



### Basic Course Information

Semester:	Fall 2024	Instructor Name:	Miguel M. Chávez
Course Title & #:	CHIC 110: Chicana/o Heritage	Email:	miguel.chavez@imperial.edu
CRN #:	10947	Webpage (optional):	
Classroom:	Online	Office #:	203D
Class Dates:	August 12 – December 7, 2024	Office Hours:	<b><u>In Person: Office 203D</u></b> <b>MW 1:00 – 2:30 pm</b> <b>TH 5:20 – 6:20 pm</b> <b><u>By Appointment</u></b> <b>Pronto</b>
Class Days:		Office Phone #:	(760) 355-6492
Class Times:		Emergency Contact:	(760) 355-7108
Units:	3	Class Format:	Asynchronous

### 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 make up the 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.

## Communication and Office Hours

My office hours are Monday and Wednesday between 1:00 - 2:40 pm and Thursday between 5:20 pm - 6:20 pm in Office 203D. I am also available by appointment via Pronto. If you need to contact me via email, please use your Canvas inbox rather than your campus or personal email. I will respond to Canvas emails within 24 hours (usually much sooner). I encourage you to contact me with questions throughout the semester.



In addition, I will post comments on all graded assignments, so please check Canvas frequently for comments on assignments to improve your grade. You are responsible for reading comments and applying those improvements to your next assignment.

## 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.

**CULTURAL/HISTORICAL 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

**RESEARCH PAPER:** Students are required to write a research paper that identifies and analyzes Chicana/o cultural values and contributions to U.S. society. Students will utilize our library's databases to complete the assignment.

**POWERPOINT PRESENTATION:** For this assignment, students will create a PowerPoint presentation that effectively summarizes the most significant findings of their research paper to develop skills in summarizing and presenting research findings, as well as enhancing proficiency in using presentation software.

**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.

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

**QUIZZES:** Students will complete 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.

**DISCUSSION BOARD ACTIVITIES:** 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.

## Course Grading Based on Course Objectives

The following percentages from completed assignments determine the total grade:

- Cultural/Historical Film Analysis 15%
- Research Paper 25%
- PowerPoint Presentation 10%
- In-Person Cultural Experience 15%
- Midterm Exam 15%
- Quizzes 15%
- Discussion Board Activities 5%

Grading Scale:

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

### **Communication Policy (Canvas and Pronto)**

Students can reach me through our Canvas email system or Pronto messaging if they need to contact me. Please do not use a private or IVC student email for communication. I will respond within 24 hours or less, excluding weekends. If a student has not received a reply within that timeframe, please resend the original message and notify me of your attempt.

If a student sends me a Canvas email or Pronto message on a Friday, I will reply on Monday. Additionally, if a student contacts me about an assignment the day before or on the due date, I will respond after the due date. Therefore, it's crucial to communicate with me earlier in the week to ensure timely assistance.

Please understand that our curriculum is rigorous and demanding. Therefore, timely communication will help students complete their assignments. I will provide students with ample feedback to support a stellar grade.

When students Canvas email me (or any IVC professor), it is essential to use proper punctuation, capitalization, spelling, and grammar. In addition, always begin an email with an appropriate salutation (i.e., Dear Dr. Chávez). Professional email etiquette is seldom taught in college, so I understand how sending the first email is stressful. Please read this [article](#) for tips to help you write a relevant email and get answers (Quiz 1 will test whether you read the article).

Students are required to regularly check Canvas for weekly announcements, updates, reminders, or changes. Additionally, since grades are posted as they are scored on Canvas, all students will have direct access to their grade book.

### **Attendance and Drop/Participation Policy**

Students will be dropped from the course as a "No Show" if they do not log into the course or complete the required first-week assignments. Please complete them to avoid being dropped.

After completing the first-week assignments, students will participate in weekly Discussion Board Activities, Canvas Quizzes, and additional assignments designed to assess their understanding and processing of course material. Therefore, students are required to check Canvas daily to stay up-to-date and ensure they don't miss any important tasks or information.

If students are dropped from the course as a "No Show" and request to rejoin, they will be subject to the same rules and expectations as any other student starting the course. This means they must catch up on any missed work and adhere to all course policies from the moment they are re-enrolled. It is the student's responsibility to either drop the course or officially withdraw. See IVC's [General Catalog](#) for details.

