

Division of
Humanities and Social Sciences

Fall 2025

ETHN 108: Rethinking Race, Gender, and Nation

CRN: 97298

Modality: Asynchronous Online
(Canvas only)

08/13/2025 - 12/15/2025

Professor: XXX

E-mail: XXX@XX.EDU

Office hours (Zoom): Fridays 9am – 12noon and by appointment.

IMPORTANT:

- **Do NOT give out the zoom information to anyone that is not enrolled in the class. Only students enrolled in the class are allowed in our class' zoom.**
- **Racism, homophobia, transphobia, classism, sexism or any oppressive "ism" will not be tolerated in class. Academic discourse will be respected in this class.**
- **Sharing of class lectures and recordings is prohibited.**
- **Use of Artificial Intelligence is strictly prohibited.**

COURSE DESCRIPTION

Ethnic Studies 108 (3 units)

This course introduces students to the theoretical, methodological, and substantive foundations of Ethnic Studies. Through a re-examination of U.S. history, students develop an understanding of the relationships between racial formation and the production of social and economic inequality. Readings focus on the interrelated processes of settler-colonial land expropriation, chattel slavery, multiple forms of migration, overseas imperial expansion, inter- and intra-national circulations of economic value, and the historical development of the U.S. settler legal regime. Particular attention is given to the ways in which race and ethnicity have been historically co-constituted with other socially-constructed identities, such as gender, sexuality, class, and citizenship.

Transfer credit: CSU; UC

AA/AS Degree Requirements:

Cañada - GENERAL EDUCATION REQUIREMENTS: Area 4 - Social and Behavioral Science
Cañada - GENERAL EDUCATION REQUIREMENTS: Area 6 - Ethnic Studies

CALGETC:

CG AREA 4 Social and Behavioral Sciences: 4-Soc & Beh Sci CG AREA 6 Ethnic Studies: 6-Ethnic Studies

STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

- Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as understood within Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
- Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American 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.
- Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age, particularly in Native American, African American, Asian American, and/or Latina and Latino American communities.
- Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans, are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.

SPECIFIC INSTRUCTIONAL OBJECTIVES:

Upon successful completion of this course, a student will be able to:

- Explain racialization and gendering as social processes that take place across a range of material and discursive sites, including the law, science, popular culture, labor-capital relations, etc.
- Discuss specific structures, events, and processes that have formatively contributed to racial formation within the U.S. context.
- Deconstruct and historicize hegemonic concepts such as the nation-state, borders, and citizenship, in ways that reveal the racialized, gendered, and sexualized processes whereby these categories have been invented and enforced

Transferable Skills

- 1) Media literacy
- 2) Critical thinking
- 3) Cultural competency
- 4) Qualitative reasoning
- 5) Conduct original research
- 6) Written and oral communication
- 7) Knowledge of social and political institutions
- 8) Ability to work effectively with diverse populations
- 9) Team-building and group-centered leadership skills
- 10) Ability to analyze impacts of laws and policies on diverse populations

HOW TO SUCCEED IN THIS COURSE

Be engaged, think critically, and READ! Reading the assigned readings prior to class is mandatory. However, in order to succeed in this course you will need to go beyond simply reading. You must be engaged in a conversation with the authors (via your own reading notes) and with your classmates (via your participation in class discussions and activities). You will need to wear your critical thinking caps in and out of class and find your voice to add to the dialogue we will ALL engage in throughout the course.

The reading load is heavy for this course. As with any college course, you should plan on working 6 hours outside of class for every course. Find your optimal work spaces and times, make friends with class mates and become study buddies (study groups are even better options), and visit any and all campus resource centers available to you. Those who juggle familial and work schedules with their course schedules will need to master the vital and transferable skills of time management and prioritization. Notes are vital to your success. The more notes you take in class and of your readings, the deeper your understanding of course content will be and the less work you have to do when preparing for assignments.

Attendance policy

Since this is an **Asynchronous course** (no in-person meetings), attendance will be calculated using each student's Canvas activity (log ins, downloads, accessing files and webpages, completing assignments, etc).

Students who do not complete the first assignment (by its deadline) will be dropped from the class. Students will be required to log in weekly in order to complete assignments.

If a you are thinking about dropping the class, please email me first. I want to see each of you succeed and if there is some way that I can help you stay in the class we can discuss it.

COURSE REQUIREMENTS

Required Books

In an effort to fight against the Textbook Industrial Complex, all required readings will be available via Canvas. Hence, you will not have to buy any books for this class. You're welcome.

