

### Basic Course Information

Semester:	<b>Spring 2020</b>	Instructor Name:	<b>Gilberto Reyes</b>
Course Title & #:	<b>Chicano 100</b>	Email:	<b>Gilberto.reyes@imperial.edu</b>
CRN #:	<b>21610</b>	Webpage (optional):	<b>N/A</b>
Classroom:	<b>411</b>	Office #:	<b>809</b>
Class Dates:	<b>2/18 - 6/12</b>	Office Hours:	<b>By Appointment</b>
Class Days:	<b>M-W</b>	Office Phone #:	<b>N/A</b>
Class Times:	<b>1:00-2:25</b>	Emergency Contact:	Send me an email, or if it is an emergency please: Elvia Camillo at 760- 355-6144.
Units:	<b>3</b>		

### Important Days

- February 29, Last day to register for class and to drop a class without a W.
- May 16, Last day to drop a class with a W.

### Course Description

This course offers an introduction to Chicano/a studies as an academic discipline, with a focus on the cultural values, social organization, urbanization patterns of the Chicano/a in the U.S., 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. (Same as HUM 262) (CSU, UC)

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

N/A

### Student Learning Outcomes

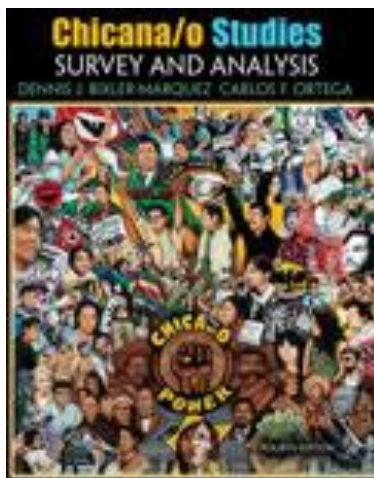
Research, analyze and identify cultural values and contributions of Mexican Americans to the United States through writing or oral report. Upon course completion, the successful student will have acquired new skills, and knowledge.

## Course Objectives

1. To provide students with sufficient knowledge and understanding of Chican@ history in the United States.
2. To provide students with sufficient knowledge and understanding of Chicano Culture, customs, traditions, and values.
3. To acquaint students with Chican@ / Latin@ issues in the history, arts, education, health, and politics.
4. Students will demonstrate understanding of the process of acculturation and assimilation and they relate to issues of identity in the U.S.
5. It is expected that, through group discussions, presentations, and exams, students will show inter-cultural understanding, and explore connections with his/her cultural enclave.
6. Students will develop a critical perception of Chican@ migration, and immigration in the Western Hemisphere, historical and sociological issues that affect Mexican origin communities in the U.S, as well as other Latino groups.
7. Students will demonstrate knowledge and understanding of contemporary Chican@ community issues.

## Textbooks & Other Resources or Links

Dennis U. Bixler-Márquez, and Carlos F. Ortega. *Chicana/o Studies: Survey and Analysis*: Kendall Hunt. Fourth Edition (2014) ISBN-13: 978-1465225665



## Course Requirements and Instructional Methods

### A Note on Reading

Reading is a practice that is common to all great civilizations. Most mentioned are the ancient civilizations of the Middle East and North Africa. However, many Indigenous American civilizations (the Maya, Aztecs, Teotihuacan's, Toltecas, Soque, and Incas, among others) also independently produced systems of writing and mathematics, with the Maya independently producing and applying the concept of Zero to architecture, cosmology, and calendar systems). Still, writing is a learned behavior. It is a skill that requires regular use to maintain efficiency. You need to read your assignments regularly and to have read the material by the beginning of the week for which it is assigned. Films viewed in class are to be considered required texts, so notes should be taken and films should be read for their content.

### Reading Reviews (All SIX MUST BE TURN IN BY June 6)

The Reading reviews are going to be based on the reading assignments. Each Writing Assignment is **one pages long**. The first paragraph must be a summary of the reading (what you think is the most important subject of the reading). In addition, the second paragraph must be of your opinion on the reading.

The students will only write six writing assignments for this Spring 2020 semester. It is up to you to choose the readings that you would write your writing assignments about.

