

## Ethnic Studies

COURSE TITLE:	Ethnic Studies
COURSE NUMBER:	3497
DEPARTMENT:	History/Social Science & Elective
LENGTH OF COURSE:	One Year
CREDITS PER SEMESTER:	5
GRADE LEVEL(S)	9-12
REQUIRED OR ELECTIVE:	Elective (Requirement starting 2025-26)
PREREQUISITES:	None
BOARD OF EDUCATION ADOPTION:	<del>April 26, 2005</del>

## Course Overview

This Ethnic Studies course ~~aims to~~ educate students to be politically, socially, **culturally**, and economically conscious about their personal connections to local and global histories. By studying the histories of race, ethnicity, nationality, culture, and LGBTQIA+ community, students will cultivate respect and empathy for individuals and solidarity with groups of people locally, nationally and globally so as to foster active social engagement and community building. **This course aims to provide an inquiry based education that will inspire students to critically engage in self-determination and seek social justice by honoring the historical legacy of social movements and mass struggles against injustice, including the establishment of ethnic studies programs in public schools and university curricula. Through the use of historical thinking, students will understand how the past shapes the world we live in today.**

Through historical documents and historical interpretations (both print and film), students will be able to (1) discuss their identities, including race, ethnicity, culture, nationality, gender, and sexuality (2) describe the ways in which these categories are socially constructed and how they affect students' lives and the lives of others, (3) participate in grassroots community organization, and (4) explain the dynamics among internalized, interpersonal, and institutional oppression and resistance.

This course is designed to develop an understanding of how race, ethnicity, nationality, culture, and LGBTQIA+identity has shaped and continues to shape individuals and society in the United States. The course prepares students to participate in concurrent or subsequent social studies and literature courses with a solid understanding of historical trends and historical thinking. The course develops academic skills in reading, analysis, and writing of historical narratives. The course gives students a broad opportunity to work with and understand the variety of perspectives that shapes the richness and complexity of the United States as well as our local community.

## **COURSE OUTLINE**

### **Units**

#### **1. MAJOR GOALS**

- 1.1 To increase appreciation of the history, culture, traditions, and contributions of various ethnic groups.
- 1.2 To acquire a deeper understanding of one's own cultural background.
- 1.3 To empower one's sense of self-identity.
- 1.4 To identify cross-cultural similarities.
- 1.5 To prepare oneself for appreciating and respecting the diversity of opinions and viewpoints of various ethnic groups within our society.
- 1.6. To prepare oneself and develop the skills necessary to meet the needs of corporations and businesses who rely on a diverse workforce.
- 1.7 To recognize the triumphs and struggles that different ethnic groups have faced in

#### **2. PERFORMANCE OBJECTIVES**

##### **2.1 Immigration**

- 2.1.1 Understand how immigration has been a central part of American history
- 2.1.2 Recognize the role that immigration has played in constructing American society
- 2.1.3 Understand the evolving attitudes and concepts of immigration
  - 2.1.3.1 Recognize the differences between acculturation and assimilation within the immigrant community and the dominant political culture.
  - 2.1.3.2 Explore the different ways in which society may accommodate the needs of immigrants.
- 2.1.4 Analyze the struggles that ethnic groups in the US have in competing economically.
- 2.1.5 Review immigration laws that have impacted certain immigrant populations (e.g., 'Pilipinos,' Mexicans, Chinese, Japanese)

##### **2.2 Cultural Values/traditions**

- 2.2.1 Examine the importance of the historical backgrounds of various ethnic groups through literature, film, art, and oral traditions.
  - 2.2.2 Understand how cultural values and traditions of ethnic groups originated.
  - 2.2.3. Recognize the contributions of ethnic groups and how these contributions have impacted and continue to impact American culture
- ##### **2.3 Law and society**
- 2.3.1 Develop an understanding of religious codes and how they relate to the secular, legal, and political systems of the United States.
    - 2.3.1.1 Understand how the separation of Church and State may conflict with the beliefs of particular groups in relation to organizing society (e.g., the Islamic Law Code of Sharia).
    - 2.3.1.2 Understand the challenges schools and society at large face in trying to accommodate the religious traditions and customs of multi-ethnic populations.
      - 2.3.1.2.1 Wearing of artifacts, garb, hairstyles, and headdresses
      - 2.3.1.2.2 Issues of prayer, fasting, and observance of religious holidays
    - 2.3.1.3 Recognize the adjustments that ethnic populations must make to adapt to American society.
  - 2.3.2 Discuss how the government ensures and at times fails to provide equal opportunities and access to the benefits guaranteed to all people by the Constitution.

