

Basic Course Information

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| Semester: | Fall 2021 | Instructor Name: | Barbara Reyes |
| Course Title & #: | La Chicana SOC 180 & CHIC 180 | Email: | Barbara.reyes@imperial.edu |
| CRN #: | 10939 & 10940 | Office Hours: | M/W 10 a.m. to 11a.m. and on T/TH 12 p.m. to 1 p.m. Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/7274434764 |
| Class Dates: | August 16 to December 10 | Class Format: | Asynchronous Online |
| Units: | 3 | | |

Course Description

This course provides students with a basic understanding of the Chicana/Mexican American women in American society in historical and sociological perspective. The course explores the intersections of gender, race, ethnicity, and socio-economic class in Chicana identity and experiences. Themes include power and resistance; work, family, and culture; cultural representations, and the interplay of social process on the development of identity. This course is designed for all students interested in Chicana(o) studies and students who are interested in a broader understanding of the principles, methodologies, value systems, and ethics employed in social scientific inquiry. (CSU/UC)

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

This course has not prerequisites/corequisite.

Student Learning Outcomes

1. Describe the historical and etymological evolution of the terms Chicana and Chicano. [ILO1, ILO2, ILO4, ILO5].
2. Recognize the historical and social aspects of the experiences of Chicana women in the United States. [ILO2, ILO5]
3. Identify the origins of sexism and inequality in patriarchal society and feminist responses to patriarchy through academia, literature, art, and music (ILO1, ILO 2, ILO4, ILO5).
4. Recognize the concept of the extension of borders from the physical to the metaphorical as express through the teachings of Gloria Anzaldua (ILO 1, ILO2, ILO 4, ILO5).
5. Analyze Chicana Literary topic themes and other artistic expressions (ILO2, ILO3, ILO4, ILO5).

Course Objectives

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

1. 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.
2. Explore critical themes Chicana feminist scholarship: power and resistance; work, family, and culture; cultural representations and presentations; social and biological reproduction.
3. Examine from an interdisciplinary perspective, the history, culture, and/or contemporary lived experiences of Chicanas/os/xs—Latinxs, with particular emphasis on the Chicana experience.
4. Explain how Chicano/a/x--Latinx communities use different forms of resistance and cultural affirmation for community engagement and the advancement of anti-racism and decolonization.
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. Engage social and academic practices originating in Chicano/a/x-Latinx communities to work towards building a more inclusive, anti-racist, decolonial, and equitable society beyond the classroom.
7. 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.
8. 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.
9. 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

Montoya, Maceo 2016. Chicano Movement for Beginners 1st ed.

Danbury DC. For Beginners

ISBN-10 : 9781939994646

ISBN-13 : 978-1939994646

Anzaldua, Gloria 1989. Borderlands/La Frontera

Publisher : Aunt Lute Books; 4th ed. edition (June 12, 2012)

ISBN-10 : 1879960850

ISBN-13 : 978-1879960855

****Other reading materials will be posted on Canvas.

Course Requirements and Instructional Methods

This course is asynchronous, or traditional online course. All course activity occurs online; there are no required real-time or on campus meetings. All content will be delivered in Canvas. I use different teaching methods, such as pre-recorded lectures, plenty of discussions boards, videos, and many participation activities that can be completed at any time before the due date. My lectures will be available for you to review at your own pace; however, you are responsible to submit assignments and follow the due dates.

