



### Basic Course Information

Semester:	<b>Fall 2022</b>	Instructor Name:	<b>Miguel M. Chávez</b>
Course Title & #:	<b>CHIC 100 Introduction to Chicana/o Studies</b>	Email:	<b>miguel.chavez@imperial.edu</b>
CRN #:	<b>11000</b>	Webpage (optional):	
Classroom:	<b>Building 400 Room 413</b>	Office #:	<b>807B</b>
Class Dates:	<b>Aug 15, 2022 – Dec 10, 2022</b>	Office Hours:	<b>M-W: 12:45pm – 2:45pm T - R: 4:05pm – 6:05pm Or Appointment</b>
Class Days:	<b>Monday - Wednesday</b>	Office Phone #:	<b>(760) 355-6492</b>
Class Times:	<b>9:40am – 11:05am</b>	Emergency Contact:	<b>(409) 781-7108</b>
Units:	<b>3</b>	Class Format:	<b>Face-to-Face (On Ground)</b>

### Course Description

This course offers an introduction to Chicana/o studies as an academic discipline. It focuses on its origins, development, and theories that contribute to its formation. Furthermore, it analyzes and evaluates Chicana/o perspectives on revisionist history; demographics; employment; political and socioeconomic trends; education; and the arts. This course will also examine, compare and contrast, such topics as cultural values, social organization, urbanization patterns of the Chicana/o in the U.S., migration, identity and gender roles 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. (Formerly HUM/SPAN 262) (CSU/UC)

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

N/A

### Student Learning Outcomes

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

1. Research, analyze, and identify cultural values and contributions of Mexican Americans to the United States through writing.
2. Research the contributions of Chicanos in the United States.
3. Analyze a literary and/or cultural text written by a Chicano author.

### Course Objectives

By the end of the course, students will be able to:

1. Demonstrate knowledge of Chicano role in United States history from an interdisciplinary perspective.

2. Explain the Chicano Movement, its goals and evolution, with emphasis on traditions, values, and customs.
3. Critically analyze Chicano migration and immigration in the Western Hemisphere.
4. 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.
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. Describe how struggle, social justice, solidarity, and liberation are experienced by communities of color are relevant to current issues.
7. Apply theory to describe critical events in the histories, cultures, and intellectual traditions of communities of color, with a particular emphasis on agency and self-affirmation.
8. Describe the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.
9. Describe how resistance, social justice, and liberation as experienced by communities of color are relevant to current issues (communal, national, and international).
10. Demonstrate active engagement with issues of race and ethnicity to build diverse, just, and equitable communities beyond the classroom.

### Textbooks & Other Resources or Links

Avendaño, Fausto, R. Bacalski-Martínez, David Ballesteros, et al., *The Chicanos: As We See Ourselves* (University of Arizona Press: Tucson, 1979). Open Education Resource (OER). ISBN: <https://www.jstor.org/stable/j.ctvss3xpw.1>.

### Course Requirements and Instructional Methods

**INSTRUCTIONAL METHODS:** Students earn grades by completing learning activities, writing assignments, quizzes, and classroom discussions. In addition, students will complete weekly reading assignments and bring questions to class to participate in instructions to achieve learning objectives and excel in the course.

**WRITING ASSIGNMENTS:** Students will complete three write assignments between 680-730 words (or between 2-3 pages). Each must be double-spaced in Times New Roman (12-point) font with one-inch all-around margins and use MLA format when citing sources.

**CREATIVE COGNITIVE CONTENT TEXTS (CCCTs):** Students will complete four CCCTs throughout the semester that require online participation. Each requires 200-250 words and must be double-spaced in Times New Roman (12-point) font with one-inch all-around margins and MLA format when citing sources.

**COLLABORATIVE LEARNING ACTIVITIES:** Students will engage each other to complete two group activities designed to develop critical analytical skills further. Because research shows how experiences in social, contextual, and student-owned projects lead to deeper learning, all students will engage each other in collaborative learning that is fun and meaningful.

**PRIMARY SOURCE ANALYSIS (PSA):** A primary source is an interpretation of a first-hand account or event by a person or thing that remains unmodified through time. Each student must complete one written PSA between 680-730 words (or between 2-3 pages) double-spaced in Times New Roman (12-point) font with one-inch all-around margins and MLA format when citing a source.

**QUIZZES:** Students will complete ten quizzes throughout the course to help them learn course content and ensure they keep up with required reading assignments. Quizzes include multiple choice, fill-in-the-blanks, true/false, short answers, and/or essay questions.

