

Basic Course Information

Semester:	FALL 2025	Instructor Name:	Abril Diaz
Course Title & #:	CHIC 100 Introduction to Chicana/o Studies	Email:	Abril.diaz@imperial.edu
CRN #:	CRN-10934	Webpage (optional):	www.imperial.edu
Classroom:	ONLINE	Office #:	N/A
Class Dates:	08/11/2025-12/06/2025	Office Hours:	N/A
Class Days:	ONLINE	Office Phone #:	N/A
Class Times:	ASYNCHRONOUS ONLINE	Emergency Contact:	N/A
Units:	3.0	Class Format:	ASYNCHRONOUS ONLINE

Course Description

This course offer 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, and urbanization patterns of the Chicana/o in the U.S., migration, identity and gender roles as well as 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 (CSU/.UC)

Course Prerequisite(s)

None

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 thru writing. [ILO1, ILO2, ILO4, ILO5]
2. Research the contributions of Chicanos in the United States. (ILO4, ILO05)
3. Analyze a literary and/or cultural text written by a Chicano author. (ILO1, ILO2, ILO5)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate knowledge of Chicano role in United States history from an interdisciplinary perspective.
2. Examine Chicano customs, traditions, and values.
3. Describe the major issues faced by Chicanos in the areas of education, politics and the arts.
4. Demonstrate understanding of the process of acculturation and assimilation (as well as the processes of hybridity and transculturation)
5. Critically analyze Chicano migration and immigration in the Western Hemisphere.
6. Examine and discuss contemporary issues facing the Chicano community.

7. 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 knowledge and white supremacy.
8. 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.
9. 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.
10. Demonstrate engagement with anti-racist and anti-colonial issues and the practices and movements in Chicano/Latinx communities to build a just and equitable society, both in and beyond the classroom.
11. Describe how struggle, social justice, solidarity and liberation are experienced by communities of color are relevant to current issues.

Textbooks & Other Resources or Links

Reading assignments will be posted via CANVAS Modules on a weekly basis. The following are the full OER Text links (for optional download)

Required Texts:

Women's Work and Chicano Families Cannery Workers of the Santa Clara Valley. Patricia Zavella. Cornell University Press. URL: <https://www.jstor.org/stable/10.7591/j.ctt1wn0grh.2> (Links to an external site.)

In Defense of La Raza The Los Angeles Mexican Consulate and the Mexican Community, 1929 to 1936. Francisco E. Balderrama. University of Arizona Press. URL: <https://www.jstor.org/stable/j.ctvss3xnd.1> (Links to an external site.)

The Chicanos As We See Ourselves. Fausto Avendaño, Roberto R. Bacalski-Martínez, David Ballesteros, José Antonio Burciaga, Rudolph O. de la Garza, Ester Gallegos y Chávez, Sylvia Alicia Gonzales, Manuel H. Guerra, Guillermo Lux, Martha A. Ramos, Reyes Ramos, Carlos G. Velez-I and Maurilio E. Vigil. Arnulfo D. Trejo. University of Arizona Press URL: <https://www.jstor.org/stable/j.ctvss3xpw.1> (Links to an external site.)

Film: Chicano! The History of the Mexican American Civil Rights Movement (Arte Publico Press; 2 Revised edition (September 1997)

Course Requirements and Instructional Methods

Students must actively connect and engage ONLINE via CANVAS. Learning material consists of a combination of textbook reading assignments, online lectures, written and video weekly discussions, weekly quizzes and online course examinations. Learning materials are scheduled, packaged in modules and made available weekly according to the

Anticipated Course Schedule/Calendar

Lecture: All Lectures will be available via CDRC Canvas LMS

Quizzes and Exams: Weekly Quizzes and Two (2) exams will assess understanding of course material and learning via CANVAS. These will consist of multiple choice; fill in the blank, True/false, short answer questions from the textbook, lectures and videos. NO MAKE-UP EXAMS

Attendance and Participation. Log in to Canvas and complete weekly assignments per specified due dates for full participation credit. Engaging in weekly class discussions will be part of your participation grade.

Weekly Discussions: Discussion boards will address the following: 1) A provocative or interesting idea regarding Chicano Studies from the text, class discussion, Ted Talk video, an article from the internet or magazine, from your point of view. Do not provide a review of the reading/program, but your own thoughts regarding the topic. The focus of the discussions is for you to learn to think critically about the course material. The intention of the assignment is to get some ideas down and then begin exploring your ideas. You do not have to write what you think I would agree with or what is necessarily true, you just need to justify your ideas and statements with explanations.

Written Assignment: "My Community" This is your first assigned paper. You are to write a paper of not less than three (3) and not more than five (5) pages. It should be typed/printed. In this essay, you are to describe yourself and your community. What kind of community do you think of as your "primary" or "most important" community. This may be your church, an "online" community, your peer (friendship) group, your local neighborhood or barrio, or your family. Your community may be many things. Please be clear and answer the following questions. What is your community? Who are you within your community? How do others perceive you, how would they describe you? What do you need from your community? And, what does your community need from you? Please be detailed.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

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Group Project- "Active in my Community"

