

Course Title: Ethnic Studies	
(Semester Course – Grades 9 – 12)	
Prerequisite: None	
370733	Ethnic Studies
Course Description	
<p>Ethnic Studies courses operate from the consideration that race and racism, have been, and continue to be, profoundly powerful social and cultural forces in American society. These courses focus on the experiences of African Americans, Asian Americans, Chicanas/os and Latinas/os, Native Americans, and other racialized peoples in the US. Courses are grounded in the concrete situations of people of color, and use a methodological framing that emphasizes both the structural dimensions of race and racism and the associated cultural dimensions (Adapted from UC Berkeley, Department of Ethnic Studies).</p> <p>The major purpose of this course is to educate students to be politically, socially, and economically conscious about their personal connections to local and national history. Ethnic Studies focuses on themes of social justice, social responsibility, and social change. The course spans from past to present, from politics to social reform, allowing students to identify similar social patterns and universal qualities present in other societies, including their own. This course will focus on the experiences of African American, Asian Americans, Latino American, and American Indians. This course will also include an Identity section where students will consider concepts related to their own personal, group, and/or national identity.</p>	
COURSE SYLLABUS (topics to be covered)	
Identity Unit (4 weeks)	
<p>In this four-week unit, students will explore the meaning of words such as <i>race</i> and <i>ethnicity</i> as they pertain to individuals and communities. How do we define our various identities: national, state, local, and community? How do we perceive ourselves and how do others perceive us? Who is the in-crowd and who is the other? What is the process of our identity formation? How has the development of images, often stereotypes, reduced or magnified an individual? What does it mean to be American? How has the perception hyphenated Americans changed over time, both within and between ethnic groups? This Identity Unit contains a LGBTQ “mini-unit” in which students will go beyond the notion of individual, community, state and national identity and develop an understanding and respect for the LGBTQ community. Additionally, students will be able to understand gender stereotypes and will be able to clarify their own values and feelings by participating in class discussions and writing exercises. The overall objective of the Identity Unit is for students to explore themselves and how they fit into society.</p>	
African American Unit (4 weeks)	
<p>In this four-week unit, students will study and explore the experience of African Americans both historically and in terms of contemporary issues, with an emphasis on the post – WWII Civil Rights Movement. What role did African Americans play in the growth and development of the United States? What role did self – determination play in the trajectory of the African American community? How did political power develop with in the African American community and how has this power evolved to work effectively with changing power structures in the United States? Was the Civil Rights Movement</p>	

the work of one man? What role did youth play in the Civil Rights Movement? How did the Freedom Riders influence the Civil Rights Movement? What challenges continue to face African Americans? What opportunities do students have to enact positive change for African Americans?

American Indian Unit (4 weeks)

In this four-week unit, students will study and explore the experience of American Indians both historically and in terms of contemporary issues. How has cultural conflict affected American Indians? How have the experiences of different tribes within the United States varied and what impact have these differences had on the economic/political status of the tribes? What role has assimilation played in the experience of American Indians? How did political power develop within the American Indian community and how has this power evolved to work effectively with changing power structures in the United States? What role have gambling licenses played in the economic reality for both tribes with and without these licenses? What challenges continue to face American Indians? What opportunities do students have to enact positive change for American Indians?

Latino American Unit (4 weeks)

In this four-week unit, students will study and explore the experience of Latino Americans both historically and in terms of contemporary issues. Students will explore statistics and the diverse ethnic groups living in the United States within the Latino minority. What are the cultural and political similarities/differences between South Americans, Central Americans, and Mexican Americans? What role did Latinos play in the growth and development of the United States? How did political power develop within the Latino American community and how has this power evolved to work effectively with changing power structures in the United States? To what extent has immigration impacted the political, social, and economic realities of Latino Americans? How has the experience of Latino Americans in California differed from that of Latino Americans in other parts of the United States? What challenges continue to face Latino Americans? What opportunities do students have to enact positive change for Latino Americans?

