



## Basic Course Information

Semester:	<b>Spring 2025</b>	Instructor Name:	<b>Miguel M. Chávez</b>
Course Title & #:	<b>CHIC 100: Introduction to Chicana/o Studies</b>	Email:	<b>miguel.chavez@imperial.edu</b>
CRN #:	<b>20943</b>	Webpage (optional):	
Classroom:	<b>Online</b>	Office #:	<b>203D</b>
Class Dates:	<b>February 10 – June 6, 2025</b>	Office Hours:	<b><u>In Person: Office 203D</u> M–W: 2:30 – 3:30 pm TUES: 12:50 – 1:50 pm THRS: Pronto 1:00 – 3:00 pm</b>
Class Days:		Office Phone #:	<b>(760) 355-6492</b>
Class Times:		Emergency Contact:	<b>(760) 355-7108</b>
Units:	3	Class Format:	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).
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 OER.

## Communication and Office Hours

My office hours are Monday and Wednesday between 2:30 - 3:30 pm, Tuesdays from 12:50 – 1:50 pm, and Thursdays via Pronto between 1:00 – 3:00 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.

**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.

**DISCUSSION BOARD ACTIVITIES:** 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 FINDINGS: AN ARTFUL REPRESENTATION:** Students will complete research 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 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 10%
- Newsletter Assignment 25%
- 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)

### 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 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.

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.

## Attendance and Drop/Participation Policy

### A. First-Week Attendance & No-Show Drops:

Students who do not log into Canvas or complete the required first-week assignments will be dropped from the course as a “No Show.” To remain enrolled, students must complete all first-week assignments on time. If a student is dropped as a “No Show” and requests re-enrollment, they must follow the same rules and expectations as any other student joining the course. This includes catching up on missed work and adhering to all course policies. It is the student’s responsibility to drop or withdraw from the course officially. Please refer to the IVC [General Catalog](#) for withdrawal policies.

### B. Ongoing Attendance & Participation Expectations:

After the first week, students must actively participate by completing weekly Discussion Board Activities, Canvas Quizzes, and other assignments designed to assess their understanding of course material. Students should check Canvas daily to stay updated on deadlines and important information. Consistent participation is essential for both in-person and online classes. A student may be dropped due to excessive absences if any of the following occur:

- Failure to access Canvas for two consecutive weeks.
- Failure to complete the required first-week assignments.
- Failure to complete three successive assignments.

If a student experiences challenges affecting participation, they should reach out as soon as possible. I am here to support your success!

### C. In-Person & Online Attendance Policy:

Students must attend all scheduled class meetings (in-person or online) and participate in required activities. Students who are absent due to a college event or medical issue must provide proper documentation.

### D. In-Person Course Policies:

These policies emphasize the importance of consistent attendance, punctuality, and respectful behavior, ensuring that all students fully engage with course material and classroom discussions. By holding students accountable for their participation, the course maintains a fair learning environment where everyone can succeed without disruptions.

- Students who do not attend class will not receive credit for any assignments due that day.
- Arriving late or leaving early will count as half an absence, and students may not receive credit for assignments due that day.
- Students asked to leave class due to disruptive behavior will be marked absent and will not receive credit for any class assignments.

### E. Online Courses:

These policies reinforce the importance of consistent engagement and academic responsibility, ensuring students actively participate in their learning rather than falling behind. By requiring regular completion of assignments and activities, the course maintains rigorous academic standards and helps students stay on track for success.

- Students who fail to complete three consecutive assignments—whether missing, incomplete, or not meeting the required criteria—will be dropped from the course due to lack of participation.
- Active engagement in all weekly activities, including discussions, quizzes, and assignments, is required to stay enrolled. Regular participation helps ensure students stay on track with course material and meet academic expectations.

### **E. Excused Absences & Make-Up Work:**

Excused absences for officially approved college events recognize the importance of academic and extracurricular participation, ensuring that students are not penalized for representing the institution. However, students who miss class without an excused reason are held accountable, reinforcing the value of consistent attendance and engagement in coursework. While make-up opportunities may be available in some instances, students must take responsibility by communicating with the instructor to discuss their options and stay on track with their academic progress.

### **F. Policy Compliance with Title 5 Regulations:**

My attendance policy follows the California Code of Regulations, Title 5:

- Attendance itself cannot be graded, but course credit is based on the required number of instructional hours.
- Missing excessive class time—in-person or online—means a student has not fulfilled course requirements and may be dropped.

Active participation, preparation, and engagement are critical to your success in this course. Let's work together to make this a productive and rewarding semester!

### **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 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.

- 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.

### 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](#): 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](#).

