



Basic Course Information

Semester:	Spring 2023	Instructor Name:	Miguel M. Chávez
Course Title & #:	CHIC 110 Chicana/o Heritage	Email:	miguel.chavez@imperial.edu
CRN #:	20945	Webpage (optional):	
Classroom:		Office #:	203D
Class Dates:	February 13, 2023 – April 9, 2023	Office Hours:	MW:11:10am–12:45pm Tues:10:20am–11:20am Appointment (Pronto/Zoom)
Class Days:	Monday - Wednesday	Office Phone #:	(760) 355-6492
Class Times:		Emergency Contact:	(760) 355-7108
Units:	3	Class Format:	Online

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) 2nd 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 in and complete Discussion Board assignments on reading assignments and learning activities. Students will first respond to a prompt and then to two classmates' 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.

MIDTERM EXAM: Students will complete one midterm exam to evaluate how they engage and process information presented in readings assignments, lectures, discussions, and other course material. The exam will have *objective* (multiple-choice, matching) and *subjective* (short answer and essay) components.

ANNOTATED BIBLIOGRAPHY: An annotated bibliography is a list of cited sources on a particular topic in which a brief annotation or discussion of the source follows each citation. Students will complete the assignment by researching the contributions of Chicana/os in the United States.

Course Grading Based on Course Objectives

The following percentages from completed assignments determine the total grade:

- Quizzes 15%
- Film analysis 10%
- Discussion Board 10%
- In-Person Cultural Experience 15%
- Group Final Cultural Project 25%
- Midterm Exam 15%
- Annotated Bibliography 10%

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.

Overall, punctual and consistent attendance is required to succeed in this course. Therefore, I will take attendance at each class meeting and deduct 1.5 points from your final grade for each unexcused absence. Students with six (6) or more absences will receive an automatic F. Four (4) tardies will equal one (1) absence.

Class participation is required, so you are expected to be prepared for each class and to participate in discussions: you are expected to be engaged during the class and in small groups, so your attention during class time is necessary and critical.

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

Each student is required to follow respectful classroom etiquette and must be open-minded and prepared to engage in controversial issues that may challenge their personal beliefs. Material covered in class will cause a personal or emotional effect on students. Therefore, if students are unwilling to commit to using respectful classroom etiquette, they are encouraged to enroll in another class. Please be advised that I will do my best to maintain a positive and constructive classroom environment.

Students are required to be attentive in class and to be respectful of others. Students are also expected to ask thoughtful questions and to be aware of who is (and is not) speaking in class. This awareness will ensure that everyone has a chance to speak and participate. Talking, sleeping, and phone use are not allowed in class. These actions disrupt the learning process and may result in student(s) being marked absent for the day. Also, please be respectful of others in the class by thinking before you speak. If you disagree with someone, draw from course material to criticize or challenge the statement or concept, not the individual. Please contain personal attacks.



Because this class is a space where we can ask questions about sensitive/controversial topics, R-E-S-P-E-C-T is critical. Please observe:

- 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 Prohibited: 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, no one who is not enrolled in the class may attend, including children.

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 advancing 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.



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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
WEEK 1:	Introduction to Chicana/o Studies Introduction	Syllabus Review “Three Picture Icebreaker” First Day Pre-Course Survey Quiz 1
WEEK 2:	Theories and Political-Material Conditions Read: “Definitions and Theoretical Approaches to Popular Culture,” 3 – 13 (Canvas) Read: “Theory Wars and Cultural Studies,” 15 – 43 (Canvas)	Reading Activity Collaborative Learning 1 Quiz 2
WEEK 3:	Culture, Power, and Resistance Read: “On Culture,” 3 – 14 (Canvas) Read: “On Culture,” 14 – 23 (Canvas)	Discussion Board Review Group Final Cultural Project Assignment Quiz 3
WEEK 4:	Pachuquismo and WWII American Society Watch: <i>Zoot Suit</i> (1981) Watch: <i>Zoot Suit</i> (1981)	Discussion Board Collaborative Learning 2 Quiz 4
WEEK 5:	Gender and Pachuca Culture Read: “Saying ‘Nothin’: Pachucas and the Languages of Resistance,” 1 – 11 (Canvas) Read: “Saying ‘Nothin’: Pachucas and the Languages of Resistance,” 11 – 22 (Canvas)	Discussion Board Collaborative Learning 3 Quiz 5
WEEK 6	Border Music: “When did your family cross over?” Watch: <i>Selena</i> (1997) Read: “Crusado Fronteras: Remapping Selena’s Tejano Music ‘Crossover,” 314 – 323 (Canvas)	Discussion Board Collaborative Learning 4 Quiz 6
WEEK 7	Heritage and Border Crossing Watch: <i>Mi Familia</i> (1995) Critical Discussion: Cultural and Political Institutions	Discussion Board First Slide Submission Quiz 7 Film Analysis

DATES	ACTIVITY, ASSIGNMENT, and/or TOPICS	GOALS
WEEK 8	Patriarchal Structures in Mi Familia, Culture, and Heritage Read: "Orale Patriarchy: Hasta Cuando Corazón Will You Remain El Gallo Macho of Mi Familia?," 261 – 268 (Canvas) Read: "Escaping the Chicano patriarchy: Chicana and queer Chican@ identity struggles in the Chican@ novel and in America," 1 –27 (Canvas)	Discussion Board Annotated Bibliography Quiz 8
WEEK 9	Spring Break: Not Instructions 4/11 – 4/13	
WEEK 10	The Save Ethnic Studies and Xicanx Pop-Up Book Movements Watch: <i>Precious Knowledge</i> (2012) Read: "You can Ban Chicano Books, But They Still Pop Up! Activism, Public Discourse, and Decolonial Curriculums in Los Angeles," 133 – 152 (Canvas)	Discussion Board In-Person Cultural Experience Quiz 9
WEEK 11	Midterm Review Exam	
WEEK 12	Music Read: <i>Chicano Popular Culture</i> , 43 – 60 (Canvas) Read: <i>Chicano Popular Culture</i> , 60 – 78 (Canvas)	Group 1 Presentation Group 2 Presentation Quiz 10
WEEK 13	Cinema Read: <i>Chicano Popular Culture</i> , 81 – 100 (Canvas) Read: <i>Chicano Popular Culture</i> , 110 – 122 (Canvas)	Group 3 Presentation Group 4 Presentation Quiz 11
WEEK 14	Newspapers, Radio, and Television Read: <i>Chicano Popular Culture</i> , 131 – 146 (Canvas) Read: <i>Chicano Popular Culture</i> , 146 – 161 (Canvas)	Group 5 Presentation Group 6 Presentation Quiz 12
WEEK 15	Popular Literature Read: <i>Chicano Popular Culture</i> , 164 – 183 (Canvas) Read: <i>Chicano Popular Culture</i> , 183 – 205 (Canvas)	Group 7 Presentation Group 8 Presentation Quiz 13
WEEK 16	Art, Celebrations, and Other Popular Traditions Read: <i>Chicano Popular Culture</i> , 208 – 236 (Canvas) Read: <i>Chicano Popular Culture</i> , 236 – 250 (Canvas)	Group 9 Presentation Group 10 Presentation Quiz 14



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DATES	ACTIVITY, ASSIGNMENT, and/or TOPICS	GOALS
WEEK 17	Coming to a Full Circle Course Analysis Student Evaluations and Closing Remarks	

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