Introduction Discussion-First Day Attendance Assignment: Getting to know you is the best part of my job. I would like to learn a little bit about you. Therefore, your first “assignment” of the semester is to introduce yourself to the class. Students will have until the end of Thursday **Wednesday 18, 2021 to submit their introduction discussion to stay in class**, please plan accordingly. It should take anywhere from 5 to 10 minutes. **No late submissions will be accepted.**

Quizzes: Canvas Quizzes will ensure that you are on top of your readings and lectures. Quizzes may be multiple choices, True/False, and/or short responses. All quizzes will open on Thursdays and will close on Sundays at midnight. Make sure that you know how to access Canvas prior to the first quiz. Ask for help! **It is your responsibility to have Canvas set up by the first week of the semester and to follow the due dates. No make-up quizzes!**

Participation Activities: Research shows that people learn better when they are actively involved in the learning process. Participation is not just “showing up” to class. I will have weekly participation activities that will involve your engagement and insight to the class material. It is important for you to complete these activities as they are a big part of your final grade. I will not accept late participations activities (NO Excuses). More information will be provided.

Film Reviews: You will have the opportunity to watch and reflect on movies that touch on the lived Chicano@ experience. More information will be provided through the semester.

Reading Reflections: Reading is a big part of this course. The reading will guide you through the complex history of Chicana women history, identity, struggles and current issues. I will trust that you will read and reflect on the readings. I am sure you will find many topics interesting, and I want to hear from you. I will hold “reading meetings” where I will read a chapter or sections of a chapter, I hope you join me. More information will be provided as we move through

the semester.

Final Project: For the final project you will have the opportunity to reflect on the course material. You will have a chance to use your creativity (writing a short essay, a poem, a presentation, video). You will be given a guide to complete your final project. Don't stress! I will give you time and direction so that you can succeed.

Extra Credit. You will have opportunities to earn extra credit throughout the course. I may announce extra credit opportunities during lecture videos, in the chapter PowerPoints, or in an announcement. If you are not staying on top of the class, you will miss extra credit opportunities. **I will not repeat the extra credit opportunity later on!**

Note: Each student's capacity to read, write, and take notes at a college level is assumed. In addition, your written work will be graded not only for mastery of course materials, but for clarity, structure, and presentation (e.g., syntax, style and precision of expression, spelling, punctuation, etc.). The Writing Center has been established to assist students with writing projects. Contact them early for help with your assignment. If you take your draft to that writing lab for review you will earn extra credit.

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

| Grading Based | Total Points |
|------------------------------|--------------|
| Introduction Discussion | 25 |
| Quizzes | 150 |
| Participation Activities | 120 |
| Film Reviews | 50 |
| Reading Reflections | 100 |
| Final Project | 55 |
| Total Possible Points | = 500 |

Late Work-Free Pass Policy

Late work interrupts the flow of learning in this course and could cause serious problems. Discussions, in particular, are designed to be interactive--the feedback you give to and get from your peers is just as valuable as any feedback you will receive from me. For this reason, late work will not be accepted!

I do understand that life may get in the way of your academic goals, therefore, I provide one "Free Pass" that may be used to submit a discussion, paper, or exam late. However, there are some conditions that need to be considered before requesting the Free Pass. Please read below:

- Students will email me to request the Free Pass. I will let you know how to go about submitting your late work.
- The Free Pass will be used for assignments, discussion, and/or exams that are no more than two weeks old. (Follow due dates)
- Students will have up to two weeks to submit the late assignment.
- The Free Pass CAN NOT be use for the Final Project.
- The Free Pass can only be use for once in the semester, NO EXCEPTIONS!

Course Policies

Attendance Policy

- 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. 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.
- **Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.**

Netiquette Policy 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 (!!!!)].
- "**R-E-S-P-E-C-T**", find out what it means to me." Classroom discussion should remain civil. We are here to learn from each other. It is difficult to learn from someone who is yelling at you, rolling her/his eyes, grumbling under his/her breath, ignoring you, interrupting you, or engaging in other dismissive behaviors. I do not expect that any of us will be tempted to behave so rudely but it doesn't hurt to spell out that these things are out-of- bounds in the classroom.

How am I expected to act in an online "classroom" (especially Zoom)?

