



IMPERIAL VALLEY COLLEGE

Basic Course Information

Semester:	SPRING 2026	Instructor Name:	Profe Adrián Ríos
Course Title & #:	CHICANX STUDIES 100	Email:	adrian.rios@imperial.edu
CRN #:	20938	Webpage (optional):	on Canvas
Classroom:	2734	Office #:	203D
Class Dates:	02/17-06/12	Office Hours:	MW 2:30 to 4:30 PM
Class Days:	M	Office Phone #:	760.355.6453
Class Times:	6:30 -9:40 PM	Emergency Contact:	Elvia M. Camillo Staff at IVC (760) 355-6144
Units:	3.0	Class Format/Modality:	In-person

Course Description

This course offers an introduction to Chicana/o studies as an academic discipline. 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)

This course treats Chicax Studies not only as a field of academic inquiry but as a living archive of struggle, creativity, and self-determination. We will read critically, think collectively, and reflect personally. Our classroom will function as both an intellectual and community space.

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

No one is excluded; everyone is welcome to take this course. However, it is highly recommended to take a "College Reading" course beforehand.

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

Upon satisfactory completion 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 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. 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

This is a **Zero Textbook Cost** course, meaning that you will not need to purchase any textbook for this class, and that all required materials will be available for free on the course website.

Course Requirements and Instructional Methods

Attendance (10%):

Full presence of the mind is important for this class. You agree to arrive on time and be fully present in the classroom. You may accumulate up to two (2) unexcused absences. However, at the third (3rd) unexcused absence, you may be subject to administrative drop. Two (2) tardies equal one (1) absence; at the sixth (6th) tardiness, which signals a chronic issue of time management, you may be dropped from the course as well.

Participation (10%):

This is a discussion-based course. You agree to come prepared to class and ready to participate in class discussions and group activities. Intentional, informed, and constructive participation in class is



mandatory:

- **Intentional:** You have a purpose in sharing your worldview or insight with us.
- **Informed:** You've completed the readings beforehand and have information relevant to the discussion.
- **Constructive:** You're building up a conversation and not discrediting or disrespecting others' contributions.

Evaluation for your participation includes your preparedness, active interventions in class discussions, quizzes, writing prompts in class, and active listening skills. These will be divided in two segments of participation during the first half (50 points) and the second half for a total of 100 points.

Consciousness Reflections SLO1 (20%):

Twice during the semester, you will complete an in-class, handwritten reflection during our scheduled class time. These reflections are open-book (you may use printed readings and notes) but must be written by hand and without electronic devices. Each reflection should be approximately two handwritten pages and include at least one to two direct quotations from our assigned readings. A reflection is not a summary; it is an opportunity to think on paper — to wrestle with tensions, identify silences, trace intellectual shifts, or examine how the material is reshaping your understanding. Writing by hand slows thought and strengthens intellectual presence. These reflections will be evaluated based on depth of engagement, integration of textual evidence, clarity, and legibility.

Collective Teaching Presentation SLO3 (15%):

In groups of 2–3, you will lead a 15-minute interactive teaching session designed to help the class deeply understand the assigned reading. Your role is not simply to summarize, but to make the text accessible and meaningful. Each group must: (1) identify and explain five key terms, concepts, or phrases from the reading in clear, accessible language; (2) provide at least one concrete example that connects the reading to contemporary issues or lived experience; and (3) facilitate class dialogue through thoughtful discussion prompts or an interactive activity. Presentations should prioritize clarity, accessibility, and community learning. Slides or handouts must be shared with the instructor 24 hours before presenting. Grading is based on clarity, conceptual understanding, engagement, and promotion of meaningful class dialogue. Detailed guidelines are available on Canvas.

Fictional Autobiography SLO2 (20%):

This midterm assignment invites you to write a fictional autobiography inspired by Norma Elia Cantú's *Canícula: Snapshots of a Girlhood in la Frontera*. You will compose a five-page narrative that draws from memory, lived experience, and imagination, while engaging course concepts and intersectional frameworks explored in the first half of the semester. This is not a traditional research paper; rather, it is an exercise in creative-critical writing that asks you to reflect on your own place of enunciation and the ways your experiences intersect with structures of identity, power, and culture. The purpose of this assignment is to pause mid-semester and consider how course materials illuminate your own narrative archive. Detailed guidelines will be provided on Canvas. This midterm will be evaluated on a completion/incompletion basis, with emphasis on thoughtful engagement, depth, and adherence to assignment guidelines.