Asian American Unit (4 weeks)

In this four-week unit, students will study and explore the experience of Asian Americans both historically and in terms of contemporary issues. Students will explore statistics and the diverse ethnic groups living in the United States within the Asian minority. What are the cultural and political similarities/differences between East Asians, Southeast Asians, and Southern Asians? What role did Asian Americans play in the growth and development of the United States? How did political power develop within the Asian American community and how has this power evolved to work effectively with changing power structures in the United States? How has immigration impacted the political, social, and economic realities of Asian Americans? What accounts for the cultural perception that Asian Americans are the “model minority”? What challenges continue to face Asian Americans? What opportunities do students have to enact positive change for Asian Americans?

Los Angeles Unified School District
Secondary History/Social Science Branch

Recommended Focus Standards	
Historical Analysis (From Framework)	Chronological and Spatial Thinking 1, 2, 3, 4 and 5 Research, Evidence and Point of View 1, 2 and 3 Historical Interpretation 1, 2, 3 and 4
Common Core Reading in History/Social Science Standards	RH 1 – 10
Common Core Writing in History/Social Science Standards	WHST 1 – 10
Representative Performance Outcomes and Skills	
In this course, students will know and be able to:	
<ul style="list-style-type: none"> • Examine the process of identity formation as individuals, communities, states, and as a nation. • Explore the meaning of race as it pertains to individuals and communities. • Examine the idea of American citizenship and how hyphenated Americans get defined and/or redefined. • Consider how a nation confronts, emerges from, and atones for its past. • Evaluate how images, often stereotypes, can be used to marginalize an individual and/or groups. • Analyze human nature and consider what motivates individuals to take action. • Explore the histories, struggles, and triumphs of the LGBTQ community in the United States. • Examine and evaluate gender stereotypes. • Examine and analyze the effects of dehumanization through the capture, trade, and enslavement of Africans, within a regional and global context. • Understand the impact and legacy of colonialism on African Americans. • Analyze the concept of white supremacy (including institutional racism, racial hierarchy, and oppression). • Analyze and describe the effectiveness of the various approaches employed by different leaders of the Civil Rights and Black Power movement. • Understand the role of ongoing resistance and self-determination in the trajectory of the African American community. • Analyze the effectiveness of the Civil Rights movement for African Americans. • Examine connections between current and historical events (e.g., How does #BlackLivesMatter relate to Selma?). • Analyze migration patterns of pre-colonial, indigenous, maize – based groups and the impact of migration of the transference and preservation of language. • Analyze the implications of the concept of Manifest Destiny (e.g. Mexican American War, Westward Expansion). • Evaluate the impact of the Treaty of Guadalupe Hidalgo on peoples living in the ceded territories (e.g. social bandits, land grants, squatting, political rights, racism). • Describe the role of violence, oppression, and persecution in the West (e.g. lynching, Texas Rangers, Bear Flag Revolt). • Examine the role of <i>Mendez v. Westminster School District</i> played in the desegregation of American schools. • Examine the tensions during WWII by analyzing the causes of the Zoot Suit Riots and the role of the media in shaping public opinion towards Latino Americans. • Analyze Latino American participation in WWII and its impact on the development of the 	

Los Angeles Unified School District
Secondary History/Social Science Branch

Mexican American Chicano movement.