To get a good grade on the weekly writings, I recommend you stay with the facts. The point of the paper is to remain objective and detailed yet brief. Your paper should be in **12-point Times New Roman & Double Spaced always**. Font size and style mismatches are automatic red marks on your paper and will result in a lower grade. You are expected to proofread your assignments before and after you print it, making sure the language and prose of your statements does three things: make sense, is grammatically correct and in syntax; deliver competent phrases that do not detract and amplify your writing; have overall language on a university level.

Do not send the Reviews via email, nor will I accept the reading reviews on the last week of class (no excuses, you have the whole semester to work on the six reviews)

### **Identity Project: Due April 1**

Assess a work of popular media (such as movies, T.V. show, songs or a play) that show examples, either positive or negative, of Chicano culture. You will write a three-page summary and evaluation of this work of popular media. Describe it, write in support or in judgement of this work of media. Then describe what connections you feel to the Chicanos depictions represented in this work.

Format is 12 point Times New Roman always.

Do not send the Identity Project via email, nor will I accept it late. The Identity Project is must turn on April 1 by 2:30 pm (no excuses)

### **Research Project: Due May 27**

Write a **six to five** research paper. You will pick any topic on an event, person or social problem that we discuss in class. If you are not interested in doing a topic on base on Chicax you can pick any topic or event that happen in México or in the United States (in the Chicax Community) during the 1400s to 1990s. In addition, the research must have a **thesis** to get a full grade.

Sources: You must use at least four to five sources to get full points. Sources can be Internet articles (**no Wikipedia**), Newspaper or magazine articles, and books. You can also use the class reading as a source. The Sources are going to help you understand and explain what happen in the United States during that time the picture or drawing were done. **I recommend you use at least one of the assign readings from class.**

I will expect a Bibliography (we will look how to make one bibliography in class).

Format: The format of the assignment can be written in MLA or Chicago Style. The research must have at least four citations. 12 point Times New Roman format always.

A print copy of the Research Project must be turned in the due day, do not send it via email. I will not accept late assignments (no excuses you have the whole semester to work on it)

## **Mid-Term and Final.**

Both test will be on identifying important term that we discuss in class. You will answer by writing a paragraph for each question. You are obligated to use examples from the lecture notes from the class readings and the articles from Canvas. You can also use outside sources to support your idea.

Bring a Blue/Green book and a pen (blue or black ink) or pencil.

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.

## **Course Grading Based on Course Objectives**

A = 90-100% B = 80-89%; C = 70-79%; D = 60-69% F= 59% or lower

Grades will be based on the following percentages:

**Mid Term = 100 Points**

**Final = 100 Points**

**Reading Reviews = 60 points (each one is worth 10 Points)**

**Research Project = 100 points**

**Identity Project= 30 points**

**Participation = 10 Points**

**Total = 400 Points**

## **Attendance**

- 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.

### **Classroom Etiquette**

- 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 are prohibited in all classrooms. 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, only students enrolled in the class may attend; children are not allowed.

### **Online Netiquette**

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- 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 important 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, 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 understand how to “cite a source” correctly, 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 that 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.

### **Additional 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.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **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.

### **Disabled Student Programs 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. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### **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 provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

## **Veteran's Center**

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

## **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

## **Student Equity Program**

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity



Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### 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.

### Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Readings
<u>Week 1</u> Feb 19	No Class Monday 17 Syllabus & Introduction	
<u>Week 2</u> Feb 24-26	<ul style="list-style-type: none"> <li>• Understanding Chicanx Studies</li> </ul>	<p><i>A Demographic Portrait of Mexican-Origin Hispanics in the United States</i> pg. 79</p> <p>Read from Canvas. "Don't Give Up Chicanita" from the Book <i>Borderlands, La Frontera, The New Mestiza</i>, by Gloria Anzaldúa (224-225).</p>
<u>Week 3</u> March 2-4	<ul style="list-style-type: none"> <li>• Understanding Chicanx Studies</li> <li>• Native Americans in North America and Mesoamerica</li> </ul>	<p><i>Chicano Literary Folklore</i>, Pg 445</p> <p>from Canvas. "To Live in</p>

