the success in following assignment guidelines as well as engaging the debates, themes, issues, and conceptual tools made available in class and related activities. Allow enough time to proofread your essay before submitting it on the due date. It is a very good idea to ask colleagues to edit your work.

Writing should be viewed as sacred, keeping in mind the Oxford English Dictionary definition of sacred, as something “dedicated” or “set apart… to some person or some special purpose.” Reserve a part of the day exclusively for writing, either free writing, editing, revising, or summarizing. Often novices approach writing as something finite, assuming that they will be able to squeeze out a word, sentence, or paragraph only once. Rather, writing should be imagined as emerging from abundance. Moreover, compelling writing is the result of re-writing. Your first effort should undergo a number of revisions based on careful editing. Certain writing tasks, when done well and systematically can generate new thinking, and, as a consequence, new writing. Do not put off writing to the last minute — write early and write often.

First and foremost make sure you are aware of what is expected of you — what is the purpose of your essay. Formulate an overall title for the essay as well as titles for sections early in the process. Section headings can help in the conceptualization and provide a map of the project for both you and later your reader. In each case, the title and section headings can suggest the essay’s argument and the contribution it makes to the field. Get into the habit of properly identifying your work, including your name, title, institution, and date so that it can easily be shared with a clear sense of authorship. Organize the writing and the research with a calendar, establishing realistic goals to meet semester deadlines.

For more information on how to approach the essay, see David Gauntlett’s, “Essay Writing” available at <http://www.sjsu.edu/writingcenter>, 924-2308 for support in all areas of the writing process. The Center for Convivial Research and Autonomy makes available a number of “research guides” that can assist in the research and writing process for this course. These can be downloaded at <http://www.sjsu.edu/libguides.sjsu.edu/chicano#252>.

how to avoid plagiarism
Given the availability of information students have had increasing difficulty distinguishing between writing that they have authored and the work of others. It is expected to acknowledge the writing that precedes one’s own efforts by identifying your sources. Researchers should accurately and consistently document the work of others through a system of attribution such as footnotes/endnotes, bibliography, or selected references. The writing for this course will not require the use of footnotes or endnotes. However, you will be able to note work other than your own by placing the author and title of the work in parenthesis. Borrowing the work of other authors, including from web pages and social media, without proper attribution results in plagiarism. According to the Academic Senate in its most recent Policy Recommendation: “San José State University defines plagiarism as the act of representing the work of another as one’s own without giving appropriate credit, regardless of how that work was obtained, and submitting it to fulfill academic requirements.” (“Policy Recommendation, Academic Integrity,” SO7-2, April 2007) Please refer to the plagiarism guide available at the SJSU MLK library at <library.sjsu.edu/start-your-research/1-i-need-help-avoiding-plagiarism> for more information. You are expected to conform to SJSU’s Academic Integrity policy. (see “student conduct” at <www.sjsu.edu/studentconduct>)

flipped classroom
MAS 10A is a flipped course. Also known as a blended course, a flipped course is developed with much of the course content available online. Participants in the course are expected to access the course content on their own electronically. Thus, a flipped classroom delivery model requires each member of the class have access to appropriate technology to manage course content and activities. In-class sessions are used for applied learning through discussions and activities for “higher order thinking.”

The short video presentation, "Flipping a Class," available from University of Texas at Austin Center for Teaching & Learning clearly explains how the flipped model works. <http://ctl.utexas.edu/teaching/flipping-a-class>, "7 Things You Should Know About... Flipped Classrooms" by Educause is also an especially useful overview of the flipped approach. <https://net.educause.edu/ir/library/pdf/ell7081.pdf>, Educause defines the flipped classroom as “a pedagogical model in which the typical lecture and homework elements of a course are reversed.” “Short video lectures,” according to Educause, "are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions." Consequently, in-class time is “re-purposed” so that students can “inquire about lecture content, test their skills in applying knowledge, and interact with one another in hands-on activities.” The flipped classroom shifts the emphasis from rote learning to meaningful learning.

netiquette: Please communicate with the instructor via e-mail. Your question or concern will be addressed as soon as possible in class or by correspondence. E announcements will be made using the SJSU class list and Canvas. Make sure we have your correct email address. NB: Please avoid casual, conversational e-mails. Your correspondence should be professional making sure to convey your purpose in a succinct, respectful, and strategic manner.