



## Basic Course Information

Semester:	<b>Fall 2022</b>	Instructor Name:	<b>Abril Diaz</b>
Course Title & #:	<b>CHIC 110 Chicana/o Heritage</b>	Email:	<b>Abril.diaz@imperial.edu</b>
CRN #:	<b>CRN-10937</b>	Webpage (optional):	<b>www.imperial.edu</b>
Classroom:	<b>ONLINE</b>	Office #:	<b>N/A</b>
Class Dates:	<b>08/15/2022-12/10/2022</b>	Office Hours:	<b>N/A</b>
Class Days:	<b>ONLINE</b>	Office Phone #:	<b>N/A</b>
Class Times:	<b>ASYNCHRONOUS ONLINE</b>	Emergency Contact:	<b>N/A</b>
Units:	<b>3.0</b>	Class Format:	<b>ASYNCHRONOUS ONLINE</b>

## 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)

*None*

## 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 (ILO2).
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. (ILO4).
3. Deliver a short presentation following specific guidelines on a Chicana/o related topic (ILO1)
4. Compare and contrast aspects of Chicana/o culture to that of other groups in the United States/and or the world (ILO5)
5. Cooperate with other fellow students in developing a cultural community event. (ILO1; ILO2; ILO3).

## 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 Chicana/os and Mexicana/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 knowledge 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

### Required Texts:

Edward Telles(Author), Christina A. Sue (Author 2019). Durable Ethnicity: Mexican Americans and the Ethnic Core 1<sup>st</sup>. Oxford. Oxford University Press ISBN: 978-0190221508

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

## Course Requirements and Instructional Methods

Students must actively connect and engage ONLINE via CANVAS. Learning material consists of a combination of textbook reading assignments, online lectures, written and video weekly discussions, weekly quizzes and online course examinations. Learning materials are scheduled, packaged in modules and made available weekly according to the

### ***Anticipated Course Schedule/Calendar***

***Lecture:*** All Lectures will be available via IVC Canvas LMS

***Quizzes and Exams:*** Weekly Quizzes and Two (2) exams will assess understanding of course material and learning via CANVAS. These will consist of multiple choice; fill in the blank, True/false, short answer questions from the textbook, lectures and videos. NO MAKE-UP EXAMS



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**Attendance and Participation.** Log in to Canvas and complete weekly assignments per specified due dates for full participation credit. Engaging in weekly class discussions will be part of your participation grade.

**Class Activity-** Using a Venn Diagram, compare and contrast curanderismo practices with modern medical approaches.

**Written Assignments:**

**Weekly Discussions:** Discussion boards will address the following: 1) A provocative or interesting idea regarding Chicano Studies from the text, class discussion, Ted Talk video, an article from the internet or magazine, from your point of view. Do not provide a review of the reading/program, but your own thoughts regarding the topic. The focus of the discussions is for you to learn to think critically about the course material. The intention of the assignment is to get some ideas down and then begin exploring your ideas. You do not have to write what you think I would agree with or what is necessarily true, you just need to justify your ideas and statements with explanations.

**Written Assignments: Short three paragraph reflections as the basis for the discussion via canvas**

**“My Heritage” Written Assignment.** this is your second week paper. You are to write a paper of not less than three (3) and not more than five (5) pages. It should be typed/printed. In this essay, you are to describe yourself and your heritage. What kind of “cultural” or “national” heritage serves as your source of life and inspiration. This heritage may be “our legacy from the past, what we live with today, and what we pass on to future generations.” Your heritage may be many things. Please be clear and answer the following questions. What is your cultural and national heritage? What is the legacy from the past? What cultural traditions do you live today? What values are important to you today? And, how will you preserve such values in the future? Please be detailed.

**“Chicano Biography” Essay: Write an 8-page essay on a cultural icon such as Dolores Huerta, Cesar Chavez, Reies Tijerina, “Corky” Gonzalez Emma Tenayuca, denoting their contributions to Chicana/o culture and/or their contributions to Society in general.** This is your final assignment. It should be typed/printed. Please be detailed.

**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.

**What if I need to borrow technology or access to WIFI?**

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here:

<https://imperial.edu/students/student-equity-and-achievement/>

2. If you would like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m. Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants MUST remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind



-No parking permit required

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

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## Course Grading Based on Course Objectives

Method of evaluation to determine if stated SLO's and Course Objectives have been met include class activity and student participation in class discussions, essays, mid-term/final exams, oral assignments, quizzes and written assignments. Unless previous arrangements are made with instructor, **NO MAKE UP EXAMS WILL BE GIVEN FOR THIS COURSE** without prior consent from instructor. Any class form, quiz, exam or homework submitted late will receive a 5-point deduction after 1<sup>st</sup> day late.