All students are required to attend in-person or Canvas class meetings regularly. If a student is absent due to a college event or a medical issue, they are required to provide me with pertinent documents related to their absence.

*Read Carefully:* Students will be dropped from the course due to excessive absences if they do not access Canvas for two consecutive weeks or fail to complete the required first-week assignments. For online and in-person classes, consistent participation is crucial: students who fail to complete required activities for three consecutive assignments will be dropped from the course due to excessive absences. This policy helps students stay engaged and meet the course's academic expectations.

*Attendance Elaborated:* 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 third unexcused absence; students enrolled in an online course will be dropped if they have three 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.



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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.

### **Late Assignment Policy**

Students will always have access to our course modules and assignments, so please ensure that assignments are submitted on time. All due dates are posted on our course syllabus and Canvas, so students must check Canvas daily. If any circumstances affect your performance, please let me know in advance so I can make the necessary accommodations. Assignments will only be accepted on time.

### **Netiquette or Online Etiquette Policy**

Netiquette, short for internet etiquette, encompasses proper manners, behaviors, and decorum in the digital realm. It consists of rules for appropriate online conduct that students must adhere to. Please be mindful of the following: avoid sarcasm and use proper language; respect others' opinions and privacy; acknowledge and return messages promptly; do not use ALL CAPS or multiple exclamation marks to communicate with your classmates; most importantly, respect your instructor's attention and instructions to assist you in successfully completing the course.

According to IVC policies, all students must respect their classmates and instructors when communicating. If you need assistance, please get in touch with me. I am here to support you. Violation of this policy will be reported to the Campus Disciplinary Officer for disciplinary action.

### **Plagiarism (Academic Integrity) Policy**

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



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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 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.

### **Artificial Intelligence (AI) Policy**

IVC emphasizes critical thinking, effective communication, and academic integrity as crucial elements of the learning process. It is essential to understand that relying on AI tools to substitute your thinking, writing, or quantitative reasoning does not align with IVC's mission. IVC's academic honesty policy. Any attempts to submit assignments using AI will be considered academic dishonesty or plagiarism. If you have any uncertainties regarding the ethical use of AI tools, please seek clarification.

AI tools, such as Grammarly or ChatGPT, are strictly prohibited. These tools are not allowed and undermine the integrity of the work. Using unauthorized AI tools in coursework violates IVC's Artificial Intelligence (AI) Policy. This policy prohibits the use of AI to complete assignments, exams, or any other academic work unless explicitly allowed by the instructor. Violating this policy can lead to academic penalties, including potential disciplinary action.

Every submission that requires students to write will undergo review by our Turnitin program for AI detection. If your submission is identified through AI detection, it will receive a grade of 0 with no opportunity for resubmission.

### **Turnitin and Similarity Scores**

Our Canvas Turnitin program will review every student submission. If a submission receives a similarity score of 25% or higher, it will automatically be given a score of 0. This policy emphasizes the importance of submitting original work and avoiding plagiarism.

### **All in All: Cheating, Plagiarism, and Artificial Intelligence (AI)**

Anyone cheating, plagiarizing, or using AI will receive a zero on the assignment. In addition, the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated cheating may result in an F in the course and disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct.

