

Ethnic Studies 1-2

COURSE TITLE/CODES: Ethnic Studies

001348-001349

RECOMMENDED PREREQUISITES: None

LENGTH OF COURSE/CREDITS:

5 credits per
quarter/trimester

Two quarters/trimesters

GRADE LEVELS: 9-12

I. COURSE DESCRIPTION This course is designed to further students' development and understanding of how values and perceptions placed on race, ethnicity, nationality, and culture have shaped and continue to influence individuals and society in the United States. The course will be rooted in the four foundational disciplines of ethnic studies: African American Studies, Asian American Studies, Chicano Latino Studies, and Native American and Indigenous Studies. It will also examine other racialized peoples in the United States. The purpose of this course is to learn about the perspectives of these groups while allowing students from all backgrounds to better understand and appreciate how race, culture, ethnicity, and identity effect and impact their experiences. The course aims to build self-awareness, and foster active social engagement while encouraging students to be socially and politically conscious. By examining the constructs of race, ethnicity, nationality, and culture, students will develop respect, empathy and value for individuals and groups of people locally, nationally, and globally. This elective course will earn PUSD elective credit and be submitted to UC for "g" credit in the Social Sciences

II. COURSE OBJECTIVES

- A. Understand personal identities and how they help us fit into the context of society
- B. Establish immigration settlement patterns and understand the geographic composition of United States communities
- C. Explore how race, gender, class, religion and sexual orientation affect various groups
- D. Examine past and current examples of oppression; why & how they happen
- E. Identify contemporary issues of oppression or threats to identity in order to advocate for social justice

III. COURSE OUTLINE

A. Introduction to Ethnic Studies and Identity

1. Learn the theoretical foundations and lens of Ethnic Studies
2. Research the students' family history and roots
3. Understand the dynamics of how race, religion, ethnicity, and gender play a role in the construction of one's identity

4. Define the term “narrative identity” and explain the cultural functions that narrative identity serves
5. Create projects that illustrate the intersectionality of how race/ethnicity, gender, nationality, and culture structure the student’s identity. Topics may include:
 - a) Geography/environment and how it influences identity
 - b) Race/ethnicity/culture and how it influences identity
 - c) Socio-economic status and how it influences identity
 - d) Self-perception and how one is perceived
6. Learn and practice how to communicate about individual identifiers (race, class, ethnicity, etc.)

B. Immigration, Migration and Movement Students will identify push and pull factors of migration including the role of war, natural resources, and ideology play in movement,

1. be able to compare and contrast factors surrounding immigration and emigration,
2. compare, contrast, and analyze various immigrant experiences and synthesize how they contribute to ethnic identity, and
3. examine and critique the processes of acculturation and assimilation, weighing both their potential positive and negative effects.

C. Power and Oppression

1. Students will analyze: institutional, interpersonal, and internalized oppression,
2. media stereotypes, and the
3. rights of the governed and oppressed

D. Social Movement and Advocacy

1. Students will acquire tools to become positive actors in their communities to address a contemporary issue and present findings in a public forum.

IV. INSTRUCTIONAL METHODS AND/OR STRATEGIES

A. This course will utilize a variety of different teaching methods to foster:

1. Inquiry - levels of questioning & thinking, socratic seminars, investigations, research questions

2. Collaboration - philosophical chairs, group activities and projects, peer editing
3. Writing - focused note taking, learning logs, quick write, process writing, narrative writing
4. Reading - marking the text, SQ3R, summarizing

V. ASSESSMENT METHODS AND/OR TOOLS

A. A variety of assessments will be used to monitor student learning including:

1. Essay and paragraph writing
2. Research projects
3. Research Essay
4. Debate
5. Action Research Project

VI. BASIC & SUPPLEMENTARY TEXTBOOKS - Teacher Teams are reviewing materials.