

San Mateo Union High School District
Course of Study

Introduction to Ethnic Studies (ETHS)

I. **Course Description**

- A. **UC/CSU “a-g” Subject Area:** a or g
- B. **Rationale for Course:** In 2016, the new Social Science Framework was adopted and includes Ethnic Studies; “It is important for Ethnic Studies courses to document the experiences of people of color in order for students to construct counter-narratives and develop a more complex understanding of the human experience. Through these studies, students should develop respect for cultural diversity and see the advantages of inclusion” (p. 419-424). Additionally, in September of 2016, California Governor Jerry Brown signed new legislation, bill AB-2016 to develop a model curriculum for ethnic studies in high schools. The bill also encourages public school districts and charter schools with grades 9-12 to offer an ethnic studies class. Several districts in California, including in the Bay Area already offer ETHS classes, and in many it is a graduation requirement.
- C. **Grade Level:** 9-12
- D. **Credits:** 5 (semester) **OR** 10 (year long)
- E. **Prerequisites:** none
- F. **Brief Course Description:** This Ethnic Studies course is designed for students to be politically, socially and economically conscious about their personal connections to local and global histories. By studying the histories of race, ethnicity, nationality, sexuality, and culture, 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. Particular focus will be given to the contributions, and struggles of different racial and ethnic groups for liberty, equality, and justice in the United States. Students will investigate and analyze the historical factors of power and privilege and the subsequent impact on historically disadvantaged groups’ ability to navigate and mitigate internal and external structures that influence their human experience. Students will apply in-depth analysis to contemporary issues and collectively pose creative, self-affirming solutions in a variety of ways to promote agency through grassroots community advocacy and civic engagement. This course is intended to help build inter-ethnic understanding and socio-cultural bridges in an increasingly more multicultural and multiethnic nation, which is imperative to creating a just society.

II. **Course Purpose: Goals and Student Outcomes**

Students will:

- have a better understanding of themselves in context of the history of the United States and our contemporary society.
- be able to discuss their identities, including race, ethnicity, culture, sexuality and nationality and the ways these categories are socially constructed and how they affect students’ lives and the lives of others.

- be able to explain the dynamics among internalized, interpersonal, and institutional oppression and resistance.
- develop academic skills in reading, analysis, and writing of historical narratives which can be applied in multiple academic courses.

These outcomes align with the following content, literacy, and ELD standard from the 2016 HSS framework:

- CA HSS Analysis Skills (9–12):** Chronological and Spatial Thinking 3; Historical Interpretation 1
- CA CCSS for ELA/Literacy:** RH.9–10.1, 3, 8, 10, WHST.9–10.2, 4, 6, 7, SL.9–10.1, 4, 5, 6
- CA ELD Standards:** ELD.PI.9–10.1, 5, 9, 10a

III. Course Outline

The course outline below is for a year long course and can be adapted for a semester class by adapting units of study.

