

CETH10: RACE, ETHNICITY & INEQUALITY



Course Title: CETH10: Race, Ethnicity & Inequality

Important Dates:

Course Number Section CRN: CETH10 / 63Z/ 48877

Units: 4.0

Quarter/ Year: Spring 2024

MODALITY: Online/ Asynchronous

Semester Start Date: April 8, 2024

Semester End Date: June 28, 2024

Last Day for Adds	April 21, 2024
Census Date	April 22, 2024
Last Day for Drops w/ Refund	April 21, 2024
Last Day for Drops w/o W	April 21, 2024
Last Day for Drops	May 31, 2024

Welcome Scholars!

Welcome to Race, Ethnicity & Inequality! My name is Angie Loyola, and I will be your online instructor. Part of your preparation is to review this syllabus - please read through and explore the entire syllabus to prepare for week one of our online class.

I recognize that you are not just students and that you may hold many roles and life responsibilities. With that, I hope to support you to the best of my ability in this virtual setting.

I am hopeful that this will be a learning experience in which we will grow and succeed - together! I'm looking forward to engaging with you all!

In community spirit,
Angie

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Course Description

This ethnic studies course is an interdisciplinary examination of major concepts and controversies in the study of race, racial inequality, and racism in the United States. Students will explore race and ethnicity as historical and contemporary categories of identification, focusing on the lived experiences and racialized subordination of African Americans, Asian Americans, Latinx Americans, and Native Americans. Students will analyze intersecting processes of subordination, paying attention to race, class, gender, religion, national origin, citizenship, and language. Students will examine resistance, community organizing, social movements, and policy debates to assess and engage in efforts for racial equity, social justice, and self-determination.

Student Learning Outcomes

Student Learning Outcome: Analyze and articulate the concepts of race, racialization, ethnicity, racism, equity, and anti-racism in relation to class, gender, sexuality, religion, spirituality, national origin, immigrant status, citizenship, sovereignty, and/or language by researching a contemporary pattern of racialized inequality pertaining to one or more of the following groups: African Americans, Asian Americans, Native Americans, and Latina and Latino Americans.

Student Learning Outcome: Describe and actively engage with an anti-racist and anti-colonial issue, practice, community-based movement, and/or policy debate through community involvement and/or participant observation, primary and secondary source research, and critical review of the experiences and enactments of Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans in a current struggle for a just and equitable society.

Course Objectives

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

- **Apply** theory and knowledge produced by Native Americans, African Americans, Asian Americans, and Latina and Latino Americans to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles of these groups with a focus on agency and group-affirmation in an appraisal of the origins, development, and impact of ethnic studies.
- **Analyze and articulate** changing conceptualizations of race in the sciences as institutionalized constructions of naturalized racial differences (i.e. whiteness, blackness, indigeneity, Orientalism, mestizaje) as well as conceptualizations of race, racialization, and racism in ethnic studies with a transdisciplinary perspective.
- **Analyze and articulate** social scientific approaches to racial inequality with concepts such as race, racism, racialization, ethnicity, and equity from multiple disciplinary perspectives, including theories and knowledge produced by Native American Studies, African American Studies, Asian American Studies, Latina and Latino Studies, and comparative ethnic studies.

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- **Analyze critically** the intersection of race and racism as they relate to class, gender, ethnicity, sexuality, citizenship, immigration status, religion and/or language in multiple social and institutional contexts, such as work, families, schools, and the criminal justice system.
- **Analyze** societal patterns of racial and ethnic inequality using current and historical data to highlight the intersectionality of factors shaping life chances, such as race, gender, class, age, sexuality, education, citizenship, national origin, and geography.
- **Review critically** how examples of struggle, resistance, solidarity, and liberation--as experienced and enacted by Native Americans, African Americans, Asian Americans and Latina and Latino Americans--are relevant to current and structural issues through comparative analyses of racial formations through U.S. state apparatuses, in personal narratives, and in community efforts for self-determination.
- **Describe and engage** actively with anti-racist and anti-colonial issues, practices, social movements, and/or policy debates in Native American, African American, Asian American, and/or Latina and Latino American communities in their struggles for a just and more equitable society, through community involvement and/or participant observation, primary and secondary source research, class activities and discussion.

Textbook Information

- **Great news!** In an effort to cut direct costs of education for students, there is **no required textbook for this course**. All reading material will be provided in electronic format online via Canvas. We will be reading articles, research papers, scholarly journals, and chapter excerpts from various authors.

