

Basic Course Information

Semester:	FALL 2025	Instructor Name:	ADRIÁN R. RÍOS (they/she/he)
Course Title & #:	CHIC 110: CHICANX HERITAGE	Email:	adrian.rodriguez@imperial.edu
CRN #:	11176	Webpage (optional):	on Canvas
Classroom:	1600-1603	Office #:	203D
Class Dates:	08/11-12/06	Office Hours:	MW 16:30-18:00 T 13:00-14:30
Class Days:	TUESDAYS AND THURSDAYS	Office Phone #:	TBD
Class Times:	11:20-12:45	Emergency Contact:	TBD
Units:	3.0	Class Format:	In-person

Course Description

This course examines cultural achievements and thought of Spanish-speaking peoples of North America; development of aesthetic and ethical values. North American intellectual history and influence of philosophical orientations of native and Mestizo peoples. This includes how Chicanas and Chicanos –and other Latinos-- have adapted to the various cultural elements of U.S. society as compared to other groups. This course tracks racial formation by studying the sphere of cultural production, consumption, and contestation. (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. Describe the elements that make up a culture and how they apply to the Chicano cultural experience, making use of appropriate terminology and theoretical frameworks.*
- 2. Use library academic sources to research a Chicana/o related topic for the purpose of writing an essay, delivering an oral presentation, or developing 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. Cooperate with other fellow students in developing a cultural community event.*
- 5. Compare and contrast aspects of Chicana/o culture to that of other groups in the United States and/or the world.*



Course Objectives

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

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

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 three (3) unexcused absences. However, at the fourth (4th) unexcused absence you may be dropped from the course without notification. Three (3) tardies equal one (1) absence; beyond the ninth (9th) tardiness, you may be dropped from the course as well.



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Participation - SLO1 (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.

Daily Creative Snapshots (30%) Each class begins with ten (10) minutes of creative writing inspired by Norma Elia Cantú's *Canícula*. Write brief "fictionalized snapshots" connecting course themes to personal memory, family stories, or imagined experiences. Must complete minimum 20 snapshots for full credit (15 points each, 300 points total).

Grading: Completion/Incomplete basis. Must be present to write.

Reflective Journals SLO5 (10%) You will write two posts on Canvas reflecting on the readings and class discussions. Each submission consists of an initial post (300-500 words) and a reply to at least two (2) classmates (100-200 words). Write in first person "I" about how the materials connect to your own life, family stories, heritage, or current social realities. Each post + reply = 50 points, totaling 100 points. Grading: Complete/Incomplete basis.

Note: Detailed posting guidelines and prompts available on Canvas under Assignment Tab.

Group Presentation - SLO3 (15%) 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.

Midterm: La historia de las cosas/The history of things- SLO2 (15%) A creative-academic project examining how one everyday object from your life connects to global histories of colonialism and capitalism. Research the origins, labor practices, and supply chains behind this object. In class, write a 4-5 page piece that reveals the hidden story behind your chosen object—where it comes from, who makes it, and how it connects to larger systems of power. Use creative storytelling techniques inspired by Julio Torres' *My Favorite Shapes* to let your object "speak" its biography.

Final Portfolio: Creative Snapshots Collection - SLO4 (10%) Curate and present your strongest work from the semester by selecting your best 10 snapshots, organizing them meaningfully, and typing them up with light revisions for digital submission. Complete your portfolio with a one-page single-spaced reflection connecting your creative process to course themes and addressing the central question: "What did you inherit and what are you leaving behind?" This collection showcases your voice as a writer and your growth as a critical thinker about heritage, identity, and belonging.

Evaluation:

Attendance: 100 points

Participation: 100 points

Daily Creative Snapshots: 300 points

Midterm Essay: 150 points

Reflective Journals: 100 points

Group presentation: 150 points

Final Portfolio: 100 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.

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 HERITAGE O LO QUE HEREDÉ	
Week 3 August 25-29	WHITENESS AND COLONIALISM	
Week 4 September 1-5	HISTORICAL CONTEXT	
Week 5 September 8-12	FROM MEXICANIDAD TO CHICANIDAD	FIRST REFLECTIVE JOURNAL
Week 6 September 15-19	CHICANO MOVEMENT	
Week 7 September 22-26	CHICANA FEMINISM	
Week 8 September 29-03	CHICANX LITERATURE	
Week 9 October 6-10	CHICANX ART	MIDTERM
Week 10 October 13-17	CHICANX INDIGENISMO	
Week 11 October 20-24	CHICANX TERRITORIES	
Week 12 October 27-31	FROM CHICANIDAD TO LATINIDAD	
Week 13 November 3-7	LATINX ICONS AND CAPITALISM	SECOND REFLECTIVE JOURNAL
Week 14 November 10-14	LATINX HEALTH AND THE RIGHT TO CHOOSE	
Week 15 November 17-21	LATINX FOODWAYS	
Week 16 November 24-28	THANKSGIVING BREAK	
Week 17 December 1-5	LATINX HERITAGE OR WHAT YOU'RE LEAVING BEHIND	FINAL PORTFOLIO

Syllabus is subject to change without prior notice