Consciousness Project SLO2 (25%):

This final assignment is the culmination of your semester-long intellectual and personal inquiry. The



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Consciousness Project is a format-free research and creative project that may be completed individually or in pairs. It must meaningfully engage at least two course concepts, readings, or frameworks, and should reflect a genuine shift, deepening, or complication in your understanding of Chicana/x Heritage and your own place within broader structures of identity, power, and culture.

This project invites you to ask: How has my consciousness changed through this course? What new language, awareness, or perspective do I now carry?

Your project may take the form of a video, short film, board game, research paper, fiction or non-fiction essay, workshop proposal, poetry collection, photography exhibit, performance, choreography, or another creative format. This list is not exhaustive.

All projects must include a one-page written reflection explaining:

- (1) the conceptual inspiration behind your project,
- (2) how it engages specific course materials, and
- (3) how your thinking evolved during the semester.

The goal of this project is not perfection, but thoughtful, rigorous, and meaningful engagement.

Evaluation:

Attendance: 100 points

Participation: 100 points

Fictional Autobiography: 200 points

Reflection Papers: 200 points

Group presentation: 150 points

Consciousness Project: 250 points

Grade Rubric: A 90-100% B 80-89% C 70-79% D 60-69%

Collaboration:

Students are encouraged to collaborate. Dialogue and the exchange of ideas are essential in academic work. Conversations, e-mails, and references are highly beneficial for academic purposes. Nonetheless, any work submitted must be the result of your own research and labor, acknowledging any reference or help you received.

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.



Special accommodations

Any student needing academic adjustments and accommodations is requested to present their letter from the college and speak with the instructor by the end of the first week of the term. Class is intended to be a safe space for all needs.

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

- **Language policies:** For pedagogical reasons (and sadly imperial too) the main language of the discussion will be English, with critical interventions in Spanglish and Spanish, as we see necessary.
- **Laptops and hand-held devices:** Laptops and hand-held devices can be used in class exclusively for readings and note-taking purposes. Please, refrain from using any device for anything other than class readings and note-taking. You may be asked to leave the classroom if you are found using devices for non-instructional material.
- **Attendance and tardiness policy:** Students are expected to attend every class meeting, to arrive on time and stay throughout the class period. Students may be dropped from class for excessive tardiness, for failure to attend class the first day or during the entire first week of the class, or if the total number of absences exceeds twice the number of hours the class meets per week.
- **Community Agreements:**
 - Be kind to yourself and others
 - Speak from the “I” perspective
 - Respect differences and diversity
 - Care for yourself and for each other
 - Call in rather than call out
 - Practice compassion
 - Hold assumptions, ask questions
 - Make space, take space
 - Be present



- Welcome curiosity and interest
- Confidentiality (What's said here, stays here; what's learned here, leaves here)
- **Note:** Some of the topics covered in this class are challenging. Please, remember that we all come from different perspectives and carry diverse histories within us. For this, **I invite all students to consider vulnerability and tenderness as instruments for a compassionate and honest learning environment.**

Contact and Emails:

Student Hours (aka Office Hours) is a time especially dedicated to meeting with you! I am your instructor, and I will be happy to answer any questions about the course. Meetings are usually on 10-minute intervals, and they can be in small groups or one-on-one. In case you want to use this time to go over an assignment or address any doubts from the course materials, please plan your questions ahead of time. Please see my current student hours in the chart that opens the syllabus.

E-mails: I respond to e-mails Monday through Friday and it usually takes me 24 to 48 hours to respond. Please, do not expect me to respond to emails out of working hours, over weekends or holidays. Plan your contact needs accordingly.

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

Week and Topic	Date and Readings	Due dates and assignments
Week 1 Syllabus	Monday 02/16: Holiday	
Week 2	Monday 02/23: Introductions + Ethnic Studies Reflection	
Week 3:	Monday 03/02:	
Week 4:	Monday 03/09:	
Week 5:	Monday 03/16:	
Week 5:	Monday 03/23:	
Week 6:	Monday 03/30:	



Week and Topic	Date and Readings	Due dates and assignments
Week 7:	SPRING BREAK!	
Week 8:	Monday 04/13:	
Week 9:	Monday 04/20:	
Week 10:	Monday 04/27:	
Week 11:	Monday 05/04:	
Week 12:	Monday 05/11:	
Week 13:	Monday 05/18:	
Week 14:	Monday 05/25: HOLIDAY	
Week 15:	Monday 06/01:	
Week 16:	Monday 06/08:	

This syllabus serves as a guide for our shared learning and may be adjusted as needed; any changes will be communicated clearly through Canvas announcements.