

Tab 1

ETHNIC STUDIES

COURSE OVERVIEW

Introduction to Ethnic Studies

Course Overview

This course presents an interdisciplinary study of traditionally marginalized populations in the United States - specifically African American, Asian American, Chicana/o-Latina/o, and Native American - through a social justice pedagogy and perspective. In Introduction to Ethnic Studies, students will investigate, analyze, and evaluate how constructs of race, class, gender, and sexuality intersect with notions of power and privilege to impact the African American, Asian American, Chicana/o-Latina/o, and Native American communities struggle towards self-determination and social justice in the United States. Traditionally, the experiences and contributions of African Americans, Asian Americans, Chicanas/os-Latinas/os, and Native Americans within the American historical narrative has been noticeably absent, thus requiring the need for students to engage in an academically rigorous and more inclusive historical and contemporaneous analysis of these respective communities to more accurately reflect their contributions and experiences as central, and not marginal, to the American historical narrative.

Course Information (6736,6737)

Grade Level	9th
Subject Area	College-Preparatory Elective (G) / History / Social Science
Length of Course	Full Year
UC honors designation?	No

SDUSD Schools Offering Introduction to Ethnic Studies

Crawford High School	Madison High School
Hoover High School	Mira Mesa High School
Kearny High School (College Connections)	Morse High School
Kearny High School (Engineering, Innovation, & Design)	Patrick Henry High School
Kearny High School (School of Biomedical Science & Technology)	San Diego High School
La Jolla High School	Scripps Ranch High School
Logan Memorial Education Campus	University City High School
Lincoln High School	.

Course Units

Unit 1-Creating a Community

Students will build a community of trust and accountability within the classroom. This atmosphere is required as students explore their own identities and appreciate the identities of others. Through numerous texts, including excerpts from Freedom Writers, The Autobiography of Malcolm X, I Am Joaquín, The Joy Luck Club, Lakota Woman, I Know Why the Caged Bird Sings and Juliet Takes a Breath, students will analyze the concepts of responsibility, respect, empathy, honesty, loyalty, work-ethic, study habits, character building, belief, self-improvement, self-reflection, mindfulness, problem solving, resiliency, and social justice. The exposure to various narratives, points of view, and perspectives will develop the students' understandings of themselves and their classmates. Students will gain a strong sense of self. Students will build bridges and develop a strong communal classroom culture that enables critical discussions to take place that push them academically. Students will develop better oral and speaking skills by drawing from the concepts addressed to engage in dialogue, activities, experiences and presentations such as restorative community-building circles. Students will demonstrate the creation of a sustainable collective community classroom culture through poetry, reflective writing, artistic expressions, and oral presentations.

Unit Assignment:

The culminating project will be a written personal narrative and empathy walk wherein students will share their stories and be assigned a sibling in the class to create a collective narrative of common struggle.

Unit 2-Maslow's Hierarchy of Needs

Students will be introduced to and demonstrate understanding of Maslow's "Hierarchy of Needs." Starting with Maslow's 1943 article, "The Theory of Human Motivation," students will address Maslow's the following topics: physiological needs, safety and security needs, love and belonging needs, esteem needs. Further exploration into the "Hierarchy of Needs" will include delving into trauma-informed care and stress-related issues as described by the scholarly work of Duncan-Andrade (2008) and Burke Harris (2014). Students will understand that every person is capable of and desires to have their needs met so that they can reach the pinnacle level of self-actualization—which is required for engaged students, actively engaged in their own learning.

Unit Assignment:

The culminating project will require students to use Maslow's Pyramid of Needs as a framework to read several case studies in order to identify and evaluate the root cause of the issues that plague all members of our society. They will participate in numerous Socratic Seminars to develop their own analysis and positions in order to write an argumentative editorial that will be submitted for public distribution.

