

## Basic Course Information

Semester:	FALL 2025	Instructor Name:	ADRIÁN R. RÍOS (they/she/he)
Course Title & #:	CHIC 100: INTRO TO CHICANX STUD	Email:	<a href="mailto:adrian.rodriguez@imperial.edu">adrian.rodriguez@imperial.edu</a>
CRN #:	10945	Webpage (optional):	on Canvas
Classroom:	400-403	Office #:	203D
Class Dates:	08/11-12/06	Office Hours:	MW 16:30 - 18:00 T 13:00-14:30
Class Days:	WEDNESDAYS	Office Phone #:	TBD
Class Times:	18:00 TO 21:10	Emergency Contact:	TBD
Units:	3.0	Class Format:	In-person

## 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 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. (Formerly HUM/SPAN 262) (CSU/UC)*

## Course Prerequisite(s) and/or Co-requisite(s)

None, everyone is welcome to take this course. It is recommended to take a "College Reading" course beforehand.

## Student Learning Outcomes

*Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:*

- 1. Research, analyze, and identify cultural values and contributions of Mexican Americans to the United States through writing.*
- 2. Research the contributions of Chicanos in the United States.*
- 3. Analyze a literary and/or cultural text written by a Chicano author.*



## Course Objectives

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. 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 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.
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

This is a **Zero Textbook Cost** course, meaning that all required materials will be available for free on the course website.

## Course Requirements and Instructional Methods

**Attendance (10%)** Full presence of the mind is important for this class. You agree to arrive on time and be fully present in the classroom. You may accumulate up to two (2) unexcused absences. However, at the third (3rd) unexcused absence you may be dropped from the course without notification. Two (2) tardies equal one (1) absence; beyond the fifth (5th) tardiness, you may be dropped from the course as well.

**Participation (10%)** This is a discussion-based course, therefore I appreciate, encourage, and expect intentional, informed, and constructive participation in class:

- **Intentional:** You have a purpose in sharing your worldview or insight with us.
- **Informed:** You've completed the readings and have information relevant to the discussion.
- **Constructive:** You're building up a conversation and not discrediting or disrespecting others' contributions.

Evaluation includes your preparedness, active interventions in class discussions and active listening skills. These will be divided in two segments of participation during the first half (50 points) and the second half for a total of 100 points.



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**Reflection papers SLO1 (20%)** : *Participation and communal discussions are a prerequisite for reflection.* Throughout the semester there will be two (2) short reflection papers you will have to write, each of two pages long, double-spaced, and following a citation format of your choice (MLA, Chicago, APA, etc.) These assignments should address, concisely, a *reflection* of yours to the course material up to that point in the semester. A reflection can be for instance: writing about a silence in the syllabus or readings (a topic you wish we have covered more in depth, or that we did not cover at all), an evoked feeling based on your senses, an issue or conflict at hand, an imperative question, a meditated emotion, or any matter you would like to reflect in writing based on the materials assigned. A reflection paper is **NOT a summary**. These writings will be graded in terms of organization, engagement, insight, and citation.

**Group Presentation - SLO3 (20%)** An in-class group presentation designed to support community learning and critical engagement with assigned readings. Working in groups of 2-3 people, you will create a 15-minute presentation consisting of three elements: a clear summary of the day's materials to support classmates who may have struggled with the reading; a critical analysis connecting the materials to course themes, contemporary issues, or lived experiences; and 4-5 discussion questions that encourage class dialogue and critical thinking. Presentations should help the entire class understand why these materials matter to Chicanx Heritage and our lives today. Groups must share materials (slides, handouts) with instructor 24 hours before presentation.

Grading Criteria: Community support through clear summary, critical thinking and synthesis, and promotion of meaningful class dialogue.

Note: Detailed presentation guidelines on Canvas under the Assignment Tab.

**Fictional Autobiography SLO2 (20%)**: *Reflection is required in order to express oneself.* This is a ten-page research paper on your memory and lived experiences. This research assignment asks you to self-reflect with the course material, and to individually write your own "fictional autobiography", inspired by the text we read on Normal Elia Cantú's *Canícula: Snapshots of a Girlhood en la Frontera*. This assignment is an exercise for you to invest in your writing in terms of creativity, intuition, presence, and introspection. The purpose of this assignment is to have a **mid-semester** reflection on the material we read, and to write how we can each understand and relate to intersectional experiences from our own place of enunciation. There are strict guidelines to this assignment, please follow them properly to receive credit for it. The midterm will be graded in terms of completion/incompletion.

**Consciousness project SLO2 (20%)**: This final assignment must be the result of your semester-long inquisitive work. It is a format-free research project, and can be either individual or in pairs (2). It must be relevant to the course content, and should be useful for your academic or personal growth. See this project as an opportunity for self-reflection and mindfulness. Consciousness projects invites you to consider: "how has my consciousness changed after this course?". The assignment may take the form of a video, a show-and-tell, a (board) game, a short film, a choreography, a research paper, fiction or non-fiction essay, workshop proposal, poetry, photography exhibit, performance. This is by no means an exhaustive list. All consciousness projects must be submitted with a one-page reflection on the process of conception, creation, and result.

