

ETHNST 2

American ~~Minority~~ Minoritized Groups

Fall 2026

Section 79615 • Aug 10 to Dec 11 2026

Section 79616 and 79617 • Sept 21 - Dec 11 2026

*Online asynchronous • No scheduled class meetings***Professor Jennifer Ounjian (Prof. O.)***(A, CSU-GE, UC, I) • (C-ID SOCI 150)*

Welcome

Welcome! This class is an interdisciplinary study of race, ethnicity, and racism in the United States. We will take a comparative approach covering Native Americans, African Americans, U.S. Latinx, Asian Americans, and other American minoritized groups. The course will examine key topics such as racial discrimination, immigration, economics, labor, political conditions, cultural expression and resistance, social justice movements, racial and ethnic identity, and gender and sexuality.

Before You Begin Module 1

Because this course engages histories and present realities of racism, colonialism, and other forms of structural violence, please review the Course Introduction in the Orientation Module before you begin Module 1.

How to Contact Prof. O.

How to Reach Me

GroupMe (preferred)

Use our class GroupMe for quick questions, course discussions, and connecting with classmates. Details for joining are provided inside Canvas.

Canvas Inbox (after term begins)	Use the Inbox tool in Canvas for longer messages or anything you want kept with our course records.
Email (before term begins only)	jennifer.ounjian@maderacollege.edu . Once the term starts, please switch to Canvas Inbox or GroupMe so your message reaches me reliably.
Virtual Office Hours	By appointment through Calendly . After you select a time, you will receive a Zoom link by email. <i>Hours are limited due to lack of funding.</i>

Response Times

I respond to GroupMe messages and Canvas Inbox within 24 to 48 hours on weekdays.

Messages sent over the weekend will receive a response by end of day Monday. If you have not heard from me within 48 weekday hours, please send a brief follow-up. Messages occasionally get missed and I would rather hear from you twice than not at all.

Other Ways to Get Help

- Use our GroupMe to ask a question (details provided in Canvas)
- Call Canvas 24/7 support: (844) 629-6837
- See a tutor in the Academic Success Center (see Student Services below)

How to Start

1. Access Canvas. Go through the [SCCCD student portal](#) or directly to [SCCCD Canvas](#)
2. Locate our course on your dashboard.
3. Once you access our course home page, press the Orientation tile near the bottom of the page to begin the required orientation process.

Important dates

	Section 76915	Sections 76916 and 76917
Last day to add or drop with W	August 30	October 5
Last day drop with W	October 9	October 29

Course Requirements

Required Textbook (Free)

Ounjian, J. (2026). *Sociology of race and ethnicity: An ethnic studies approach* (2nd ed.). Pressbooks. <https://pressbooks.pub/ethnicstudies2/>

\$ Open Educational Resource

This textbook is an Open Educational Resource (OER) available under a CC BY-NC-SA 4.0 license, which means there is no cost to you. You can read it online, download a PDF, or print sections as needed.

Technology Requirements

You will need:

1. Regular access to a computer or tablet. The Canvas mobile app works for many tasks, but some assignments require a full computer or tablet.
2. A reliable internet connection
3. A current web browser. Chrome, Firefox, Safari, or Edge work best with Canvas.
4. Word processing software. Free Microsoft 365 and Google Docs are available through Canvas.
5. Ability to manage your time effectively in an online learning environment

On-Campus Resources

- Computers are available on campus
- The Madera Community College Library has computers, laptops, free wifi, and printing
- The Academic Success Centers (ASC) provide computers and study space

Student Learning Outcomes

SLO 1: Distinguish the difference between race and ethnicity, racialization, equity, ethnocentrism, Eurocentrism, and white supremacy. 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
- through a critical analysis of the racialization process

- in tandem with other interlocking forms of oppression and privilege

SLO 2: Recognize prejudice and discrimination at the individual and institutional level and describe how resistance, social justice, and liberation as experienced by communities of color are relevant to current issues (communal, national, and international).

SLO 3: Analyze how power dictates majority and minority relations and the intersection of race and ethnicity and how differences are affected by hierarchy and oppression in class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.