1. Students will work together to develop a plan of action that addresses a specific issue or topic. Only 3-5 students per group. The group will also execute the plan. The group will report its findings periodically (see schedule). Consequently, your reportage will construct a plan or journal of your project execution.
2. The purpose of the journal is to chronicle your learning process and to detail your proposed project. Therefore, the journal will be evaluated on whether you address specific issues dealt within in class. Meaningful reports are 1 to 2 pages in length. The journal in turn will become a guideline on how to better or improve that specific topic being addressed.
3. 5 group journal entries minimum. AT THE END EACH MEMBER WILL DETAIL HIS/HER PARTICIPATION IN THE GROUP'S PROJECT IN A 1-2 PAGE REPORT ATTACHED TO THE FINAL REPORT.
* THE GROUP REPORT INCLUDES THE INDIVIDUAL REPORTS EXPERIENTIAL LEARNING RUBRIC

Course Grading Based on Course Objectives

Method of evaluation to determine if stated SLO's and Course Objectives have been met include class activity and student participation in class discussions, essays, mid-term/final exams, oral assignments, quizzes and written assignments. Unless previous arrangements are made with instructor, NO MAKE UP EXAMS WILL BE GIVEN FOR THIS COURSE without prior consent from instructor. Any class form, quiz, exam or homework submitted late will receive a 5-point deduction after 1st day late.

Student Grade Evaluation

Participation	100 points
Quizzes	100 points
Exam #1	100 points
Exam #2	100 points
My Community	50 points
Group Project	50 points

Final Assignment 100 points

Total Points 600 points

The grade distribution is based on the following percentage points:

A	600-540	90%
B	539-480	80%
C	479-420	70%
D	419-360	60%
F	Under 359	59% or less

Course Policies

Attendance Policy

Your attendance and participation is key. Log in CANVAS regularly every week to complete scheduled assignments. Students who do not log into Canvas and complete weekly assignments may be dropped from course. In addition, failure to complete assignments on time may result with reduction in class points.

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

What does it mean to "attend" an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Other Course Information

Online Netiquette

What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Netiquette is a set of rules for behaving properly only.- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)]

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work 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. Rather, intended to serve as examples of unacceptable academic conduct.

Plagiarism is to take and present, 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 understand how to correctly 'cite a source', you must ask for help.

Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Anticipated Class Schedule/Calendar

Week	Date	Activity, Assignment, and/or Topic	Reading	Due Dates
1	08/11	Course Overview	– Syllabus & Introductions	Discussion
2	08/18	MODULE 1: Intro to Chicano Studies: Perspectives on Origins of Chicano Studies	– Why Ethnic Studies Matters? – <i>Chicano Studies as a Discipline</i> by Carlos F. Ortega – Chicanos As We See Ourselves (pg151-166) <i>Bilingual-Bicultural Education: A Must for Chicanos</i> by David Ballesteros	Discussion/Quiz
3	08/25	MODULE 2: Exploring Identity	– Chicanos As We See Ourselves (pg 49-66) <i>The Mexican American: Am I Who They Say I Am?</i> – Chicanos As We See Ourselves (pg187-212) <i>As We See Ourselves in Chicano Literature</i>	Discussion/Quiz
4	09/01	MODULE 3: Re(visions) of the past Journal #1 Due	– Chicanos as We See Ourselves (pg 1-18) <i>Return to Aztlan: The Chicano Rediscovered His Indian Past</i>	Discussion/Quiz

5	09/08	MODULE 4: Re(visions) of the past	– “I am Joaquin” Poem by Rodolfo Corky Gonzalez Group Activity	Discussion/ Quiz
6	09/15	EXAM #1 Journal #2 Due “My Community” Essay Due	CANVAS	EXAM #1 Essay Due
7	09/22	MODULE 5: GENDER AND RACE IN CHICANO FAMILIES	– <i>Women’s Work and Chicano Families: Cannery Workers of the Santa Clara Valley (pg1-20), (130-162)</i>	Discussion/ Quiz
8	09/29	MODULE 6: IMMIGRATION AND AMERICANIZATION Journal #3 Due	– In Defense of La Raza: The Los Angeles Mexican Consulate and the Mexican Community, 1929 to 1936 (pg1-6) – On Chicano Music in the U.S.by Carlos F Ortega	Discussion/ Quiz
9	10/13	MODULE 7: THE CHICANO MOVEMENT PART 1	<i>Film: Chicano! The History of the Mexican American Civil Rights Movement Part 1- Quest for a Homeland</i>	Discussion/ Quiz
10	10/20	MODULE 8: THE IMPACT OF LABOR TO THE AMERICAN ECONOMY - CHICANO MOVEMENT Journal #4 Due	– <i>Film: Chicano! The History of the Mexican American Civil Rights Movement Part 2- Labor- Struggle in the Fields</i>	Discussion/ Quiz
11	10/27	MODULE 9: THE ROLE OF EDUCATION IN THE CHICANO MOVEMENT	– <i>Film: Chicano! The History of the Mexican American Civil Rights Movement Part 3- Taking Back the Schools</i> – In Defense of the Raza (pg 55-69) The Battle Against School Segregation – Alvarez v. Lemon Grove School Board (1931) Mendez v. Westminster (1947): Helping to Pave the Way for Brown v. Board of Education.”	Discussion/ Quiz
12	11/03	MODULE 10: THE ROLE OF POWER IN THE CHICANO MOVEMENT Journal #5 Due	– <i>Film Chicano! The History of the Mexican American Civil Rights Movement Part 4- Fighting for Political Power</i>	Discussion/ Quiz
13	11/10	MODULE 11: Chicano Culture and Policy	CANVAS	Exam #2
14	11/17	Thanksgiving Break	– No Class	
15	12/01	Final Assignment	– Due 12/04/2025 Due 12/04/25	
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NOTE: This course outline should be considered tentative since some minor changes may be made according to the needs of class. *All items submitted must have name, class and date unless instructed differently.

Subject to change without prior notice