

Basic Course Information

Semester:	Fall 2025	Instructor Name:	Barbara Reyes
Course Title:	SOC/CHIC 180- La Chicana	Email:	Barbara.reyes@imperial.edu
CRN #:	10949 & 10950	Office #:	1715
Class Dates:	August 11 – December 6	Office Hours:	Tuesdays 1pm – 2pm & appt.
Class Days & Times:	N/A (Online)	Online Office Hours:	M/W 1:30pm to 3pm & appt.
Units:	3	Office Phone #:	(760) 355-6283
Class Format/Modality:	Asynchronous/Fully Online	Emergency Contact:	Krista Bird 760-355-6323

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 the third day of the summer semester to submit it. Please look at the calendar and due dates. 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.

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.

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
Total Possible Points	= 600

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.

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 will 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.

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:

- **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 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. 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.

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 August 11	Welcome and Introduction to Class	Complete Orientation Module Mandatory Discussion due Tuesday August 12, 11:59pm
Week 2 August 18	Part I- What's a Chicano?	Read: <i>Chicano Movement for Beginners Part 1</i> Participation activity # 1
Week 3 August 25		
Week 4 September 2	Part 2- Finding Inspiration Part 3- The Movement Spreads	Read: <i>Chicano Movement of Beginners Part 2 & 3</i> Participation Activity # 2
Week 5 September 8	Part 4: Escalation: Youth Mobilization Part 5 Pathways to Change	Read: <i>Chicano Movement of Beginners Part 4 & 5</i> Participation Activity # 3
Week 6 September 13	Part 6 The Chicano Cultural Renaissance	Read: <i>Part 4 The Movement Spreads</i> Participation Activity # 4
Week 7 September 20	The Chicana Movement	Read: TBA Video Reflection
Week 8 September 29	Chicana Feminism Borderlands/La Frontera: The New Mestiza The Border/La Frontera	<i>Gloria Anzaldua Borderlands/La Frontera Chapter 1</i> Reading Reflection # 1
Week 9 October 6	Chicana Feminism Borderlands/La Frontera: The New Mestiza	<i>Borderlands/La Frontera Chapter 2</i> Reading Reflection # 2
Week 10 October 13	Chicana Feminism Borderlands/La Frontera: The New Mestiza Gender and Sexuality	<i>Borderlands/La Frontera Chapter 3</i> Reading Reflection # 3
Week 11 October 20	Reconfigurations of Chicana Icons: La Malinche, La Llorona, Virgen de Guadalupe	<i>Borderlands/La Frontera Chapter 5</i> Reading Reflection # 4
Week 12 October 27	Discrimination, Language, Identity	

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 13 November 3	Towards a New Consciousness	Borderland/La Frontera <i>Chapter 6</i> Reading Reflection # 5
Week 14 November 10	La Chicana Today	Read: TBA Complete Participation Activity(ies)in Module
Week 15 November 17		Read: TBA Complete Participation Activity(ies)in Module
November 24 – 28 Thanksgiving Break!		
Week 16 December 1	Final Project Week!	Final Project Due December 6 11:59pm