Unit 3-Elements of Our Identity

The topics that students will address through the "Elements of Identity" unit are as follows: an analysis of scholarly literature on the origins, historical, and contemporary meanings of identities/names of African Americans, Asian Americans, Chicanas/os-Latinas/os, and Native Americans that have been assigned/forced upon them by dominant society (external forces) as well as the identities/names that these respective communities have self-determined and embraced (internal forces). Students will investigate, analyze, and evaluate the scholarly literature (including titles included in Unit 1) that describes processes of identity formation as a fluid and not static process amongst these identified populations, who all have a diversity of identities. Students will investigate, analyze, and evaluate how the concepts/constructs of race, class, gender, im(migrant) status, language, and sexuality impact identity formation of African American, Asian American, Chicana/o-Latina/o, and Native American through an analysis and evaluation of scholarly literature. Students will compare and contrast how the social and historical processes of assimilation and acculturation have impacted African American, Asian American, Chicana/o-Latina/o, and Native Americans identity formation.

Unit Assignment:

Drawing upon the scholarly literature to include African American, Asian American, Chicana/o-Latina/o, and Native American history, literature and poetry, students will write an informative essay that identifies the historical origins and contemporary meanings of the identities/names of the aforesaid populations. Additionally, students will affirm their chosen ethnic/cultural identity or identities

drawing from the scholarly literature, history, literature, and poetry from African American, Asian American, Chicana/o-Latina/o, and Native American works – as well as drawing from their lived experiences. Through this informative essay, students will have engaged in the following: utilizing supporting evidence taken from the research, history, literature, and poetry in their writing to affirm a given position; critical analysis of research, history, literature, and poetry accompanied with a critical self-reflection to synthesize and/or distinguish it from their lived experiences; and develop a critical consciousness on the significance of naming themselves and their worlds which constitute processes of self-determination and self-actualization.

Unit 4-Against Our Identities: Resistance, Survival, and/or Accommodation

The concepts of colonization, hegemony, forms of oppression (i.e., racism, classism, sexism, hetero-sexism, homophobia), prejudice, stereotypes, and discrimination will be identified, analyzed, and evaluated in historical and literary text and also through media relative to the experiences of and impact on African Americans, Asian Americans, Chicanas/os-Latinas/os, and Native Americans within the United States. Specifically using Zinn's *A Peoples' History of the United States* and Steele's *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*, students will explore the engaging topics of stereotype threat and resilience. Additionally, an identification, analysis and evaluation of historical and literary text and media on how African Americans, Asian Americans, Chicanas/os-Latinas/os, and Native Americans have worked to resist, survive, and at times accommodate to colonization and oppression within the context of American history. Furthermore, students will critically examine models of resistance to colonization and oppression of African American, Asian American, Chicana/o-Latina/o, and Native American communities within historical and contemporary contexts and determine the various resistance models' applicability to themselves, their respective communities, as well as intergroup collaborations between these aforesaid communities.

Unit Assignment:

The culminating assessment for this unit will be a performative piece which will demonstrate student mastery of the concepts/constructs of colonization, hegemony, forms of oppression (i.e., racism, classism, sexism, hetero-sexism, homophobia), prejudice, stereotypes, and discrimination. The performance piece can take the form of a debate, teatro (skit), poetry/spoken word, music/song, and/or dance. In addition to a formal teacher assessment, the students will also assess their peers on their performance piece.

Unit 5-Introduction to Universal Declaration of Human Rights

Students will explore the Universal Declaration of Human Rights (1948) through writing prompts, readings and discussions. These exercises will lay the foundation and enable students to master the spirit of the UDHR to help guide them in the subsequent units, including a juxtaposition of UDHR with the Bill of Rights included in the US Constitution. Also students will compose reflective narrative essays using the Universal Declaration of Human Rights, *The Cosmic Race* and *The Great Civilizations of Central and South America* to address the following prompt/essential questions: What do we have in common with others? With our neighbors? In my community? With our borders? Do all of us have a history? Is one history greater than others?

Unit Assignment:

Students will design and conduct an ethnographic study wherein they will interview a community person, family member or friend that immigrated to the U.S. and share their story. The project will include introduction to several aspects of empirical cultural research, including identifying a subject for study, collecting data, coding and analyzing data, as well as writing and presenting research findings.

Unit 6-Social Movements & Historical Figures

Students will examine the historical contributions and significance of social movements and historical figures. Using the textbook (Zinn's *A People's History of the United States*) and other primary and secondary sources, students will critically analyze global independence movements and revolutions, abolition of enslavement; rights movement (Asian, African American/Black, Chicano/a, indigenous, Latino, Pacific Islander, LGBTQ+, Muslims, women and all marginalized peoples). By shedding light on often untold histories, students will gain self-awareness, self empowerment, in order to become critical agents for change and active participants in their democracies.

