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 also intends to encourage participants to pursue further studies in Chican@ 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 into the nation’s dominant “democratic” narrative. Drawing from a long tradition of Chican@ 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. Cultural citizenship will be a key tool to read the ethnic Mexican struggle. 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 Mexicano 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@sjtu.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)

The textbooks for this course include:
Zaragosa Vargas, Crucible of Struggle;
Ronald Takaki, A Different Mirror;
Stephen Pitti, Devil in Silicon Valley.
Readings can be downloaded from Canvas.
strategy
The strategy for the course is two fold. MAS 10B is flipped course as well as a convivial learning space. Refer to the Guide for Online Learning for more information about this course as a flipped, or blended class. You will be expected to access all of the required reading material, information about assignments, and many of the activities in preparation for the weekly “labs” on Canvas, the campus-wide learning management system on a weekly basis from the convenience of your home or office. If you are unfamiliar with Canvas or having any difficulty accessing your account, please contact me immediately. In addition to online work you will be expected to attend a weekly “lab”—an in-class meeting that will be used for “active learning” or more in-depth discussion of key concepts and issues related to course material as well as how to use critical reading and researching tools. MAS 10B is organized through a series of weekly learning modules and reference modules that introduces required readings, videos of lectures, documentary films, or major motion pictures, concept maps, instructional support material to complete the several writing tasks for the course including summarizing, book review, op-ed, and course review as well as tools for reading critically, concept mapping, reading film, and guide to research.

The majority of our work will be based on close reading of assigned texts, lectures, and videos. 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 provokes. In-class meetings and online discussion sessions will be opportunities for us to collectively “think out loud” regarding selected topics and research questions relevant to the historical presence and political contributions of the ethnic Mexican community of Greater Mexico.

MAS 10B is designed as convivial learning spaces organized around three critical commitments. First, it is a student-centered learning space that celebrates the interests, background, and skill-levels of the participants as the source of knowledge and to determine the itinerary for the course. Second, a convivial learning space pays close attention to collectively generating new tools for inquiry and learning as a result of collaborative, transparent processes managed by the participants themselves. Third, this course will apply agreements as a convivial tool (see inset for specific agreements). Thus, we will prioritize collaboration that encourages all participants to share their unique interests, perspectives, histories, experiences, and skills. Several class projects will be organized through groups.

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 refer to reference modules with assignment sheets 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 class updates 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.

Please familiarize yourself with the university’s add/drop procedures at the registrar’s web page at <info.sjsu.edu/web-dbg/far/catalog/rec-12788.13576.html>. The late drop policy can be found at <www.sjsu.edu/aars/policies/latedrops/policy/>. 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/
<table>
<thead>
<tr>
<th>module/week</th>
<th>topic/videos</th>
<th>readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. January 28</td>
<td>introduction to course</td>
<td>course syllabus; assignment sheets</td>
</tr>
<tr>
<td>2. February 2/4 (full week)</td>
<td>reading critically &amp; summarizing chican@ history</td>
<td>Reading Critically; Summarizing &amp; Reviewing Morales, “The Historian as Curandera”; Trouillot, “Power in the Story”</td>
</tr>
<tr>
<td>3. February 9/11 (full week)</td>
<td>racial formation cultural citizenship</td>
<td>Omi &amp; Winant, “Racial Formation”; Rosaldo, “Cultural Citizenship &amp; Educational Democracy”</td>
</tr>
<tr>
<td>4. February 16/18 online</td>
<td>capitalist incorporation</td>
<td>Vargas Ch 5, “Mexican Americans Southwest, 1870 to early 20c”; Anon, “The Law, Race, and the Border”</td>
</tr>
<tr>
<td>7. March 8/10</td>
<td>two-tier wage system</td>
<td>Vargas, Ch 7, “The Mexican American Struggle for Labor Rights”</td>
</tr>
<tr>
<td>8. March 15/17</td>
<td>racial contract book review due</td>
<td>Takaki, Ch 9, “The ‘Indian Question’: Reservation to Reorganization”; Takaki, Ch 13, “To ‘the Land of Hope’ Blacks in the Urban North”</td>
</tr>
<tr>
<td>10. March 29/31</td>
<td>Spring recess</td>
<td></td>
</tr>
<tr>
<td>11. April 5/7</td>
<td>post-war period Jarrico, Salt of the Earth</td>
<td>Vargas, Ch 9, “Mexican Americans Postwar Year Years, 1946-1963”; Takaki, Ch 15, “Out of the War: Clamors for Change”</td>
</tr>
<tr>
<td>16. May 10/12 (full week)</td>
<td>course review due</td>
<td>op-ed group presentations course review</td>
</tr>
<tr>
<td>17. May 16</td>
<td>last day of instruction</td>
<td></td>
</tr>
<tr>
<td>Friday May 27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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).

**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 labs. All assigned readings and online discussion posts/comments are due on Wednesdays. 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 announced via Canvas. It is your responsibility to inquire about changes with assigned readings and class activities.
The study of the ethnic Mexican experience over time requires a serious engagement to fully appreciate the complexity of our struggles. The course design invites participants to pursue rigorous reading, research, and skill development to fully appreciate the richness of the ethnic Mexican struggle in the U.S. and Greater Mexico as well as to develop skills for other scholarly endeavors.

### Flipped Classroom

MAS 10B is a flipped or blended course with much of the course content available online. 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." In-class time is "re-purposed" for students to "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.

Course content, including required readings, lectures, videos, and other information will be available online through Canvas, SJSU’s learning management system. A flipped classroom delivery model requires each member of the class have access to appropriate technology to manage course content and activities on his or her own according to a weekly schedule. Several class sessions will be conducted entirely online. Mandatory weekly labs will be used for applied, or active, learning. This course will require that you are highly motivated, self-directed, and capable of independently fulfilling course obligations on schedule. Please refer to the Guide to Online learning for more information.

For more information:

University of Texas at Austin Center for Teaching & Learning, "Flipping a Class" [http://ctl.utexas.edu/teaching/flipping-a-class](http://ctl.utexas.edu/teaching/flipping-a-class)

Educause, "7 Things You Should Know About... Flipped Classrooms" [https://net.educause.edu/ir/library/pdf/eli7081.pdf](https://net.educause.edu/ir/library/pdf/eli7081.pdf)

Canvas: [http://www.sjsu.edu/at/ec/canvas/index.html](http://www.sjsu.edu/at/ec/canvas/index.html)

### 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 work that precedes one’s own efforts by identifying your sources. 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,” S07-2, April 2007) 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. Please refer to the plagiarism guide available at the SJSU MLK library at [library.sjsu.edu/start-your-research/i-need-help-avoiding-plagiarism](http://library.sjsu.edu/start-your-research/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](http://www.sjsu.edu/studentconduct))

### 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 my 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. Do not wait to the last minute—write early and write often. 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. Compelling writing is the result of re-writing. Your first effort should undergo several revisions based on careful editing. Certain writing tasks, when done well and systematically can generate new thinking, and, as a consequence, new writing.

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 <app.box.com/s/880hkp52z4sspmu562tk>. In addition, please consult the Writing Center (Clark Hall 126, <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 <ggg.vostan.net/ccra/#252>.

### Populacho

possesses a cursory interest in the ethnic Mexican struggle and U.S. history and government with limited use of critical reading and investigative tools

### Cultural Citizen

begun to pay attention to historical moments and debates while developing some reading, research, writing, and analytical skills

### Curander@

mastered the required skills for research and analysis of historical documents and debates in order to engage issues that impact the ethnic Mexican present