



Basic Course Information

Semester:	Winter 2023	Instructor Name:	Miguel M. Chávez
Course Title & #:	CHIC 100 Introduction to Chicana/o Studies	Email:	miguel.chavez@imperial.edu
CRN #:	15214	Webpage (optional):	
Classroom:	N/A	Office #:	807B
Class Dates:	January 3, 2023 – February 3, 2023	Office Hours:	Monday: 12:45pm – 2:45pm Tuesday: 4:05pm – 6:05pm Or Appointment
Class Days:	Asynchronous	Office Phone #:	(760) 355-6492
Class Times:		Emergency Contact:	(760) 355-7108
Units:	3	Class Format:	Online

Course Description

This course introduces students to the interdisciplinary field of Chicana/o Studies. It focuses on its origins, development, and theories that contribute to its formation. Furthermore, it analyzes and evaluates Chicana/o perspectives on revisionist history; demographics; employment; political and socioeconomic trends; education; and the arts. This course will also examine, compare and contrast such topics as cultural values, social organization, urbanization patterns of the Chicana/o in the U.S., migration, identity, and gender roles, as well as their struggles in education, politics, and legislation. Due to the nature of the subject, students will be exposed to some Spanish phrases, words, and expressions. (Formerly HUM/SPAN 262) (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. Research, analyze, and identify cultural values and contributions of Mexican Americans to the United States through writing.
2. Research the contributions of Chicanos in the United States.
3. Analyze a literary and/or cultural text written by a Chicano author.

Course Objectives

By the end of the course, students will be able to:

1. Demonstrate knowledge of Chicano role in United States history from an interdisciplinary perspective.
2. Explain the Chicano Movement, its goals and evolution, with emphasis on traditions, values, and customs.
3. Critically analyze Chicano migration and immigration in the Western Hemisphere.
4. 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.
5. Critically analyze how race and racism intersect 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.
6. Describe how struggle, social justice, solidarity, and liberation are experienced by communities of color are relevant to current issues.
7. Apply theory to describe critical events in the histories, cultures, and intellectual traditions of communities of color, with a particular emphasis on agency and self-affirmation.
8. Describe the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.
9. Describe how resistance, social justice, and liberation as experienced by communities of color are relevant to current issues (communal, national, and international).
10. Demonstrate active engagement with issues of race and ethnicity to build diverse, just, and equitable communities beyond the classroom.

Textbooks & Other Resources or Links

Avendaño, Fausto, R. Bacalski-Martínez, David Ballesteros, et al., *The Chicanos: As We See Ourselves* (University of Arizona Press: Tucson, 1979). Open Education Resource (OER). ISBN: <https://www.jstor.org/stable/j.ctvss3xpw.1>.

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.

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.

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.

DOCUMENTARY REVIEWS: Documentaries inform viewers of historical events, figures, and tropes related to our learning objectives. A documentary review is a means for the viewer to voice and express cultural, political, and



social issues to influence others on how they interpret information and understand and interact with their surrounding environment. Students will complete four reviews in class for the first part of the course.

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.

NEWSLETTER ASSIGNMENT (GROUP 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 to help improve their speaking/communicating skills to positively influence others in many aspects of their lives.

RESEARCH PAPER ASSIGNMENT: Students will write and complete one research paper that presents their own interpretation and evaluation on a Chicana/o subject. Students will build upon knowledge gained through the curriculum by using academic sources and original thought.

THE CHICANOS: AS WE SEE OURSELVES CHAPTER REVIEW: Students will write one short review of a chapter focusing on Chicana/o issues.

Course Grading Based on Course Objectives

The following percentages from completed assignments determine the final grade:

- Quizzes 15%
- The Chicanos: As We See Ourselves Chapter Review 5%
- Documentary Film Reviews 15%
- Discussion Board 15%
- Newsletter Assignment (Group Project) 25%
- Research Paper 25%

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 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



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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
WEEK 1: 1/3 – 1/6	Introduction to Chicana/o Studies Meet your Prof. and classmates	Discussion Board: “Three Picture Icebreaker” First Day Pre-Course Survey Quiz 1: Course Syllabus
WEEK 2: 1/9 – 1/13	Identity Politics, Aztlan, and Chicana/o History Read Luis Leal, “In Search of Aztlan” in <i>Aztlan: Essays on the Chicano Hoemland</i> (2017)	Reading Activity Documentary Film Review 1 Quiz 2: “Aztlan and the Early Movement” Discussion Board: “On the Formation of the Chicano Movement” Pre-Newsletter Student Group Activity
WEEK 3: 1/16 – 1/20	Labor Rights are Civil Rights Colin Gunckel, “Building a Movement and Constructing Community: Photography, The United Farm Workers, and El Malcriado,” <i>Social Justice</i> , Vol. 42. No. 3/4 (142), Special Issue Mexican and Chicax Social Movements (2015)	Documentary Film Review 2 Quiz 2: “The Farmworkers Movement” Discussion Board: “Labor Rights and Farmworkers” Anonymous Survey
WEEK 4: 1/23 – 1/27	Student Activism and the Educational System Dolores Bernal, “Grassroots Leadership Reconceptualized: Chicana Oral Histories and the 1968 East Los Angeles School Blowouts,” <i>Frontiers: A Journal of Women Studies</i> , Vol. 19, No. 2, Varieties of Women's Oral History (1998), pp. 113-142	Documentary Film Review 3 Quiz 4: “The Chicano Student Movement” Discussion Board: “East L.A. High School Blowouts” Newsletter Assignment Due



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DATES	ACTIVITY, ASSIGNMENT, and/or TOPICS	GOALS
WEEK 5: 1/30 – 2/3	The Chicano Political Party Read: Carlos Munoz, “The Rise and Fall of La Raza Unida Party” in <i>Youth, Identity, Power: The Chicano Movement</i> (c2007)	Documentary Film Review 4 Quiz 5: “The Significance of LRUP” Discussion: “The Only U.S. Ethno-Political Party History” Research Paper Due

Subject to change without prior notice