



IMPERIAL VALLEY COLLEGE

Basic Course Information

Semester:	SPRING 2026	Instructor Name:	ADRIAN RODRIGUEZ RIOS
Course Title & #:	CHICANX STUDIES 110	Email:	adrian.rios@imperial.edu
CRN #:	20944	Webpage (optional):	on Canvas
Classroom:	n/a	Office #:	203D
Class Dates:	April 20th to June 12th	Office Hours:	MW 4:30 to 6:30 PM Tuesdays 6:00 to 7:00 PM (via Zoom)
Class Days:	n/a	Office Phone #:	760.355.6453
Class Times:	Asynchronous	Emergency Contact:	Elvia M. Camillo Staff at IVC (760) 355-6144
Units:	3.0	Class Format/Modality:	Online

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)

No one is excluded; everyone is welcome to take this course. It is 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. 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

This is a **Zero Textbook Cost** course, meaning that all required materials will be available for free on the course website.



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Course Requirements and Instructional Methods

- **Course Engagement and Presence (10%):** Because this is a fully asynchronous online course, learning is measured through **consistent and thoughtful engagement**, rather than physical attendance. Students are expected to demonstrate presence by:
 - Completing weekly discussions, check-ins, and course activities by the posted deadlines
 - Engaging respectfully and substantively with classmates' ideas
 - Referring to readings, films, or lectures in their contributions
 - Practicing care, curiosity, and accountability in shared learning spaces

Criteria: Engagement is evaluated throughout the entire course based on the timely completion of all assignments, the quality of contributions, and evidence of intentional, informed, and constructive participation.

- **Creative Writing Snapshots (35%) SLO1:** Throughout the course, students will complete **seven (7) Creative Writing Snapshots**, inspired by Norma Elia Cantú's *Canícula*. Each snapshot is a brief creative writing piece (approximately 300–500 words) that connects course themes to personal memory, family stories, lived experiences, or imagination. These snapshots are designed to encourage reflection, presence, and voice rather than polished academic writing. One snapshot will be submitted during each instructional module (Weeks 1–7). Snapshots are graded on **completion and thoughtful engagement**, not grammar or formal structure.

Note: There will be a student-to-student engagement activity where one snapshot is randomly selected by the instructor and will be posted anonymously for classmates to read and provide insight. You must complete these writings as they form the foundation for the Final Portfolio.

- **Reflective Discussions (20%) SLO2:** Students will participate in **five (5) structured discussion forums** during the course. Each discussion requires:
 - One original post (250–300 words) with **at least one quote** from the readings of that module
 - One response to a classmate (100–200 words)

Students must write in the **first person ("I")**, reflecting on how the readings, films, or course concepts connect to their own experiences, family histories, community contexts, or current social realities. Discussions are intended to foster collective learning and reflection rather than debate.

- **Midterm Project: Ad / Object Analysis (15%) SLO3:** The midterm project is a critical analysis of **either an advertisement or an everyday object**. Using course readings and concepts, students will examine how race, culture, labor, capitalism, and representation operate within their chosen example. Projects should consider what histories are made visible, what is erased, and how meaning is constructed. Students may choose **one** of the following formats:
 - A 3–4 page written analysis
 - A narrated slide presentation
 - A reel or short video combining images, captions, and reflection.

Detailed guidelines will be provided on Canvas.

- **Reading Check-In Quizzes (10%) SLO5:** Students will complete **two (2) low-stakes reading check-in quizzes** during the course (Weeks 3 and 7). These quizzes are designed to support comprehension and engagement with course materials. They are not intended to be punitive or high-stakes.



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- **Final Portfolio: Creative Snapshots Collection (10%) SLO4:** For the final project, students will curate a portfolio showcasing their creative and intellectual growth throughout the course. The portfolio includes:
 - Five (5) revised Creative Writing Snapshots
 - A one-page, single-spaced reflection responding to the question: What do you notice when reading your own final cumulative "autobioethnography"? You may write about your writing process, themes we discussed, or something meaningful to you after completing this project.

Students may choose to organize a community sharing event, either via Zoom or in their own local spaces, where they invite family members, friends, classmates, or community members to come together and share selections from their final portfolios.

Course Grading Based on Course Objectives

• Evaluation Breakdown:

- Course Engagement and Presence – 100 points
- Creative Writing Snapshots – 350 points
- Reflective Discussions – 200 points
- Midterm Project – 150 points
- Reading Check-In Quizzes – 100 points
- Final Portfolio – 100 points
- **Total: 1000 points**
- **Grade Scale** 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.
- **Technology Use:** Students are expected to use course technologies (Canvas, video tools, discussion boards) in ways that support learning and respectful engagement.
- **Attendance (Online Course):** Because this course is fully asynchronous, there are no required live class meetings. Attendance is measured through participation in weekly course activities and completion of assignments by the posted deadlines.
- **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.



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

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.