Date or Week	Activity, Assignment, and/or Topic	Readings
		the Borderlands Means You...” from the Book <i>Borderlands, La Frontera, The New Mestiza</i> , by Gloria Anzaldúa (216-217).
<b>Week 4</b> March 9-11	<ul style="list-style-type: none"> <li>Native Americans in North America and Mesoamerica</li> </ul>	Read on canvas. “Border Arte, Nepantla, El Lugar de la Frontera” from <i>The Gloria Anzaldúa Reader</i> , Edited by Ana Louise Keating. (176-187)
<b>Week 5</b> March 16-18	<ul style="list-style-type: none"> <li>Consequences of the Mexican American War</li> </ul>	<i>El Paso Salt War: Mob Action or Political Struggle?</i> Pg. 13
<b>Week 6</b> March 23-25	<ul style="list-style-type: none"> <li>Consequences of the Mexican American War</li> <li>Chicano Counter Cultural Movements (1920-1950s)</li> </ul>	<i>Border Culture</i> Pg. 23.  <i>Hispanic Student Enrollments Reach New Highs in 2011</i> Pg. 277
<b>Week 7</b> March 30- April 1	<ul style="list-style-type: none"> <li>Chican@s Labor and Education; From Labor Strikes to Mendez vs. Westminster.</li> <li><b><u>Identity Project is due on April 1</u></b></li> </ul>	<i>Segregation and the Education of Mexican Children, 1900-1940</i> Pg. 295.  <i>Who’s the Leader of the Civil Rights Band? Latinos Role in Brown v. Board of Education.</i> Pg. 33.
<b>Week 8</b> April 6-7	<ul style="list-style-type: none"> <li>Chicanx Movement in the 1960s</li> </ul>	<i>The Chicano Movement and the Treaty</i> Pg. 3
<b>Spring Break!</b> April 13-15	<b><u>No Class!</u></b>	
<b>Week 9</b> April 20-22	<ul style="list-style-type: none"> <li>Chicanx Movement in the 1960s</li> <li><b>Mid-Term on Wednesday April 22</b></li> </ul>	<i>Reinterpreting the Chicano Experience</i> Pg. 177

Date or Week	Activity, Assignment, and/or Topic	Readings
<p><b><u>Week 10</u></b> April 27-29</p>	<ul style="list-style-type: none"> <li>Chicana Power! (The Role of Chicanas)</li> </ul>	<p><i>The Development of Chicana Feminist Discourse</i>. Pg 241.</p> <p><i>El Mundo Femenino: Chicana Artists of the Movement- A Commentary on Development and Production</i> Pg. 435</p>
<p><b><u>Week 11</u></b> May 4-6</p>	<ul style="list-style-type: none"> <li>1970s Chicax and the Struggles in the promised Land (Finding an Identity and Empowerment).</li> </ul>	<p><i>Literature, Art, Folklore, Music and Cinema</i> Pg. 397</p> <p><i>On Chicano Music in the United States</i>, Pg. 459</p>
<p><b><u>Week 12</u></b> May 11-13</p>	<ul style="list-style-type: none"> <li>1970s Chicax and the Struggles in the promised Land (Finding an Identity and Empowerment).</li> </ul>	<p><i>Imagined Borders: Locating Chicano Cinema in America/América</i> Pg. 473</p>
<p><b><u>Week 13</u></b> May 18-20</p>	<ul style="list-style-type: none"> <li>It's not Morning in America (Chican@ Struggle of 1980s)</li> </ul>	<p>Read on Blackboard. Ch 2 "Movimientos de Rebeldia y Las Culturas que Traicionan" from <i>Borderlands, La Frontera, The New Mestiza</i>, by Gloria Anzaldúa (37-45).</p>
<p><b><u>Week 14</u></b> May 25-27</p>	<ul style="list-style-type: none"> <li><u>No Class on Monday, May 25</u></li> <li><u>Research is Due on May 27!</u></li> <li>It's not Morning in America (Chican@ Struggle of 1980s)</li> </ul>	<p>No Reading Assignment</p>
<p><b><u>Week 15</u></b> June 3-6</p>	<ul style="list-style-type: none"> <li>Chican@s in a Globalized world (Political Struggles, Identity and Proposition 187)</li> <li><b><u>Reading Reviews are due June 6</u></b></li> </ul>	<p><i>Immigration in the U.S. New Economic, Social, Political Landscapes with Legislative Reform on the Horizon</i> pg. 205</p>
<p><b><u>Week 16</u></b> June 8-10</p>	<p>Review for Final on Monday June 8</p> <p>Final on Wednesday June 10</p>	

\*\*\*Tentative, subject to change without prior notice\*\*\*