



## Basic Course Information

Semester:	Spring 2026	Instructor Name:	Miguel M. Chávez
Course Title:	CHIC 100: Intro to Chicana/o Studies	Email:	miguel.chavez@imperial.edu
CRN #:	20802	Webpage (optional):	
Classroom:		Office #:	203D
Class Dates:	February 17 – April 17, 2026	Office Hours:	Email MW: 2:00 pm – 3:30 pm In Person TUES: 11:15 am – 12:15 pm
Class Days:	Online	Office Phone #:	(760) 355-6492
Class Times:	Online	Emergency Contact:	(760) 355-7108
Units:	3	Class Format:	Asynchronous

## Course Description

This course provides an introduction to Chicana/o studies as an academic discipline. It emphasizes its origins, development, and the theories that shape it. Additionally, it examines and evaluates Chicana/o perspectives on revisionist history; demographics; employment; political and socioeconomic trends; education; and the arts. The course will also explore, compare, and contrast topics such as cultural values, social organization, urbanization patterns of the Chicana/o community in the U.S., migration, identity, gender roles, and their struggles in education, politics, and legislation. Given the subject matter, students will be exposed to some Spanish phrases, words, and expressions. (Formerly HUM/SPAN 262) (CSU/UC) (Formerly HUM/SPAN 262) (CSU/UC)

## Course Prerequisite(s) and/or Corequisite(s)

N/A

## Student Learning Outcomes

Upon course completion, the student will have acquired new skills, knowledge, and or attitudes as evidenced by their ability 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 need 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 OER.

### **Communication and Office Hours**

Students must communicate with me exclusively through the Canvas messaging system. Please do not use private emails or IVC student emails. I will respond to all student inquiries during the workweek (Monday through Friday), excluding weekends and holidays, promptly. If you email me and do not receive a reply within that timeframe, please resend your original message and let me know you made a second attempt.

My online office hours are via Canvas messaging on Monday and Wednesday from 2:00 to 3:30 pm, and in person on Tuesdays from 11:15 am to 12:15 pm in Office 203D. I am also available by appointment. If you need to contact me by email, please use your Canvas inbox rather than your campus or personal email.

In addition, I will post comments on all graded assignments, so please check Canvas frequently for feedback to improve your grade. You are responsible for reading comments and applying those improvements to your next assignment.



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## 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 instruction and achieve learning objectives, and to excel in the course.

**COLLABORATIVE LEARNING ACTIVITIES:** Students will engage with one another to complete group activities designed to further develop critical analytical skills. Because research shows that experiences in social, contextual, and student-owned projects lead to deeper learning, all students will engage with one another in collaborative learning that is fun and meaningful.

**QUIZZES:** Students will complete quizzes throughout the course to help them learn the course content and stay current with the required reading assignments. Quizzes include multiple-choice, fill-in-the-blank, true/false, short-answer, and/or essay questions.

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

**RESEARCH, ANALYZE, AND IDENTIFY CULTURAL VALUES AND U.S. CHICANA/O CONTRIBUTIONS:** This assignment requires students to analyze education as a site of resistance by connecting the 1968 East L.A. Walkouts to a current educational issue, using two scholarly articles from IVC Library Databases, along with the documentary, readings, and quiz.

**RESEARCH THE CONTRIBUTIONS OF CHICANOS IN THE US:** This assignment requires students to research and analyze Chicano contributions to U.S. society by using two peer-reviewed articles from the IVC Library Databases and connecting their findings to course themes such as identity, resistance, culture, and activism.

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

## Course Grading Based on Course Objectives

The following percentages from completed assignments determine the final grade:

- Quizzes 35%
- Discussion Board Activities 35%
- (SLO 1) Research, Analyze, and Identify Cultural Values and U.S. Chicana/o Contributions 10%
- (SLO 2) Researching the Contributions of Chicanos in the U.S. 10%
- (SLO 3) Chapter Review 10%

Grading Scale:

- A (90 – 100%)

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

### 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.

### Communication Policy (Canvas and Pronto)

Students must communicate with me exclusively through the Canvas messaging system. Please do not use private emails or IVC student emails. I will respond promptly to all student inquiries during the workweek (Monday through Friday), excluding weekends and holidays. If you email me and do not receive a reply within that timeframe, please resend your original message and let me know you made a second attempt.

If a student sends me a Canvas message on a Friday, I will reply on Monday. Additionally, if a student contacts me about an assignment the day before or on the due date, I will respond after the due date. Therefore, it's crucial to communicate with me earlier in the week to ensure timely assistance.

Please understand that our curriculum is rigorous and demanding. Timely communication will help students complete their assignments. I will provide students with ample feedback to support a stellar grade.