~~2.3.2.1 Explore the development of Affirmative Action and its impact on diverse populations~~ 2.4 Racism and Discrimination

~~2.4.1 Identify the origins of racism and discrimination and examine the labels and stereotypes that emanate from the history of racism.~~

~~2.4.1.1 Study media portrayals of minorities.~~

~~2.4.2 Recognize the causes and consequences of racial tensions within and between ethnic groups (e.g., Norteños and Sureños, African Americans and Asians).~~

~~2.5 Sense of Self-Identity~~

~~2.5.1 Read literature to enhance the individual's awareness of whom he or she is and the contributions each group has given to the American experience~~

~~2.5.2 Understand the concepts of "Melting Pot" vs. "Salad Bowl"~~

~~2.6 Cross cultural similarities Recognize similar patterns of struggle and challenges facing various ethnic groups~~

~~2.6.2 Explore the ways in which the diverse ethnic groups form alliances, network, and cooperate to achieve common goals~~

~~2.7 School to career~~

~~2.7.1 Develop the social and technical skills required of successful individuals serving in corporations and businesses relying on a diverse workforce.~~

~~2.7.2 Explore a wide variety of career settings supportive of the unique abilities and perspectives of diverse populations which would empower them to take part in a cohesive work force.~~

~~2.7.3 Bring knowledge of diverse cultural perspectives and practices to places of employment.~~

### **3. CONTENT COMPONENTS**

For purposes of this course, the major emphasis will be on the following populations: African Americans Native Americans Latinos Middle Easterners Asians Pacific Islanders The selection of the populations may be adjusted to reflect the student body at the individual sites.

3.1 Immigration

3.1.1 Acculturation

3.1.2 Assimilation

3.1.3 Accommodation

3.1.4 Economic competition

3.1.5 Immigration Law

3.2 Cultural Values/traditions

3.2.1 Historical backgrounds and heritages

3.2.1.1 Literature

3.2.1.2 Film

3.2.1.3 Art

3.2.1.4 Oral traditions

3.2.1.5 Origins of cultural values and traditions

3.2.2 Contributions

3.3 Law and society

~~3.3.1 Religious codes and tenets~~

~~3.3.2 Governmental law~~

~~3.3.2.1 Affirmative action~~

~~3.4 Racism and Discrimination~~

~~3.4.1 Labels and stereotypes~~

~~3.4.2 Racial tensions~~

~~3.4.2.1 Tension within and between ethnic groups~~

~~3.5 Sense of Self-Identify~~

~~3.5.1 American Experience/stories~~

~~3.5.2 “Melting Pot” vs. “Salad Bowl”~~

~~3.6 Cross cultural similarities~~

~~3.6.1 Patterns of struggle/challenges~~

~~3.6.2 Multicultural alliances and networks~~

~~3.7 School to career~~

~~3.7.1 Social and technological skills~~

~~3.7.2 Multicultural career settings such as: Import/export Music Sales Marketing Law—immigration Law enforcement—Homeland security Multilingual newspapers News media Social worker Non profit organizations Education (e.g., second languages)~~

~~3.7.3 Awareness of diverse cultural perspectives and practices in the workplace~~

~~3.7.3.1 Sensitivity to accents and pronunciation~~

~~3.7.3.2 Use of surnames and titles~~

~~3.7.3.3 Dress practices~~

#### **4. TIME ESTIMATES *Embedded in the units.***

~~4.1 Instructional sequences vary in length from a few days to several weeks. Recommendations for Semester I (not in priority order): African Americans, Native Americans, Latinos Recommendations for Semester II (not in priority order): Middle Easterners, Asians, Pacific Islanders~~

~~4.2 Instructional components may be recursive, with reinforcement provided in an integrated way.~~

## **Semester 1**

### **Course Content:**

## **Unit 1: What is Ethnic Studies?**

### **Sample UNIT QUESTION**

What is Ethnic Studies and what do we gain from learning about it?

How is Ethnic Studies different from history?

How does Ethnic Studies offer a different perspective on historical and contemporary issues?

How does Ethnic Studies help validate the histories of diverse groups of people in the United States?