Semester One: 18 weeks

| Theme/Topic | Objective(s) and Essential/Guiding Questions | Potential Materials/Resources/Assessments |
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| My Story, Identity & Narrative | <p>Students will understand the dynamics of how race, ethnicity, gender, and sexuality play a role in the construction of one’s identity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Who am I and where am I from? <input type="checkbox"/> What is identity? <input type="checkbox"/> What are the factors that create your identity? <input type="checkbox"/> How does family history and roots influence the development of identity? <input type="checkbox"/> How does identity continue to develop over time? <input type="checkbox"/> How may one’s identity shift given different diverse contexts, either as an act of strategy or as an act of subjugation? | <ul style="list-style-type: none"> <input type="checkbox"/> Tree of Life Project <p>Readings: Takaki: Introduction - My Story, Our Story Excerpts from <u>Borderlands</u> by Gloria Anzaldua’s Excerpts from <u>Between the World and Me</u> by Ta-Nehisi Coates Excerpt: Fordson: Faith, Fasting, Football</p> |
| What is Ethnic Studies? a. What is Ethnic Study? b. Sociology Theories c. Significance of Ethnic Studies in contemporary social, political, and economic contexts d. ES Terms (Race, ethnicity, | <p>Students will get an introduction to foundational concepts and frameworks of Ethnic Studies, and how these concepts and frameworks will be used to assess and analyze historical and current events. Students will learn to apply a sociological lens in researching and discussing issues which include race and racism, classism, gender and sexism, oppression, and popular resistance. Students will learn that Ethnic Studies emphasizes a multitude of experiences and perspectives in history. What is ethnic studies and why is it important?</p> <ul style="list-style-type: none"> <input type="checkbox"/> How is ethnic studies different from | <p>Readings: Takaki: Chapter One: Why a Different Mirror? Excerpts- Pedagogy of the Oppressed - Paulo Freire Chapter 12 - <i>Lies my teacher told me.</i> J.W. Loewen Excerpts from four world history textbooks on Columbus’ voyages to the Americas: <i>World Civilizations</i> (Stearns, Adas, Schwartz, & Gilbert, p.396), <i>History of the World</i> (Perry, School, Davis, Harris & Von Laue, p.349-351), <i>World History: The Human Experience</i> (Farah & Karls, p.438), and</p> |

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| <p>stereotypes, prejudice, and discrimination)</p> | <p>history?</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does ethnic studies offer a different perspective on historical and contemporary issues? <input type="checkbox"/> How does ethnic studies help validate the histories of diverse groups of people in the United States? <input type="checkbox"/> How does ethnic studies highlight the contributions of diverse groups of people in the United States? | <p><i>Modern World History: Patterns of Interaction</i> (Beck, p.109)</p> <p>Videos: Ted Talk: Why Ethnic Studies Matters - Ron Espiritu Ted Talk - The Danger of a Single Story - Chimamanda Adichie Precious Knowledge Documentary (Clips) San Francisco Newsreel (production company) 1998 <i>San Francisco State: On strike</i></p> |
| <p>Migration, Movement and Displacement (Case Studies) Pre 1900</p> <ul style="list-style-type: none"> a. Native Americans b. African & African Americans c. Chinese | <p>Students will study the historical struggle between the natives and European immigrants in America. Many seeking greater opportunity and/or religious freedoms, while some groups came against their will. The first significant federal legislation restricting immigration was in 1882.</p> <ul style="list-style-type: none"> <input type="checkbox"/> How were Native Americans deprived of land and culture? <input type="checkbox"/> How did slavery influence life today? <input type="checkbox"/> What contributed to the Chinese Exclusion Act? | <p>Readings: <i>A Different Mirror for Young People: A History of Multicultural America</i> (Takaki 2012) <i>Racial and Ethnic Groups</i> (Schaefer 2012) <i>A People's History of the United States</i> (Zinn, 2014)</p> <p>Videos: PBS, We Shall Remain: Episode 3, Trail of Tears (PBS 2009) American Experience, Eyes on the Prize (PBS 1987) A Bill Moyers Special "Becoming American" The Chinese Experience (PBS 2003)</p> |
| <p>Migration, Movement and Displacement (Case Studies) 1900-1930</p> <ul style="list-style-type: none"> a. Mexican b. Syrian & Lebanese Communities c. Quotas & Exclusion Acts | <p>Students will study the historical struggle in United States when nativism was a response to mass immigration from non-Western European groups between 1900-1930.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Was the expansion of the United States into Northwest Mexico fair? <input type="checkbox"/> What caused the first Arabs to come to United States? How did they settle the country? <input type="checkbox"/> How have groups resisted nativism and restrictive laws? | <p>Readings: <i>A Different Mirror for Young People: A History of Multicultural America</i> (Takaki 2012) <i>Racial and Ethnic Groups</i> (Schaefer 2012) <i>A People's History of the United States</i> (Zinn 2014) <i>Arabs in America, Building a New Future</i> (Suleiman 1999)</p> <p>Videos: Latino Americans, the 500 -Years Legacy that Shaped the Nation (PBS 2013)</p> <p>Lessons: Immigration Policy, Past & Present</p> |
| <p>Migration, Movement and Displacement (Case Studies) 1930- Post WWII</p> | <p>Students learn how World War II had a profound effect on immigration, with restrictive policies and hostile attitudes.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Was Japanese Internment a matter | <p>Readings: <i>A Different Mirror for Young People: A History of Multicultural America</i> (Takaki 2012)</p> |

