



“BREAKTHROUGHS”



Spring 2024 NEWSLETTER
ISSUE 3



WHAT IS “BREAKTHROUGHS?”

“Breakthroughs” is a quarterly e-newsletter, created by De Anza College’s Social Sciences and Humanities Division, with the purpose of promoting the division’s success and achievements of diversity, equity, and inclusion (DEI) activities, community engagement, students’ journey, academic program advancement, and faculty scholarships. “Breakthroughs” is crafted as an e-booklet for everyone to view and is publicly available to the college, district, and beyond.

FOR MORE INFORMATION

www.deanza.edu/socialsciences
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A LETTER FROM THE DEAN



Dear Colleagues,

As the quarter unfolds, it is our pleasure to celebrate the successful conclusion of another academic year at De Anza College. This spring marks a time of reflection and recognition. This is a moment to applaud the hard work and achievements of our students, whose dedication and perseverance have, once again, shined brightly.

We are thrilled to report that our enrollment remains strong, with a notable 14 percent increase in the Social Sciences and Humanities Division, compared to last year. This growth underscores our commitment to providing exceptional educational experiences and the unwavering trust our community places in us.

In this issue of “Breakthroughs,” we are honored to highlight the distinguished careers of three esteemed faculty members who are retiring: Professors Wendy White, Purba Fernandez, and James Suits. Their years of dedicated service have left an indelible mark on our institution and have profoundly impacted countless students and colleagues. We extend our heartfelt gratitude and best wishes to them as they embark on new journeys.

Looking ahead, we are excited for the upcoming academic year. It will be filled with opportunities for professional development, diversity, equity, and inclusion (DEI) initiatives, and collaborative projects that will continue to enhance our vibrant community.

As we embrace the warmth and promise of summer, we wish everyone a restful and joyful break. Enjoy the summer months and recharge, as we eagerly anticipate seeing you all in September. Get ready to embark on another year of growth and success together.

Happy Summer!

In Community,
Dr. Elvin T. Ramos
Dean, Social Sciences and Humanities Division
De Anza College



BREAKTHROUGHS

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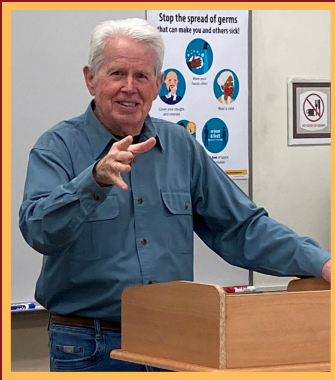
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!!! HAPPY RETIREMENT !!!

SOCIAL SCIENCES AND HUMANITIES DIVISION'S DISTINGUISHED FACULTY



JAMES (JIM) SUITS

ADMINISTRATION OF JUSTICE

Professor James Suits, chair of the Department of Administration of Justice, desired to enter higher education after retiring from law enforcement. While initially wanting to teach future law enforcement officers, Suits felt he had a lot of real-world experiences to offer and wanted to try to advance his professionalism through higher education. Suits wanted to make a difference in teaching future generations of students. He initially started his teaching career at West Valley College (Saratoga, California) in the Administration of Justice program for a year before coming to De Anza College in 2006. Since then, he has climbed through the ranks from being an adjunct instructor to full-time instructor to now chair of the Department of Administration of Justice. During his time as chair, Suits has been involved in the development of a new Associate of Arts (AA) degree in Law, Policy, and Society; two new courses in Ethics and Leadership in Criminal Justice; Introduction to Corrections, Probation, and Parole; and three new Certificates of Achievement-Advanced in Forensic Criminal Investigation Technician, Community Service Officer, and Cyber Forensics and Investigations. "Changing reform happens from the inside out," said Suits. "Our job, as teachers, is to help guide students in the direction that they want to go after college. Accountability is something that you learn and acquire in your early years so that it eventually carries over into adulthood. Higher education of today cannot be underestimated. It teaches students so much more and broadens the perspective of the real world. Students should continue to seek to learn even after attaining any degree." The one word that Suits affirmed has defined his career: Legacy. "It is with hope that, during my time at De Anza, that I improved the program and made a difference."