SLO 4: Demonstrate how active engagement with issues of race and ethnicity helps to build diverse, just, and equitable communities beyond the classroom.

Course Objectives

- Demonstrate knowledge of sociological and ethnic studies theories and research related to race, racism, and ethnicity, including biological and socio-cultural construction of race and ethnicity.
- Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in Native American, African American, Asian American, and Latina and Latino American Studies.
- Discuss and differentiate between stereotypes, prejudice, discrimination, segregation, assimilation, pluralism, racism, and institutional racism.
- Evaluate individual perceptions and structural influences that perpetuate social inequalities based on race, ethnicity, gender, and socioeconomic status.
- Identify and analyze the cultural, political, historical, and institutional factors affecting the social construction of race and ethnic relations from a macro to micro level.
- Analyze majority-minority group relations, comparing the experiences of groups that have been historically marginalized at the individual and institutional level.
- Describe, understand, and appreciate the historical and contemporary experiences of various ethnic, racial, and minority groups in the United States.
- 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 in Native American, African American, Asian American, and Latina and Latino American communities.

- Identify latent social behavior, including profiling, discrimination, prejudice, segregation, racism, and color-blind racism, and understand the consequences of stereotypes, discrimination, prejudice, racism, and genocide on both the micro and macro levels of society.
- Analyze contemporary issues and debates as they relate to race and ethnicity, including but not limited to affirmative action, immigration policy, criminal justice policy, violence targeting minority groups, and the future of race and ethnic relations.
- 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 particular emphasis on agency and group-affirmation.
- Critically review how struggle, resistance, racial and social justice, 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 such as communal, national, international, and transnational politics in immigration, reparations, settler-colonialism, multiculturalism, and language policies.
- Describe and actively engage with anti-racist and anti-colonial issues, and practices and movements in Native American, African American, Asian American, and Latina and Latino American communities.

Grading and Assignments

To meet the course objectives and student learning outcomes, there are a variety of assignments.

Category Breakdown

Category	Description
Discussion Boards (25%)	Written whole-class discussions and small-group discussions in Canvas requiring an original post, question, and response..
Interactive Lectures, Edpuzzles, and Quizzes (30%)	Lectures are delivered as interactive videos through Edpuzzle. You watch the video and answer embedded questions as you go.
Course Project and Related Support Assignments (40%)	The Psychosocial Interview is a scaffolded research-based project in which you interview a member of a racial or ethnic

Category	Description
	group different from your own, integrate peer-reviewed scholarship, and analyze the interview using ethnic studies theory and an ethnicity comparison framework. Scaffolded support assignments across the term include article approval, interview preparation, conducting and documenting the interview, and writing the final paper using APA 7 formatting. This project supports our learning outcomes related to ethnic studies theory, research methods, and original scholarly writing.
Midterm (5%)	A formal assessment of foundational course concepts.
Extra Credit (up to 2 percentage points)	Optional extra credit is offered to make up missed assignments or points. Up to 2 percentage points can be added to your final grade through extra credit activities.

Grading Scale

Final grades are based on the percentage of total available points you earn across all categories below.

Grade	Percentage Earned
A	90% or more
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	59% or less

Additional Notes

- Grades are visible in Canvas throughout the term.
- Total available points may vary across terms, but category percentages and grade thresholds remain fixed.
- All assignments must be submitted through their assignment page in Canvas. Assignments are not accepted via email or Canvas Inbox.

- I may add or remove specific assignments during the term to support learning. Any changes will be announced through Canvas announcements.
- Please do not ask for your grade to be rounded up.

Course Policies

Communication and Instructor Interaction

This course is designed to provide regular and substantive interaction between you, me, and your classmates throughout the term. Below is how we communicate and what you can expect each week.

Each week, I will:

- Post announcements for each module with guidance, reminders, and learning resources
- Provide direct instruction through module overview videos, interactive lectures, and clarifying announcements when concepts need additional explanation
- Facilitate discussions in Canvas and GroupMe by posting summary responses that highlight key themes and connect student ideas to course concepts
- Provide feedback on your assignments using rubrics and written comments. See the RSI Statement below for feedback timing.
- Be available for individual meetings through virtual office hours

Modules open on Fridays, and weekly announcements will orient you to current and upcoming work.