Canvas and Technical Support

Canvas Help - If you need technical support for Canvas, please click the "Help" link for the Canvas Guides or the 24 hour live Canvas support.

URL...

Writing and tutoring support

URL....

Class Activities and Participation

- This course will be taught in a format including lectures derived from the readings, supplemental material and online class discussions largely generated by online lectures and supplemental materials. Additionally, in order to support learning outcomes, please expect that a online lecture portion and/or online activity/assignment be supplemented with films, and other resources. **It is up to the discretion**

of the instructor to revise and change class assignments and reading as necessary to support student learning. Should any revisions or changes be made, students will be given ample time to accommodate to any changes.

REGULAR AND SUBSTANTIVE INTERACTION (RSI)

This class is designed to facilitate *Regular and Substantive Interaction* in the following forms:

Questions for the professor discussion board

- This is a discussion board meant for students to ask questions to the professor regarding the class. Questions and replies will be public so that the class can read them. Students will receive participation points for contributing to the discussion board.

Scheduled Weekly Announcements

- Announcements will be emailed out weekly to the whole class regarding upcoming assignments, readings, and activities that pertain to the class.

Discussion Boards

- Discussion boards will allow students to interact with both their classmates and the professor regarding the material being discussed in class.

Professor Emails

- The professor will email the class weekly to update students regarding the course. This could also include extra credit opportunities. Students are encouraged to email the professor any questions or concerns via email or the canvas inbox feature.

Professor to Student feedback

- The professor will frequently leave feedback and comments for students in order to improve their academic work. This could be in the form of comments via canvas speed grader or via email.

Online video lectures

- In order to maximize student learning, the professor will do online lectures that covers key topics that we will cover in class. This can also include doing instructional “how to” videos for assignments.

Zoom

- The professor is available to meet with students in regularly scheduled office hours or by appointment to discuss topics relevant to the class or to student academic/professional aspirations.

Communication

- It is best to reach me via the Canvas inbox. For emails, please include the **course name, section and your name** in the subject and I will do my best to respond within two business days.

ASSIGNMENTS (Rubrics available on canvas)

Participation

In order to receive full participation points, students will have the following options:

- Engage regularly in class (see attendance policy).
- Emailing the professor questions.
- Consistently completing assignments on time.
- Asking questions on the “questions for the professor” discussion board.
- Engage in thoughtful and meaningful dialogues with the professor and/or other students in the class through the discussion boards and Harmonize assignments.
- Attending office hours.
- Absolutely no trolling, no stalking, and no harassing others.
- Adherence to the attendance policy.

Critical Reflections

- The Critical Reflections are designed to assess your understanding of the class material.
- Each reflection must use the required reading for that week as evidence and use in-text citations to cite the readings. You may also cite videos or lectures, but only as supplement to citing the readings.
- You will be given a set of short essay questions that engage the material covered in assigned readings and lecture.

Discussion Boards

- Discussion Boards are designed to foster engagement between students, the professor, and the class content.
- Each discussion board will ask you a series of questions related to the class content as well grant students the opportunity to discuss it with their classmates and the professor.
- Students will then type a meaningful and relevant reply (comment) to a minimum of 2 of your classmates posts.

Mock Interview

- This assignment will require you to record yourself answering a question assigned by the professor. The setting is a tele-conference (skype, zoom, facetime, discord, etc) interview. It will be submitted online. More instructions (and the question[s]) will be provided closer to the due date.
- Your face must be clearly visible as if you were doing an actual interview. You do not have to dress professional, but please dress appropriately as if you are coming to class in person.

Make-Ups

Make-up assignments will not be accepted unless a valid reason with appropriate documentation is provided to and approved by the professor. Missed assignments will result in an “F” (0 points) for that particular assignment.

GRADING

<u>Assignment</u>	<u>Total Percent Value</u>
Participation	25%
Critical Reflections (x6@ 5pts each)	30%

Discussion Boards (x5 @ 5pts each)	25%
Mock Interview	20%
Extra Credit (optional)	points vary
Total Points	100pts = 100%

Grading scale is based on percentage of 100 total possible points.

Disability Accommodations

Providing you the best possible experience in this class is important to me. If you have a temporary or permanent health or disability condition that requires accommodations, I encourage you to contact the Disability Resource Center (DRC) or call. The DRC offers resources and coordinates reasonable accommodations for student with a verified need. If you have already contacted the ARC, they will contact me to arrange any accommodations for you in this class. I also encourage you to contact me directly, in private (use the Canvas Inbox), if you notice anything in this course that is not accessible to you.

