

**Basic Course Information**

Semester:	<b>Fall 2021</b>	Instructor Name:	<b>Gilberto Reyes</b>
Course Title & #:	<b>Chicano 110</b>	Email:	<b>gilberto.reyes@imperial.edu</b>
CRN #:	<b>10970</b>	Webpage (optional):	<b>N/A</b>
Classroom:	<b>Online</b>	Office #:	<b>N/A</b>
Class Dates:	<b>Aug 16 to Dec 8</b>	Office Hours:	<b>By Appointment on Monday from 3-4 via Zoom ID 817 2565 8352</b>
Class Days:		Office Phone #:	<b>N/A</b>
Class Times:		Emergency Contact:	Send me an email, or if it is an emergency please: Elvia Camillo at 760- 355-6144.
Units:	<b>3</b>		

**Important Days**

August 16-28 Days to add class.

August 29 Last Day to drop a class without a W.

November 6, Last Day to drop a class.

**Course Description**

This course examines cultural achievements and thought of Spanish-speaking peoples of North America; development of aesthetic and ethical values. North American intellectual history and influence of philosophical orientations of native and Mestizo peoples. This includes how Chicanas and Chicanos –and other Latinos-- have adapted to the various cultural elements of U.S. society as compared to other groups. This course tracks racial formation by studying the sphere of cultural production, consumption, and contestation. (CSU/UC)

**Course Prerequisite(s) and/or Corequisite(s)**

N/A

**Student Learning Outcomes**

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Describe the elements that make up a culture and how they apply to the Chicano cultural experience, making use of appropriate terminology and theoretical frameworks (ILO2).
2. Use library academic sources to research a Chicana/o related topic for the purpose of writing an essay, delivering an oral presentation, or developing a group project. Students will be able to apply the MLA format or another formal citation system. (ILO4).

3. Deliver a short presentation following specific guidelines on a Chicana/o related topic (ILO1)
4. Compare and contrast aspects of Chicana/o culture to that of other groups in the United States and/or the world (ILO5)
5. Cooperate with other fellow students in developing a cultural community event (ILO1; ILO2; ILO3).

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Describe and examine the influence of cultural processes and practices that shape the Chicano family structure comprising role-playing, gender roles, and attitudes toward race and color.
2. Examine and analyze cultural assimilation, acculturation, transculturation, and hybridity as it relates to Chicana/o cultural identity.
3. Describe and analyze the dynamics of Chicana/o folk culture in a globalized society.
4. Interpret and develop an understanding of the cultural contributions of Chicanas/os and Mexicanas/os to mainstream American culture.
5. Analyze and articulate concepts that are foundational to the field of ethnic studies, including but not limited to, race, racism, racialization, anti-racism, ethnicity and culture, settler colonialism, decolonization, equity, imperialism, power, liberation, sovereignty, self-determination, Eurocentrism, insurgent knowledges, and white supremacy.
6. Examine from an interdisciplinary perspective, the history, culture, and/or lived experiences from Chicanos/Chicanas/Latinx.
7. Explain how Chicano/Chicana/Chicanx/Latinx communities use different forms of resistance and culture affirmation for community engagement and the advancement of anti-racism and decolonialization.
8. Critically analyze how race and racism intersects with ethnicity, class, gender, sexuality, religion, spirituality, national origin, immigration status, tribal citizenship, sovereignty, language and/or age to shape life chances and social relationships in Chicano/Latinx communities.
9. Engage social and academic practices originating in Chicano/Chicana/Latinx communities to work toward building a more inclusive, anti-racist, decolonial, and equitable society beyond the classroom.
10. Apply theory and knowledge produced by Chicano/Chicana/Latinx communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
11. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Chicano/Latinx communities are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, settler colonialism, multiculturalism, language policies.
12. Demonstrate engagement with anti-racist and anti-colonial issues and the practices and movements in Chicana/Chicano/Latinx communities to build a just and equitable society, both in and beyond the classroom.

### Textbooks & Other Resources or Links

Chicano Popular Culture: Que Hable el Pueblo (Second Edition). by Charles M. Tatum ISBN 13; 978-0-8165-3652-8

Chicana/o Identity in a Changing U.S. Society. Queines Somos? By Aída Hurtado and Patricia Gurin ISBN 13: 978-0-8165-2205-7

### Course Requirements and Instructional Methods

**Reading Reviews** (All 6 MUST BE TURN IN BY 12/1)

The Reading reviews are going to be based on the reading assignments. Each Writing Assignment is **one pages long**. The first paragraph must be a summary of the reading (what you think is the most important subject of the reading). In addition, the second paragraph must be of your opinion on the reading.