Additional details on our communication and interaction plan are provided in the Orientation Module.

RSI Statement

This asynchronous online course is designed to provide regular and substantive interaction between students and the instructor throughout the term, consistent with federal definitions in 34 CFR § 600.2 and California Title 5 § 55204.

Instructor-Initiated Interaction

Each week, I initiate communication through:

- Module announcements with guidance, reminders, and learning resources

- Direct instruction through module overview videos, interactive lectures, and clarifying announcements
- Facilitation of discussions through summary posts that surface key themes and connect student ideas to course concepts
- Feedback on student coursework using rubrics and written comments
- Availability for individual meetings during virtual office hours

Student Engagement

Students participate in structured academic activities that include written discussions, GroupMe chats, collaborative assignments, scaffolded project work, and peer interaction. I facilitate these activities by providing prompts, clarifying expectations, and posting summary responses.

Response and Feedback Timing

What	When
GroupMe / Canvas Inbox messages	Within 24 to 48 hours on weekdays
Auto-graded work	Appears in Canvas immediately
Manually graded Edpuzzle and quizzes	Within 7 to 10 days
Discussion grades and feedback	Within 7 to 10 days of the discussion close date
Course project feedback	Within 10 to 14 days of submission

Participation and Attendance

Participation in this course means active engagement in instructional activities related to the course content. Consistent with federal definitions of academic engagement (34 CFR § 600.2), the following activities count as participation in this course:

- Submitting an academic assignment
- Taking a quiz or assessment
- Completing interactive Edpuzzle activities.
- Participating in assigned Canvas discussions or GroupMe collaboration
- Interacting with me about course content through GroupMe, Canvas Inbox, or office hours

The following do **not** count as participation:

- Logging into Canvas without completing work

- Viewing pages or non-interactive videos without completing assigned activities

Drop Policy

! No-show drop

You must log into this course on the first day of instruction (**Aug 10 for sec. 79615 or Sept 21 for sec. 79616 and 79617**) and complete an academic engagement activity such as the Orientation Module. Students who do not log in and engage on the first day will be dropped as no-shows.

! Excessive absence drop

Per the SCCC catalog, students may be dropped after two weeks of nonparticipation in a full-term 18-week course.

For a 12-week course, the proportional threshold is approximately one and a half weeks of no academic engagement.

For a 10-week course, the proportional threshold is approximately one week of no academic engagement.

For a six week course, this equals about 4 days.

If circumstances may affect your attendance, please reach out to me as soon as possible. I would rather work with you to keep you enrolled than drop you. In some cases, I may request documentation of extenuating circumstances, such as documentation from a licensed health care provider or active military duty.

Late Work

Late work extensions are built into the course on select items through Canvas grace periods. Some individual extensions are provided on a case-by-case basis. Extensions beyond these built-in grace periods are granted only for documentation from a licensed health care provider or active military duty. If you experience either of these circumstances, contact me as soon as possible with documentation.

All due dates and any built-in grace periods are listed in Canvas. Any changes to the course schedule will be announced through Canvas announcements.

Student Code of Conduct and Nondiscrimination Policy

This course is committed to a learning community grounded in respect, intellectual honesty, and engagement across differences. Because we are examining race, racism, and structural inequality, we will encounter material and conversations that are personal, historically charged, and culturally complex. Doing this work well requires that we treat one another and ourselves with care.

Community Expectations

- Engage course materials and classmates' contributions thoughtfully, even when you disagree
- Recognize that classmates bring diverse backgrounds, identities, and lived experiences
- Use inclusive language and respect classmates' stated names and pronouns
- Approach sensitive topics with academic rigor and personal integrity

SCCCD Policies and Consequences

Comments or behavior that demean, harass, or discriminate against any person or group are inconsistent with our learning community. Such behavior may result in referral to the Dean of Students for review under the SCCC Student Conduct Standards and may also lead to being dropped from the course. Information about the SCCC Student Conduct Standards and Discipline and the [SCCC Student Nondiscrimination Policy](#) is available on the SCCC and Madera College websites and in the College Catalog.