After spending 20 years in broadcasting, Professor Wendy White, an instructor at the Department of Philosophy, said she was inspired to teach after going back to school and taking a philosophy class on justice by mistake. She described herself as having an "intellectual awakening" as teaching would eventually become her passion. Since then, she has been teaching since 1993, with stints teaching Humanities, History, Philosophy, History of Consciousness, and Women's Studies at SF State University, UC Santa Cruz, and Cal State Eastbay. She has currently been teaching at De Anza for over 17 years. She said that every day being in the classroom has been a key factor in being the most motivating aspect of teaching. White expressed that watching the "light bulb" turn on from another human being's eyes from learning has been unbelievably exhilarating, as to her, it allows students to open up and think differently of the world. "For me, it has always been about the students," said White. "I pay attention to where students are and coming to them in terms of what I was trying to teach." The importance of higher education, she further explained, is to refine and discipline the mind. By opening up both intellectual and emotional aperture, White said that there are so many different ways of looking at one thing. "It's the appreciation and commitment to lifelong learning," she said. "Refinement and discipline of the mind is something we should highlight in higher education. Everyone should be open to learning because the learning won't stop." White hopes that the legacy she leaves behind during her career, aside from being authentic, is that she was never afraid to speak up, no matter the consequence. "You never know who is listening, who is inspired, and who is going to pick up the baton."



WENDY WHITE

PHILOSOPHY



PURBA FERNANDEZ

GEOGRAPHY

Professor Purba Fernandez, chair of the Department of Geography, proclaims to be a geographer by training and has been a geography instructor for 26 years, 23 of which have been at De Anza College. Born in Kolkata, India, Fernandez says she had ambitions to pursue geography after being inspired by an excellent middle school teacher, as well as her parents being subscribed to the National Geographic. "As a geographer, I am trained to think both a physical and social scientist," said Fernandez. "I aim to foster curiosity, empathy, critical thinking, and innovative approaches to problem-solving in my students as they grapple with challenges in our globally, interconnected world." As the sole, full-time faculty member in the geography department, Fernandez was appointed as the inaugural department chair. Since then, over the 20+ years at De Anza she has been a monumental asset in creating the architecture of the department, including the scheduling of classes, writing and updating curriculums, completing annual program reviews, assisting the Dean in part-time faculty hiring, conducting department meetings, as well as participating in division meetings and campus-wide events. As an educator, Fernandez said that throughout her career, she sought to inspire, challenge, and work with her students to deepen their understanding of the interactions of people and places. "I kept reminding myself that my job was to make a positive impact, which is a good reminder that we as educators tend to forget," said Fernandez. "Geography gives that perspective of why things are connected and why what each one of us does makes an impact. We can't operate in isolation, as everything international can be connected nationally and locally. The connections are too deep and are not going away." With a great appreciation of other perspectives and cultures, Fernandez advised that both students and communities should think outside of themselves. "It would be beneficial for us to listen to other perspectives across the world. Hence why, during my career, my students have continued to educate me and broaden my horizons, as I aspire to be a life-long learner!"



Members of the staff and faculty from De Anza College's Social Sciences and Humanities Division held a retirement party at the Parkview Kitchen at Juniper Hotel on Thursday, June 20, for three distinguished faculty member who are to retire at the end of the academic year.

CONGRATULATIONS TO:
Professor James (Jim) Suits
Professor Wendy White
Professor Purba Fernandez

(Photos by Laura Chin)



!!! HAPPY RETIREMENT !!!
SOCIAL SCIENCES AND HUMANITIES DIVISION'S
DISTINGUISHED FACULTY





GRADUATION AND ENROLLMENT DATA

**Data provided by:
Institutional Research and Planning, Foothill-De Anza Community College District*

"I am pleased to see that the De Anza Social Sciences and Humanities Division experienced a significant increase in enrollment for the Spring 2024 quarter, with a 14 percent rise, compared to last year. Despite the challenges posed by fraudulent student registrations, our enrollment figures for Summer 2024 remain strong. This positive trend reflects our commitment to providing a high-quality education and the continued interest and trust of our student community."

