IMPERIAL VALLEY COLLEGE

Basic Course Information

Semester:	Spring 2026	Instructor Name:	Miguel M. Chávez
Course Title & #:	CHIC 110: Chicana/o Heritage	Email:	miguel.chavez@imperial.edu
CRN #:	20941	Webpage (optional):	
Classroom:	Canvas	Office #:	203D
Class Dates:	February 17 – April 17, 2026	Office Hours:	Campus: TUE 11:15 am – 12:15 pm Email: MW 2:00 – 3:00 pm
Class Days:	Online	Office Phone #:	(760) 355-6492
Class Times:	Online	Emergency Contact:	(320) 224-2618
Units:	3	Class Format/Modality:	Asynchronous

Course Description

This course examines cultural achievements and aesthetic developments, ethical values, intellectual history, and the influence of philosophical orientations of native and Mestizo Spanish-speaking peoples of North America. This includes how Chicanas and Chicanos–and other Latinos—have adapted to the various cultural elements of
U.S. society compared to other groups. This course tracks racial formation by studying cultural production, consumption, and contestation. (CSU/UC)

Course Prerequisite(s) and/or Corequisite(s)

N/A

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 elements that make up the culture and how they apply to the Chicano cultural experience, using appropriate terminology and theoretical frameworks.
2. Use academic library sources to research a Chicana/o-related topic to write an essay, deliver an oral presentation, or develop 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. Compare and contrast aspects of Chicana/o culture to that of other groups in the United States and/or the world.
5. Cooperate with other fellow students in developing a cultural community event.

Course Objectives

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.
7. Explain how Chicano/Chicana/ 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 communities.
9. Engage social and academic practices originating in Chicano/Chicana 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 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 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.

Office Hours

My in-person office hours are Tuesdays from 2:30 to 3:30 pm in Room 203D. My online office hours are held on Mondays and Wednesdays from 1:00 to 2:30 pm via email. I am also available by appointment if these times do not work for you. Please don't hesitate to reach out — I'm here to support you.

Course Textbook

Charles M. Tatum, *Chicano Popular Culture: Que Hable el Pueblo* (The Mexican American Experience) 2nd Edition (The University of Arizona Press: Tucson, 2017) ISBN: 978-0816536528.

Grading

The following percentages from completed assignments determine the final grade:

1. On Culture, Domination, and Resistance 10%
2. Research Cultural Contributions 10%
3. Your Presentation 10%
4. Film as a Lens 10%
5. Discussion Board Activities: Cesar Chavez Event 10%
6. Final Exam 20%
7. Quizzes 15%
8. Discussion Board Activities 15%

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 get in touch with 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 messaging system. Please do not use a private or IVC student email for communication. I will respond within 24 hours, 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 message on a Friday, I will reply on Monday. Additionally, if a student contacts me about an assignment on or before 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

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.

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!

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.

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.

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.

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 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

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.

Updated 11/2024

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.
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)d

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 Servies

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 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! 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 Feb 17 - 20	**Introduction to Chicana/o Studies** Introduction and Syllabus Read: "Course Syllabus" and "Course Policies" (Canvas)	Pre-Course Survey Quiz 1: Course Introduction Discussion Board Activity
WEEK 2 Feb 23 - 27	**On Popular Culture** Watch: *Uncovering What was Hidden* Read: "The Study of Popular Culture" (Canvas)	PowerPoint Presentation Quiz 2: Chicana/o Popular Culture Discussion Board Activity
WEEK 3 March 2 - 6	**Theories and Political-Material Conditions** Watch: *Reclaiming History from Below* Read: "Definitions and Theoretical Approaches to Popular Culture" (Canvas)	PowerPoint Presentation Quiz 3: Theories on Popular Culture Discussion Board Activity
WEEK 4 March 9 - 13	**Culture, Power, and Resistance** Read: "On Culture" (Canvas)	PowerPoint Presentation Quiz 4: A Culture of Resistance Discussion Board Activity: SLO 1 Midterm Exam Review
WEEK 5 March 16 - 20	**Patriarchal Structures in Mi Familia and Heritage** Watch: *Mi Familia* (1995) Read: "*Orale* Patriarchy: *Hasta Cuando Corazón* Will You Remain *El Gallo Macho* of *Mi Familia*?" (Canvas)	Quiz 5: Patriarchy, Values, and Male-Centered Narratives Discussion Board Activity Film as Lens: SLO 4 Cesar Chavez March and Celebration Reminder

WEEK 6 March 23 – 27	**Cesar Chavez and the Farmworkers Movement** Watch: *The Struggle in the Fields* Cesar Chavez March and Celebration, Saturday, March 28	Cesar Chavez March and Celebration Discussion Board Activity: SLO 5
WEEK 7 March 30 – April 3	**Border Music: "When did your family cross over?"** Watch: *Salena* (1997) Read: "Crusando Frontejas – Remapping Selena's Tejano Music" (Canvas)	Quiz 7: Crossing Identity and Mexicans Discussion Board Activity: SLO 2
WEEK 8	**Spring Break (Campus Closed) April 6 - 10**	
WEEK 9 April 13 - 17	**The Save Ethnic Studies and Xicanx Pop-Up Book Movements** Watch: *Precious Knowledge* (2012) Read: "You can Ban Chicano Books, But They Still Pop Up! Activism, Public Discourse, and Decolonial Curriculum in Los Angeles" (Canvas)	Quiz 9: Chicana/o Theory, Rhetoric, and Activism Discussion Board Activity Final Exam Your Presentation: SLO 3

*Syllabus subject to change *