



## Basic Course Information

Semester:	<b>Summer 2024</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>30233</b>	Webpage (optional):	
Classroom:	<b>Online</b>	Office #:	<b>203D</b>
Class Dates:	<b>June 17 – July 25, 2024</b>	Office Hours:	<b>MW: 1:10 pm – 3:10 pm Appointment (Pronto/Zoom)</b>
Class Days:	<b>Asynchronous</b>	Office Phone #:	<b>(760) 355-6492</b>
Class Times:		Emergency Contact:	<b>(760) 355-7108</b>
Units:	<b>3</b>	Class Format:	

## Course Description

This course introduces students to the interdisciplinary field of Chicana/o Studies. 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 course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being 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 intersect 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

The required text for the course is an Open Educational Resource (OER), so you do not have to spend money to purchase the book.

Avendaño, Fausto, R. Bacalski-Martínez, David Ballesteros, et al., [\*The Chicanos: As We See Ourselves\*](#) (University of Arizona Press: Tucson, 1979).

Please see the Canvas course information module to access the link to the full-length OER.

### Course Requirements and Instructional Methods

**INSTRUCTIONAL METHODS:** Students earn grades by completing learning activities, writing assignments, quizzes, and Discussion Boards. 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.

**COLLABORATIVE LEARNING ACTIVITIES:** Students will engage each other to complete 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.

**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.

**LITERARY/CULTURAL TEXT ANALYSIS:** Students will write one review/analysis on a text by a Chicana/o author. To complete the assignment, students must select a chapter from the course text, [The Chicanos: As We See Ourselves](#).

**DISCUSSION BOARD:** To facilitate course discussions, students must participate and complete Discussion Board assignments on reading assignments and learning activities. Students will first respond to a prompt and then to two classmates' responses.

**RESEARCH PAPER ASSIGNMENT:** Students will do a research assignment that requires them to use a required database to identify sources and then create an artful representation of their findings.

## Course Grading Based on Course Objectives

The following percentages from completed assignments determine the final grade:

- Quizzes 25%
- Literary/Cultural Text Analysis 25%
- Discussion Board 20%
- Research Findings: An Artful Representation 30%

Grading Scale:

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

## Attendance

### Attendance and Drop/Participation Policy

Students who do not log into the course or do not complete the mandatory first-week assignments will be dropped by the instructor as a “No Show.” Students must log into the course and complete the Course Syllabus Quiz 1 and Discussion Board activity to prevent being dropped. Should readmission be desired, the student's status will be the same as any other student adding to the course. It is the student's responsibility to drop or officially withdraw from the course. See IVC's [General Catalog](#) for details.



Following the first quiz, students will complete weekly quizzes on subjects and topics the curriculum presents. If students do not access the website for more than two consecutive weeks following Course Syllabus Quiz 1, students will be dropped from the course.

Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the hours the class is scheduled to meet per week may be dropped. **Students who fail to complete three consecutive required assignments will be considered to have excessive absences and will be dropped from the course.**

Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### 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 (!!!!)].

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.

### Academic Honesty

Academic honesty in advancing 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. Likewise, there are various 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 know how to "cite a source" correctly, you must ask for help.
- Cheating is fraud, deceit, or dishonesty in an academic assignment, using or attempting to use materials or assisting others in using materials that are prohibited or inappropriate in the context of the literary work.
- How to Avoid Plagiarism with 3 Simple Tricks | Scribbr 🎓 If you are unfamiliar with **plagiarism**, I encourage you to watch the brief video above. Regrettably, I usually encounter at least one case of

plagiarism each semester, which is often an accident, but ignorance is not an acceptable excuse. Feel free to read [this letter a former student wrote to you](#) so that you avoid plagiarizing as this person did. When in doubt about plagiarism, cite your source, and if you are ever confused or unsure, please get in touch with me so that I can help you maintain your academic integrity.

- **No AI Use Allowed:** 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 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 contact their instructors for clarification.