-Dr. Elvin T. Ramos, Dean, Social Sciences and Humanities Division, De Anza College

****De Anza Enrollment Report (On-Campus) - Spring 2024***

Student Enrollment Measures

Division	2023 Spring 2023-05-04				2024 Spring 2024-05-02				Percent Increase			
	Sections	Enrollments	FTEs Estimate	WSCH Estimate	Sections	Enrollments	FTEs Estimate	WSCH Estimate	Sections	Enrollments	FTEs Estimate	WSCH Estimate
Social Sciences and Humanities	268	8,130	741	33,334	259	9,139	839	37,730	-3%	12%	13%	13%

Faculty Load and Productivity

Department	2023 Spring		2024 Spring		Percent Increase	
	Load	Productivity	Load	Productivity	Load	Productivity
Administration of Justice-DA -	1.10	384	1.10	388	0%	1%
Anthropology-FD -	2.14	549	2.14	569	0%	4%
Child Development-DA -	2.02	396	2.02	462	0%	17%
Economics-FD -	2.20	604	2.40	624	9%	3%
Geography-DA -	0.70	596	0.70	606	0%	2%
History-FD -	2.00	538	2.10	588	5%	9%
Humanities-DA -	2.40	512	2.40	540	0%	6%
Paralegal Program-DA -	0.60	406	0.70	497	17%	23%
Philosophy-FD -	1.38	536	1.38	640	0%	19%
Political Science-FD -	1.80	406	2.17	557	20%	37%
Psychology-FD -	3.90	575	4.01	594	3%	3%
Social Science-FD -	0.00	0.00	0.00	0.00		
Sociology-FD -	1.30	520	1.40	515	8%	-1%
Total -	21.52	516	22.51	559	5%	8%

Social Sciences and Humanities -

Student Enrollment Measures

Department	2023 Spring 2023-05-04				2024 Spring 2024-05-02				Percent Increase			
	Sections	Enrollments	FTEs	WSCH Estimate	Sections	Enrollments	FTEs	WSCH Estimate	Sections	Enrollments	FTEs	WSCH Estimate
Administration of Justice-DA -	24	317	28	1,268	20	320	28	1,280	-17%	1%	1%	1%
Anthropology-FD -	25	909	78	3,519	24	942	81	3,645	-4%	4%	4%	4%
Child Development-DA -	30	569	53	2,396	29	679	62	2,792	-3%	19%	17%	17%
Economics-FD -	30	996	89	3,984	27	1,124	100	4,496	-10%	13%	13%	13%
Geography-DA -	7	313	28	1,252	7	318	28	1,272	0%	2%	2%	2%
History-FD -	23	807	72	3,228	25	926	82	3,704	9%	15%	15%	15%
Humanities-DA -	26	923	82	3,692	28	974	87	3,896	8%	6%	6%	6%
Paralegal Program-DA -	9	214	16	730	7	261	23	1,044	-22%	22%	43%	43%
Philosophy-FD -	14	530	49	2,210	15	635	59	2,639	7%	20%	19%	19%
Political Science-FD -	19	453	49	2,194	19	757	80	3,619	0%	67%	65%	65%
Psychology-FD -	40	1,554	149	6,720	41	1,643	159	7,142	3%	6%	6%	6%
Social Science-FD -	6	38	3	113	2	19	1	37	-67%	-50%	-67%	-67%
Sociology-FD -	15	507	45	2,028	15	541	48	2,164	0%	7%	7%	7%
Total -	268	8,130	741	33,334	259	9,139	839	37,730	-3%	12%	13%	13%

