

Basic Course Information

Semester:	Fall 2025	Instructor Name:	Julian S Camacho
Course Title & #:	CHIC 110: Chicana/o Heritage	Email:	julian.camacho@imperial.edu
CRN #:		Webpage (optional):	
Classroom:	Canvas	Office #:	Online
Class Dates:	Aug 11- Dec 6th	Office Hours:	Mon & Wed 5-6:30 pm Canvas
Class Days:		Office Phone #:	
Class Times:		Emergency Contact:	(760) 355-7108
Units:	3	Class Format/Modality:	Asynchronous

Course Description

This course examines cultural achievements and thought of Spanish-speaking peoples of North America; development of aesthetic and ethical values. North American intellectual history and influence of philosophical orientations of native and Mestizo peoples. This includes how Chicanas and Chicanos –and other Latinos-- have adapted to the various cultural elements of U.S. society as compared to other groups. This course tracks racial formation by studying the sphere of cultural production, consumption, and contestation. (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. Describe the elements that make up a culture and how they apply to the Chicano cultural experience, making use of appropriate terminology and theoretical frameworks.
2. Use library academic sources to research a Chicana/o related topic for the purpose of writing an essay, delivering an oral presentation, or developing a group project. Students will be able to apply the MLA format or another formal citation system.
3. Deliver a short presentation following specific guidelines on a Chicana/o related topic.
4. Cooperate with other fellow students in developing a cultural community event.
5. Compare and contrast aspects of Chicana/o culture to that of other groups in the United States and/or the world.



Course Objectives

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

1. Describe and examine the influence of cultural processes and practices that shape the Chicano family structure comprising role-playing, gender roles, and attitudes toward race and color.
2. Examine and analyze cultural assimilation, acculturation, transculturation, and hybridity as it relates to Chicana/o cultural identity.
3. Describe and analyze the dynamics of Chicana/o folk culture in a globalized society.
4. Interpret and develop an understanding of the cultural contributions of Chicanas/os and Mexicanas/os to mainstream American culture.
5. 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.
6. Examine from an interdisciplinary perspective, the history, culture, and/or lived experiences from Chicanos/Chicanas/Latinx.
7. Explain how Chicano/Chicana/Chicanx/Latinx communities use different forms of resistance and culture affirmation for community engagement and the advancement of anti-racism and decolonialization.
8. 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.
9. Engage social and academic practices originating in Chicano/Chicana/Latinx communities to work toward building a more inclusive, anti-racist, decolonial, and equitable society beyond the classroom.
10. 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.
11. 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.
12. 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

The required text for the course is an Open Educational Resource (OER), so you do not need to spend money on purchasing 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 OER. [Additional articles will be linked to the week modules.](#)



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 through weekly discussion responses to each other's post designed to develop critical analytical skills further.

QUIZZES: Students will complete 13 quizzes throughout the course to help them learn course content and ensure they keep up with the required reading assignments. Quizzes include multiple choice, fill-in-the-blanks, true/false, short answers, and/or essay questions.

DISCUSSION BOARD ACTIVITIES: To facilitate course discussions, students must participate in and complete 13 Discussion Board assignments on reading assignments and learning activities. Students will first respond to a prompt and then to two classmate responses.

CHAPTER REVIEW: Students will write one review/analysis of a text written by a Chicana/o author. Students will select from the required course text, *The Chicanos: As We See Ourselves*.

RESEARCH FINDINGS: AN ARTFUL REPRESENTATION: Students will complete research that identifies and analyzes Mexican American cultural values and contributions to the United States. Students will build upon knowledge gained through the curriculum using academic sources and original thought to produce an artful representation of their research findings.