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| <p>a. Japanese American b. Puerto Ricans</p> | <p>of national security or racial prejudice?</p> <ul style="list-style-type: none"> ❑ Why have Puerto Ricans become workers in the US From the Spanish-American War to post-WWII? | <p><i>Double Victory: A Multicultural History of America in World War II</i> (Takaki 2000) <i>Racial and Ethnic Groups</i> (Schaefer 2012)</p> <p>Videos: Japanese Internment, US Office of War Department (c. 1943) Latino Americans, the 500 -Years Legacy that Shaped the Nation (PBS 2013)</p> <p>Lessons: Letters from the Japanese American Internment (Smithsonian Education) Puerto Rican Perspectives</p> |
| <p>Migration, Movement and Displacement (Case Studies) 1970 - Present</p> <ul style="list-style-type: none"> a. Central/South America b. Filipinos c. Indians d. Arabs e. Refugees | <p>Students will learn how the Immigration and Naturalization Act of 1965 abolished an earlier quota system based on national origins and established a new immigration policy. The policy would greatly change the demographic makeup of the American population.</p> <ul style="list-style-type: none"> ❑ Which immigrant groups were entering under new legislation, which increasingly did not include Europe? ❑ How has world conditions affect United States immigration? | <p>Readings: <i>A Different Mirror for Young People: A History of Multicultural America</i> (Takaki 2012) <i>Racial and Ethnic Groups</i> (Schaefer 2012) <i>A People's History of the United States</i> (Zinn, 2014) <i>Arab America: Gender, Cultural Politics, and Activism</i> (Naber 2012)</p> <p>Videos: Why we celebrate Filipino American History Month http://www.huffingtonpost.com/entry/why-we-celebrate-filipino-american-history-month_us_57f564a7e4b087a29a54856a</p> <p>Lessons:</p> |

Semester Two: 18 weeks

| Theme/Topic | Essential/ Guiding Questions | Materials/Resources |
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| <p>Race, Ethnicity, Gender, and Sexuality (6 weeks)</p> <ul style="list-style-type: none"> a. Exploring the concepts of race, ethnicity, gender and sexuality and their intersectionality b. Identity development | <p>Students will learn the concepts of race, ethnicity, and gender and how they were created, transformed, and have been maintained. Students will learn about the factors that determine a dominant or subordinate group and the relationship between the three. Students will be able to distinguish the ways race, ethnicity, and gender have constructed modern society.</p> <ul style="list-style-type: none"> ❑ How does American society perceive race, ethnicity, and gender? | <p>Chapters 1, 2, and 3 from <i>Racial and Ethnic Groups</i> by Richard T. Schaefer</p> <p>Readings on Critical Race Theory</p> <p>Excerpts from: <i>Racial & Ethnic Identity and Development</i> - Alicia Fedelina Chávez & florence Guido-DiBrito</p> <p>Race: The Power of an Illusion. Part 1: The differences between us</p> |