****De Anza Enrollment Report (Online) - Spring 2024***

Student Enrollment Measures

Division	2023 Spring 2023-05-04				2024 Spring 2024-05-02				Percent Increase			
	Sections	Enrollments	FTEs Estimate	WSCH Estimate	Sections	Enrollments	FTEs Estimate	WSCH Estimate	Sections	Enrollments	FTEs Estimate	WSCH Estimate
Social Sciences and Humanities	177	5,959	537	24,180	180	6,750	612	27,523	2%	13%	14%	14%

Faculty Load and Productivity

Department	2023 Spring		2024 Spring		Percent Increase	
	Load	Productivity	Load	Productivity	Load	Productivity
Administration of Justice-DA -	0.70	438	0.30	445	-57%	1%
Anthropology-FD -	1.60	596	1.57	570	-2%	-4%
Child Development-DA -	0.45	532	1.13	513	152%	-4%
Economics-FD -	1.50	614	1.70	630	13%	3%
Geography-DA -	0.50	667	0.40	693	-20%	4%
History-FD -	1.40	583	1.60	593	14%	2%
Humanities-DA -	1.51	536	1.69	549	12%	2%
Paralegal Program-DA -	0.60	406	0.70	497	17%	23%
Philosophy-FD -	0.95	623	0.95	682	0%	10%
Political Science-FD -	1.13	468	1.47	563	30%	20%
Psychology-FD -	2.88	589	3.09	590	8%	0%
Social Science-FD -	0.00	0.00	0.00	0.00		
Sociology-FD -	1.00	587	1.30	530	30%	-10%
Total -	14.21	567	15.90	577	12%	2%

Social Sciences and Humanities -

Student Enrollment Measures

Department	2023 Spring 2023-05-04				2024 Spring 2024-05-02				Percent Increase			
	Sections	Enrollments	FTEs	WSCH Estimate	Sections	Enrollments	FTEs	WSCH Estimate	Sections	Enrollments	FTEs	WSCH Estimate
Administration of Justice-DA -	17	230	20	920	6	100	9	400	-65%	-57%	-67%	-67%
Anthropology-FD -	19	735	64	2,862	17	696	60	2,680	-11%	-5%	-6%	-6%
Child Development-DA -	8	204	16	715	18	468	39	1,735	120%	129%	143%	143%
Economics-FD -	20	691	61	2,764	19	803	71	3,212	-5%	16%	16%	16%
Geography-DA -	5	250	22	1,000	4	208	18	832	-20%	-17%	-17%	-17%
History-FD -	14	612	54	2,448	19	711	63	2,844	36%	16%	16%	16%
Humanities-DA -	16	608	54	2,432	20	696	62	2,784	25%	14%	14%	14%
Paralegal Program-DA -	9	214	16	730	7	261	23	1,044	-22%	22%	43%	43%
Philosophy-FD -	10	427	39	1,774	9	468	43	1,945	-10%	10%	10%	10%
Political Science-FD -	12	317	35	1,678	14	515	55	2,476	17%	62%	67%	67%
Psychology-FD -	30	1,193	113	5,084	31	1,288	121	5,466	3%	8%	8%	8%
Social Science-FD -	6	38	3	113	2	19	1	37	-67%	-50%	-67%	-67%
Sociology-FD -	11	440	39	1,760	14	517	46	2,068	27%	18%	18%	18%
Total -	177	5,959	537	24,180	180	6,750	612	27,523	2%	13%	14%	14%

DIVISION HIGHLIGHT: SSH AND HUMANITIES RETREAT

De Anza College



Courtesy Photos



In its simplest form, the purpose of a “retreat” is to take a mindful break.

When someone thinks of a retreat, the idea can be considered as a vacation, a getaway, or a way to escape the day-to-day in their everyday lives. Professor Laura Chin, a faculty member a part of the Political Science Department, has enjoyed creating a unique opportunity to blend academic responsibilities with practical, hands-on event management through retreats held within the Social Sciences and Humanities Division at De Anza College.

“I began planning retreats with Dean Elvin Ramos during the crushing pandemic. We had to get creative and bring our faculty together and continue to foster that sense of community when we were stuck at home,” said Chin.