Unit Assignment:

The culminating project for this unit is to author a children's book that illustrates and tells a story of a historic figure/movement and the quest for human rights and justice. Students will review the elements of storytelling and book-making including plot, conflict

identification and resolution. Students will be expected to share their books during an arranged visit to a neighboring elementary school or youth program.

Unit 7-Contemporary Issues & Transformative Change

Using excerpts from Freire's *Pedagogy of the Oppressed*, students will study and identify contemporary issues of oppression or threats to identity in order to become advocates for their community. Some of possible topics students will examine may include: racism, LGBTQ rights, immigration rights, access to quality health care, income inequality, War on Drugs, school-to prison-pipeline, poverty, religious persecution, access to equitable public education, gangs and violence. In this cumulative unit, students will use previous learnings to develop their own empowerment plan to address their identified community concern.

Unit Assignment:

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

- Creating a student organization or club by adhering to district policies on the creation of a club or organization (rationale, mission statement, goals, constitution, bylaws, application, etc).
- Developing an action research project that includes: context and rationale, literature review, methodology for data collection, collection of qualitative and quantitative data, analysis of data, findings and recommendations
- Alternative project with customized assessment that reflects the rigor of the provided projects (to be mutually agreed upon in a timely manner e.g. three weeks prior to due date) All projects will be publicly exhibited at a scheduled Ethnic Studies Forum, wherein parents, faculty and community members will have opportunities to provide feedback.

Course Texts

Texts

Text	Author, Publication Date
Women Hollering Creek and Other Stories	Sandra Cisneros, 1991
The Joy Luck Club	Amy Tan, 2006
Message to Aztlan	Rodolfo Gonzales, 2001
Always Running	Luis J. Rodriguez, 2005
The Autobiography of Malcolm X	Alex Haley, 1992
Freedom Writers	Erin Gruwell, 1999
The Absolute True Diary of a Part-Time Indian	Sherman Alexie Little, 2009
Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do	Claude Steele, 2011
I Know Why the Caged Bird Sings	Maya Angelou, 2009
Lakota Woman	Mary Crow Dog, 2011

The Cosmic Race	Jose Vasconcelos, 1997
Juliet Takes a Break	Gabby Rivera, 2016
Redefining Realness: My Path to Womanhood, Identity, Love and So Much More	Janet Mock, 2014
Why Zebras Don't Get Ulcers	Robert Sapolsky, 2004
Pedagogy of the Oppressed	Paolo Freire, 2000
Periodicals	
Title	Publication, Date
Drug Goes From \$13.50 a Tablet to 750, Overnight	New York Times, September 20, 2015
A Great Example of Why Everyone Should Have Health Coverage	Forbes, August 22, 2012
California Reaches Deal on \$15 Minimum Wage	USA Today, March 29, 2016
Supreme Court Ruling Makes Same-Sex Marriage a Right Nationwide	New York Times, June 26, 2015
Websites	
Title	Publication, Date
I am Joaquin	http://www.latinamericanstudies.org/latinos/joaquin.htm
Rethinking Schools	http://www.rethinkingschools.org/index.shtml
The Zinn Education Project	http://zinnedproject.org/
Universal Declaration of Human Rights	https://www.un.org/en/about-us/universal-declaration-of-human-rights
Multimedia	
Title	Publication, Date
Don't Ask Where I'm From, I'm a Local	TED Talk, October 2014
Freedom Writers	Movie, April 2007
Malcolm X	Movie, 1992
10th Annual George E. Kent Lecture	Video, February 21, 2013

Part 3: Hawai'i vs. U.S. Imperialism	Video, June 11, 2009
A Girl Like Me	Video, 2007
Unequal Opportunity Race	Video, undated
The Danger of A Single Story	TED Talk Video, July 2009
Walkout	Movie, 2006
How Childhood Trauma Affects Health Across a Lifetime	TED Talk Video, September 2014
Liftoff	Video, May 2016
The Definite Dozen from the Art of Critical Pedagogy: Possibilities from Moving Theory to Practice in Urban Schools	Document, 2008