

## Basic Course Information

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|------------------------|-----------------------------------|----------------------|--|
| Semester:              | <b>Spring 2024</b>                | Instructor Name:     | <b>Barbara Reyes</b>                     |
| Course Title & #:      | <b>La Chicana SOC/CHIC 180</b>    | Email:               | <b>Barbara.reyes@imperial.edu</b>        |
| CRN #:                 | <b>20954, 20955, 20934, 20935</b> | Office #:            | <b>1715</b>                              |
| Class Dates:           | <b>February 12 – June 7</b>       | Office Hours:        | <b>Tuesdays and Thursdays 1 to 2pm</b>   |
| Class Format/Modality: | <b>Online</b>                     | Online Office Hours: | <b>Mondays and Wednesdays 11 to 12pm</b> |
| Units:                 | <b>3</b>                          |                      |  |

## 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.*

## 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

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

*Chicano Movement for Beginners* 2016 by Maceo Montoya  
ISBN-13 : 978-1939994646

*Borderlands / La Frontera: The New Mestiza*, 5th Edition by Gloria Anzaldúa  
ISBN-13 : 978-1951874025

### Course Requirements and Instructional Methods

#### Introduction Discussion-First Day Attendance Assignment

The first mandatory “assignment” is an introduction discussion. Students will have until the end of Wednesday February 14. Students who do not submit the discussion by the due date will be drop from the class. Please plan accordingly. It should take anywhere from 5 to 10 minutes. You will also need to reply to at least two of your classmates by Friday February 16.

#### Quizzes

Canvas Quizzes will ensure that you are on top of your readings and lectures. Quizzes are multiple choices, True/False, and short responses. All quizzes will open on Thursdays and will close on Sundays at midnight.

#### Chapter Participation Activities

Research shows that people learn better when they are actively involved in the learning process. Participation is not just “showing up” or “logging on” to class. I will have weekly chapter participation activities (e.g., discussions, assignments, short answer, small projects, etc.). 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.

#### 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 Power Points, or in an announcement. If you are not staying on top of the class, you will miss extra credit opportunities.

### Course Grading Based on Course Objectives

| Grading Based                | Total Points |
|------------------------------|--------------|
| Introduction Discussion      | 25           |
| Quizzes                      | 100          |
| Participation Activities     | 150          |
| Film Reviews                 | 100          |
| Reading Reflections          | 125          |
| Final Project                | 100          |
| <b>Total Possible Points</b> | <b>600</b>   |

### Late Work-Free Pass Policy

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 quiz. 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 quizzes that are no more than two weeks old. (Follow the 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!

### Academic Honesty (Artificial Intelligence -AI)

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 both 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 reach out to their instructors for clarification.

In addition, 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 owned 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.

### 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.

**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 (!!!)].

## 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:

The best ways to contact me:

- Email: I try to answer all emails within 24 hours, Mon-Fri. Saturday and Sunday are family days for me and I do not reply to emails! My email is [barbara.reyes@imperial.edu](mailto:barbara.reyes@imperial.edu),
- Canvas Inbox: 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 sends a copy to my IVC email account.
- I will not reply to personal emails. Make sure to use your student email.
- **Pronto is** one of my favorite ways to communicate with the 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<br>February 12                 | Welcome and Introduction to Class                              | Complete Orientation Module<br><b>Introduction Discussion due February 14 16 11:59 pm</b> |
| Week 2<br>February 19                 | Part I- What's a Chicano?                                      | <b>Read: Chicano Movement for Beginners Part 1</b><br>Participation activity # 1          |
| Week 3<br>Feb 26                      |  |   |
| Week 4<br>March 4                     | Part 2- Finding Inspiration                                    | <b>Read: Chicano Movement of Beginners Part 2</b><br>Participation Activity #1            |
| Week 5<br>March 11                    | Part 3- The Movement Spreads                                   | <b>Read: Chicano Movement of Beginners Part 2 Part 3</b><br>Participation Activity # 2    |
| Week 6<br>March 18                    | Part 4: Escalation: Youth Mobilization. Militancy and Conflict | <b>Read: Part 4 The Movement Spreads</b><br>Participation Activity # 3                    |
| Week 7<br>March 25                    | Part 5 Pathways to Change                                      | <b>Read: Chicano Movement for Beginners Part 5</b><br>Participation Activity # 4          |
| <i>April 1- 6 Spring Break Enjoy!</i> |  |   |

| Date or Week        | Activity, Assignment, and/or Topic   | Pages/ Due Dates/Tests  |
|---------------------|--|---|
| Week 8<br>April 8   | Part 6 The Chicano Cultural Renaissance  | <b>Read:</b> <i>Chicano Movement for Beginners Part 6</i><br>Participation Activity # 5 |
| Week 9<br>April 15  | Chicana Feminism<br>Borderlands/La Frontera: The New Mestiza                       | <i>Gloria Anzaldua Boderlands/La Frontera Chapter 1</i><br>Reading Reflection # 1       |
| Week 10<br>April 22 | Chicana Feminism<br>Borderlands/La Frontera: The New Mestiza                       | <i>Borderlands/La Frontera Chapter 2</i><br>Reading Reflection # 2                      |
| Week 11<br>April 29 | Reconfigurations of Chicana Icons:<br>La Malinche, La Llorona, Virgen de Guadalupe | <i>Borderlands/La Frontera Chapter 3</i><br>Reading Reflection # 3                      |
| Week 12<br>May 6    | Discrimination, Language, Identity   | <i>Borderlands/La Frontera Chapter 5</i><br>Reading Reflection # 4                      |
| Week 13<br>May 13   | Towards a New Consciousness  | <i>Borderland/La Frontera Chapter 6</i><br>Reading Reflection # 5                       |
| Week 14<br>May 20   | La Chicana Today   | Read: TBA<br>Complete Participation Activity(ies)in Module                              |
| Week 15<br>May 27   | La Chicana Today   | Read: TBA<br>Complete Participation Activity(ies)in Module                              |
| Week 16<br>June 3   | Final Project Week!  | <b>Final Project Due June 3 by 11:59pm</b>  |

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