- Analyze Latino immigration patterns between 1910 and 1950; evaluate U.S. immigration policies in the same era, including the impact of the Bracero program.
- Analyze and describe the effectiveness of the Civil Rights movement for Latinos.
- Analyze the development of political power within the Latino American community and its relationship to changing power structures in the United States.
- Evaluate the impact of immigration policies on Latino Americans.
- Examine the role of geography on the development of various American Indian cultures.
- Analyze the worldviews, values, spiritual traditions, cultures, and contributions of various American Indian peoples.
- Evaluate scholarly sources to consider the impact of U.S. policy on the American Indian population and whether or not these policies had the intent of genocide on American Indian peoples, as defined by the 1948 United Nations Convention on Genocide.
- Analyze U.S. policy on American Indian Boarding Schools and their impact on American Indian peoples (physical, mental, emotional, and spiritual).
- Evaluate the impact of the reservation system on American Indians.
- Evaluate the contributions of American Indians during WWII.
- Analyze U.S. policy on relocation and its impact on American Indian peoples (1940 – 1970), with an emphasis on the move to urban centers.
- Analyze and describe the effectiveness of the various approaches employed by different leaders of the Civil Rights movement (Dennis Banks, Clyde Bellecourt, Russell Means, Susan LaFlesche, LaDonna Harris, etc.).
- Analyze and evaluate the American Indian Movement (e.g. goals, methods, leaders, struggles, accomplishments).
- Examine efforts to re-humanize through the restoration and revitalization of the physical, mental, emotional, and spiritual health of American Indian communities (e.g. loss of language and culture, confronting drugs and alcohol, addressing rates of suicide, balanced ways of healing).
- Examine the preservation and revitalization of tribal cultures, language, and traditions and the role of tribal values in community health and well – being.
- Examine the experiences of various Asian groups in America.
- Examine push – pull factors that led to Asian immigration to the United States.
- Analyze the impact of legislation designed to limit Asian immigration to the United States (e.g. Chinese Exclusion Act, Gentlemen’s Agreement of 1907 – 1908).
- Analyze the varied impacts of WWII on Asians in the United States (e.g. Japanese Internment, *Korematsu v. United States*, Magnuson Act).
- Analyze the varied impacts of the Cold War on Asians in the United States (e.g. McCarran – Walker Act, Immigration and Nationality Act of 1965).
- Examine the impact of the Civil Liberties Act of 1988.
- Examine efforts by Asian Americans to preserve Asian cultures.
- Analyze the development of political power within the Asian American community and its relationship to changing power structures in the United States.

In accordance with their individual capacity, students will grow in the ability to:

- Locate, interpret, and assess information found in primary and secondary sources.
- Describe how major historical events are related to each other in time by distinguishing between cause and effect, sequence, and correlation.
- Apply the principles of historical research to the History/Social Science discipline by asking historical questions, evaluating data, and analyzing different points of view.

Los Angeles Unified School District
Secondary History/Social Science Branch

- Ask historical questions and relate different points of view.
- Use writing to combine ideas, concepts, and information to craft a claim and draw connections among them.
- Arrange historical events in sequential order and determine their correlation to each other.
- Identify an author's position on a historical event.
- Identify and evaluate an author's purpose in producing a document.
- Hypothesize what the author will say before reading a document.
- Evaluate the trustworthiness of a source by considering genre, audience and purpose.
- Understand how context and background information influence the content of a document.
- Recognize that documents are products of particular points in time.
- Establish what is probable by comparing documents to each other.
- Recognize disparities between accounts.
- Identify an author's claims about an event.
- Evaluate the evidence and reasoning the author uses to support claims.
- Evaluate author's word choice; understand that language is used deliberately.

Assessments will include:

- Content Specific Formative and Summative Assessments
- Historical Analysis and Thinking Skills Formative and Summative Assessments
- Short Constructed Responses
- Extended Constructed Responses

Texts/Materials

- A Different Mirror for Young People: A History of Multicultural America
Ronald Takaki
- Racial and Ethnic Groups,
13th Edition
Richard T. Schaefer
- Content Appropriate SHEG Lessons (e.g. Stonewall Riot, Montgomery Bus Boycott, Zoot Suit Riot, Carlisle Indian School, Japanese Internment, etc.).

Identity Unit

Creating a social map of students' own school (Perceptions of other students)

<http://www.imdb.com/title/tt0377092/>

Question of Race/Documentary

<http://store.discoveryeducation.com/product/show/50417>

Are You Biased? Documentary/Questions

<https://www.youtube.com/watch?v=cnMn5lmsZbc>

<https://www.youtube.com/watch?v=-K2kfgW7708>

Facing History and Ourselves Chapter 1 has a series of short stories relating to concepts such as stereotype. Students read The Bear that Wasn't and create an identity chart on themselves. Teacher discusses difference between invisible and visible identity.