Anyone caught cheating or plagiarizing will receive a zero (0) on the assignment. In addition, the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated cheating may result in an F in the course and 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; (f) using AI to complete assignments.

## 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.

- [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.
- [Canvas LMS Site](#): The support site provides a variety of support channels available to students 24 hours per day.
- [Online Education](#): Provides educational support for online courses.
- [Canvas Orientation](#): Provides students with information related to Canvas LMS
- [Online Education Technical Support](#): Provides technical support for online issues.
- [Tools for Success: \(Quest for Online Success\)](#): Provides support a series of videos designed for students who want to learn more about online classes.
- [IVC's Bookstore Links to an external site](#): Students can purchase textbooks and other course materials for courses.
- [Online Tutoring](#): Provides comprehensive academic support.
- [Library](#): Provides workshops, library guides, references, and research assistance.



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## Student Support Services

- [Admissions & Records](#): Oversees admission, registration, evaluation, graduation, and academic records/transcripts.
- [Assessment/Testing](#): Offers a variety of assessments to assist you in choosing the appropriate classes.
- [Financial Aid](#): Provides information about grants, loans, work-study, and other resources to help students and families bridge the gap between their personal resources and the cost of attending college.
- [Transfer Center](#): Provides services to help you plan for transfer to a four-year university.
- [Career Development Center](#): Provides services to help you select a college major and plan a career.
- [Academic Advising](#): Provides programs and services to help students reach their goals, including online advising.
- [Student Health Services](#): Provides services, including free personal counseling, referrals, first aid, and health and wellness information.
- [Disabled Students Programs and Services \(DSPS\)](#): Offers counseling, specialized instruction, and classroom accommodations to students with a verified disability.

## Disabled Student Programs and Services (DSPS)

- [Disability Support Program 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. Please contact them if you feel you need to be evaluated for educational accommodation.

## 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 provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128.
- [Mental Health Counseling Services](#). Enrolled students are provided short-term individual, couples, family, and group therapy. Contact the IVC Mental Health Counseling Services at 760- 355-6196.

## Student Rights and Responsibilities

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

## 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.

## 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 [IVC Student Resources](#).

## Class Schedule

DATES	ACTIVITY, ASSIGNMENTS, TOPICS	Due Dates/Tests
WEEK 1	<b>Introduction to Chicana/o Studies</b> Introduction Our Theoretical Framework	Syllabus Review Icebreaker Activity Theory and Praxis Quiz 1
WEEK 2	<b>History and Belonging: Aztlán and the Chicana/o Homeland</b> Watch: <i>Quest for a Homeland</i> (1996) Read: "In Search of Aztlán" (Canvas)	Discussion Board Activity Collaborative Learning Quiz 2
WEEK 3	<b>Chicana/o Theory and Gender Politics</b> Read: "The Forging of a Militant Ethos" (Canvas) Read: "The Development of Chicana Feminist Discourse (Canvas)	Discussion Board Activity Feminist Discourse Quiz 3
WEEK 4	<b>The Labor Struggle: The United Farm Workers Movement</b> Watch: <i>The Struggle in the Fields</i> (1996) Read: "Building a Movement and Constructing Community: Photography, the United Farm Workers, and <i>El Malcriado</i> " (Canvas)	Discussion Board Literary/Cultural Text Analysis Quiz 4
WEEK 5	<b>Student Leadership, Activism, and the Educational System</b> Watch: <i>Taking Back the Schools</i> (1996) Read: "Grassroots Leadership Reconceptualized: Chicana Oral Histories and the 1968 East Los Angeles Blowouts" (Canvas)	Discussion Board Collaborative Learning Quiz 5
WEEK 6	<b>El Partido de la Raza Unida</b> Watch: <i>Fighting for Political Power</i> (1996) Read: "The Rise and Fall of La Raza Unida Party" (Canvas)	Discussion Board Anonymous Survey Research Findings: An Artful Representation Quiz 6