The students will **only write six writing assignments for this Fall 2021 semester**. It is up to you to choose the readings that you would write your writing assignments about.

To get a good grade on the weekly writings, I recommend you stay with the facts. The point of the paper is to remain objective and detailed yet brief. Your paper should be in **12-point Times New Roman & Double Spaced always**. Font size and style mismatches are automatic red marks on your paper and will result in a lower grade. You are expected to proofread your assignments before and after you print it, making sure the language and prose of your statements does three things: make sense, is grammatically correct and in syntax; deliver competent phrases that do not detract and amplify your writing; have overall language on a university level.

**Film Analysis (Due by Oct 18)**

You will pick a movie that you think reflects the struggle or the culture of the Chicax community. The movies can be from the 1950s to 2021.

- What is the argument of the movie and how does it represent the Chicax community?
- Who are characters that are involved in the movie and why is that event or topic important in Chicax History?
- Why is the Film important in Chicax popular culture?
- How does the movie address the issues that we have discuss in class?

The format of is 3 pages long, double space, font size 12 and times new roman.

**Chicax Analysis (Due by Nov-17)**

You will pick a source (It can be a film, television show, play, book, magazine, Chicax cultural or spiritual tradition) that deals with the class subject of Chicax. You must analyze the source and mention in your analysis the following topics:

1. What makes such Chicax source historically important to our community? What is the historical importance of Such source?
2. How does the source reflect the Chicax society from which it came from (such as time period and location)? And How did the Chicax society at the time reacted towards the topic of the book?
3. Compare the source to another book, play or movie/television show in our modern-day society that is like the source you chose. How is it the same? How is it different?
4. How would you describe or explain the source to the classroom? And what terms from class would you be using to describe the source?
5. What methods or strategies would help students understand the topic of the book?

The Chicax analysis will be 4 to 5 pages long, double spaced and in the MLA or Chicago style. Font size must be 12 and in times new roman. You must cite your sources. **I will not accept late assignments (no excuses you have the whole semester to work on it)**

**Final.**

The final will be on identifying important term that we discuss in class. You will answer by wiring a paragraph for each question. You are obligated to use examples from the lecture notes from the class readings and the articles from Canvas. You can also use outside sources to support your idea.

### Course Grading Based on Course Objectives

A = 90-100% B = 80-89%; C = 70-79%; D = 60-69% F= 59% or lower Grades will be based on the following percentages:

**Final = 100 Points**

**Reading Reviews = 60 points (each one is worth 10 Points)**

**Film Analysis= 100 Points**

**Chicanx Analysis = 100 points**

**Participation = 40 Points**

**Total = 400 Points**

### Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absence exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

### Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.

- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

### Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

#### **Veteran's Center**

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

#### **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

#### **Student Equity Program**

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and

economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

### Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Readings
<b>Week 1</b> 8/16	<ul style="list-style-type: none"> <li>• Meet on Monday <u>8/16</u> from 3 to 4:30 via zoom <b>815 1033 0295</b> to talk about the class syllabus</li> <li>• Syllabus &amp; Introduction</li> <li>• Understanding Chicax Studies</li> </ul>	<i>Chicana/o Identity in a Changing U.S. Society, Quien Soy? Quienes Somos?</i> Read Introduction “ <i>Quien Soy Yo (Who am I?)</i> ” Read Poem to page xix
<b>Week 2</b> 8/23	<ul style="list-style-type: none"> <li>• Understanding Chicax Studies</li> </ul>	<i>Chicano Popular Culture, Que Hable el Pueblo</i> “Introduction: The Study of Popular Culture” 3-23
<b>Week 3</b> 8/30	<ul style="list-style-type: none"> <li>• Border Culture (creating a safe space)</li> </ul>	<i>Chicana/o Identity in a Changing U.S. Society, Quien Soy? Quienes Somos?</i> Ch 1 “Quien Soy?: The Development of Self” Read pages 3-26
<b>Week 4</b> 9/6	<b><u>No Class Labor Day</u></b>	
9/8	<ul style="list-style-type: none"> <li>• Border Culture (creating a safe space)</li> </ul>	<b>Read from <u>Canvas</u></b> Interview with David Piñera Ramirez “Historicity is the framework that gives meaning to the border-Baja California Identities” from <i>The México -USA Border Lived, Narrated and Interpreted</i> by Hugo Méndez Fierros
<b>Week 5</b> 9/13	<ul style="list-style-type: none"> <li>• Chicax Popular Culture</li> </ul>	<i>Chicano Popular Culture, Que Hable el Pueblo.</i> Ch 1 “Definitions and Theoretical Approaches to Popular Culture” 24-42