### **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	TOPICS AND SUBJECTS	Activities & Assignments
<b>WEEK 1</b> 8/12 – 8/16	<b>Introduction to Chicana/o Studies</b> Introduction and Syllabus Review Read: “The Study of Popular Culture” (Canvas) Our Theoretical Framework	“Three Picture Icebreaker” First Day Pre-Course Survey Quiz 1a: Course Syllabus Quiz 1b: The Study of Popular Culture
<b>WEEK 2</b> 8/19 – 8/23	<b>Theories and Political-Material Conditions</b> Read: “Definitions and Theoretical Approaches to Popular Culture” (Canvas)	Quiz 2a: Theories on Culture Quiz 2b: AI and Similarity Score Discussion Board Activity Formative Assessment
<b>WEEK 3</b> 8/26 – 8/30	<b>Culture, Power, and Resistance</b> Read: “On Culture” (Canvas)	Quiz 3 Discussion Board Activity Collaborative Learning Activity
<b>WEEK 4</b> 9/3 – 9/6	<b><i>Pachuquismo</i> and WWII American Society</b> Watch: <i>Zoot Suit</i> (1981) Read: “Pachuco: Subcultures and Sociology” (Canvas) <b>November 2, 2024: Labor Day (Campus Closed)</b>	Quiz 4 Discussion Board Activity Collaborative Learning
<b>WEEK 5</b> 9/9 – 9/13	<b>Gender and Pachuca Culture</b> Read: “Saying ‘Nothin’: Pachucas and the Languages of Resistance” (Canvas)	Quiz 5 Discussion Board Activity Collaborative Learning
<b>WEEK 6</b> 9/16 – 9/20	<b>Border Music: “When did your family cross over?”</b> Watch: <i>Selena</i> (1997) Read: “Crusado Fronteras: Remapping Selena’s Tejano Music ‘Crossover’” (Canvas)	Quiz 6 Discussion Board Activity Collaborative Learning
<b>WEEK 7</b> 9/23 – 9/27	<b>Patriarchal Structures in <i>Mi Familia</i> and Heritage</b> Watch: <i>Mi Familia</i> (1995) Read: “Orale Patriarchy: ¿Hasta Cuándo Corazón Will You Remain El Gallo Macho of Mi Familia?” (Canvas)	Quiz 7 Discussion Board Activity Collaborative Learning
<b>WEEK 8</b> 9/30 – 10/4	<b>Día De Los Muertos: A Celebration of Life and Death</b> Watch: <i>Coco</i> (2017)	Quiz 8 Discussion Board Activity Anonymous Survey



DATES	TOPICS AND SUBJECTS	Activities & Assignments
	Read: “Tradition and Change: The Transformation of Dia de los Muertos in the U.S.” and “How to Make an Ofrenda for Dia de los Muertos” (Canvas)	
<b>WEEK 9</b> 10/7 – 10/11	<b>The Save Ethnic Studies and Xicanx Pop-Up Book Movements</b> 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” (Canvas)	Quiz 9 Discussion Board Activity SLO Assignments Review Collaborative Learning
<b>WEEK 10</b> 10/14 – 10/18	<b>Chicana/o Music</b> Read: <i>Chicano Popular Culture</i> , Chapter 2	Quiz 10 Discussion Board Activity Collaborative Learning
<b>WEEK 11</b> 10/21 – 10/25	<b>Midterm Exam</b>	Cultural Event (Fiestas de los Muertos)
<b>WEEK 12</b> 10/28 – 11/1	<b>Chicana/os in Cinema</b> Read: <i>Chicano Popular Culture</i> , Chapter 3	Quiz 12 Discussion Board Activity Cultural/Historical Film Analysis Collaborative Learning
<b>WEEK 13</b> 11/4 – 11/8	<b>Newspapers, Radio, and Television</b> Read: <i>Chicano Popular Culture</i> , Chapter 4	Quiz 13 Discussion Board Activity
<b>WEEK 14</b> 11/12 – 11/15	<b>Popular Literature</b> Read: <i>Chicano Popular Culture</i> , Chapter 5	Quiz 14 Discussion Board Activity In-Person Cultural Experience Due Collaborative Learning
<b>WEEK 15</b> 11/18 – 11/22	<b>Art, Celebrations, and Other Popular Traditions</b> Read: <i>Chicano Popular Culture</i> , Chapter 6	Quiz 15 Discussion Board Activity Research Paper Due Collaborative Learning
<b>WEEK 16</b>	<b>Winter Break</b> November 25 – 26, 2024: No Classes (Campus Open) November 27 – 30, 2024: Thanksgiving (Campus Closed)	



<b>DATES</b>	<b>TOPICS AND SUBJECTS</b>	<b>Activities &amp; Assignments</b>
<b>WEEK 17</b> 12/2 – 11/6	<b>Coming to a Full Circle</b> Finals Week Course Officially Ends November 7, 2024	Conclusion PowerPoint Presentation Due Course Evaluations

\*\*\*Syllabus is Subject to change \*\*\*