



IMPERIAL VALLEY COLLEGE

Basic Course Information

Semester:	Winter 2024	Instructor Name:	Miguel M. Chávez
Course Title & #:	CHIC 100: Introduction to Chicana/o Studies	Email:	miguel.chavez@imperial.edu
CRN #:	15214	Webpage (optional):	
Classroom:	Online	Office #:	203D
Class Dates:	January 2 – February 3, 2025	Office Hours:	Canvas Pronto by Appointment
Class Days:	Online	Office Phone #:	(760) 355-6492
Class Times:	Online	Emergency Contact:	(760) 355-7108
Units:	3	Class Format/Modality:	Asynchronous

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 student will have acquired new skills, knowledge, and or attitudes as evidenced by their ability 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).

Demonstrate active engagement with

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 OER.

Communication and Office Hours

My office hours are 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.

QUIZZES: Students will complete ten quizzes throughout the course to help them learn course content and 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 must participate in and complete Discussion Board assignments on reading assignments and learning activities. Students will first respond to a prompt and then to two classmate responses.

CHAPTER REVIEW: 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 FINDINGS - AN ARTFUL REPRESENTATION: Students will complete research identifying and analyzing 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 to produce an artful representation of their research findings.

Course Grading Based on Course Objectives

The following percentages from completed assignments determine the final grade:

- Quizzes 25%
- Discussion Board Activities 25%
- Chapter Review – *The Chicanos: As We See Ourselves* 25%
- Research Findings: An Artful Representation 25%

Grading Scale:

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

Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

Communication Policy (Canvas and Pronto)

Students can reach me through our Canvas email system or Pronto messaging. 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 in or complete the required first-week assignments. Please complete Quiz 1 and Discussion Board Activity 1 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 must 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.

Read Carefully: Students may be dropped from the course due to excessive absences if they do not complete the required assignments for an entire week. Consistent participation is essential in both online and in-person classes. This policy is designed to ensure students remain engaged and fulfill the academic expectations of the course.

Class participation and engagement are required, so all students are expected to be prepared for each 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 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.



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Netiquette or Online Etiquette and In-Class Behavior 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.

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

Artificial Intelligence (AI) tools are prohibited. 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.

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 using 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.

- [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.



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- [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](#).

Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at finaid@imperial.edu.

Anticipated Class Schedule/Calendar



DATES	TOPICS AND SUBJECTS	Activities & Assignments
WEEK 1 1/2 – 1/5	Introduction to Chicana/o Studies Introduction and Syllabus Review	Pre-Course Survey Discussion Board Activity Quiz 1: Course Introduction
WEEK 2 1/6 – 1/12	History and Belonging: <i>Aztlán</i> and the Chicana/o Homeland Watch: <i>Quest for a Homeland</i> (1996) Read: “In Search of <i>Aztlán</i> ” (Canvas)	PowerPoint Presentation Quiz 2: <i>Aztlán</i> and <i>el Movimiento</i> Formative Assessment Review Assignment
WEEK 3 1/13 – 1/19	Chicana/o Theory: <i>Movimiento</i> as a Process Read: “Chicanismo: The Forging of a Militant Ethos” (Canvas)	PowerPoint Presentation Quiz 3: The Militant Ethos Review Research Assignment “Student Lounge”
WEEK 4 1/20 – 1/26	Chicana Feminist Thought and Gender Politics Read: “The Development of Chicana Feminist Discourse” (Canvas)	PowerPoint Presentation Discussion Board Activity Quiz 4: Chicana Feminism Chapter Review
WEEK 5 1/27 – 2/3	Oppositional and Revolutionary Politics Read: “Rejecting the Liberal Agenda” (Canvas)	PowerPoint Presentation Quiz 5: Chicana/o and U.S. Politics Research Findings Formative Assessment Course Evaluations

Subject to Change Without Prior Notice