When students Canvas message me (or any IVC professor) on Canvas, it is essential to use proper punctuation, capitalization, spelling, and grammar. In addition, always begin an email with an appropriate salutation (i.e., Dear Dr. Chávez). Professional email etiquette is seldom taught in college, so I understand how sending the first email is stressful. Please read this [article](#) for tips to help you write a relevant email and get answers (Quiz 1 will test whether you read the article).

Students are required to regularly check Canvas for weekly announcements, updates, reminders, and changes. Additionally, since grades are posted on Canvas as they are scored, all students will have direct access to their grade book.

I will also 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.

## Attendance and Drop/Participation Policy

### A. First-Week Attendance & No-Show Drops:

Students who do not log in to 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 policies. It is the student’s responsibility to officially drop or withdraw from the course. Please refer to the IVC [General Catalog](#) for withdrawal policies.

### B. Ongoing Attendance & Participation Expectations:

After the first week, students must actively participate by completing weekly Discussion Board activities, Canvas quizzes, and other assignments that assess their understanding of the course material. Students should check Canvas daily to stay informed about deadlines and important updates. Consistent participation is crucial in both in-person and online classes. A student may be dropped due to excessive absences if any of the following occur:

- Failure to access Canvas for two consecutive weeks.
- Failure to complete the required first-week assignments.
- Failure to complete two weeks of assignments.

If a student experiences challenges affecting participation, they should reach out as soon as possible. I am here to support your success.

### C. In-Person & Online Attendance Policy:

Students must attend all scheduled class meetings (in person or online) and participate in required activities. Students who are absent due to a college event or a medical issue must provide proper documentation.

### D. In-Person Course Policies:

These policies emphasize consistent attendance, punctuality, and respectful behavior, ensuring that all students fully engage with course material and classroom discussions. By holding students accountable for their participation, the course maintains a fair learning environment where everyone can succeed without disruption.

- Students who do not attend class will not receive credit for any assignments due that day.
- Arriving late or leaving early will count as half an absence, and students may not receive credit for assignments due that day.
- Students asked to leave class due to disruptive behavior will be marked absent and will not receive credit for any class assignments.

### E. Online Courses:

These policies reinforce the importance of consistent engagement and academic responsibility, ensuring students actively participate in their learning rather than fall behind. By requiring the 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.

### **E. Excused Absences & Make-Up Work:**

Excused absences for officially approved college events recognize the importance of academic and extracurricular participation, ensuring that students are not penalized for representing the institution. However, students who miss class without an excused reason are held accountable, reinforcing the value of consistent attendance and engagement in coursework. While make-up opportunities may be available in some cases, students must take responsibility by communicating with the instructor to discuss their options and stay on track with their academic progress.

### **F. Policy Compliance with Title 5 Regulations:**

My attendance policy follows the *California Code of Regulations, Title 5*:

- Attendance itself cannot be graded, but course credit is based on the required number of instructional hours.
- Missing excessive class time—in-person or online—means a student has not fulfilled course requirements and may be dropped.

Active participation, preparation, and engagement are critical to your success in this course. Let's work together to make this a productive and rewarding semester!

### **Late Assignment Policy**

Students will always have access to our course modules and assignments, so please ensure assignments are submitted on time. All due dates are posted on our course syllabus and in Canvas, so students must check Canvas daily. If any circumstances will affect your performance, please let me know in advance so I can provide the necessary accommodations. Assignments will be accepted only on time.

### **Netiquette or Online Etiquette and In-Class Behavior Policy**

Netiquette, short for internet etiquette, encompasses proper manners, behaviors, and decorum in the digital realm. It includes guidelines for appropriate online conduct that students must follow. Please be mindful of the following: avoid sarcasm and use proper language; respect others' opinions and privacy; acknowledge and respond to messages promptly; do not use ALL CAPS or multiple exclamation marks when communicating with your classmates; most importantly, respect your instructor's time and instructions to help you successfully complete the course.

According to IVC policies, all students must respect their classmates and instructors when communicating. If you need assistance, please get in touch with me. I am here to support you. Violations of this policy will be reported to the Campus Disciplinary Officer for disciplinary action..

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.

- **Food and Drink Prohibited:** Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- **Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- **Children in the classroom:** Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### Plagiarism (Academic Integrity) Policy

Academic honesty in advancing knowledge requires that all students and instructors respect one another's work and recognize the importance of acknowledging and safeguarding intellectual property.

There are many forms of academic dishonesty. The following 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 defined as 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 academic assignment in question.

Anyone cheating or plagiarizing will receive a zero (0) on the exam or assignment. 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. 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.

### Artificial Intelligence (AI) Policy

Artificial Intelligence (AI) tools are prohibited. IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools to replace your own thinking, writing, or quantitative reasoning goes against our mission and academic honesty policy and will be treated as academic dishonesty or plagiarism unless you have been instructed to do so by your instructor. If there is any uncertainty about the ethical use of AI tools, students are encouraged to contact their instructors for clarification.