The Essentials

- This is a fully online/ asynchronous, 12-week course. There are no Zoom meetings
- The course begins Monday, April 8 and ends Friday, June 28, 2024.
- This course is organized into 6 modules which include weekly readings, discussions/ writing exercises, and quizzes.
- Module assignments are due every 2 weeks.
- All communication must be sent through Canvas Inbox.
- If you sense that it's going to be difficult to meet that week's due dates, let me know AHEAD OF TIME and we will work out a different plan. I am always just a text or message away and I want to support your learning. Deal? :)

How to be Successful in this Course

- Check Canvas at least 3 times per week for weekly updates/ announcements.

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- Set your notifications to "notify immediately" - I will go over this in the orientation recording.
- Schedule at least 1 hour every Monday to log in, review the module and assignments and plan your week accordingly.
- Dedicate a space for school work in your house/room/library. The more you create a separate space for work and relaxation, the more your brain will catch on to your productivity routine.
- Type and submit your assignments BEFORE the due date. If you wait for the last minute to submit your assignments you leave no time to address technological issues if they arise. Weekly material will be posted every other Monday.

How to Contact Me

- I **prefer** communication via **Canvas inbox**
- I **will reply to your messages within 24-48 hours Mon-Fri**
- I have committed to self-care this quarter which translates to **limited availability over the weekends**. If you have a true emergency, please text me (408) 713-0543
- Zoom office hours every Monday from 3-5pm [CLICK HERE](#)
- If you prefer to speak with me outside of my office hours, I am happy to coordinate a phone call or Zoom conversation. Simply send me a message with this request and we'll get it scheduled in the books!

How to get your General Questions Answered

- If you have a general question about our course, I encourage you to post it in our **Canvas Open Discussion Forum**, which you can get to by clicking on our Modules in our course. Questions posted there will be visible to all members of our course and may be answered by anyone. If your question is personal in nature, please contact me directly through the Canvas inbox or text.
- I would also suggest connecting with a classmate [study buddy].

What you can Expect from Me

1. I will provide you with a clear, organized course that is designed to ensure you meet our course outcomes in a meaningful manner.
2. I will provide a variety of assignments to ensure your learning needs are met.

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3. I will be actively present in your learning.
4. I will provide a supportive and safe environment for you to share and discuss ideas with your peers.
5. I will reach out to you when I sense that you need support.
6. I will treat you with dignity and respect and be flexible to support your individual needs.
7. I won't be perfect. I am human and will make mistakes at times. I will view mistakes as an opportunity to learn and grow.
8. Is there anything else you would like to add to this list?

What I will Expect from You

1. **Read through the syllabus prior to first day of class.**
2. You strive to be an active participant in this course and strive to meet due dates.
3. You will maintain an open line of communication with me so I understand how to support you.
4. You will contact me if you have a concern with meeting a due date.
5. You strive to regularly contribute to collaborative activities to ensure other members of the community have ample opportunity to read/listen, reflect, and respond to your ideas.
6. You will treat your peers with dignity and respect.
7. You will do your best to have patience with technology. There will be hiccups, expect them. We will get through them together.
8. You will give yourself grace. Expect to make mistakes. You are human and you are stressed.
9. Is there anything else you would like to add to this list?

How to Log into your Canvas Course

To access our course, you will sign into your Canvas portal. Our course shell will not be available until the first day of class. If you have trouble signing in or experience technical issues with, contact the Help Desk: Phone: (408) 864-8969; Email: onlineeducation@deanza.edu

Class Community Agreements

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*In order to work effectively in this online forum, please review the following. The following is a list of class agreements that previous students contributed to their learning space:

- actively participate and respect differences
- be respectful when giving feedback
- everyone has the right to their own opinions
- treat others how you want to be treated
- Be open to listen to others' ideas - may be someone knows something we do not
- try not to be judgmental
- don't be afraid to ask questions - asking for clarification
- try not to take things personal - it is likely not directed towards you
- try to communicate clearly and respectfully - while maintaining a professional tone
- be comfortable to share your ideas - bring your truth
- show empathy - put yourself in their shoes
- be prepared
- hold each other accountable
- *show yourself some grace
- say what you think, not what everyone else thinks - or what WE think people want to hear - be your authentic self
- Find value in others' opinions and contributions to discussions
- Create an open environment where we can be vulnerable
- Understand that we all come from different walks of lives
- What happens here, stays here - respect confidentiality
- Be honest
- Be ok with disagreements in discussion

Academic Integrity

De Anza College is committed to excellence in the pursuit of learning and academic achievement by its students. To further this goal, the college is committed to providing academic standards that are fair and equitable to all students in an atmosphere that fosters integrity on the part of student, staff and faculty alike. The student's responsibility is to perform to the best of his or her potential in all academic endeavors. This responsibility also includes abiding by the rules and regulations set forth by individual faculty members related to preparation and completion of assignments and examinations.

