



## Basic Course Information

Semester:	<b>Winter 2023</b>	Instructor Name:	<b>Miguel M. Chávez</b>
Course Title & #:	<b>CHIC 110 Chicana/o Heritage</b>	Email:	<b>miguel.chavez@imperial.edu</b>
CRN #:	<b>15213</b>	Webpage (optional):	
Classroom:	<b>N/A</b>	Office #:	<b>807B</b>
Class Dates:	<b>January 3, 2023 – February 3, 2023</b>	Office Hours:	<b>Monday: 12:45pm – 2:45pm Tuesday: 4:05pm – 6:05pm Or Appointment</b>
Class Days:	<b>Asynchronous</b>	Office Phone #:	<b>(760) 355-6492</b>
Class Times:		Emergency Contact:	<b>(760) 355-7108</b>
Units:	<b>3</b>	Class Format:	<b>Online</b>

## Course Description

This course examines cultural achievements and aesthetic developments, ethical values, intellectual history, and the influence of philosophical orientations of native and Mestizo Spanish-speaking peoples of North America. This includes how Chicanas and Chicanos—and other Latinos—have adapted to the various cultural elements of U.S. society compared to other groups. This course tracks racial formation by studying 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 elements that makeup culture and how they apply to the Chicano cultural experience, using appropriate terminology and theoretical frameworks.
2. Use academic library sources to research a Chicana/o-related topic to write an essay, deliver an oral presentation, or develop a group project. Students will be able to apply the MLA format or another formal citation system.
3. Deliver a short presentation following specific guidelines on a Chicana/o-related topic.
4. Compare and contrast aspects of Chicana/o culture to that of other groups in the United States and/or the world.
5. Cooperate with other fellow students in developing a cultural community event.



## Course Objectives

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

Charles M. Tatum, *Chicano Popular Culture: Que Hable el Pueblo* (The Mexican American Experience) 2<sup>nd</sup> Edition (The University of Arizona Press: Tucson, 2017) ISBN: 978-0816536528.

## Course Requirements and Instructional Methods

**INSTRUCTIONAL METHODS:** Students earn grades by completing learning activities, writing assignments, quizzes, and Discussion Boards. In addition, students will complete weekly reading assignments and bring questions to class to participate in instructions to achieve learning objectives and excel in the course.

**QUIZZES:** Students will complete ten quizzes throughout the course to help them learn course content and ensure they keep up with required reading assignments. Quizzes include multiple choice, fill-in-the-blanks, true/false, short answers, and/or essay questions.

**COLLABORATIVE LEARNING ACTIVITIES:** Students will engage each other to complete group activities designed to develop critical analytical skills further. Because research shows how experiences in social, contextual, and student-owned projects lead to deeper learning, all students will engage each other in collaborative learning that is fun and meaningful.

**FILM ANALYSIS:** Students are required to complete a written film analysis that presents a developed argument or critique of a featured film. Students are required to interpret coded/encoded meanings (themes and values) that represent ethnic Mexican culture, heritage, and history

**DISCUSSION BOARD:** To facilitate course discussions, students are required to participate and complete Discussion Board assignments on reading assignments and learning activities. Students will first respond to a prompt and then to two classmate responses.

**IN-PERSON CULTURAL EXPERIENCE:** Each student is required to attend one *in-person cultural event/performance/show* during this class. Students will then write and submit an essay that applies course concepts to their experience.

**GROUP FINAL CULTURAL PROJECT:** Students will learn how organizing skills are crucial to transforming negative experiences into positive ones throughout the course. The course will culminate with each student participating in a group project presentation to help improve their speaking/communicating skills to positively influence others in many aspects of their lives.

## Course Grading Based on Course Objectives

The following percentages from completed assignments determine the total grade:

- Quizzes 20%
- Film analysis 15%
- Discussion Board 15% %
- In-Person Cultural Experience 20%
- Group Final Cultural Project 30%

Grading Scale:

- A (90 – 100%)
- B (80 – 89%)
- C (70 – 79%)
- D (60 – 69%)
- F (50 – or lower)

## 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 absences 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.

## Online 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 one another's work's integrity and recognize the importance 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. Instead, 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 know 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



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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 Site. The support site provides a variety of support channels available to students 24 hours per day.
- 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)**

- Disability Support Program 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. Please contact them if you feel you need to be evaluated for educational accommodation.

### **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.
- Mental Health Counseling Services. Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC Mental Health Counseling Services at 760- 355-6196.

### **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.



## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

## Anticipated Class Schedule/Calendar

DATES	ACTIVITY, ASSIGNMENT, and/or TOPICS	GOALS
<b>WEEK 1:</b> 1/3 – 1/6	<b>Introduction to Chicana/o Studies</b> Meet your Prof. and classmates	Discussion Board: “Three Picture Icebreaker”  First Day Pre-Course Survey  Course Syllabus Quiz
<b>WEEK 2:</b> 1/9 – 1/13	<b>Culture, Power, and Resistance</b> Read Juan Gomez-Quiñones, “On Culture” (UCLA Chicano Studies Center Publications, 1977), 3 – 14 (Canvas)	Reading Activity  Quiz 1: “On Culture”  Discussion Board: “On Culture, Domination, and Resistance”  Review Group Final Cultural Project Assignment
<b>WEEK 3:</b> 1/16 – 1/20	<b>Gender and Pachuca Culture</b> Read Catherine S. Ramírez, “Saying ‘Nothin’: Pachucas and the Languages of Resistance,” <i>Frontiers: A Journal of Women Studies</i> , Vol. 27, No. 3 (2006)	Watch: Zoot Suit (1981)  Quiz 2: “Saying Nothing”  Discussion Board: “Pachucas, Difference, and Defiance”  Pre-Group Final Cultural Project Survey
<b>WEEK 4:</b> 1/23 – 1/27	<b>U.S.-Mexico Border Music: “When did your family cross over?”</b> Deborah R. Vargas, “Crusando Fronteras: Remapping Selena’s Tejano Music ‘Crossover’” in <i>Chicana Traditions:</i>	Watch: Selena (1997)  Quiz 4: Frontejas  In-Person Cultural Experience



DATES	ACTIVITY, ASSIGNMENT, and/or TOPICS	GOALS
	<i>Continuity and Change</i> (Board of Trustees of the University of Illinois, 2002)	Discussion Board: Crossing Borders  Film Analysis
<b>WEEK 5:</b> 1/30 – 2/3	<b>Patriarchal Structures in Mi Familia, Culture, and Heritage</b> Read: Carmen Huaco-Nuzum, “Orale Patriarchy: Hasta Cuando Corazón Will You Remain El Gallo Macho of Mi Familia?” in <i>The Chicana/o Cultural Studies Reader</i> (New York: Routledge, 2006)	Watch: Mi Familia  Quiz 5 Essay  Group Final Cultural Project

**\*\*\*Subject to change without prior notice\*\*\***