<https://www.facinghistory.org/for-educators/educator-resources/readings/bear-wasnt>

<https://www.facinghistory.org/for-educators/educator-resources/resources/facing-history-and-ourselves-holocaust-and-human-behavior>

Ethnocentrism

Nacirema reading:

<http://www.ohio.edu/people/thompsoc/Body.html>

Nacirema questions:

<http://www.hfparishschool.org/Nacirema%20Culture%20Questions.pdf>

The problem with little boxes (self identification)

<https://www.facinghistory.org/for-educators/educator-resources/readings/little-boxes>

The Bell Curve - Authors argue human intelligence substantially influenced by both inherited and environmental factors and is a predictor of many dynamics such as income, job, education, etc. Students watch a clip from the Donahue Show and teacher leads a discussion on why the book was criticized and defended.

(Discussion Part 1) https://www.youtube.com/watch?v=vMCjkfp_9JQ

(Discussion Part two) <https://www.youtube.com/watch?v=IS17FBI5ncg>

<https://lesacreduprintemps19.files.wordpress.com/2012/11/the-bell-curve.pdf>

Brown Eyes, Blue Eyes Reading plus a video clip of Jane Elliot's experiment can be shown. Discussion about empowerment can lead to success why or why not?

<https://www.youtube.com/watch?v=Nqv9k3jbtY>

What do we do with a difference?/Students engage in a silent conversation by writing their responses on the side of the paper without talking to one another.

https://www.facinghistory.org/convenient-hatred/what-do-we-do-variationeducation/activities/pdf/3006_tibet_01.pdf

An Overview of Trends in Social and Economic Well-Being, By Race Reading

<http://www.nap.edu/read/9599/chapter/3#22>

Universal Declaration of Human Rights - Why do we all need to care?

<http://www.un.org/en/documents/udhr/>

“The F Word” by Firoozeh Dumas

<https://ubcompositionsummer2012.files.wordpress.com/2012/06/ub-the-f-word.pdf>

100% American

<http://www.vagablogging.net/one-hundred-percent-american-by-ralph-linton.html>

Who is an American?

<http://americainclass.org/sources/makingrevolution/independence/text6/crevecoeuramerican.pdf>

The All-American Slurp by Lensey Namioka

http://zappialanguagearts.weebly.com/uploads/1/6/9/2/16924352/american_slurp_story.doc

<http://www.sabri.org/All-American-Girl.htm>

Colorblind by Alex Kotlowitz

<http://alextotlowitz.com/stories/colorblind>

What Drives Success? by Amy Chua and Jed Rubenfeld

http://www.nytimes.com/2014/01/26/opinion/sunday/what-drives-success.html?_r=0

The Changing Face of America by Lise Funderberg

<http://ngm.nationalgeographic.com/2013/10/changing-faces/funderburg-text>

Where do we all come from? How did we get to where we are today? by James Shreeve

<http://ngm.nationalgeographic.com/print/2006/03/human-journey/shreeve-text>

LGBTQ Mini Unit

Same Love by Macklemore

www.youtube.com/watch?v=hIVBg7_08n0

60 Minutes Gay or Straight video clip

(Part 1) <https://www.youtube.com/watch?v=0q-KJDQynRk>

(Part 2) <https://www.youtube.com/watch?v=55RJzINfv6I>

(Part 3) <https://www.youtube.com/watch?v=3nmPU032uPY>

Not in Our Town Reading

<https://www.facinghistory.org/sites/default/files/publications/choosing-to-participate-book.pdf> (Page 67)

<https://www.youtube.com/watch?v=IG0pxR3yorU>

(Video)

<https://www.youtube.com/watch?v=NS3Tw3aX0bs>

(Newark California)

African American Unit

Civil Rights: people, events, and speeches, Children's March/Eight leadership lessons from MLK Jr./African American Struggle Movement/Major Figures of the African American Freedom Struggle/Eyes on The Prize/ Character Collage of MLK Jr./I Have a Dream Speech / Group Activity King's speeches