### 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](mailto:finaid@imperial.edu).

## Anticipated Class Schedule/Calendar

DATES	TOPICS AND SUBJECTS	Activities & Assignments
<b>WEEK 1</b>	<b>Introduction to Chicana/o Studies</b> Introduction and Syllabus Review Our Theoretical Framework	Icebreaker Activity Pre-Course Survey Quiz 1: Course Syllabus Discussion Board Activity
<b>WEEK 2</b>	<b>History and Belonging: <i>Aztlán</i> and the Chicana/o Homeland</b> 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
<b>WEEK 3</b>	<b>Chicana/o Theory: <i>Movimiento</i> as a Process</b> Read: “Chicanismo: The Forging of a Militant Ethos” (Canvas)	PowerPoint Presentation Quiz 3: The Militant Ethos
<b>WEEK 4</b>	<b>Chicana Feminist Thought and Gender Politics</b> Watch: <i>Chicana Feminism</i> (1969 – 1980s) Read: “The Development of Chicana Feminist Discourse” (Canvas)	PowerPoint Presentation Quiz 4: Chicana Feminism Discussion Board Activity
<b>WEEK 5</b>	<b>Oppositional and Revolutionary Politics</b> Read: “Rejecting the Liberal Agenda” (Canvas)	PowerPoint Presentation Quiz 5: Chicana/o and U.S. Politics Formative Assessment
<b>WEEK 6</b>	<b>The Ethics of Historical Representation: Narratives</b> Read: “Reinterpreting the Past” (Canvas)	PowerPoint Presentation Quiz 6: The Past and Present Discussion Board Activity
<b>WEEK 7</b>	<b>Where Race, Class, and <i>Chicanismo</i> Intersect</b> Read: “Chicanismo: An Affirmation of Race and Class” (Canvas)	Quiz 7: Indigenismo, Class, and Chicana/o Politics



DATES	TOPICS AND SUBJECTS	Activities & Assignments
<b>WEEK 8</b>	<b>Mobilizing the Chicana/o Movement</b> Read: “Strategies for <i>Aztlán</i> : Creating a Cultural Polity” (Canvas)	PowerPoint Presentation Quiz 8: Strategies to Mobilize “Student Lounge”
<b>WEEK 9</b>	<b>The Labor Struggle - The United Farm Workers' Movement</b> Read: “Building a Movement and Constructing Community: Photography, the United Farm Workers, and El Malcriado” (Canvas)	PowerPoint Presentation Quiz 9: The California Farmworker Movement Formative Assessment
<b>WEEK 10</b>	<b>Militancy, Confrontational Politics, and Revolution: The Brown Berets</b> Read: “Birth of a New Symbol:’ The Brown Berets” (Canvas)	PowerPoint Presentation Quiz 10: ¡Mi Raza Primero! Review Chapter Assignment
<b>WEEK 11</b>	Spring Break – No Instructions	
<b>WEEK 12</b>	<b>Student Leadership, Activism, and the Educational System</b> Watch: <i>Taking Back the Schools</i> Read: “Grassroots Leadership Reconceptualized: Chicana Oral Histories and the 1968 East Los Angeles Blowouts” (Canvas)	PowerPoint Presentation Quiz 11: The Student Movement Review Student Learning Outcomes “Student Lounge”
<b>WEEK 13</b>	<b>¡Chicana Power! Gender, Feminism, and el Movimiento</b> Read: “Chicana Insurgencies: Stories of Transformation, Youth Rebellion, and Chicana Campus Organizing” (Canvas)	PowerPoint Presentation Quiz 12: ¡Chicana Power! Discussion Board Activity
<b>WEEK 14</b>	<b>The Chicano Moratorium Against the Vietnam War</b> Read: “Chale No! We Won’t Go!” (Canvas)	Instructional Video Quiz 13: Chicana/os Against the Vietnam War (An Art Representation) Chapter Review



DATES	TOPICS AND SUBJECTS	Activities & Assignments
<b>WEEK 15</b>	<b>El Centro de Acción Social Autónomo</b> Read: “Un Pueblo Sin Fronteras:’ The Centro de Acción Social Autónomo (CASA)” (Canvas)	Instructional Video Quiz 14: Chicana/o and Undocumented Worker Rights Formative Assessment
<b>WEEK 16</b>	<b>The Save Ethnic Studies and Xicanx Pop-Up Book Movements</b> Watch: <i>Precious Knowledge</i> (2011) Read: "You Can Ban Chicano Books, But They Still Pop Up! Activism, Public Discourse, and Decolonial Curriculums in Los Angeles"	Quiz 15: Save Ethnic Studies and Xicanx Pop-Up Book Movements Discussion Board Activity Newsletter Assignment
<b>WEEK 17</b>	<b>Coming to a Full Circle!</b> Thank you! Best Wishes!	Research Findings: An Artful Representation Student Evaluation of Course and Instructor

\* \* \* Syllabus is Subject to Change \* \* \*