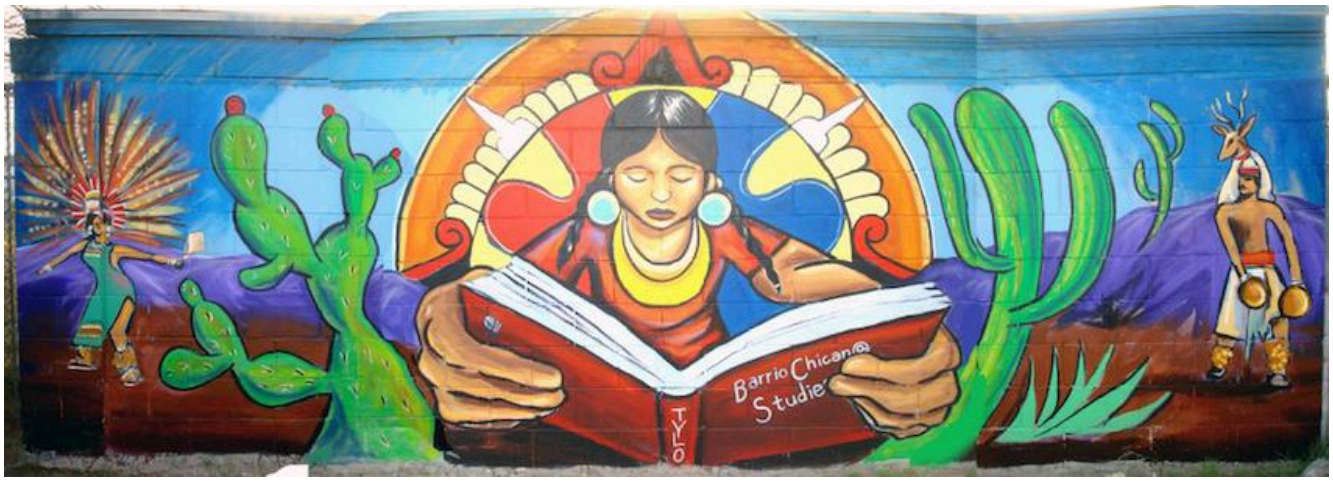

CHLS 101 FALL 2025

Chicanx Studies 101: Introduction to Chicano/a/x-Latina/o/x Studies
RIO HONDO COLLEGE

Guadalupe Carrasco Cardona, EdD (Profe Cardona)
Office hours: 4:30-5:30 Tuesdays and by appointment via Zoom
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Course Description

This course serves as an introduction to Chicano Studies, an interdisciplinary academic and community knowledge-based field founded by student activists who demanded a better and more relevant education. This course examines U.S. history and political issues relevant to the Chicana/o/x and Latina/o/x community. The course provides an overview of demographic changes in the U.S., examines political activism and political leadership. Students interested in this course may include individuals with familial or personal connections to the Chicana/o/x (Mexican-American) community and/or those intending to work in environments with high concentrations of this population.

This class meets in person twice a week. Along with attending the class students will participate in online discussions or complete note-taking activities. The course is student-centered, focusing on learning goals, thinking routines, assessment, and practice. Class time is dedicated to engaging with and discussing ideas from the assigned texts to foster collective learning.

This course is a degree appropriate course for the Associate of Arts in Chicano Studies, Associate of Arts in General Studies with an Emphasis in Social Behavior and Self-Development, Associate of Arts in General Studies with an Emphasis in Social Sciences, and AA-T in Social Justice Studies. This course is approved as a general education social science course for RHC GE, CSU GE, and IGETC.

Course Objectives

1. Analyze and articulate concepts such as race, racism, white supremacy, intersectionality, self-determination, equity, liberation, anti-racism, identity, xenophobia, multiculturalism, capitalism, resistance, activism, decolonization, among others that are central to the field of Chicana/o/x Studies.
2. Apply theory to describe critical events in the histories, cultures, and intellectual traditions, with a special focus on the lived experiences, demographic diversity, and social struggles of Chicana/o/x and Latina/o/x Americans while emphasizing agency and group affirmation.
3. Critically analyze Chicana/o/x identity and lived experiences with a focus on the intersection of race and racism with gender, sexuality, age, class, ethnicity, national origin, immigration status, language, religion, and spirituality.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by the Chicana/o/x and Latina/o/x communities are relevant to current and structural issues such as communal, local, national, international, and transnational politics as, for example, in immigration, multiculturalism, capitalism, culture, policies, and practices.
5. Demonstrate active engagement with anti-racist issues, practices, and movements to build a diverse, just, and equitable society beyond the classroom and a sense of self-awareness.

Student Learning Outcomes

1. Presented with an introduction to the Chicano Movement, students will successfully explain the creation of Chicano Studies as an academic discipline and political project.
2. Provided with real life scenarios, students will effectively discuss and analyze processes of cultural and knowledge production as a form of resistance.
3. While participating in an individual or group project, students will identify contemporary social justice initiatives to apply foundational theories and concepts in the course, such as, but not limited to race, identity, intersectionality, and agency.