AI tools, such as Grammarly or ChatGPT, are strictly prohibited. These tools are not allowed and undermine the integrity of the work. Using unauthorized AI tools in coursework violates IVC's Artificial Intelligence (AI) Policy. This policy prohibits using AI to complete assignments, exams, or any other academic work unless explicitly allowed by the instructor. Violating this policy can lead to academic penalties, including potential disciplinary action.



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Every submission that requires students to write will be reviewed by our Turnitin program for AI detection. If your submission is flagged by AI detection, it will receive a grade of 0 with no opportunity for resubmission.

### Turnitin and Similarity Scores

Our Canvas Turnitin program will review every student submission. If a submission receives a similarity score of 25% or higher, it will automatically receive a score of 0. This policy emphasizes the importance of submitting original work and avoiding plagiarism.

### All in All: Cheating, Plagiarism, and Artificial Intelligence (AI)

Anyone who cheats, plagiarizes, or uses AI will receive a zero on the assignment. In addition, the instructor may report the incident to the Campus Disciplinary Officer, who may file the related documentation. 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.

### Student Services

Imperial Valley College offers a range of services to support student success. The following are some of the services available to students. Please speak with your instructor about additional services that 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](#): 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.

### 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](#).

### Financial Aid

Your Grades Matter! To keep receiving financial aid, you must meet the Satisfactory Academic Progress (SAP) requirements. Making SAP means maintaining a 2.0 GPA, completing at least 67% of your coursework, and



graduating on time. If you do not meet SAP, you could lose your financial aid. If you have questions, please get in touch with financial aid at [finaid@imperial.edu](mailto:finaid@imperial.edu).

### Anticipated Class Schedule/Calendar

DATES	TOPICS AND SUBJECTS	Activities & Assignments
<b>WEEK 1</b> Feb 17 – 20	<b>Introduction to Chicana/o Studies</b> Introduction and Syllabus Review	Icebreaker Activity Pre-Course Survey Quiz 1: Course Syllabus Discussion Board Activity
<b>WEEK 2</b> Feb 23 - 27	<b>History and Belonging: <i>Aztlán</i> and the Chicana/o Homeland</b> Watch: <i>Quest for a Homeland</i> (1996) Read: “In Search of <i>Aztlán</i> ” (Canvas)	PowerPoint Presentation Quiz 2: <i>Aztlán</i> and <i>el Movimiento</i> Discussion Board Activity Reclaiming History
<b>WEEK 3</b> March 2 - 6	<b>Chicana/o Theory: <i>Movimiento</i> as a Process</b> Read: “Chicanismo: The Forging of a Militant Ethos” (Canvas)	PowerPoint Presentation Quiz 3: The Militant Ethos Discussion Board Activity: SLO 2
<b>WEEK 4:</b> March 9 - 13	<b>Chicana Feminist Thought and Gender Politics</b> Watch: Chicana Feminism Read: “The Development of Feminist Discourse” (Canvas)	PowerPoint Presentation Quiz 4: Chicana Feminism Discussion Board Activity
<b>WEEK 5</b> March 16 - 20	<b>Oppositional and Revolutionary Politics</b> Read: “Rejecting the Liberal Agenda” (Canvas)	PowerPoint Presentation Quiz 4: Chicana/o and U.S. Politics Discussion Board Activity
<b>WEEK 6</b> March 23 - 27	<b>The Labor Struggle - The United Farm Workers’ Movement</b> Read: “Building a Movement and Constructing Community: Photography, the United Farm Workers, and El Malcriado” (Canvas)	PowerPoint Presentation Quiz 8: The California Farmworker Movement Discussion Board Activity
<b>WEEK 7</b>		PowerPoint Presentation



DATES	TOPICS AND SUBJECTS	Activities & Assignments
March 30 – April 3	<b>Student Leadership, Activism, and the Educational System</b> Watch: <i>Taking Back the Schools</i> Read: “Grassroots Leadership Reconceptualized: Chicana Oral Histories and the 1968 East Los Angeles Blowouts” (Canvas)	Quiz 10: The Student Movement Discussion Board Activity: SLO 1
<b>WEEK 8</b> April 6 - 10	<b>Spring Break (Campus Closed) – No Instructions</b>	
<b>WEEK 9</b> April 13 - 17	<b>The Save Ethnic Studies and Xicanx Pop-Up Book Movements</b> Watch: <i>Precious Knowledge</i> (2011) Read: "You Can Ban Chicano Books, But They Still Pop Up! Activism, Public Discourse, and Decolonial Curriculums in Los Angeles”	PowerPoint Presentation Quiz 13: Save Ethnic Studies and Xicanx Pop-Up Book Movements Discussion Board Activity Chapter Review: SLO 3

\*\*\* Syllabus is Subject to Change \*\*\*