The submission of work that is not the product of a student's personal effort, or work which in some way circumvents the given rules and regulations, will not be tolerated. It is the responsibility of the faculty to clearly define the requirements and rules applicable to their courses for all students. An applicable paragraph of the California State Educational Code (§ 76130) is quoted: "Code of Student Conduct: The college has an obligation to specify those standards of behavior essential to its educational mission and campus life. The following types of misconduct for which students are subject to disciplinary sanction apply at all times on campus as well as to any off-

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campus functions sponsored or supervised by the college: cheating, plagiarism or knowingly furnishing false information in the classroom or to a college officer.”

ADA Accommodation

The Foothill-De Anza Community College District Board of Trustees upholds that, for persons with disabilities, improving the access to educational and employment opportunities must be a priority. The Board of Trustees directs the administration to take the necessary actions to implement the requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

The Foothill-De Anza Community College District (FHDA) shall not discriminate against a qualified individual with a disability because of the disability with regard to employment or with regard to the provision of district programs, services and activities.

A person who is otherwise qualified may request accommodation related to his or her disability, provided that the accommodation does not impose an undue hardship on the district. The procedures for requesting accommodation are maintained in the President's Office, the Office of the ADA Coordinator and in the District Human Resources Office.

The ADA coordinator for De Anza College is Michele LeBleu-Burns, dean of Student Development and EOPS, 408.864.8218.

[Click here for detailed information](#)

DeAnza Student Support

Although we are all learning and working from home, most of our Student Services are available online. **DeAnza College is here to help you navigate and succeed!** Click on the links below to access all services.

- [Admissions and Records](#)
- [Assessment Center](#) (Placement)
- [Bookstore](#)
- [Cashier's Office](#)
- [Financial Aid](#)
- [Library](#)
- [Academics Overview](#)
- [Counseling and Advising](#)
- [Equity and Engagement](#)
- [Online Education](#)
- [Transfer Center](#)

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- [Tutoring \(Student Success Center\)](#)
[CLICK HERE FOR MORE SERVICES](#)

[If you have a physical, psychiatric/emotional, medical, or learning disability that may affect your ability to carry out assigned course work, please contact the staff in Disability Services.](#) DSP&S will review your concerns and determine, with you, what accommodations are appropriate. All information documentation is confidential.

Additional Support for Success

Online Education Center

- [Student Resource Hub](#): Visit this site for tips, guides and answers to your questions about using Canvas, Zoom and other online learning tools that your classes may be adopting.
- [Staying Organized](#): This webpage has advice for planning and staying on top of your online coursework.
- [Canvas Help](#): Need **technical support with Canvas**? This page has information on how to get help.
- [More Student Resources](#): Visit this page for more links and tips.
- [Get Ready for Online Learning](#): This website has videos about getting "tech ready," managing your time, communicating with instructors and more.

Library, Reference and Technical Support

- Many Library resources are available online. Visit the [Library website](#) to learn more.
- **Need reference help?** You can chat online with a librarian, during designated hours. Visit the [Library website](#) and look for the red button.
- **Need tech support?** You can get assistance with **Canvas, Zoom, MyPortal** and other online learning tools or software, from the Library West Computer Lab's expert technicians. Use the form on the [Computer Lab's webpage](#) to request help. They will assist you via live chat, or by email if they're unable to respond right away.

Don't Have a Computer or Internet Access? '

- See the list of [Resources for Living and Basic Needs](#) below
- Check out the options to **borrow a computer on campus** by visiting the [Need a Computer](#) webpage.

Tutoring and Skills Workshops

Tutoring and skills workshops are available via Zoom in many subjects.

- For **Academic Skills, Listening and Speaking, Math and Science, Writing and Reading** and **General Subjects**, visit the [Student Success Center website](#).
- For tutoring help in **Computer Information Systems (CIS)** classes, visit the [CIS tutoring webpage](#).

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For tutoring after hours or on weekends: Visit the Student Success Center's [Online Tutoring](#) webpage for information about **NetTutor** via Canvas or **Smarthinking** via MyPortal.

Mission Statement

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world.

As a member of the DeAnza community I am available to listen and support you in a safe and confidential manner. I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation and gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.