If you experience or witness harassment or discrimination, see the Student Services section below for reporting and support resources.

Academic Integrity and Plagiarism

Students sometimes plagiarize because they are stressed, anxious about grades, juggling multiple responsibilities, or unsure how to cite properly. Other times it has become a habit. To support your growth as a writer and thinker, we will work on identifying and avoiding plagiarism and using APA formatting to cite sources correctly. We will also use Turnitin to help identify possible concerns in submitted work.

Plagiarism violates the student code of conduct and is taken seriously in this course. My goal is to help you lay the foundation for original thinking, authentic writing, and academic integrity that will support you across your academic journey.

Work that is not in your own words and is undisclosed will earn 0 points. Once multiple violations are identified, you will earn 0 on the entire assignment. If you believe you received a 0 in error, please schedule a meeting with me.

AI Policy and Academic Integrity

Default Policy and Disclosure

AI Default: AI use is not allowed

In our class, AI use is **not allowed** unless specifically stated on an assignment.

When AI use is permitted and you choose to use it, you must complete the [AI Disclosure form](#) explaining how you used the tool. The form must be uploaded with your assignment.

When permitted, generative AI (GenAI) tools such as ChatGPT, Gemini, Claude, and Grammarly can support your learning when used thoughtfully and ethically.

Consequences

Consequences

- Using AI tools when they are not permitted, or presenting AI-generated content as your own without disclosure and citation, will result in referral to the Dean for review under the SCCC Student Conduct Standards.
- Even when AI use is permitted, failure to complete the AI Disclosure form for a major assignment means the assignment will not be graded higher than "approaching proficiency" on the rubric.
- Multiple AI tools will be used for detection including but not limited to: Turnitin, GPT Zero, CoGrader, Pangram, and ZeroGPT.

How I investigate concerns. If I am concerned about the authenticity of submitted work, I may use AI detection tools as one source of information among others. Before referring for disciplinary action, I will speak with you about the work to understand your process.

Citation Format (When AI Use Is Permitted)

When AI use is permitted, all AI use must be disclosed and cited. This course follows APA 7th edition citation format. APA's current guidance, updated September 2025, recognizes two reference formats for generative AI.

Format 1: Citing a specific chat (preferred when the tool provides a shareable URL)

Author. (Year, Month Day). *Title of chat* [Generative AI chat]. Tool Name/Model. URL

Example: OpenAI. (2026, March 1). *Discussion of racial formation theory* [Generative AI chat].

ChatGPT. <https://chatgpt.com/share/abc123>

Format 2: Citing the AI tool generally (when you cannot share a specific chat, or when AI is used for editing or organizing)

Author. (Year). *Tool Name* (Version) [Large language model]. URL

Examples:

- OpenAI. (2026). *ChatGPT* (GPT-5) [Large language model]. <https://chatgpt.com/>
- Grammarly. (2026). *Grammarly* (Generative AI features) [Large language model]. <https://app.grammarly.com/>

In-text citation:

- Parenthetical: (OpenAI, 2026)
- Narrative: According to OpenAI (2026)

What You Should Know About GenAI

- **Hallucination.** GenAI tools can produce inaccurate or fabricated information, including invented citations.
- **Bias.** GenAI tools can perpetuate racial, gender, and other social biases present in their training data. This is particularly important to recognize in a course on race and ethnicity.
- **Privacy.** Information you enter into AI tools may be stored and used for model training. Avoid entering personal, confidential, or copyrighted material.
- **Copyright.** AI outputs may unintentionally reproduce copyrighted material. Verify your work.
- **Accountability.** You are responsible for the content and accuracy of all work you submit, including any portion supported by AI tools.

Questions

If you have questions about AI use in our class, college policies, or anything AI-related, please reach out. I am happy to discuss your questions and would rather work through something proactively with you than have it become a problem.