Other Course Information

Student-Instructor Communication

Good communication is essential to building a team and critical to learning. In this class, you will be encouraged to communicate with your peers and with me. The best ways to contact me:

Messages/Email: I try to answer all emails within 24 hours, Mon-Fri. Saturday and Sunday is family day for me. I do not reply to emails!

My email is barbara.reyes@imperial.edu , but the best way to send me a message is to use the Canvas "Inbox." The "Inbox" will send a message to my conversations within Canvas, and also sends a copy to my IVC email account.

Pronto is one of my favorite ways to communicate with the class. It is very similar to the Facebook messenger application. We can have discussions and live sessions as a class. Please try to download it to your phone during the first week of the semester. You will really enjoy it!

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 | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|--|--|--|
| Week 1 August 16- 20 | Welcome and Introduction to Class | Complete Orientation Module *Submit First Day Introduction Discussion by August 18 by 11:59 pm to stay in Class! |
| Week 2 August 23-27 | Part I- What's a Chicano? | Read: <i>Chicano Movement for Beginners</i> <i>Part I Background to the Movement</i> Complete Participation Activity(ies) in Module |
| Week 3 August 30-Sept.3 | | |
| Week 4 September 6 – 10 | Part 2- Finding Inspiration | Read: <i>Chicano Movement of Beginners</i> <i>Part 2 Finding Inspiration</i> Complete Participation Activity(ies)in Module |
| Week 5 September 13-17 | Part 3- The Movement Spreads | Read: <i>Chicano Movement for Beginners</i> <i>Part 3 The Movement Spreads</i> Complete Participation Activity(ies)in Module |
| Week 6 September 20-24 | Part 4: Escalation: Youth Mobilization. Militancy and Conflict | Read: <i>Chicano Movement for Beginners</i> <i>Part 4 Escalation: Youth Mobilization. Militancy and Conflict</i> Complete Participation Activity(ies)in Module |
| Week 7 September 27-Oct. 1 | Part 5 Pathways to Change | Read: <i>Chicano Movement for Beginners</i> <i>Part 5 Pathways to Change</i> Complete Participation Activity(ies)in Module |
| Week 8 October 4- 8 | Part 6 The Chicano Cultural Renaissance | Read: <i>Chicano Movement for Beginners</i> Part 6 <i>Complete Participation Activity(ies)in Module</i> |
| Week 9 October 11-15 | Chicana Feminism Borderlands/La Frontera: The New Mestiza | Read: <i>Gloria Anzaldua Borderlands/La Frontera</i> <i>Chapter 1 The Homeland Aztlan</i> <i>Chapter 2 Movimientos de rebeldia y las culturas que tracinonan</i> Complete Participation Activity(ies)in Module |
| Week 10 October 18-22 | Chicana Icons | Read: <i>Gloria Anzaldua Borderlands/La Frontera</i> <i>Chapter 3 Entering the Serpent</i> Complete Participation Activity(ies)in Module |
| Week 11 October 25- 29 | Discrimination, Language, Identity | Read: <i>Gloria Anzaldua Borderlands/La Frontera</i> <i>Chapter 5 How to Tame a Wild Tongue</i> Complete Participation Activity(ies)in Module |
| Week 12 November 1- 5 | Towards a New Consciousness | Read: <i>Chapter 6 La conciencia de la mestiza</i> Complete Participation Activity(ies)in Module |
| Week 13 November 8-12 | Poetry | Read: Read two poems from <i>Boderlands</i> Complete Participation Activity(ies)in Module |
| Week 14 November 15- 19 | Gender, Work and Violence | Read: TBA (To be announce in class) Complete Participation Activity(ies)in Module |
| November 22- 26 Happy Thanksgiving Break!!!! | | |
| Week 15 November 29-Dec. 3 | La Chicana Today | Read: TBA (To be announce in class) Complete Participation Activity(ies)in Module |
| Week 16 December 6- 10 | Final Project Week! | Final Project Due December 10 by 11:59pm |

*****This is a tentative schedule and subject to change*****