Starting in 2021, Chin expressed that the retreats she helps curate within the Social Sciences and Humanities Division are vibrant, multifaceted events. They are designed to promote wellness, creativity, and meaningful dialogue. According to Chin, the retreats were created to foster a sense of community and unity, promote wellness, stimulate creativity, and encourage meaningful dialogue among faculty and staff.

“They not only provide a dedicated time and space for us to recharge, connect, grow both personally and professionally, but they also provide a chance for us to get to know one another,” she said.

The retreats held vary to different activities and locations to help build camaraderie and morale throughout the division. Wellness activities include hiking and meditation. Creative sessions include paint nights and pottery to stimulate employees’ artistic sides. Additionally, Chin mentioned that they hold Student Voices panels with their Equity Core Team and Momentum talks led by Dean Elvin Ramos, which foster mindfulness and productive conversations. Chin recently introduced FWD (Faculty Wisdom Discoveries) as part of Momentum, where the division spotlights faculty members.

One of Chin’s favorite past retreats she recalls is the 2021 Division Graduation celebration held for students.

“The flow, vibe, and harmony we experienced were unparalleled,” said Chin regarding the event. “Seeing the genuine smiles, hearing the laughter, and feeling the sense of camaraderie among faculty at the events I organize is truly fulfilling. It’s immensely gratifying to know that the experiences I’ve curated with Dean Ramos have brought people together in such a positive way.”

Chin says that these gatherings foster a sense of belonging and unity among faculty, which is essential for creating a supportive and collaborative work environment for the benefit of our students.

“I believe that building camaraderie contributes significantly to morale, especially in the years 2020-2022 when we were stuck at home,” she said. “I have a firm belief that strong, working relationships among faculty and staff can lead to greater innovation, creativity, and problem-solving abilities. This benefits not only the faculty but the division as a whole, which, in turn, contributes to our legacy at De Anza College.”





DEPARTMENT HIGHLIGHT: PHILOSOPHY



The definition of philosophy can be defined in many ways, depending on the perspective of a person. For some, it can be defined as “a way of thinking about certain subjects such as ethics, thought, existence, time, meaning and value.” In textbook terms, it can be defined as “the rational investigation of the truths and principles of being, knowledge, or conduct.”

For Professor Rich Booher, chair of the Department of Philosophy at De Anza College’s Social Sciences and Humanities Division, he describes philosophy as one of the disciplines where everything is fair game to be doubted and questioned about it.

“The traditional phrase of the word [philosophy] is derived from ancient Greek. One meaning ‘love’ and one meaning ‘wisdom.’ Combine both and it’s defined as ‘the love of wisdom,’” said Booher. “It can include many ideas and theories, but more specifically, with thinking through how life concepts work.”

The Department of Philosophy has two full-time faculty members, five part-time faculty members, and over 30 students who specifically major in the discipline. The department also has classes that are general education requirements for most students across the campus. As department chair, Booher says that the department has a wider range of dynamic students at a community college.

“Compared to most community colleges, the Department of Philosophy [at De Anza College] has a wider range of classes than average,” said Booher.