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| <p>c. Stereotypes d. Representations in popular culture and media</p> | | <p>[videorecording]. Excerpts from <i>Latino images in film: Stereotypes, subversion, resistance.</i> (pg. 68-77) By C.R. Berg</p> |
| <p>Power and Privilege a. Social constructs b. Organization of society and power (institutions, government) c. Current Issues in Ethnic Studies</p> | <p>Students will learn about how diverse populations remain on the margins of dominant social, cultural, linguistic, and economic landscape; and how they have struggled to adapt and respond to shifting hierarchies power in American society.</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do prejudice and discrimination differ? <input type="checkbox"/> How does White Privilege Function? <input type="checkbox"/> What can be done to reduce Prejudice? <input type="checkbox"/> Why don't we study Whiteness? | <p>Readings: <i>Racial and Ethnic Groups</i> (Schaefer 2012) <i>Unpacking the Invisible Knapsack</i> (McIntosh 1998) <i>Privilege, Power & Difference</i> (Johnson 2005)</p> <p>Videos: Race: The Power of an Illusion (California Newsreel) Tim Wise, On White Privilege (Media of Education Foundation)</p> <p>Lesson: On Racism and White Privilege (Teaching Tolerance)</p> |
| <p>Action & Self-Determination/Overcoming Exclusion (5 weeks) a. Social Movements & Societal Contributions (political, social, and economic) i. Pre-1960s ii. 1960s-2000 iii. Contemporary Movements b. Community Organizing c. Institution Building d. Developing Alliances and Solidarity</p> | <p>Students will learn about and be able to discuss various social and political movements led by various ethnic and racial groups to achieve change. Students will analyze how various movements may have influenced their own lives and identities.</p> <p>Students will be able to explain major contributions diverse groups of people have made to the USA.</p> <ul style="list-style-type: none"> <input type="checkbox"/> What are the major historical political and social movements that advanced rights for diverse groups of people in the USA? <input type="checkbox"/> Why is building alliances and solidarity among communities of people valuable in trying to advance a cause and work for change? <input type="checkbox"/> How have historically marginalized groups of people mobilized to build community institutions responsive to their needs? <ul style="list-style-type: none"> <input type="checkbox"/> How have these institutions supported and changed people's' lives? | <p>United Farm Workers & Cesar Chavez - selected readings from Chavez speeches Martin Luther King - selected speeches Black Lives Matter Platform - https://policy.m4bl.org/platform/ Reading about CAIR - https://www.cair.com/about-us/cair-who-we-are.html#Core Video: "Walk Out" The Story of the Historic 1968 East Los Angeles Student Walkouts Documentary: Quest for a Homeland (Chicano Movement) Reading: Yo Soy Joaquin - Rodolfo Corky Gonzales ((Chicano Movement) https://zinnedproject.org/materials/pump-up-the-blowouts/ Black Panther Party (1966) October 1966 Black Panther Party Platform & Program</p> |

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| | | <p>“On strike!” San Francisco State College strike, 1968-69: The role of Asian American students. <i>Amerasia</i>, 15 (1), 3-41</p> <p>Excerpts from dissertation on history of Filipino organizing http://digitalassets.lib.berkeley.edu/etd/ucb/text/Domingo_berkeley_0028E_10642.pdf</p> |
| <p>Application and Action</p> <p>a. Situating self in society through an Ethnic Studies perspective</p> | <p>What can you do to define and recreate your identity so that it is empowering?</p> | <p>https://zinnedproject.org/materials/lessons-from-freedom-summer/</p> |

IV. Key Assignments

Each unit of study will have a writing assignment and summative assessment attached to it. For example, in unit one students will complete a Tree of Life Project, which includes a personal narrative piece. Students will be expected to complete one community service learning project. Additionally, students will complete written reflections or oral reflections (that are recorded) as part of a growth journal throughout the course.

V. Instructional Methods and/or Strategies including Instructional Technology

Historical inquiry and language and literacy will drive the instruction in this course. Students will experience some direct instruction, but will be asked to apply historical thinking and language and literacy strategies as they work individually and in collaborative partner and group structures to access and analyze course content. Instructional technology will be used as a platform for delivering content and having students complete research and showcase their learning.

VI. Assessment Methods and/or Tools

Teachers will use a variety of formative and summative assessments. Students will have a variety of ways to demonstrate their understanding of course content and skills, including reading and writing assignments, listening and speaking assignments, projects utilizing multimedia, and benchmark assessments which will all be assessed using rubrics.

VII. Textbook(s) and Supplemental Instructional Materials

A Different Mirror for Young People -A History of Multicultural America (Ronald Takaki, 2012)
 Supplementary texts and materials are listed in the chart above.

VIII. Rubric or Appendix (optional)