Required Materials, Textbooks And Technology

All readings and handouts are available online via Canvas. You will need access to a computer with internet to access these materials. If you encounter any issues with accessing the required materials,please let me know as soon as possible so that we can find a solution.
Students who do not have access to reliable internet can arrange for a mobile hotspot loan for the semester; hotspots also can be requested by filling out the form at www.riohondo.edu/library/technology-request (https://www.riohondo.edu/library/technologyrequest).

The Library is open Monday to Thursday, 7 a.m. to 7 p.m., and Fridays, 7 a.m. to 3 p.m. For questions,during these hours call (562) 908-3416 to speak with a staff member; or visit www.riohondo.edu/library

Class Pedagogy

Instruction is student-centered. The pedagogy of the course places students as active and crucial participants in the acquisition of knowledge. Consequently, lectures introduce students to various viewpoints and interpretations of Chicano/a life. Interaction is an inherent feature of lectures, as students will debate key questions related to conflict, change, and continuity in Chicano communities over time. All written assignments will be focused on students' ability to analyze, evaluate, and assess material. Therefore, collaboration with the instructor, their peers, and librarians are crucial to student learning. Students will also contribute to the teaching of the course: they will share research findings and suppositions with the class at large. The instructor will also encourage students to use multimedia in their presentations.

Ubuntu (Zulu pronunciation: is a Nguni Bantu term meaning "humanity". It is often translated as "I am because we are," and also "humanity towards others", but is often used in a more philosophical sense to mean "the belief in a universal bond of sharing that connects all humanity"

-Zulu African Philosophy

In lak' ech
Tu eres mi otro yo (You are my other me)
Si te hago daño a ti (If I do harm to you)
Me hago daño a mi mismo (I do harm to myself)
Si te amo y te respeto (If I love and respect you)
Me amo y me respeto yo. (I love and respect myself)

-Mayan Philosophy

Tezcatlipoca – Critical Self Reflection
Quetzalcoatl – Precious and Beautiful Knowledge
Huitzilopochtli – The Will to Act
Xipetotec – Transformation

-Mexica Philosophy

Class Format
The course teaching structure includes a mix of lecture, video presentations, group discussions, student presentations, projects, and guest presentations. Several documentaries and films will be shown during class and will be treated as traditional texts. This course is discussion-based, therefore you are expected to read all assigned articles and chapters. All students are expected to participate by sharing opinions, analyses and experiences.

Attendance, Discussion, Participation:
Failure to keep up with the assignments and activities (and completing them in a timely manner) will result in your overall grade being lowered.

Attendance: Repeated absences will significantly interfere with your progress as a student.

- After two (2) absences, you will receive official notification that you are in danger of failing the course for non-attendance.
- Three (3) will result in your final course grade being lowered by a full letter grade.
- ***After FOUR (4) total absences, you will fail the course***, so it will be in your best interest to withdraw from the course to avoid a failing grade.
- **NOTE: YOU WILL NOT BE "DROPPED" FROM THE COURSE DUE TO NON-ATTENDANCE - you must withdraw through RIO HONDO, or you will receive an "F" for the course.**
- Additionally, two unexcused late arrivals (arriving more than 15 minutes late) will count as an unexcused absence. If you are late and miss any in-class work at the start of class, you **cannot** make it up.

Make-Up Assignments, Late Papers, and Extra Credit: Any work turned after the deadline will lose a full letter grade. You will not receive credit for any work that is more than **SEVEN (7) CALENDAR** days late. If for some reason you are unable to meet a deadline, please meet with me in advance so that we can (hopefully) come to some sort of resolution**.**

Course Assessments:
Your final grade for this course will be based on the following assignments and activities:

20% - Active participation: in-class and online discussion activities, exit slips, peer editing, socratic seminars, etc. Extra Credit available in this category.

35% - Cornell Notes / interactive handouts (~16): This is how you get credit for reading and taking notes. Extra Credit available in this category.

25% - Zine Library Project: Use the zine format to reteach content and share your insights with the class and potentially the wider Rio Community.

20% - Midterm and Final Reflection assignments: students to reflect on their contributions to teamwork and how they embody the guiding principles of Ethnic Studies.

A = 100 – 90, B = 89 – 80, C = 79 – 70, D = 69 – 60, F = 59 – 0

ASSIGNMENTS:
Evaluation of Written Assignments:_ Written assignments will be evaluated for a clear articulation of a thesis, effective use of supporting evidence (from lectures, readings, film screenings, etc.), depth of analytical critique of the materials, and the strength of organization and development (including verbal clarity and focus) within the paper. Your papers should have a title, an introduction, a thesis, supporting arguments, and a substantive conclusion. Each week students will be expected to write a one-page reflection/analysis paper of the readings by midnight before class meeting time. This is not meant to be a summary. It is a reflection of your own analysis with in-text citation of the text.