How does Ethnic Studies highlight the contributions of diverse groups of people in the United States?

Students review or learn the concepts of “historical perspective” and “historiography as power” (“Why is history taught like this?” by Loewen; excerpts from four world history textbooks on Columbus’ voyages to the Americas). Students learn the origins of Ethnic Studies as an academic discipline at San Francisco State University in 1969 (San Francisco State: On strike; At 40: Asian American Studies @ San Francisco State). Students learn about the current efforts to ban Ethnic Studies courses in Arizona schools (“Arizona law curbs Ethnic Studies classes” by Mackey). This unit also explores the common language that will be studied throughout the course.

- The Third World Liberation Front Student Strikes
- What is Eurocentric Education?
- ES Themes/Pillars (Identity, Power/Privilege, Resistance & Liberation, Taking Action)
- The “4 Foundational Groups” and the creation of Ethnic Studies
  - Black/AA
  - Latinx/Chicano
  - Asian/Pacific Islander
  - Indigenous/American Indian
  - My Positionality and this classroom

Sample Assignment

Causes and Consequence Tree

Essay and presentation of students' reflection/s on their own educational journey on how they have been represented or not represented in their education, and how that has affected them.

## **Unit 2: Student Identity**

### **SAMPLE UNIT QUESTIONS**

What factors shape our multiple identities?

What parts of our identities do we choose for ourselves?

What parts are determined for us by others, by society, or by chance?

**\*\* What is my identity, and how was and how is it formed?**

**How does identity impact the ways we interact with the world?**

**(How has the narrative of my community shaped my identity and how can I promote the counter narrative?)**

Students will analyze the documentary film *Race: The Power of an Illusion: Part 2: The Story We Tell* to learn the concept of the social construction of race. Students will read examples of narratives that will help them understand the power of narrative to tell their own stories. Students will collect documents of their own history to produce and present a project which they reflect on how race, ethnicity, nationality, and culture have shaped their identity.

Students create “Where I’m From” poems and look at the community capital and cultural wealth that they have.

Students look up articles about their own identity/culture, as well as finding and reporting out on information on another culture.

Students focus on their own identities and the things that are crucial to who they are.

### STORIES THAT SHAPE ME

Students learn the history of oral traditions in cultures around the world and as a research tool in the discipline of Ethnic Studies (“Geographies of displacement” by Mirabal.) Students study examples of recent oral histories (*Underground America: Narratives of Undocumented Lives*, edited by Orner). Students receive direct instruction on oral history methodology (“Step-by-step Guide to Oral History” by Moyer). Students conduct an oral history interview with a member of their family or another adult important in their lives, focusing on the concepts of race, ethnicity, nationality, and culture. Students transcribe the interview, create a word historical narrative from the interview, and present the narrative orally to their classmates. If an alternative assignment is needed, that can be done with teacher permission.

Students investigate the history of stereotypes by learning about eugenics and the genetic issues relating to race and racism (textbook, Chapter 3; *Race: The Power of an Illusion*, Part 1) and by analyzing film portrayals of Latinos Latinx/Chicano, African Americans, and Asian Americans (*Latinx/Chicano Images in Film*, film clips from the UCLA Chicano Studies Research Center, *Ethnic Notions*, and *The Asian Mystique*). Students select and analyze examples of contemporary stereotyping in popular culture (advertisements, television programs, films) to understand how stereotypes are reproduced and perpetuated. Based on these investigations, students produce public service announcements for distribution in their schools that challenge particular stereotypes in terms of institutional, interpersonal, and internalized oppression.

### Sample Assignment

Students will collect and create documents and/or art of their own history to produce and present a project in which they reflect on how race, ethnicity, nationality, and culture have shaped their identity.

### Sample Assignment

Students conduct an oral history interview with a member of their family or another adult important in their lives, focusing on the concepts of race, ethnicity, nationality, and culture. Students transcribe the interview, create a historical narrative from the interview, and present the narrative orally to their classmates.

### Sample Assignment

Students select and analyze examples of contemporary stereotyping in popular culture (advertisements, television programs, films) to understand how stereotypes are reproduced and perpetuated. Based on these investigations, students produce public service announcements for distribution in their schools that challenge particular stereotypes in terms of institutional, interpersonal, and internalized oppression.

