

### Basic Course Information

Semester:	Spring 2025	Instructor Name:	Barbara Reyes
Course Title:	La Chicana SOC/CHIC 180	Email:	Barbara.reyes@imperial.edu
CRN #:	20954, 20955, 20934, 20935	Office #:	1715
Classroom:	Asynchronous	Office Hours:	Online: M/W 12pm to 1pm On Campus: T/Th 1-2pm
Class Dates:	February 10 – June 6	Office Phone #:	(760) 355-6283
Class Days:	N/A	Class Format/Modality:	Asynchronous Fully Online
Class Times:	N/A	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 no 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 expressed 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.*

### 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

This is an asynchronous online course, meaning all activities occur online with no required real-time Zoom or in-person meetings. All course materials, including lectures, discussions, and assignments, will be delivered through Canvas.

I use a variety of teaching methods, including pre-recorded lectures, discussion boards, videos, and interactive participation activities. While lectures can be reviewed at your own pace, you are responsible for submitting assignments on time and adhering to due dates.

**First Day Attendance: Introduction Discussion.** Getting to know you is one of the best parts of my job! Your first assignment is to introduce yourself to the class. This introduction discussion serves as your official first-day attendance. Students who do not submit the discussion within the 48 hours window will be dropped. Students on the waitlist will be given the seat.

- **Deadline:** Tuesday, February 11 by 11:59 pm
- **Estimated Time:** 5–10 minutes
- **Important:** Failure to submit your introduction by the deadline will result in being dropped from the course. No late submissions will be accepted.

**Quizzes.** To ensure you stay on top of readings and lectures, quizzes will be administered through Canvas.

- **Format:** Multiple-choice, True/False, and short response questions
- **Availability:** Quizzes open on **Thursdays** and close on **Sundays at midnight**
- **Policy:** No make-up quizzes—plan accordingly!
- Ensure you are familiar with Canvas before the first quiz. If you need assistance, ask for help early.

**Chapter Reflection Discussions.** Research shows that active participation enhances learning. Participation is more than just logging in—it requires engagement with course material.

- **Weekly participation activities** will prompt you to reflect on and engage with each chapter.
- These activities are a **significant portion of your final grade**.
- **Late submissions will not be accepted—no exceptions.**
- You must support your discussion posts with evidence from the textbook, assigned readings, or credible outside sources. **Plagiarism is strictly prohibited.** Using AI/Chat GPT 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 and you will fail the assignment. If you need help writing your ideas and thoughts, please ask for help!

### 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 directions 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 used for the Final Project.
- The Free Pass can only be used 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.

### Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance. We are here to support you and ensure that you have equal access to all course materials.

### 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.

### 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!

### Financial Aid

Your Grades Matter! To continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at [finaid@imperial.edu](mailto:finaid@imperial.edu).

### 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

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

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 February 10	Welcome and Introduction to Class	Complete Orientation Module <b>Introduction Discussion due February 11 by 11:59 pm</b>
Week 2 February 17	Part I- What’s a Chicano?	<b>Read:</b> <i>Chicano Movement for Beginners Part 1</i> Participation activity # 1
Week 3 February 24		
Week 4 March 3	Part 2- Finding Inspiration Part 3- The Movement Spreads	<b>Read:</b> <i>Chicano Movement for Beginners Part 2 and Part 3</i> Participation Activity #1
Week 5 March 10	Part 4: Escalation: Youth Mobilization Part 5 Pathways to Change	<b>Read:</b> <i>Chicano Movement for Beginners Part4 and Part 5</i> Participation Activity # 2
Week 6 March 17	Part 6 The Chicano Cultural Renaissance	<b>Read:</b> <i>Chicano Movement for Beginners Part 6</i> Participation Activity # 3



Week 7 March 24	The Chicana Movement	Read: TBA
Week 8 March 31	Chicana Feminism Borderlands/La Frontera: The New Mestiza The Border/La Frontera	<i>Gloria Anzaldua Boderlands/La Frontera Chapter 1</i> Reading Reflection # 1
Week 9 April 7	Chicana Feminism Borderlands/La Frontera: The New Mestiza	<i>Gloria Anzaldua Boderlands/La Frontera Chapter 1</i> Reading Reflection # 1
Week 10 April 14	Chicana Feminism Borderlands/La Frontera: The New Mestiza Gender and Sexuality	<i>Borderlands/La Frontera Chapter 2</i> Reading Reflection # 2
<i>Spring Break April 21 to April 25</i>		
Week 11 April 28	Reconfigurations of Chicana Icons: La Malinche, La Llorona, Virgen de Guadalupe	<i>Borderlands/La Frontera Chapter 3</i> Reading Reflection # 3
Week 12 May 5	Discrimination, Language, Identity	<i>Borderlands/La Frontera Chapter 5</i> Reading Reflection # 4
Week 13 May 12	Towards a New Consciousness	<i>Borderland/La Frontera Chapter 6</i> Reading Reflection # 5
Week 14 May 19	La Chicana Today	Reading: TBA Complete Participation Activity (ies) in Module
Week 15 May 26	La Chicana Today	Read: TBA Complete Participation Activity(ies)in Module
Week 16 June 2	Final Project Week!	<b>Final Project Due June 6 by 11:59pm</b>