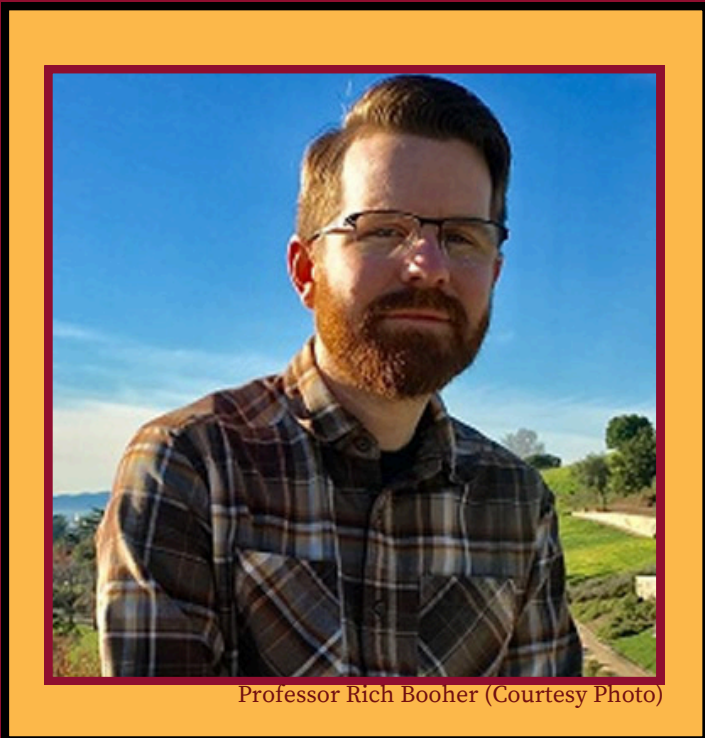
Booher explained the unique courses that are offered within the department, including “Introduction of Philosophy,” an overall, general class giving students the ideal aspect of what philosophy is; “Ethics,” a class teaching about issues on how to live and concerns both theories

about what is right and wrong; “Deductive Logic,” a hybrid class of both math and language that teaches students how to learn formal languages that concern deductive reasoning; and “Critical Thinking and Writing,” a class that tries to teach students how to put their reasoning into their writing.

“It’s a place to really nourish your intellectual curiosity,” Booher said as he expressed the major values he sees within the department. “We really pursue in great detail questions that people were told to ask in certain times of their lives. It helps sharpen their ability to reason.”

He continued saying, “It also gives intellectual training in areas that one does elsewhere. Philosophy does, for the most part, have them think about issues that really matter in the world and why someone lives the life that they do. It’s nice to have a little space away from the world to be able to focus on the questions.”

While continuing to give students opportunities to think outside the box inside the classroom, the Department of Philosophy recently announced that De Anza College now offers an Associate Degree for Transfer in Philosophy.



Professor Rich Booher (Courtesy Photo)

Social Sciences and Humanities Village & De Anza Philosophy Department present:

Tuesday, June 6th
1:00 p.m. – 2:30 p.m.

All Majors are Welcome!

L73, SS&H Village Center

WHY MAJOR IN PHILOSOPHY?

WHAT GOOD IS PHILOSOPHY?

Come to this information session to ask your questions about the academic discipline of philosophy. We will be discussing why majoring in philosophy is, contrary to common opinion, a wise practical choice.

This will also be a place to get advice about courses to take, and the path to transfer. It will also give you the opportunity to connect with faculty and fellow students who share your love of wisdom!

@deanzavillages

Questions? Contact Professor Rich Booher at booherrich@fhda.edu

Informational Session Flyer (Courtesy Photo)



FEATURE: CHILD DEVELOPMENT APPRENTICESHIP PROGRAM



The first graduating class of cohorts from the Child Development and Education (CDE) apprenticeship program at De Anza College, June 2024. (Photo Credit: Roy Jayanti)

De Anza College's Child Development and Education (CDE) Department within the Social Sciences and Humanities Division was recently awarded a three-year, \$1.2 million state grant to expand its innovative apprenticeship program that offers students the opportunity to get paid while they work and take classes in their field.

According to De Anza's press release: "The new grant from the California Community Colleges Chancellor's Office will help support four apprenticeship cohorts, each with 20 students, and the creation of a dedicated classroom and collaborative makerspace where students can find a variety of resources and take part in teaching simulations. The grant will also fund an annual Family Child Care conference where students and professionals can share knowledge about the latest child care training and strategies."

Both Professors Jayanti Roy, who serves as the director of the apprenticeship program, and Timothy Harper, who helped write the grant application and has been serving as a 'success coordinator' for the first cohort of students, started the writing of the grant proposal in Spring 2022, submitted the proposal in Fall 2022, and were informed that they were recipients of the grant in Spring 2023 to start implementing in July 2023. Roy, said that the ideation came about through a unique experience she had while waiting to get her COVID shot during the pandemic.

