



Basic Course Information

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|-------------------|--|---------------------|---|
| Semester: | Spring 2024 | Instructor Name: | Miguel M. Chávez |
| Course Title & #: | CHIC 100: Introduction to Chicana/o Studies | Email: | miguel.chavez@imperial.edu |
| CRN #: | 20939 | Webpage (optional): | |
| Classroom: | 2131 | Office #: | 203D |
| Class Dates: | Feb 12 – June 7, 2024 | Office Hours: | Pronto/T: 1:00 pm – 3:00 pm Pronto/TH: 1:00 pm – 3:00 pm Appointment (Pronto/Zoom) |
| Class Days: | Monday - Wednesday | Office Phone #: | (760) 355-6492 |
| Class Times: | 1:00 PM - 02:25 PM | Emergency Contact: | (760) 355-7108 |
| Units: | 3 | Class Format: | |

Course Description

This course offers an introduction to Chicana/o studies as an academic discipline. 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, and 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) (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

The required text for the course is an Open Educational Resource (OER), so you do not have to spend money to purchase the book.

Avendaño, Fausto, R. Bacalski-Martínez, David Ballesteros, et al., [*The Chicanos: As We See Ourselves*](#) (University of Arizona Press: Tucson, 1979).

Please see the Canvas course information module to access the link to the full-length OER.

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 must 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: Students will use IVC's Library Databases to research Chicana/o contributions to the United States. Once students select a topic, they are required to use four researched sources to complete a Newsletter template on their subject.

LITERARY/CULTURAL TEXT ANALYSIS: Students will write one review/analysis on a text written by a Chicana/o author. Students will select from the required course text, *The Chicanos: As We See Ourselves*.

RESEARCH PAPER ASSIGNMENT: Students will complete one research paper that identifies and analyzes Mexican American cultural values and contributions to the United States. Students will build upon knowledge gained through the curriculum using academic sources and original thought.

Course Grading Based on Course Objectives

The following percentages from completed assignments determine the final grade:

- Quizzes 15%
- Documentary Film Reviews 15%
- Discussion Board 10%
- Newsletter Assignment 20%
- Literary/Cultural Text Analysis 15%
- Research Paper Assignment 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.

My attendance policy aligns with our *California Code of Regulations, Title 5*.

Title 5 section 55002.a.2.A states that "attendance is not part of a course subject matter or a discipline specific skill and therefore may not be separately assessed as a part of the course curriculum." However, *Title 5* section 55002.a.2.B. states, "The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline."

Therefore, since college credit units are calculated based on the number of hours students spend in class (3 hours), "students who miss an excessive amount of class time cannot be said to have fulfilled the course requirements and may be dropped from the course." Suppose a student misses online or in-person weekly activities without a valid reason, and their absences exceed the required limit, the instructor may drop them from the course. Overall, students enrolled in a face-to-face course will be dropped after their fourth unexcused absence; students enrolled in an online course will be dropped if they have four missing or incomplete assignments.

As part of my responsibilities, I keep track of weekly attendance. Should a student miss a face-to-face class without a valid excuse, they will not receive credit for the scheduled class assignments. The student must contact me to discuss if make-up options are available in such cases. Students who arrive late or leave class early will be marked as half an absence and will not receive credit for any scheduled class assignments. If a student is excused from class due to disruptive behavior, they will be marked absent and receive no credit for class assignments.

Class participation and engagement are required, so all students are expected to be prepared for each class meeting or online module and to participate in all activities; therefore, student attention during weekly class time is necessary and critical.

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 (!!!)].

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.

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, 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.
- AI Use IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes

against our mission and academic honesty policy and will be considered academic dishonesty or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to contact their instructors for clarification.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment. 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.

- [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.
- [Canvas LMS Site](#): The support site provides a variety of support channels available to students 24 hours per day.
- [Online Education](#): Provides educational support for online courses.
- [Canvas Orientation](#): Provides students with information related to Canvas LMS
- [Online Education Technical Support](#): Provides technical support for online issues.
- [Tools for Success: \(Quest for Online Success\)](#): Provides support a series of videos designed for students who want to learn more about online classes.
- [IVC's Bookstore Links to an external site](#): Students can purchase textbooks and other course materials for courses.
- [Online Tutoring](#): Provides comprehensive academic support.
- [Library](#): Provides workshops, library guides, references, and research assistance.

Student Support Services

- [Admissions & Records](#): Oversees admission, registration, evaluation, graduation, and academic records/transcripts.
- [Assessment/Testing](#): Offers a variety of assessments to assist you in choosing the appropriate classes.
- [Financial Aid](#): Provides information about grants, loans, work-study, and other resources to help students and families bridge the gap between their personal resources and the cost of attending college.
- [Transfer Center](#): Provides services to help you plan for transfer to a four-year university.
- [Career Development Center](#): Provides services to help you select a college major and plan a career.
- [Academic Advising](#): Provides programs and services to help students reach their goals, including online advising.



- [Student Health Services](#): Provides services, including free personal counseling, referrals, first aid, and health and wellness information.
- [Disabled Students Programs and Services \(DSPS\)](#): Offers counseling, specialized instruction, and classroom accommodations to students with a verified disability.

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 provides 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](#). Enrolled students are provided short-term individual, couples, family, and group therapy. 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. Please refer to the [IVC General Catalog](#) for more information regarding student rights and responsibilities.

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 [IVC Student Resources](#).