<https://kinginstitute.stanford.edu>

Black Men in Public Spaces by Brent Staples

<http://facstaff.uww.edu/carlberj/Journal3.htm>

Obama's Trayvon Martin Speech

<https://www.whitehouse.gov/the-press-office/2013/07/19/remarks-president-trayvon-martin>

Desegregation at Central High School 1957 Melba Beals

<http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2013/Beals5.pdf>

American Indian Unit

Red Power Movement / Taking Over Alcatraz/

https://www.youtube.com/watch?v=rs_2EaVPeBI (Red Power movement)

<https://www.youtube.com/watch?v=NkRPZYV3DhU> (Invasion of Alcatraz)

Kill The Indians, Save the Man/assimilation through education/Carlisle Indian School)

<http://content.lib.washington.edu/aipnw/marr.html>

<https://www.facinghistory.org/for-educators/educator-resources/resources/white-mans-image> (white man's image)

In Whose Honor Documentary

<https://www.facinghistory.org/for-educators/educator-resources/resources/whose-honor>

History of the Native American People Documentary

<http://www.pbs.org/wgbh/aia/part4/4h1567.html> (Trail of Tears)

Obama signing Native American Apology Resolution

<http://firstpeoples.org/wp/tag/the-apology-to-the-native-peoples-of-the-united-states/>

The school days of an Indian Girl

http://www.english.illinois.edu/maps/poets/a_f/erdrich/boarding/zitkala-sa.htm

Took the Children Away by Archie Roach (Song by an Australian Aborigine)

http://www.lyricsfreak.com/a/archie+roach/took+the+children+away_21000658.html

Latino American Unit

Zoot Suit Riots and questions

http://www.pbs.org/wgbh/amex/zoot/eng_peopleevents/e_riots.html

Bronze Screen Video

<https://www.youtube.com/watch?v=feq5bWinRIY>

"Viva La Causa," award-winning documentary

<https://www.youtube.com/watch?v=uD7ACJLT3OY>

Documentary "Chicano: The Struggle in the Fields

<https://www.youtube.com/watch?v=NL4rQHKza9Y>

Cesar Chavez - Si se puede

http://www.ufw.org/board.php?mode=view&b_code=cc_his_research&b_no=5970

Chicano Movement Documentary

Los Angeles Unified School District
Secondary History/Social Science Branch

<https://www.youtube.com/watch?v=FIgIaI5AVpY> (Struggle in the fields)

<https://www.youtube.com/watch?v=NL4rQHKza9Y> (Taking back the schools)

<https://www.youtube.com/watch?v=xI6JPNiPeVY> (Part one)

<https://www.youtube.com/watch?v=aN1xQrV2-Yo> (Part two)

<https://www.youtube.com/watch?v=IiQQ-ws3IVU> (Part three)

<https://www.youtube.com/watch?v=GeKenK6rha4> (Part four)

I am Joaquin by Corky, a civil rights activist

<http://www.latinamericanstudies.org/latinos/joaquin.htm>

Hunger of Memories by Richard Rodriguez

<http://www.npr.org/templates/story/story.php?storyId=97799225>

Cesar Chavez Speech, New Yorker Article/ Lessons of Dr. Martin Luther King Jr. Comparison

<http://www.newyorker.com/magazine/2014/04/14/hunger-artist-2>

Asian American Unit

CA apologizes to Chinese Americans

<http://content.time.com/time/nation/article/0,8599,1911981,00.html>

Peeling Bananas by Wendy Lee

<http://connection.ebscohost.com/c/articles/21119547/peeling-bananas>

Little Asia on the Hill by Timothy Egan

http://www.nytimes.com/2007/01/07/education/edlife/07asian.html?pagewanted=print&_r=0

Snow Falling on Cedars by David Guterson

<http://www.penguinreaders.com/pdf/downloads/pr/teachers-notes/9781405880497.pdf>

My Dear Little Boys (Primary Source WWII letter)

<http://www.nationalww2museum.org/give/letter-written-in-december.html>