Source for This Guidance

McAdoo, T., Denny, S., & Lee, C. (2025, September 9). Citing generative AI in APA Style: Part 1, Reference formats. *APA Style Blog*. <https://apastyle.apa.org/blog/cite-generative-ai-references>

Student Services

Disabled Students Programs and Services (DSP&S)

Madera College is committed to providing reasonable accommodations to students with disabilities. DSP&S provides academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact DSP&S for accommodation information.

Contact: (559) 675-4864

If you have a disability that requires accommodations, please reach out to me as early in the term as possible so we can plan together.

Health Services

[Health Services](#) provides care to enrolled students and is supported by the health fee. Services include treatment of illness and injury, health education and preventative services, as well as referral to a variety of local health care providers. We also provide student accident insurance for injuries occurring during school activities.

Phone: (559) 675-4814

Email: Healthservices@maderacollege.edu

Monday - Friday: 8:00 a.m. - 4:30 p.m. (*hours may vary in the summer term*)

Location: AV1-105

Psychological Services

[Madera Psychological Services](#) offers 4 to 6 free counseling sessions of brief therapy for any enrolled student. Services are client-centered, by appointment, and strictly confidential. If additional counseling services are needed beyond the free sessions, a referral to outside care is provided. Topics include depression, anxiety, stress reduction, conflict resolution, and many others. Care is provided by a graduate intern supervised by a licensed clinical psychologist.

♥ Madera Psychological Services

Phone: (559) 675-4800 ext. 4759

- **Summer hours:** Monday - Wednesday & Friday: 8:00 a.m. - 3:30 p.m., Thursday: 1:00 p.m. - 3:30 p.m.
- **Spring and Fall Hours:** Monday through Friday, 8:00 a.m. to 4:30 p.m.

AFTER HOURS HELP

- Madera Community College offers ProtoCall, a 24/7 service, including weekends, and holidays.
- Call 559-675-4148 and **press 2** when prompted.

Academic Counseling

[Madera Counseling & Advising](#) helps you plan your educational pathway, complete your Student Educational Plan (SEP), and navigate course selection.

Email	counseling@maderacollege.edu
Phone (Madera Campus)	(559) 675-4141
Phone (Oakhurst Campus)	(559) 683-3940
Location	AM-117
Hours	Monday through Friday, 8:00 a.m. to 5:00 p.m.

Crisis and Safety Resources

! 988 Suicide and Crisis Lifeline Call or text 988 Free, confidential, 24/7 support

! Crisis Text Line Text "courage" to 741741 Free, confidential, 24/7 support

! RAINN National Sexual Assault Hotline 1-800-656-HOPE (4673) Free, confidential, 24/7 support for survivors of sexual violence

If you are in immediate danger, call 911.

Title IX

If you experience or witness sexual harassment, sexual violence, or discrimination at Madera College, you can report to the Madera Title IX office or the SCCC District Title IX Coordinator.

Madera Title IX information	Madera College Title IX
Title IX contact	Nickolas Valencia - Lucio nickolas.valencia-lucio@maderacollege.edu

Mandated reporting

As your instructor, I am a mandated reporter for incidents involving sexual harassment, sexual violence, and discrimination at Madera College. If you wish to speak with someone confidentially first, Madera Psychological Services (above) provides confidential support.

Basic Needs

If you are experiencing food insecurity, housing insecurity, or other basic needs challenges, Madera College has resources to help.

- [Maddie's Food Pantry](#) on the Madera campus
- [Madera College Basic Needs Resources](#) including CalFresh enrollment and county food bank connections

Tutoring

The [Learning Center](#) offers various tutoring in-person in AV2-204 and online.

To see what tutors are available, check out our [Learning Center Tutor Schedule](#).

To access all virtual tutoring and resources, students can visit the [Virtual Learning Center](#).

Library

The [Madera College Library](#) provides computers, laptops, free wifi, printing services, and access to research databases. Closed on Saturday, Sunday & Holidays.

Fall and Spring Term

Monday: 7:30 AM – 4:00 PM

Tuesday – Thursday: 7:30 AM – 6:00 PM

Friday: 7:30 AM – 3:00 PM