### **Unit 3: POWER & PRIVILEGE**

**Historical case study: California Indigenous peoples and how institutional oppression shapes individual identity**

#### **SAMPLE UNIT QUESTIONS:**

**What types of power/privilege structures exist in our community/society?**

**How have people resisted systems of power, and how do people with power/privilege respond when the power structure starts to change?**

**How can/will we use our power/privilege to free others?**

**How does systemic privilege manifest in power structures that perpetuate various forms of oppression within American society?**

Students use the Expressions of Power to examine Case Studies and look at the Problem and Solution.

Students examine the 4 I's of oppression, looking first at individual ideas then at case studies.

Students read the Universal Declaration of Human Rights to identify the rights that all humans have been accorded since the mid-20th century. Students examine three sets of excerpts from primary source documents to identify particular rights that were denied to American Indians and the roles that institutions played in the denial of those rights (economics, education, family, government/law, media, religion). One set of primary source documents is from the Spanish Colonial Period (Bartolomé de las Casas, Juan Gines de Sepulveda, and Francisco Palou), one set is from the westward expansion of the United States in the first half of the 19th century (Elias Boudinot, John Melish, and John O'Sullivan), and one set is from post-Gold Rush California (newspapers articles reprinted in The Destruction of California Indians)

#### **Sample Assignment**

Students will view and analyze the film *In the White Man's Image* to understand efforts to Americanize the surviving Indian population in the late 19th and early 20th centuries by enrolling them in Indian schools. To conclude the unit, students write a persuasive essay to provide their individual answers to the question investigated by the grand jury.

## **2nd Semester**

### **Unit 4: Resistance & Liberation: Acting In Our Communities**

#### **SAMPLE UNIT QUESTIONS**

**What are notable models of resistance that have led to liberation?**  
**What does freedom look like for different marginalized groups?**  
**What responsibilities do non-marginalized groups have to help support the liberation of other groups?**

Students expand beyond their study of self and family during the first semester to study community during the second semester. Students will explore factors that impact a person's universe of obligation. Following an introduction to the various types of communities, students learn about the origins of race- and ethnic-based communities in cities in the United States (The Power of an Illusion, Part 3: The House We Live In) and a model for classifying the various ways in which race- and ethnic-based communities have resisted oppression ("Examining Transformational Resistance" by Solorzano and Bernal). Students apply the concepts of community and resistance they have learned to two historical case studies, Chinatown in San Francisco (Chinatown by Lowe) and Latinx/Chicano barrios in California (Latino USA by Stavans and Alcaraz, and "The Barrioization of Nineteenth Century Mexican Californians" by Ríos-Bustamonte). Both case studies include a focus on segregation in education ("Doors to Opportunity" from the textbook for the Tape v. Hurley case in Chinatown and The Lemon Grove Incident for Latino communities). Students evaluate accounts of resistance from the readings and films in relation to Solorzano and Bernal's model of four types of resistance, which include reactionary, self-defeating, conformist, and transformational resistance. Students conclude the unit with a study of José Clemente Orozco's mural The Epic of American Civilization at Dartmouth College and then create their own two-sided piece of art that expresses on one side ways in which oppression controls and constricts communities and on the other side ways in which transformational resistance creates power within communities.

Building on their knowledge of race- and ethnic-based communities, oppression, and resistance, students are introduced to the concept of community organizing. Students study examples of labor organizing during the Great Depression and World War II among African Americans (Wherever There's a Fight by Elinson and Yogi, the film Golden Lands, Working Hands, and Double Victory by Takaki) and Filipino Americans (the preceding sources plus the film Little Manila and On Becoming Filipino by Bulosan). Students identify oppression in terms of the Universal Declaration of Human Rights and analyze resistance in terms of Solorzano and Bernal's model (see Unit 5). Students read excerpts from the play Zoot Suit by Luis Valdez, and preview selected scenes from the movie.

#### Sample Assignment

Students conclude the unit with a study of José Clemente Orozco's mural The Epic of American Civilization at Dartmouth College and then create their own two-sided piece of art that expresses on one side ways in which oppression controls and constricts communities and on the other side ways in which transformational resistance creates power within communities.

#### Sample Assignment:

Students will then create and perform a five-minute script for a play of their own that expresses their knowledge and feelings about what they have learned about the intersection of community, labor, and race.