"What drove me to look for money was when the first COVID vaccine was out, as I was in line waiting for my COVID shot, three of my students came up to me, hugged me, and asked if they could stand next to me. One of them said that they didn't think that they would give her the COVID shot because of them being family childcare providers...or 'glorified babysitters,'" said Roy.

"That hit me really hard," she continued. "During COVID, every single childcare center was affected. The only ones who were open were for first responders and there was no vaccine at the time. Here were these brave women at ground zero, putting their lives on the line...and didn't have an identity."

"From that day I said to myself that I never want to hear another childcare family provider say that they are 'glorified babysitters.' It was all because of that one COVID line that told me that we have to do better as a society."

Per the press release, students in the apprenticeship program will have access to teaching materials and supplies, as well as resources such as food and child care for their own families. They will be paid a stipend to work with a childcare provider in the community, as they take classes that help them qualify for a state permit to become a childcare teacher or associate teacher. Roy said that the apprenticeship stipends will also help students cover their costs of living while they go to college.

Roy expressed that without the support of both leadership and peers within the Social Sciences and Humanities Division, the awarded grant would not have been possible.

"I've never had a bad day in the company of children," said Roy. "The most motivating factor as a member of this faculty is that everyone supports each other. We can't do anything that we do for these students without support."

"I firmly believe in professional development, as it is used to help change one's identity and support one's growth," she said. "It is with the hope that the funds that were awarded will allow us to give these students the necessary tools in order for them to work towards their highest potential. Especially for the ones that they desire to serve the most: Children."



Courtesy Photo

Professor Roy Jayanti, instructor at the Department of Child Development and Education (CDE), is a two-time alumna of De Anza College. She joined as an adjunct professor in 2010 and has been a full-time faculty member since 2017.



Photo Credit: Roy Jayanti





SPOTLIGHT: CONVERSATION, APPLICATION, AND REFLECTION (CAR)

Since 2006, De Anza College’s Social Sciences and Humanities Division has been involved in a grassroots effort to narrow the performance gap between student groups and achieve equity by participating in a project entitled “Conversations, Applications, and Reflections (CAR).”

About Professor Ameeta Tiwana, PhD

An anthropologist, Professor Tiwana is chair of the Department of Anthropology within the Social Sciences and Humanities Division. She has taught at De Anza College for over 30 years. Both teaching and anthropology are her passions. She strives to equip students with an anthropological tool kit and inspire them to be lifelong learners and active citizens. Her commitment to student equity and success drives both her professional career and engagement on campus.



Courtesy Photo

As a co-chair of the Equity Task Team of De Anza’s Social Science and Humanities Division (SSH), Professor Ameeta Tiwana, chair of the Department of Anthropology, in collaboration with Carolyn Wilkins-Santos (formerly Wilkins-Greene), former dean of SSH, created a unique project titled Conversation, Application, and Reflection (CAR) that has continued to be utilized for over a decade.

Each quarter, faculty meet to discuss a selected reading and choose one or more strategies to implement in the classroom. Tiwana explained that the conversations are based on articles and books written by key scholars in the field of education. Faculty then reflect on the outcome of the strategies at the end of the quarter.

“These conversations provide a great opportunity to connect with faculty in the discipline and many times across disciplines to discuss teaching practices,” said Tiwana. “We share our experiences (successes and challenges related to teaching and learning) and have learned from each other.”

Both full-time and adjunct faculty of all nine disciplines and three career and technical education (CTE) programs have been involved in a continuous cycle of CAR. Chairs of each department who participate collectively draft questions to provide a guideline for conversations. Over time, faculty from other divisions have joined in the discussions and participation with hopes of narrowing the gap.

“We decided early on that we needed to have conversations that talk about student success and how we incorporate that in our classrooms and our disciplines,” said Tiwana.