#### **Evaluation:**

Attendance: 100 points

Participation: 100 points

Fictional Autobiography: 200 points

Reflection Papers: 200 points

Group presentation: 200 points

Consciousness Project: 200 points

**Grade Rubric:** A 90-100% B 80-89% C 70-79% D 60-69%



## Readings and homework:

This course does not rely on the conventional understanding of “homework” as in “labor produced at home”. Unlike the common path of education where weekly homework is assigned, this class will not assign more work than the evaluative assignments mentioned above. Nonetheless, your weekly obligation to this class is to come prepared, having done the readings, and bringing your notes and highlighted quotes/scenes. This is a three (3.0) unit class, meaning that per State law you are required to spend weekly at least six (6) hours of study outside of the classroom. Please note that all readings will take you six hours or less per week to complete. Some of the readings may be more challenging than others, but rest assured that each reading is meticulously chosen for a college-level reader and thinker.

## Collaboration:

Students are encouraged to collaborate. Dialogue and the exchange of ideas are essential in academic work. Conversations, e-mails, and references are highly beneficial for academic purposes. Nonetheless, any work submitted must be the result of your own research and labor, acknowledging any reference or help you received.

## Academic Honesty (Artificial Intelligence -AI)

*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 both 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 reach out to their instructors for clarification.*

## Special accommodations

Any student needing academic adjustments and accommodations is requested to present their letter from the college and speak with the instructor by the end of the second week of the term. Students who are parents and have no support for babysitting are welcome to bring their children to class. Class is intended to be a safe space for all needs.

## 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.*

## Course Policies

**Language policies:** For pedagogical reasons (and sadly imperial too) the main language of the discussion will be English, with critical interventions in Spanglish and Spanish, as we see necessary.

**Laptops and hand-held devices:** Laptops and hand-held devices must be used in class exclusively for readings and note-taking purposes. Please, refrain from using any device for anything other than class readings and note-taking. You may be asked to leave the classroom if you are found using devices for non-instructional material.



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**Attendance and tardiness policy:** Students are expected to attend every class meeting, to arrive on time and stay throughout the class period. Students may be dropped from class for excessive tardiness, for failure to attend class the first day or during the entire first week of the class, or if the total number of absences exceeds twice the number of hours the class meets per week.

**Community Agreements:**

Be kind to yourself and others  
Speak from the "I" perspective  
Respect difference and diversity  
Care for yourself and for each other  
Call in rather than call out  
Practice compassion  
Hold assumptions, ask questions  
Make space, take space  
Be present and on time  
Welcome curiosity and interest  
Confidentiality (What's said here, stays here; what's learned here, leaves here)

**Note:** Some of the topics covered in this class are challenging. Please, remember that we all come from different perspectives, and carry diverse histories within us. For this, I invite all students to consider vulnerability and tenderness as instruments for a compassionate and honest learning environment.

## Contact and Emails:

Student Hours (aka Office Hours) is a time especially dedicated to meet with you! I am your instructor, and I will be happy to answer any questions about the course. Meetings are on 10 minute intervals, and they can be in small groups or one-on-one. In case you want to use this time to go over an assignment, or address any doubt from the course materials, please plan your questions ahead of time.

**E-mails:** I respond to e-mails Monday through Friday from 10am to 5pm. It usually takes me 24 to 48 hours to respond. Please, do not expect me to respond to emails out of working hours, over weekends or holidays. Plan your contact needs accordingly.

## 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).*

## 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

Date or Week	TOPIC AND READINGS	ASSIGNMENTS DUE
Week 1 August 11-15	WHAT IS ETHNIC STUDIES?	
Week 2 August 18-22	CHICANX EDUCATION	
Week 3 August 25-29	COLONIALISM AND THE HISTORICAL CONTEXT	
Week 4 September 1-5	THE CHICANO MOVEMENT	
Week 5 September 8-12	THE CHICANA REVOLUTION	FIRST REFLECTION PAPER
Week 6 September 15-19	CHICANX EPISTEMOLOGIES	
Week 7 September 22-26	THE BORDER AND SPANGLISH	
Week 8 September 29-03	MEMORY AND STORYTELLING	
Week 9 October 6-10	CAPITALISM OR HOW WE ALL BECAME A PRODUCT	MIDTERM
Week 10 October 13-17	LATINIDAD	
Week 11 October 20-24	IDENTITY AND DIASPORA	
Week 12 October 27-31	THE CHICANX AND MEXICAN HEGEMONY	
Week 13 November 3-7	LATINX HEALTH AND SURVIVAL	SECOND REFLECTION PAPER
Week 14 November 10-14	REPRESENTATION AND RECONFIGURATION OF LATINIDAD	
Week 15 November 17-21	CONTEMPORARY LATINX STUDIES	
Week 16 November 24-28	THANKSGIVING BREAK	
Week 17 December 1-5	FINAL RESEARCH PROJECT OR HOW I IMAGINE THE FUTURE	CONSCIOUSNESS PROJECTS

\*\*\*Syllabus is subject to change without prior notice\*\*