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Date or Week	Activity, Assignment, and/or Topic	Readings
<b>Week 6</b> 9/20	<ul style="list-style-type: none"> <li>Chicanx Popular Culture</li> </ul>	<i>Chicana/o Identity in a Changing U.S. Society, Quien Soy? Quienes Somos?</i> Ch2 “Quienes Somos? The Importance of Social Identity” read 27-67
<b>Week 7</b> 9/27	<ul style="list-style-type: none"> <li><i>La Cultura Cura</i>: Using Culture and Heritage as a form of empower.</li> </ul>	<i>Chicana/o Identity in a Changing U.S. Society, Quien Soy? Quienes Somos?</i> Ch3 “Language, Culture, and Community; Group Life Creating and Maintaining Identities” read 68-108
<b>Week 8</b> 10/4	<ul style="list-style-type: none"> <li>Chicanx Spiritual Traditions</li> </ul>	<i>Chicano Popular Culture, Que Hable el Pueblo.</i> Ch 7 “Celebration and Other Popular Traditions” 239-250
<b>Week 9</b> 10/11	<ul style="list-style-type: none"> <li>Chicanx LGBT Community</li> </ul>	<b>Read from Canvas</b> “Joto Rituals for Healing, Self-Love and Social Justices” and “I Pray, Un Rezo of Healing Pa’Ixs Mariconxs” Both Stories by Eddy Francisco Alvarez Jr.
<b>Week 10</b> 10/18	<ul style="list-style-type: none"> <li><u>Chicanx Art</u></li> </ul>	<b>Film Analysis Due Oct 18</b>  <i>Chicano Popular Culture, Que Hable el Pueblo.</i> Ch 6 “Art” 208-238
<b>Week 11</b> 10/25	<ul style="list-style-type: none"> <li>Chicanx Art</li> </ul>	
<b>Week 12</b> 11/1	<ul style="list-style-type: none"> <li>Chicanx on Television and Cinema (Breaking the Stereotypes)</li> </ul>	<i>Chicano Popular Culture, Que Hable el Pueblo.</i> Ch 3 “Cinema” 81-130
<b>Week 13</b> 11/8	<ul style="list-style-type: none"> <li>Chicanx on Television and Cinema (Breaking the Stereotypes)</li> </ul>	<i>Chicano Popular Culture, Que Hable el Pueblo.</i> Ch 4 “Newspapers, Radio, and Television” 131-163
<b>Week 14</b> 11/15	<ul style="list-style-type: none"> <li>Chicanx Oral History and Literature</li> </ul>	<i>Chicano Popular Culture, Que Hable el Pueblo.</i> Ch 5 “Popular Literature” 165-207  <b>Chicanx Analysis is Due</b>
<b>Thanksgiving Week</b>	<ul style="list-style-type: none"> <li><b>No Class from 11/22 to 11/26</b></li> </ul>	
<b>Week 15</b> 11/29	<ul style="list-style-type: none"> <li>Chicanx Barrios (Our Community and Creating Safe Spaces)</li> </ul>	<b>Read from Canvas</b> Interview with Gabriel Trujillo Muñoz. <i>The Bacalifornia Border As A Global Village: A Local Look From Literature</i> “Historicity is the framework that gives meaning to the border-Baja California Identities” from <i>The México -USA Border</i>

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Date or Week	Activity, Assignment, and/or Topic	Readings
		<i>Lived, Narrated and Interpreted</i> by Hugo Méndez Fierros  <b>Reading Reviews are Due</b>
<b><u>Week 16</u></b> <u>12/8</u>	<ul style="list-style-type: none"> <li>• <b><u>Final is Due 12/8</u></b></li> </ul>	

\*\*\*Tentative, subject to change without prio