Some of the readings that have been utilized include: *Pygmalion in the Classroom* by Robert Rosenthal; *Other People’s Children* by Lisa Delpit; *Best College Practices* by Ken Bains; *Gangstas, Wangstas and Ridas* by Duncan Andrade; *Thin Ice: Stereotype Threat and Black College Students* by Claude Steel; *Whose Culture has Capital? Race, Ethnicity and Education* by Yosso; *Multiple Intelligences* by Howard Gardner; *Breaking the Cycle of Mistrust: Wise Interventions to Provide Critical Feedback Across the Racial Divide*; *Why Race?: Understanding the importance of foregrounding Race and ethnicities in achieving equity on college campuses* by Cheryl Ching; *The Sum of US* by Heather McGhee; and many more.

Anthropology-wise, Tiwana said that CAR gives a changing evolutionary perspective for all involved.

“This is human behavior, such as how do we get more people to buy into and participate by having faculty get more involved,” said Tiwana. “At the division, since it came from the ground up, students can relate more to their teachers in the strategies and applications they apply in their classrooms.”

“We as a division are engaged in the ‘equity walk’ in developing strategies for equity, community building, developing student support and mentorship programs addressing institutional racism, and influencing the campus culture.”



Courtesy Photos





THE IMPORTANCE OF LIBERAL ARTS



The word “Liberal” has been traced all the way back to the Latin word “liber,” meaning to be “free or unrestricted.” Merriam-Webster Dictionary defines liberal arts as “college or university studies (such as language, philosophy, literature, and abstract science) intended to provide chiefly general knowledge and to develop general intellectual capacities (such as reason and judgment) as opposed to professional or vocational skills.”

David Howard-Pitney, an emeritus instructor after teaching for 26 years at De Anza College, San Jose State University, and the University of Wisconsin, describes liberal arts education as being based upon a cross-section of major fields of knowledge. Howard-Pitney, who currently serves as a part-time instructor who teaches history at De Anza College, says that a liberal arts education provides an introduction to a wide range of fields of knowledge before a student starts specializing in just one or two.

“Liberal arts’ core subjects come from the Humanities, such as literature, philosophy, and history; from Social Sciences fields, such as psychology, sociology, anthropology, and economics; and from Natural Sciences, such as biology and geology,” he said.

With liberal arts being his major for his first year of college, Howard-Pitney credits it as giving him the tools to eventually become a scholar of civil rights history. In the past, he has worked for the Martin Luther King Jr. Papers Project at Stanford University from 2000 to 2002 and was a Commissioned Scholar for the Public Influences of African American Churches Project of Morehouse College. A specialist in national Black leaders’ thought and rhetoric, Howard-Pitney’s publications include “The African American Jeremiad: Appeals for Justice in America.”

“Exposure to liberal arts gave me critical thinking and communication skills,” said Howard-Pitney.

“History, moreover, is the study of any aspect of humanity’s recorded past. Therefore, the historian’s bag of tools may include concepts and techniques borrowed from other academic fields, in which is to study and understand the many different aspects of human history.”

For Howard-Pitney, liberal arts study is just as important today as in the past.

“Its [liberal arts] purpose is to make one generally knowledgeable in a broad range of subjects and therefore have a richer perspective,” he said. “Liberal Arts’ greatest value is still helping one become a broadly educated person equipped for civic participation in society. One may well and wisely wish to specialize more deeply in STEM or other fields. But whatever specialized knowledge one goes on to pursue is always best built on a diverse educational foundation.”

At De Anza’s Social Sciences & Humanities Division, Howard-Pitney reaffirms that the division is deeply committed to and vitally active in promoting liberal arts education. He has witnessed that Faculty passionately seek to “turn on” students to the insights and perspectives of their own academic field.

His advice to students: “Seek to become a better person and to gain knowledge of yourself and society first, then afterward on what do for a living and what more training for that you need.”

His advice to faculty: “Keep using your intellect and passion to inspire students to become excited about learning more about themselves and society through your teaching in your subject of liberal arts.”

“By offering mostly general education introductory courses to multiple disciplines, a two-year institution, such as De Anza, and the Social Sciences and Humanities Division within it, may be the most truly liberal arts education around!”



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SUBJECT MATTER EXPERTS/NEWSLETTER CONTRIBUTORS



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