Anticipated Class Schedule/Calendar

| DATES | TOPICS AND SUBJECTS | Activities & Assignments |
|--|---|---|
| WEEK 1 Monday 2/12 Wednesday 2/14 | Introduction to Chicana/o Studies Introduction and Syllabus Review Theoretical Framework | Icebreaker Activity Quiz 1 Pre-Course Survey |
| WEEK 2 Monday 2/19 Wednesday 2/21 | History and Belonging: Aztlan and the Chicana/o Homeland Lincoln Day Watch: <i>Quest for a Homeland</i> (1996) Read: “In Search of Aztlan” (Canvas) | Discussion Board Activity Documentary Review 1 Quiz 2 Formative Assessment |
| WEEK 3 Monday 2/26 Wednesday 2/28 | Chicana/o Theory and Gender Politics Read: “The Forging of a Militant Ethos” (Canvas) Read: “The Development of Chicana Feminist Discourse (Canvas) | Discussion Board Activity Feminist Discourse Quiz 3 |
| WEEK 4 Monday 3/4 Wednesday 3/6 | Oppositional Politics and Reinterpreting the Past Read: “Rejecting the Liberal Agenda” (Canvas) Read: “Reinterpreting the Chicano Experience” (Canvas) | Discussion Board Activity Collaborative Learning 1 Quiz 4 |
| WEEK 5 Monday 3/11 Wednesday 3/13 | Race, Class, and Mobilizing <i>el Movimiento</i> Read: “An Affirmation of a Race and Class” (Canvas) Read: “Strategies for Aztlan: Creating a Cultural Polity” (Canvas) | Discussion Board Activity Collaborative Learning 2 Quiz 5 |
| WEEK 6 Monday 3/18 Wednesday 3/20 | The Labor Struggle: The United Farm Workers Movement Watch: <i>The Struggle in the Fields</i> (1996) Read: “Building a Movement and Constructing Community: Photography, the United Farm Workers, and <i>El Malcriado</i> ” (Canvas) | Discussion Board Activity Documentary Review 2 Quiz 6 |
| WEEK 7 Monday 3/25 Wednesday 3/27 | Student Leadership, Activism, and the Educational System Watch: <i>Taking Back the Schools</i> (1996) Read: “Grassroots Leadership Reconceptualized: Chicana Oral Histories and the 1968 East Los Angeles Blowouts” (Canvas) | Discussion Board Activity Documentary Review 3 Quiz 7 |
| WEEK 8 | Spring Break: No Instructions (April 1 – 5, 2024) | |
| WEEK 9 Monday 4/8 Wednesday 4/10 | ¡Chicana Power! Gender, Feminism, and el Movimiento Read: “Chicana Insurgencias,” 43 – 68 (Canvas) Read: “Chicana Insurgencias,” 69 – 90 (Canvas) | Discussion Board Activity Quiz 9 Newsletter Assignment |

| DATES | TOPICS AND SUBJECTS | Activities & Assignments |
|---|--|--|
| WEEK 10 Monday 4/15 Wednesday 4/17 | El Partido de la Raza Unida Watch: <i>Fighting for Political Power</i> (1996) Read: "The Rise and Fall of La Raza Unida Party" (Canvas) | Discussion Board Activity Documentary Review 4 Collaborative Learning 3 Quiz 10 |
| WEEK 11 Monday 4/22 Wednesday 4/24 | Mythohistorical and Academic Interventions Read: "Locating the Mythohistorical," 33 – 68 (Canvas) Read: "Locating the Mythohistorical," 33 – 68 (Canvas) | Discussion Board Activity Collaborative Learning 4 Quiz 11 |
| WEEK 12 Monday 4/29 Wednesday 5/1 | The Save Ethnic Studies and Xicanx Pop-Up Book Movement Watch: <i>Precious Knowledge</i> (2012) Read: "You Can Ban Chicano Books, But They Still Pop Up!": Activism, Public Discourse, and Decolonial Curriculum," 133 – 152 (Canvas) | Discussion Board Activity Quiz 12 Literary/Cultural Text |
| WEEK 13 Monday 5/6 Wednesday 5/8 | Walkout (2006): Historical and Current Representations Watch: <i>Walkouts</i> (2006) Read: "How 1968 East L.A. Student Walkouts Ignited the Chicano Movement" (Canvas) | Discussion Board Activity Quiz 13 Collaborative Learning 5 |
| WEEK 14 Monday 5/13 Wednesday 5/15 | Militancy, Confrontational Politics, and Revolution: The Brown Berets Read: "Birth of a New Symbol: The Brown Berets," 42 – 51 Read: "Birth of a New Symbol: The Brown Berets," 51 – 60 | Discussion Board Activity Quiz 14 Collaborative Learning 6 |
| WEEK 15 Monday 5/20 Wednesday 5/22 | The Chicano Moratorium Against the Vietnam War Read: "Chale No! We Won't Go!," 61 – 70 Read: "Chale No! We Won't Go!," 70 – 79 | Discussion Board Activity Quiz 15 Research Paper |
| WEEK 16 Monday 5/27 Wednesday 5/29 | El Centro de Acción Social Autónomo Memorial Day Read: "Un Pueblo Sin Fronteras:" The El Centro de Acción Social Autónomo (CASA) | Discussion Board Activity Quiz 16 |
| WEEK 17 Monday 6/3 | Coming to a Full Circle Thank you! Best Wishes! | Student Evaluations Conclusion |



IMPERIAL VALLEY COLLEGE

| DATES | TOPICS AND SUBJECTS | Activities & Assignments |
|---------------|----------------------------|-------------------------------------|
| Wednesday 6/5 | | |

* * * Syllabus is Subject to Change * * *