

Ethnic Studies

ATTENTION

Grading at the end of the semester can take 7 school days!
Submit your **last assignment two weeks** before your school's semester ends.



How to Take This Course

Welcome to Ethnic Studies! This course will empower you through cultural understanding and social justice! Complete all the quizzes and the assignment in each unit. Once the quizzes for a unit are complete, you will have access to the unit test. We recommend you complete the unit assignment before you attempt the unit test; the assignment will help you prepare. You will have access to the final after you have been enrolled in the course for at least 30 days and when all unit tests are completed and [your assignments are graded](#).

Allow a minimum of 3 school days for an assignment to be graded, longer at the end of a semester. Read the full course instructions it will help you understand how the course is weighted.

Course Instructions

How This Course Works & Suggested Timeline

Submitting Your Assignments

Ask The Teacher

Meet your teacher for this course and ask a question.

Need help with the course? We offer online tutoring; find more details [at here](#).

MANDATORY QUIZ

Receive a grade

You are required to take this quiz before you start the course. To prepare, read the course instructions and the "submitting your assignments" document, watch the video on the how this course works page and review the suggested timeline.

Unit 1: "Remain" (an introduction to Ethnic Studies and A Different Mirror)

Welcome to ethnic studies! In this unit, you'll 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, you 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.

The key assignment from this unit will be to write a multi-paragraph synthesis essay using *There There* and at least two other sources. You will follow the steps of the writing process using MLA documentation to discuss the complex ways in which identity is formed across cultures. You will analyze the problems in which societies marginalize or alienate at-risk cultures to the point that they wear a mask or a veil, even develop a feeling of "double consciousness" within the culture at large. You will take a position, cite evidence (quotes) from sources, and explain connections to arguments and evidence using engaging commentary.

Unit Books - *There There* by Tommy Orange and *A Different Mirror* by Ronald Takaki. You will need to borrow these books from your local library or buy them. They are not included in the course.

Unit 1 Study Guide

This Study Guide will help you preview the concepts and guide your learning as each new skill or concept is introduced. Use this study guide as the foundation of your notes. You may use it on the unit quizzes, unit tests, and course final.

Click on the link above and make a copy of the file; you can open the document in Google Docs or from the File Menu of a word processing application of your choice, choose Open, and select the study guide. If you prefer to print it, it is available as a PDF.

1.1 The Master Narrative and the Dangers of Single Stories

Quiz 1.1

Receive a grade

1.2 Impacts of Colonialism and Settler Culture

Quiz 1.2

Receive a grade

1.3 Self-Perception, Identity, and the Origins of the Slave Trade

Quiz 1.3

Receive a grade

1.4 Hybridity and Mimicry

Quiz 1.4

Receive a grade

1.5 Spaces and Places

Quiz 1.5

Receive a grade

Unit 1 Assignment: We Wear a Mask Synthesis Writing

Receive a grade

Unit 2: "Reclaim"

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

The key assignment from this unit will be to conduct a live interview with an adult and write a multi-paragraph accurate news story based on the subject's cultural characteristics. You will pre-write thoughtful open-ended questions, document responses carefully, draft the story, and then follow-up with the subject for feedback or further input. You will present their written interview using an authentic style and the multicultural lens of "a different mirror" to express genuine markers of culture.

Unit 2 Study Guide

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2.1 "Other" vs. "Another"

Quiz 2.1

Receive a grade

2.2 Education in BIPOC Communities

Quiz 2.2

Receive a grade

2.3 Dealing with Trauma

Quiz 2.3

Receive a grade

2.4 Community and Social Class

Quiz 2.4

Receive a grade

2.5 Healing & Reclaiming

Quiz 2.5

Receive a grade

Unit 2 Assignment: Empathy Interview

Receive a grade

Unit 3: "Return"

In this unit, we examine such concepts of social identity and belonging as they relate to invisibility, visibility, hypervisibility, hierarchy, equality, equity, and intersectionality. You will be able to identify how interconnected social identities and institutional practices intersect to promote advantages and disadvantages. We'll revisit "spaces and places" as it relates to how communities are organized through segregation and redlining and how each of these are undergoing changes from gerrymandering and gentrification. The essential questions here 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)?"

The key assignment in this unit will be for you to create a "Bearshield Intersectionality Project," a researched slideshow presenting written claims and evidence about how intersectionality can create communities of both privilege and discrimination. You will research the Alcatraz "We Hold the Rock" Occupation, examine Alice Walker's concept of "womanism," define "intersectional feminism," research the #MeToo movement, and understand activists' concerns from multiple perspectives. You will present your slideshows using not only quality writing but also historical artifacts and graphics-based evidence such as maps, timelines, statistics, photographs, and testimony.