ACADEMIC INTEGRITY

Academic dishonesty and plagiarism will result in a failing grade on the assignment. Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as plagiarism.

The use of any and all Artificial Intelligence is strictly prohibited. Do not use A.I. to do your assignments. The use of A.I. will result in a zero on the assignment, the filing of an academic integrity report, and a possible failing grade for the class and/or withdrawal from the class.

EMERGENCY INFORMATION

Emergency Procedures Notice to Students

The safety of all students is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the College's emergency response procedures. In the event of an emergency please adhere to the following guidelines

Before an emergency occurs-

1. Know the safe evacuation routes for your specific building and floor.
2. Know the evacuation assembly areas for your building.

When an emergency occurs-

1. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.
2. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.
3. Do not leave the area, remember that faculty and other staff members need to be able to account for your whereabouts.
4. Do not re-enter building until informed it is safe by a building marshal or other campus authority.

- If directed to evacuate the campus please follow the evacuation routes established by either parking or police officers.

LECTURE TOPICS AND REQUIRED READING:

ALL ASSIGNMENTS ARE DUE ON THE SUNDAY OF THAT WEEK BY 11:59pm.
NO UNEXCUSED LATE ASSIGNMENTS OR MAKE UPS.
ONLY ONE SUBMISSION/ATTEMPT ALLOWED PER STUDENT.

Date	Topics Covered	Reading, Assignments, and Announcements
Week #1 - Wednesday, August 13 th 2025	Introduction: Course Content, Expectations, and Policy.	• Review syllabus and Canvas • Do Discussion Board #1 (intros) on Canvas
Week #2 - Monday, August 18, 2025	Anti-Racism	• Reading: How to be an Antiracist Ch.1 (PDF) • Do Reflection #1
Week #3 - Monday, August 25, 2025	Unconscious Bias	• Film: "Zootopia" • Reading: Zootopia wants to teach kids about prejudice (online article) • Do Reflection #2
Week #4 - Monday, September 1, 2025	Educational Equity	• Film: Precious Knowledge • Reading: Still Falling through the Cracks (PDF) • Do Reflection #3
Week #5 - Monday, September 8, 2025	Anti-Racism in Education	• Film: Walkout • Reading: Reading: The East LA Walkouts of 1968 (online article) • Do Reflection #4
Week #6 - Monday, September 15, 2025	Native American Boarding Schools	• Film: Native American Boarding Schools • Reading: Indian Resilience and Rebuilding Ch.2 (PDF) • Do Discussion Board #2
Week #7 - Monday, September 22, 2025	Environmental Justice and Indigenous Peoples	• Film: Awake, a dream from Standing Rock • Reading: As long as grass grows Ch. 1 (PDF) • Do Reflection #5
Week #8 - Monday, September 29, 2025	Chinese Exclusion	• Film: Asian Americans – Breaking Ground • Reading: Fearing Yellow (PDF) • Do Discussion Board #3
Week #9 - Monday, October 6, 2025	Anti-Asian Hate and COVID-19	• Film: We need to talk about Anti-Asian hate • Reading: Anti-Asian American Hate Crimes

		Spike During the Early Stages of the COVID-19 Pandemic (Online Article)
Week #10 - Monday, October 13, 2025	Japanese American Internment	• Film: The mass-incarceration of Japanese-Americans • Reading: Performing Whiteness (PDF) Do Discussion Board #4
Week #11 - Monday, October 20, 2025	Racial Drag, Southern California tribes	• Reading: Playing Indian – Intro (PDF) • Film: Reel Injun Do Discussion Board #5
Week #12 - Monday, October 27, 2025	Immigration Policy and Migrants	• Reading: Beyond Undocumented (PDF); CSUSB offers more hope (online article) • Film: We are DREAMers Do Reflection #6
Week #13 - Monday, November 3, 2025	Racism in Policing and the Prison Industrial Complex	• Film: 13th Reading: How to be an Antiracist Ch.11 (PDF)
Week #14 - Monday, November 10, 2025	The Future of Racism	• Film: Coded Bias Reading: The race problem with A.I. (online article)
Week #15 - Monday, November 17, 2025	Mock Interview Overview	Review requirements for mock interview
Week #16 - Monday, November 24, 2025	Fall Recess – No Class	• No assignments due.
Week #17 - Monday, December 1, 2025	Mock Interview practice sessions	
Week #18 - Monday, December 8, 2025	Mock Interview	• Mock Interview Due on 05/14/2025 by 11:59pm
Monday, December 15, 2025		• Semester ends 12/15/2025