Week 1 8/19, 8/21	**Introduction to Chicana/o/x Studies** ● Intergenerational/ Historical Trauma Internalized Oppression
Week 2 8/26, 8/28	**Introduction to Chicana/o/x Studies** ● The formation of Chicano Studies in higher education as an academic discipline and political project.
Week 3 9/2, 9/4	**Introduction to Chicana/o/x Studies** ● Critical examination of early critiques of the Chicano Movement and Chicano Studies.
Week 4 9/9, 9/11	**The Urgency of Intersectionality** ● Chicanx Mov't & the Arts ● The School to Prison Pipeline & The Prison Industrial Complex
Week 5 No class 9/16	**In Defense of the Barrio** ● Examine common stereotypes and dominant narratives of

Use the time for your Photojournal, 9/18	Chicana/o/x and Latina/o/x communities, neighborhoods, culture, and people (with attention to differences across gender, geography, class, etc.). ● Understand the historical development of barrios as sacrifice zones fueled by racial capitalism through local case studies such as Chavez Ravine, Mothers of East L.A., South Central Farm, and Exide Plant. Showcase the collective resistance and solidarity of families, communities, and neighborhoods in creating social change.
Week 6 9/23 **9/25 (NO CLASS)**	**Community Cultural Wealth** ● Understand the multiple levels of violence produced by white supremacy, racism, and colonization. ● Understand the importance of cultural citizenship, cultural resistance, and counter-narratives. ● Overview of Chicana/o/x and Latina/o/x cultural productions and other artistic forms of expression to critically interrogate popular debates in topics such as family, language, religion, holidays, gender, identity, sexuality, etc.
Week 7 9/30, 10/2	**Beyond Resistance: Reflect, rethink, and re-imagine ethnic studies** ● Critically examine the rise of multiculturalism and colorblind racism through contemporary attacks on Ethnic Studies such as Arizona's HB 2281. ● Engage in local activism and identify grassroots struggles that impact Chicana/o/x and Latina/o/x communities. ● Critical reflection on Ethnic Studies, what is it, and why it continues to be relevant today in education and society
Week 8 10/7, 10/9	**Contemporary Issues in Chicanx Studies** ● Friere's Levels of Consciousness ● Nahui Ollin & Healing our Communities ● Final Presentations // Closing Ceremony
Week 9 10/14, 10/16	**In Defense of the Barrio** Understand the historical development of barrios as sacrifice zones fueled by racial capitalism through local case studies such as Chavez Ravine, Mothers of East L.A., South Central Farm, and Exide Plant.
Week 10 10/21, 10/23	**In Defense of the Barrio** Showcase the collective resistance and solidarity of families, communities, and neighborhoods in creating social change.

Week 11 10/28, 10/30	**Community Cultural Wealth** Understand the multiple levels of violence produced by white supremacy, racism, and colonization.
Week 12 11/4, 11/6	**Community Cultural Wealth** Examine culture (dominant culture, subculture, counter culture) to understand Tara Yosso's community cultural wealth framework.
Week 13 11/11, 11/13	**Community Cultural Wealth** Understand the importance of cultural citizenship, cultural resistance, and counter-narratives.
Week 14 11/18, 11/20	**Community Cultural Wealth** Overview of Chicana/o/x and Latina/o/x cultural productions and other artistic forms of expression to critically interrogate popular debates in topics such as family, language, religion, holidays, gender, identity, sexuality, etc.
Week 15 11/25 (no class on 11/27)	**Beyond Resistance: Reflect, rethink, and re-imagine ethnic studies** Critically examine the rise of multiculturalism and colorblind racism through contemporary attacks on Ethnic Studies such as Arizona's HB 2281.
Week 16 12/2, 12/4	**Beyond Resistance: Reflect, rethink, and re-imagine ethnic studies** Engage in local activism and identify grassroots struggles that impact Chicana/o/x and Latina/o/x communities. Critical reflection on Ethnic Studies, what is it, and why it continues to be relevant today in education and society

Extra Credit	Films Tortilla Soup La Mission Bless Me, Ultima Salt of the Earth	TV Series Netflix: Gentefied Season 1 Gentefied Season 2 Colin in Black & White Finding Ohana Gather Guatemala: Heart of the Maya World

	In the Time of the Butterflies The Lemon Grove Incident My Family/Mi Familia From Prada to Nada (Netflix) Los Tigres del Norte at Folsom Prison (Netflix)	Latin History for Morons Selena: The Series Part 1 Selena: The Series Part 2 Mo Season 1 Mo Season 2

https://docs.google.com/document/d/1i16n8r69O6aUpdTDU6Va0SHU_ESTUtA2nZGbkuAXmRU/copy

-For every film or tv series you watch, complete one of the docs linked above.

-For TV series you complete one per season.