Unit 3 Study Guide

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3.1 Inclusion, Diversity, and Belonging

Quiz 3.1

Receive a grade

3.2 Invisibility vs. Visibility vs. Hypervisibility

Quiz 3.2

Receive a grade

3.3 Hierarchy vs. Equality vs. Equity

Quiz 3.3

Receive a grade

3.4 The Almighty Zip Code

Quiz 3.4

Receive a grade

3.5 Intersectionality

Quiz 3.5

Receive a grade

Unit 3 Assignment: Become a Bearshield Intersectionality project

Receive a grade

Unit 4: Globalism & Conflict

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

The primary assignment for this unit will be for you to write a multi-paragraph persuasive essay, citing visual rhetoric sources. Using *Persepolis* and other media, students will understand how advertising, political cartoons, and propaganda posters can be offensive or problematic in their depictions of at-risk subjects and cultures. In particular, you will examine two campaigns: a controversial Arab / Muslim Women's rights propaganda poster campaign and an anti-Islamophobia campaign poster. You will problem solve in order to come up with media policy recommendations and journalistic "best practices" recommendations to editors, synthesizing both visual and verbal evidence into their persuasive writing claims and commentary.

Unit Book - *Persepolis: The Story of a Childhood*.

Unit 4 Study Guide

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4.1 Culture & Aspirational Values

Quiz 4.1

Receive a grade

4.2 Geopolitical Misconceptions

Quiz 4.2

Receive a grade

4.3 Activism vs. Radicalism

Quiz 4.3

Receive a grade

4.4 Recurring Blindspots: Nationalism, Anti-Semitism, and Gender Discrimination

Quiz 4.4

Receive a grade

4.5 Power and Oppression

Quiz 4.5

Receive a grade

Unit 4 Assignment: Persepolis Propaganda Persuasive Proposal

Receive a grade

Unit 5: Social Justice

Using *A Different Mirror* as a textbook and the second half of Marjane Satrapi's graphic novel *Persepolis*, you will examine how marginalized and at-risk communities face violence, extremism, and social upheaval. In this unit, you will look closely at immigration and migration within countries. You 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, of course, is for you to be aware of blind spots and to develop a growth mindset in which you 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?

The key assignment for this unit is for you to create a social justice comic PSA (Public Service Announcement) for younger students to help them practice social justice in a globalized context. You will connect major themes and topics related to social justice, equity, and globalism through a series of visual images and panels in a Public Service Announcement campaign. You will use verbal and visual rhetoric to create a graphic media campaign of policy change for younger at-risk students centered around a call to action. You will be evaluated on your verbal and visual messages, reasons that support your call to action, and rhetorical (use of visual and verbal language) appeals to the underage audience.

Unit 5 Study Guide

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5.1 Criminal Justice

Quiz 5.1

Receive a grade

5.2 Immigration and Migration

Quiz 5.2

Receive a grade

5.3 Economic Justice

Quiz 5.3

Receive a grade

5.4 Voting Rights

Quiz 5.4

Receive a grade

5.5 Environmental Justice

Quiz 5.5

Receive a grade

Unit 5 Assignment: Create a Social Justice PSA (Public Service Announcement)

Receive a grade

Final Exam

Once you have completed all of the unit tests and all of your assignments [have been graded](#), the final exam will become visible.

Warning: You have only ONE attempt at the final. Are you ready to take the final? We highly recommend you take the practice final first, and if you are weak in any area, review the relevant course material again. You have unlimited attempts at the practice final; it will help you to prepare.

Remember, if you want to improve your grade in this course, you need to do that BEFORE you take the final exam.

Good Luck!!

Practice Final

Course Completion & Requesting a Transcript

Warning - If you are waiting for a resubmitted assignment to be graded, do NOT generate any course completion record until the teacher has graded it.

Transcript - Send a transcript to your school to report the credits you earned. A transcript will list all the courses you have taken with us, including those still in progress.

Course Certificate - This link cannot be accessed until you have completed the final. Upon satisfying this requirement, the link will become active.

Feedback - Before you go, we would appreciate your opinion on the course; please take 1 minute to complete the feedback form. We hope you enjoyed this course!

Course Feedback

Thank you for taking this course! Let us know what you think about it.

Request a Transcript

Notify your school that you have completed your course. Send them a transcript by email or mail. A transcript will list all the courses you have completed and those in progress. We recommend that you email a transcript to yourself, too.

Certificate of Completion

Not available unless: The activity **Final Exam** is marked complete