



Ethnic Studies, Course Syllabus

Course Description:

This one-semester Ethnic Studies course will empower students through cultural understanding and social justice! The intent is to develop a growth mindset in which students assume positive intent in the complex information age. Ethnic Studies is approved by the University of California A-G as an Elective (category G).

Course: 5 credit hours (0.5 Carnegie credit) - One semester

Course Outline

Unit 1 - "Remain" (An Introduction to Ethnic Studies and A Different Mirror)

- 1.1 The Master Narrative and the Dangers of Single Stories
- 1.2 Impacts of Colonialism and Settler Culture
- 1.3 Self-Perception, Identity, and the Origins of the Slave Trade
- 1.4 Hybridity and Mimicry
- 1.5 Spaces and Places

Unit 2 - "Reclaim"

- 2.1 "Other" vs. "Another"
- 2.2 Education in BIPOC Communities
- 2.3 Dealing with Trauma
- 2.4 Community and Social Class
- 2.5 Healing & Reclaiming

Common Core Standards (CA)

In this unit:

In this unit, students will examine metanarratives (single stories), the impacts of colonialism and settler culture, the self-perception and identity of black, Indigenous, and people of color (BIPOC) groups, topics of hybridity and mimicry within and across groups, and the postcolonial effects of "spaces and places" in relation to how land and communities are managed as possible gatekeeping or segregated barriers to access and opportunity. By the end of this unit, students will be able to read of an indigenous land acknowledgment as a way into the core values of justice, equity, diversity, and inclusion. Discuss and define cultural characteristics, focusing on the importance of being anti-racist and an ally across groups. Discuss, evaluate, and synthesize topics regarding self-perception for a "Mask Project". Generate discussion and inquiry regarding the effects of internalized oppression and intergenerational trauma, the impacts of genocide and forced migration of Native Americans, and the legacies of master narratives and colonization upon both personal and cultural identities.

Social Science: 10.5, 11.1, 11.2, 11.4

Language Arts: 11.1, 11.2, 11.3, 11.4, 11.6, 12.1, 12.8

Ethnic Studies: Standards 1, 2, 3

In this unit

Using the second section, "Reclaim," of Tommy Orange's novel *There There* and corresponding readings from *A Different Mirror*, students will discuss how marginalized cultures reclaim their history, identity, language, and culture after it may have been lost, co-opted, or taken. Students will evaluate current and historical concepts of "otherness" and "anotherness." Students will finish the hard history of genocide and slavery as a means of reclaiming it from being untold, whitewashed, or

censored. Students will evaluate the legacy of segregation and the cycles of oppression and violence in at-risk communities in order to discuss ways to create healthy and safe places.

Essential questions posed are: how are at-risk communities reflected in media? How do they look at themselves? How are at-risk communities expected to assimilate or integrate into mainstream culture? How can at-risk communities celebrate and reclaim cultural roots, history, and shared experiences?

Social Science: 11.1, 11.2, 11.4

Language Arts: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 12.1b

Ethnic Studies: Standards 1,2, 3

Unit 3 - "Return"

- 3.1 Inclusion, Diversity, and Belonging
- 3.2 Invisibility vs. Visibility vs. Hypervisibility
- 3.3 Hierarchy vs. Equality vs. Equity
- 3.4 The Almighty Zip Code
- 3.5 Intersectionality

In this unit:

Students examine such concepts of social identity and belonging as they relate to invisibility, visibility, hypervisibility, hierarchy, equality, equity, and intersectionality. Students will be able to identify how interconnected social identities and institutional practices intersect to promote advantages and disadvantages. Students revisit "spaces and places" as it relates to how communities are organized through segregation and redlining and how each of these is undergoing changes from gerrymandering and gentrification. The essential questions posed are: "How do cultures deal with overlapping discrimination and privilege?" "How do we move past superiority cultures and build equity and access across cultures?" "How do we pull back the veil of at-risk communities becoming invisible (ignored) or hypervisible (labeled) to visible (acknowledged)?"

Social Science: 11.1, 11.2, 11.4, 11.4, 11.5

Language Arts: 11.1, 11.2, 11.3, 11.4, 11.6, 12.2a

Ethnic Studies: Standards 1,2, 3

Unit 4 - Globalism & Conflict

- 4.1 Culture & Aspirational Values
- 4.2 Geopolitical Misconceptions
- 4.3 Activism vs. Radicalism
- 4.4 Recurring Blindspots: Nationalism, Anti-Semitism, and Gender Discrimination
- 4.5 Power and Oppression

In this unit:

Using A Different Mirror as a textbook and the first half of Marjane Satrapi's graphic novel Persepolis: The Story of a Childhood, students examine how a graphic memoir can make ethnic studies more accessible and universal to all readers and cultures. Students will understand how cultural and aspirational values are fluid instead of fixed labels. We discuss and debunk some geopolitical misconceptions of "Orientalism" and The Middle East, differentiating between activism and radicalism and political freedom versus restriction and repression.

Essential questions posed are: how do young people from at-risk cultures come-of-age and mature during social upheaval and political and religious conflict? How do young people in at-risk cultures display activism and aspirational values in a controlling state and/or manipulated media? How do the politics of division and structural and institutional segregation cause inequity and injustice?

Social Science: 10.11, 11.1.3, 11.2,
Language Arts: 11.1, 11.2, 11.3, 11.4, 11.5, 12.3c, 12.6
Ethnic Studies: Standards 1,2, 3

Unit 5 - Social Justice

- 5.1 Criminal Justice
- 5.2 Immigration and Migration
- 5.3 Economic Justice
- 5.4 Voting Rights
- 5.5 Environmental Justice

In this unit:

Using *A Different Mirror* as a textbook and the second half of Marjane Satrapi's graphic novel *Persepolis*, students will examine how marginalized and at-risk communities face violence, extremism, and social upheaval. We look closely at immigration and migration within countries. Students will examine all forms of social justice issues that put communities at risk, like voting rights, criminal justice, economic justice, and environmental justice. The goal is for students to be aware of blind spots and to develop a growth mindset in which they assume positive intent in the complex information age.

Essential questions posed are: how do at-risk communities deal with the long-term effects of internalized oppression? How do at-risk communities use language, values, and a growth mindset to resolve conflict and strengthen their cultures and communities?

Social Science: 10.11, 11.1, 11.2, 11.4, 11.7
Language Arts: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 12.1.d, 12.4
Ethnic Studies: Standards 1,2, 3