**GROUP PRESENTATION:** Students will learn throughout the course from historical figures who started social movements that the ability to communicate is crucial to transforming negative experiences into positive ones. The course will culminate with each student participating in a group presentation to help improve their speaking/communicating skills to positively influence others in many aspects of their lives.

**DOCUMENTARY REVIEW:** Documentaries inform viewers of historical events, figures, and tropes related to our learning objectives. A documentary review is a means for the viewer to voice and express cultural, political, and social issues to influence others on how they interpret information and understand and interact with their surrounding environment. Students will complete four reviews in class for the first part of the course.

**MAKE-UP ASSIGNMENTS:** Students must consult with me to make up or submit late assignments.

### Course Grading Based on Course Objectives

The following percentages from completed assignments determine the total grade:

- Writing Assignments 20%
- Creative Cognitive Content Texts 10%
- Primary Source Analysis (PSA) 20%
- Quizzes 20 %
- Group Presentation 20%
- Documentary Reviews 10%

Grading Scale:

- A (90 – 100%)
- B (80 – 89%)
- C (70 – 79%)
- D (60 – 69%)
- F (50 – or lower)

### 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.

Overall, punctual and consistent attendance is required to succeed in this course. Therefore, I will take attendance at each class meeting. 1.5 points will be deducted from your final grade for each unexcused absence. Students with six (6) or more absences will receive an automatic F. Four (4) tardies will equal one (1) absence.

Class participation is required, so you are expected to be prepared for each class and to participate in discussions: you are expected to be engaged during the class and in small groups, so your attention during class time is necessary and critical.

### **Classroom Etiquette**

Each student is required to follow respectful classroom etiquette and must be open-minded and prepared to engage in controversial issues that may challenge their personal beliefs. Material covered in class will cause a personal or emotional effect on students. Therefore, if students are unwilling to commit to using respectful classroom etiquette, they are encouraged to enroll in another class. Please be advised that I will do my best to maintain a positive and constructive classroom environment.

Students are required to be attentive in class and to be respectful of others. Students are also expected to ask thoughtful questions and to be aware of who is (and is not) speaking in class. This awareness will ensure that everyone has a chance to speak and participate. Talking, sleeping, and phone use are not allowed in class. These actions disrupt the learning process and may result in student(s) being marked absent for the day. Also, please be respectful of others in the class by thinking before you speak. If you disagree with someone, draw from course material to criticize or challenge the statement or concept, not the individual. Please contain personal attacks. Because this class is a space where we can ask questions about sensitive/controversial topics, R-E-S-P-E-C-T is critical. Please observe:

- 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 Prohibited: 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, no one who is not enrolled in the class may attend, including children.



## Online 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 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 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.

- Blackboard Support Site. The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- 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 therapy are provided to currently enrolled students. Contact the IVC Mental Health Counseling Services at 760- 355-6196 in Room 2109 for more information.

## 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

DATES	ACTIVITY, ASSIGNMENTS, TOPICS	Due Dates/Tests
<b>WEEK 1</b> Monday: 8/15 Wednesday: 8/17	<b>Introduction to Chicana/o/x Studies</b> Introduction Our Theoretical Framework	Syllabus Review Theory and Praxis
<b>PART I: THE INTERDISCIPLINARY FIELD</b>		
<b>WEEK 2</b> Monday: 8/22 Wednesday: 8/24	<b>History and Belonging: Aztlan and the Chicano Homeland</b> Watch <i>Quest for a Homeland</i> (1996) Read Luis Leal, "In Search of Aztlan," in <i>Aztlan: Essays on the Chicano Homeland</i> , 6 – 13.	Documentary Film Review 1 In-Class Reading Activity Writing Assignment 1
<b>WEEK 3</b> Monday: 8/29 Wednesday: 8/31	<b>The Labor Struggle</b> Watch <i>The Struggle in the Fields</i> (1996) Read Zaragoza Vargas's "Labor Rights are Civil Rights: The Emergence of the Mexican American civil Rights Struggle" chapter in <i>Labor Rights are Civil Rights: Mexican-American Workers in Twentieth-Century America</i> , 252 – 280.	Documentary Film Review 2 Quiz 1 Collaborative Learning
<b>WEEK 4</b> Monday: 9/5 Wednesday: 9/7	<b>El Movimiento: A Primer</b> <b>Labor Day</b> <i>Viva La Causa: 500 Years of Chicano History</i> (1995)	Blog Post 1
<b>WEEK 5</b> Monday: 9/12 Wednesday: 9/14	<b>Student Activism and the Educational System</b> Watch <i>Taking Back the Schools</i> (1996) Read Dolores Delgado Bernal, "Grassroots Leadership Reconceptualized: Chicana Oral Histories and the 1968 East Los Angeles Blowouts," <i>Frontiers: A Journal of Women Studies</i> Vol. 19, No. 2 (1998): 113 – 142	Documentary Film Review 3 Quiz 2
<b>WEEK 6</b> Monday: 9/19 Wednesday: 9/21	<b>Politics, Race, and Class</b> Watch <i>Fighting for Political Power</i> (1996) Critical Discussion	Documentary Film Review 4 Collaborative Learning
<b>WEEK 7</b>	<b>El Partido de la Raza Unida</b>	