Diversity Statement

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicity, genders, gender identities, gender expressions, national origins, citizenship status, religious affiliations, sexual orientations, ability – and other visible and non-visible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Preferred Name & Preferred Gender Pronouns

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

DeAnza College Policies

Here is a list of college policies on a variety of topics. Click on the name to read the full policy.

[Academic Freedom](#)

[Academic Integrity](#)

[Academic Renewal](#)

[Admission](#)

[ADA Accommodation](#)

[Advanced Placement Exams](#)

[Anti-Discrimination](#)

[Attendance](#)

[Auditing Classes](#)

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[Campus Security Act \(Clery Act\)](#)

[Computer and Network Use](#)

[Consumer Information Disclosures](#)

[Copyrighted Materials](#)

[Credit by Examination](#)

[Credit Units and Limitations](#)

[DASB Cards](#)

[Drug and Alcohol Use](#)

[Due Process](#)

[Family Educational Rights and Privacy Act \(FERPA\)](#)

[Grades and Grade Changes](#)

[Graduation](#)

[Grievance Procedure](#)

[Health](#)

[Military Service School Credit](#)

[Mutual Respect](#)

[Photo and Video Recording](#)

[Probation: Academic and Progress](#)

[Sexual Assault](#)

[Sexual Harassment](#)

[Smoking](#)

[Student Rights and Responsibilities](#)

[Title IX](#)

[Transfer Credit from Other Colleges](#)

[Web Accessibility](#)

[Website Privacy](#)

Grading

Your grades will be posted online in Canvas in real-time as soon as they are graded. Please check them regularly so that you know that the time to be concerned about your grade is *now*, not at the end of the quarter. If you think there is an error in your grade, please contact me immediately (not at the end of the quarter). You have **two weeks** from the due date of an assignment to identify any grading error [except final]. All assignments will have a due date. I do not accept late assignments unless previous arrangements have been made with me.

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DeAnza Grading Scale

Letter Grades

A+	99+%
A	92-98%
A-	90-91%
B+	88-89%
B	82-87%
B-	80-81%
C+	78-79%
C	70-78%
D	65-69%
D-	60-64%
F	<60%

How Will My Grade Be Calculated?

All assignments will have a point value which will translate to a final course grade percentage
[subject to change with fair notice]

- **ORIENTATION:** 20pts
 - **QUIZZES:** 60pts
 - **WRITTEN ASSIGNMENTS/PEER DISCUSSIONS:** 110pts
 - **FILM REVIEWS:** 60pts
 - **FINAL:** 50pts
- TOTAL POINTS: 300 = 100%

EXTRA CREDIT: Up to 40 possible points

*There is no midterm and your final will consist of a project/presentation.

Final Course Breakdown

I know that getting good grades can sometimes be stressful. To help reduce that stress and improve the likelihood of getting your best grades, allow yourself the time and space you need to do your best work. If you get stuck, reach out to me or one of your peers. I welcome your questions and I'm happy to help you think through your ideas so you can successfully complete an assignment.

Netiquette Guidelines

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"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and the informal "rules of the road" of cyberspace.

[The Core Rules of Netiquette are excerpted from the book *Netiquette* by Virginia Shea.](#)

Weekly Schedule & Topics

LEARNING EXPERIENCES & FACILITATION: This course is designed to meet various learning styles.

We will use the following to facilitate the course objectives:

1. Weekly reading material
2. Online recorded tutorials / Videos/ Films
3. Weekly written discussions, film reviews, weekly quizzes

[WEEKS 1-2 DUE 4/20] [*Students who do complete the assignment for weeks 1-2 will be dropped from the course for non-participation]

Week 1	4/8	Orientation
Week 2	4/15	Introduction to Race and Ethnic Relations and Sociological Theories

[WEEKS 3-4 DUE 5/5]

Week 3	4/22	African-Americans
Week 4	4/29	Prejudice, Discrimination, and Racism

[WEEKS 5-6 DUE 5/19]

Week 5	5/6	Chicanx / Latinx
Week 6	5/13	Immigration and Migration

[WEEKS 7-8 DUE 6/2]

Week 7	5/20	Asian-Americans and Pacific Islanders
Week 8	5/27	The Myth of the Model Minority

[WEEKS 9-10 DUE 6/17]

Week 9	6/3	Native Americans
Week 10	6/10	Indigenous Epistemologies

[WEEKS 11-12 DUE 6/26]

Week 11	6/17	Contemporary Social Movements
Week 12		FINAL - Policies and Future of Race-Ethnic Relations