Course Grading Based on Course Objectives

Assignments & Points Possible: 215 Points

- 13 Weekly Written Discussions & Two Peer Responses (65 points)
- 10 Weekly Analysis (50 points)
- 13 Weekly Quizzes (65 points)
- Midterm (10 points)
- 3 Page Cultural Essay on Topic To be Chosen (20 Points)
- Final (5 Points)

Course Grading Scale

A = 90% and above

B = 80% - 89.9%

C = 70% - 79.9%

D = 60% - 69.9%

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F = below 60%

Work not turned in is graded as an F

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

First-Week Attendance & No-Show Drops: Students who do not log into Canvas or complete the required first-week assignments will be dropped from the course as a “No Show.” To remain enrolled, students must complete all first-week assignments on time. If a student is dropped as a “No Show” and requests re-enrollment, they must follow the same rules and expectations as any other student joining the course. This includes catching up on missed work and adhering to all course 5 policies. It is the student’s responsibility to drop or withdraw from the course officially.

Online Courses: These policies reinforce the importance of consistent engagement and academic responsibility, ensuring students actively participate in their learning rather than falling behind. By requiring regular completion of assignments and activities, the course maintains rigorous educational standards and helps students stay on track for success. • Students who fail to complete three consecutive assignments, whether missing, incomplete, or not meeting the required criteria—will be dropped from the course due to lack of participation. • Active engagement in all weekly activities, including discussions, quizzes, and assignments, is required to stay enrolled. Regular participation helps ensure students stay on track with course material and meet academic expectations.

Internet etiquette: Please be respectful of the following: avoid sarcasm and use proper language; respect others’ opinions and privacy; acknowledge and return messages promptly; do not use ALL CAPS or multiple exclamation marks to communicate with your classmates

No Borrowing: Anyone cheating, plagiarizing, or using AI will receive a zero 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.

Other Course Information

I will be holding office hours Mondays and Wednesdays from 5-6pm. If you need to contact me via email, please use your Canvas inbox rather than your campus or personal email. I will respond to Canvas emails within 24 hours (usually much

Updated 11/2024



sooner). I encourage you to contact me with questions throughout the semester. In addition, I will post comments on all graded assignments, so please check Canvas frequently for comments on assignments to improve your grade. You are responsible for reading comments and applying those improvements to your next assignment.

Financial Aid

Your Grades Matter! In order 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	Topics & Assignments	Pages/ Due Dates/Tests
Week 1	Syllabus & Introduction Perspectives on Origins Theorizing Chicana/o Culture	Discussion 1 & Quiz 1
Week 2	Historical Perspectives: Material/Symbolic Culture	Discussion 2, Analysis 1 & Quiz 2
Week 3	Chicana/o Chicano/Cultural Production, Distribution, and Consumption	Discussion 3, Analysis 2 & Quiz 3
Week 4	Chicana/o Chicano Folk Culture	Discussion 4, Analysis 3 & Quiz 4

Date or Week	Topic & Assignments	Pages/ Due Dates/Tests
Week 5	Chicana/o (Pop)ular Culture	Discussion 5, Analysis 4 & Quiz 5
Week 6	Chican/o Urban & Border Culture	Discussion 6 & Quiz 6
Week 7	Barrio Culture	Discussion 7 , Analysis 5 & Quiz 7
Week 8	Chicana/o High Culture Commodities	Discussion 8, Analysis 6 & Quiz 8

Date or Week	Topic & Assignments	Pages/ Due Dates/Tests
Week 9	Chicana/o Oral Literature	Discussion 9, Midterm & Quiz 9
Week 10	Chicana/o Literature: Why Imperial County is ignored & Tejas gets more recognition	Discussion 10, Analysis 7 & Quiz 10
Week 11	Chicana/o Visual Arts:	Discussion 11, Analysis 8 & Quiz 11
Week 12	Chicana/o Spiritual Traditions: Dia de los Muertos en Mexicali	Discussion 12, Quiz 12 & Cultural Essay Due

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 13	Bilingual Culture: From Spanglish to Baja Spanish to Chicano English	Discussion 13, Analysis 9 & Quiz 13
Week 14	Border Culture	Discussion 14, Analysis 10 & Quiz 14
Week 15 Dec 1-6	Final Exam	
Week 16	Happy Holidays	

Subject to change without prior notice