### Student Grade Evaluation

Participation	100 points
Quizzes (4@25pts)	100 points
Exam #1	100 points
Exam #2	100 points
My Heritage	50 points
Final Essay	150 points
<u>Final Presentation</u>	<u>50 points</u>
<b>Total Points</b>	<b>600 points</b>

The grade distribution is based on the following percentage points:

A	600-540	90%
B	539-480	80%
C	479-420	70%
D	419-360	60%
F	Under 359	59% or less

## Course Policies

### Attendance Policy

Your attendance and participation is key. Log in CANVAS regularly every week to complete scheduled assignments. Students who do not log into Canvas and complete weekly assignments may be dropped from course. In addition, failure to complete assignments on time may result with reduction in class points.

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

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.

## **Other Course Information**

### ***Online Netiquette***

What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Netiquette is a set of rules for behaving properly only.- 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 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. Rather, intended to serve as examples of unacceptable academic conduct.

Plagiarism is to take and present, 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 correctly 'cite a source', 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, or assisting others in using materials, which 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.

## 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

Week	Date	Activity, Assignment, and/or Topic	Reading	Due Dates
1	08/15	<b>Course Overview</b>	Syllabus & Course Introductions <b>Why Ethnic Studies Matters?</b>	Discussion
2	08/22	<b>Chicana/o/x Culture</b>	<i>Film: Chicano! The History of the Mexican American Civil Rights Movement</i> <i>Part1- Quest for a Homeland</i> <i>Part 2- Labor- Struggle in the Fields</i>	Discussion
3	08/29	<b>Chicana/o/x Culture</b> <b>Material vs Symbolic Culture</b>	<i>Film: Chicano! The History of the Mexican American Civil Rights Movement Part 3- Taking Back the Schools</i> <i>Women's Work and Chicano Families: Cannery Workers of the Santa Clara Valley (pg1-20), (130-162)</i> <i>Film Chicano! The History of the Mexican American Civil Rights Movement Part 4- Fighting for Political Power</i>	Discussion/ <b>Quiz #1</b>
4	09/05	<b>Chicanx Cultural Production, Distribution and Consumption</b>	<i>Durable Ethnicity (Chapter 1 &amp; 2)</i> 09/16 Dia de la Independencia Celebration- Extra Credit Assignment	Discussion
5	09/12	<b>Chicanx Folk Culture</b> <b>Bilingual Culture</b>	<i>Durable Ethnicity (Chapter 3 &amp; 4)</i> Bilingual-Bicultural Education: A Must for Chicanos by David Ballesteros	Discussion
6	09/19	<b>Border Culture and Transnational Families</b>	<i>Durable Ethnicity(Chapter 5)</i> Chicanos As We See Ourselves (pg151-166)	Discussion/ <b>Quiz #2</b>
7	09/26	<b>Chicano Popular Culture</b> <b>My Heritage Assignment</b>	Readings <i>Chicano Popular Culture (Introduction and Chapter 1)</i>	Discussion
8	10/03	<b>EXAM #1</b>		Discussion Assignment
9	10/10	<b>Music</b>	<i>Chicano Popular Culture (Chapter 2)</i> On Chicano Music in the U.S.by Carlos F Ortega	Discussion
10	10/17	<b>Cinema Newspapers, Radio and TV</b>	<i>Chicano Popular Culture (Chapter 3)</i>	Discussion
11	10/24	<b>Urban Culture</b> <b>Barrio Culture</b>	<i>Chicano Popular Culture (Chapter 4)</i> Selected Readings	Discussion/ <b>Quiz #3</b>

Week	Date	Activity, Assignment, and/or Topic	Reading	Due Dates
12	10/31	High Culture Commodities and Literature	<i>Chicano Popular Culture (Chapter 5 &amp; 6)</i> 11/02 Dia de Muertos Celebration- Extra Credit Assignment	Discussion
13	11/07	Chicana/o Visual Arts	<i>Chicano Popular Culture (Chapter 7)</i>	Discussion/ Quiz #4
14	11/14	Chicana/o Spiritual Traditions Celebrations and Other Popular Traditions		Discussion
15	11/21	<i>Thanksgiving Break- No Class</i>		Discussion
16	11/28	Exam and Research Assignment Due	Final Essay- Research Paper Assignment Due	EXAM #2
17	12/08	Final Presentations	Course Ends 12/08/22	

**NOTE:** This course outline should be considered tentative since some minor changes may be made according to needs of class. \*All items submitted must have name, class and date unless instructed differently.

\*\*\*Subject to change without prior notice\*\*\*