DATES	ACTIVITY, ASSIGNMENTS, TOPICS	Due Dates/Tests
Monday: 9/26  Wednesday: 9/28	Read Carlos Munoz's "The Rise and Fall of La Raza Unida Party" chapter in <i>Youth, Identity, Power: The Chicano Movement</i> revised and expanded edition (New York: Verso, c2007), 123 – 151 Read Antonio Gramsci's essay "The Intellectuals" in <i>Selections from the Prison Notebooks</i> (New York: International Publishers, 1971), 3 – 23	Quiz 3  Collaborative Learning
<b>WEEK 8</b> Monday: 10/3 Wednesday: 10/5	<b>¡Chicana Power!</b> Read Maylei Blackwell's "Chicana Insurgencies: Stories of Transformation, Youth Rebellion, and Chicana Campus Organizing" chapter in <i>¡Chicana Power! Contested Histories of Feminism in the Chicano Movement</i> , 43 – 68. Read Maylei Blackwell, 69 – 90	Blog Post 2  Writing Assignment 2
<b>WEEK 9</b> Monday: 10/10  Wednesday: 10/12	<b>Mythohistorical and Academic Interventions</b> Read Lee Bebout's "Locating the Mythohistorical: Three Tales in the Struggle for Hegemony" chapter in <i>Mythohistorical Interventions: The Chicano Movement and its Legacies</i> , 33 – 51 Read Lee Bebout, 36 – 69	Quiz 4  Writing Assignment 3
<b>WEEK 10</b> Monday: 10/17 Wednesday: 10/19	<b>Critical Pedagogy / Teaching Philosophy</b> <i>Freedom Writers</i> (2007) I <i>Freedom Writers</i> (2007) II	Blog Post 3
<b>PART II: GROUP PRESENTATIONS</b>		
<b>WEEK 11</b> Monday: 10/24 Wednesday: 10/26	<b>Group Workshops</b> Presentation Prep Presentation Prep	Cognitive Content Text 1
<b>WEEK 12</b> Monday: 10/31 Wednesday: 11/2	<b>Presentations</b> (Group 1 and 2) Return to Aztlan: The Chicano Rediscovered his Indian Past (Group 3 and 4) Aspects of Mexican American Cultural Heritage	Quiz 5  Quiz 6 Cognitive Content Text 2
<b>WEEK 13</b> Monday: 11/7 Wednesday: 11/9	<b>Chicana/o Epistemology</b> <i>Precious Knowledge</i> (2011) <u>Critical/Analytical Evaluation 3</u>	PSA Due



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<b>DATES</b>	<b>ACTIVITY, ASSIGNMENTS, TOPICS</b>	<b>Due Dates/Tests</b>
<b>WEEK 14</b> Monday: 11/14 Wednesday: 11/16	<b>Presentations</b> (Group 5 and 6) The Mexican American: Am I who They Say I Am? (Group 7 and 8) The Chicana Perspective? A Design for Self-Awareness	Quiz 7  Quiz 8 Cognitive Content Text 3
<b>WEEK 15</b> Monday: 11/21 Wednesday: 11/23	<b>No Instructions</b> <b>No Classes</b> <b>Campus Closed</b>	
<b>WEEK 16</b> Monday: 11/28 Wednesday: 11/30	<b>Presentations</b> (Group 9 and 10) The Politics of Mexican Americans (Group 11 and 12) The Spanish Language in the Southwest: Past, Present, and Future	Quiz 9 Quiz 10 Cognitive Content Text 4
<b>WEEK 17</b> Monday: 12/5 Wednesday: 12/7	<b>Coming to a Full Circle</b> Course Analysis Course Evaluations and Closing Remarks	

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