### **UNIT 5: Taking Action**

**Integrated Civics Unit: Learning service project (Interspersed during 2nd Semester)**

**SAMPLE UNIT QUESTIONS:**

How can I build, impact, and transform institutions and policies?

Students build on their knowledge of communities and community organizing to design and implement a learning service project with a community organization in their neighborhood. Following a model of investigation and collaboration, students first research a neighborhood of their choice (either the school neighborhood or the neighborhood where they live). They use census data to create a demographic profile of the neighborhood, consult the city planning department to identify any relevant community studies, and conduct research in the local public library on the neighborhood's history. They identify community-based organizations within the neighborhood, and based on the services the organization provides or the issues it addresses, students choose one community organization to work with. Students further develop the oral history skills they learned in Unit 3 by conducting an oral history with an activist in the community organization, with a focus on how the activist became involved with the organization, the nature of the activist's work, and the effects of the activist's involvement on his or her life. Students participate in one event important to the community-based organization and write a report summarizing their experience. The report concludes with ideas on how the student could apply the lessons learned in the learning service project within the school community.

Students learn how community organizing blossomed into a social movement after World War II. Students study how other racial and ethnic groups joined the civil rights movement initiated by African Americans (excerpts from Eyes on the Prize documentary). They explore how the ideology of eugenics had influenced the educational system in the United States (textbook, Chapter 5), and then analyze the demands of African Americans, Latinos, Asian Americans, and American Indians to reform the educational system ("Black Panther Party Platform and Program," Oakland Community School, "Plan de Aztlán," the film Walkout, "On Strike!" by Umemoto, and "A Brief History of the American Indian Movement" by Wittstock and Salinas). Students compare and contrast the demands made by the various groups. Students analyze the efforts of these movements in terms of Solorzano and Bernal's model of resistance. Students compare educational issues from the 1960s and 1970s with their contemporary educational conditions and produce a manifesto that lists and justifies their demands for reform of the current education system. Students work in groups to put their demands into practice by preparing a lesson for students in a neighboring middle school on one of the topics they have studied in this Ethnic Studies course. The lesson embodies the changes the students would like to see in the educational system:

**Sample Assignment**

Students participate in one event important to the community-based organization and write a report summarizing their experience. The report concludes with ideas on how the student could apply the lessons learned in the learning service project within the school community.

Textbook

Title	Author	Publisher	Edition	Primary
<del>Facing History and Ourselves</del>			1 <sup>st</sup>	YES
Introduction to Ethnic Studies <i>Teacher Edition</i>	Frischer et al.	Libre Texts Open Educational Resource	<a href="https://socialsci.libretexts.org/Bookshelves/Ethnic_Studies/Introduction_to_Ethnic_Studies_(Fischer_et_al.)">https://socialsci.libretexts.org/Bookshelves/Ethnic_Studies/Introduction_to_Ethnic_Studies_(Fischer_et_al.)</a>	No

**Supplemental Materials:**

Loewen, J. W. (2007). Chapter 12: Why is history taught like this? Lies my teacher told me. New York: Touchstone. Pages 301-339.

Excerpts from four world history textbooks on Columbus' voyages to the Americas: World Civilizations (Stearns, Adas, Schwartz, & Gilbert, p. 396), History of the World (Perry, School, Davis, Harris & Von Laue, p. 349-351), World History: The Human Experience (Farah & Karls, p. 438), and Modern World History: Patterns of Interaction (Beck, p. 109).

Asian American Studies Department. (2009). At 40: Asian American Studies @ San Francisco State. San Francisco: San Francisco State University College of Ethnic Studies. Pages 25-28.

San Francisco Newsreel (Production company). (1998). San Francisco State: On strike United States: San Francisco Newsreel. 20 minutes. <https://diva.sfsu.edu/collections/sfbatv/bundles/201724>

Mackey, R. (2010, May 13). Arizona law curbs Ethnic Studies classes. The Lede at The New York Times (<http://thelede.blogs.nytimes.com/2010/05/13/arizona-law-curbs-ethnic-studies-classes/>).

**EVALUATION OF STUDENT PROGRESS:**

Standards & Performance-based and Ongoing Evaluation will be based primarily on class discussion and written assessments. Students will demonstrate comprehension and competence primarily through the following:

- 6.1 Oral participation
- 6.2 Writing assignments
- 6.3 Quizzes and tests
- 6.4 Rubrics
- 6.5 Projects

