

# ETHNIC STUDIES

## Eleanor Roosevelt High School



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### WELCOME!

Ethnic studies is for all students. The curriculum focuses on the four ethnic groups that have been traditionally marginalized and have untold stories in most history courses: African American, Chicana/Latina, Asian American, and Native American. We will learn about these people and their unique histories. This coursework, through its overarching study of the process and impact of the marginalization resulting from systems of power, is relevant and important for students of all backgrounds. By affirming the identities and contributions of marginalized groups in our society, ethnic studies helps students see themselves and each other as part of the narrative of the United States.

Ethnic studies helps bring students and communities together. As a class, we will pursue: (1) addressing racialized experiences and ethnic differences as real and unique; (2) building greater understanding and communication across ethnic differences; and (3) revealing underlying commonalities that can bind by bringing individuals and groups together. Our class will utilize presentations, book excerpts, articles, videos, projects, feature films, and worksheets to learn the history of ethnic minorities in America.

## **Course Overview**

### **1. January - Identity and History of Ethnic Studies**

- "Ethnic Studies: Born in the Bay Area from History's Biggest Student Strike" by Asal Ehsanipour
- "The Concept of Race" from Facing History & Ourselves
- "I AM" Identity Map
- Story of Your Name Essay
- On Strike: Ethnic Studies Documentary
- Ethnic Studies Timeline
- Social Construction of Race and Power

### **2. February - African American History**

- "Schools and the New Jim Crow: An Interview with Michelle Alexander" Jody Sokolower
- "The Hill We Climb" by Amanda Gorman
- History of the Black Panther Party
- Mass Incarceration
- African American Poets and STEM Leaders
- Judas and the Black Messiah, 13<sup>th</sup>, I Am Not Your Negro films

### **3. March - Latinx/Chicanx American History**

- "Dolores Huerta" from the National Women's History Museum
- "The backlash against In the Heights, explained" by Aja Romano
- Chicanx History of Los Angeles: "Cin Senura" Mural by Barbara Carrasco
- Latinx History Sources
- In The Heights and Walkout films
- Knock Down the House documentary
- Latinx Poetry: "I Am Joaquin" by Rodolfo Corky Conzalez and Poetry Foundation

### **4. April - Asian American History**

- "How Vincent Chin's Death Gave Others a Voice" by Karen Grigsby Bates
- "Debunking the Model Minority Myth" from the USC Pacific Asia Museum
- Asian Americans PBS Documentary
- Vincent Who? Documentary
- The Namesake film
- Amend: Episode 6 "Immigrants" Documentary

### **5. May - Native American History**

- "The Invention of Thanksgiving" by Philip Deloria
- "Retracing His Ancestor's Boarding School Escape" from Indian Country Today
- Smoke Signals film
- Joy Harjo poetry

## STAYING UP-TO-DATE ON CLASS ANNOUNCEMENTS

Staying up-to-date on class announcements is one of the most crucial ways to succeed in this class. Students are responsible for joining both Remind and Google Classroom. Students are expected to check Google Classroom, emails, and Remind messages and be aware of all deadlines/due dates. Late work is accepted for partial credit up to one week past due dates. Anything over 1 week late will no longer be accepted. Turning in missing/incomplete assignments at the end of semesters is not acceptable. The Google Classroom Code is:

det5uwv

Join Remind by texting @erhses2223 to 81010 to receive text updates for the class on your phone.

## COMMUNITY PARTNERSHIP PROJECT

A major component of this class is writing a major 6-page report that is worked on continuously through the semester and completed at the end of the class. You will create a personal journey storybook, focusing on the history of your family and yourself. You will be assigned a college undergraduate who is studying ethnic studies or taking a related class at the Claremont Colleges. You will dialogue and discuss various questions concerning race, identity, and history with your College partner and write reflections based on your conversation(s).

## GRADING POLICY

The grading scale is (since extra credit is abundantly given in this class, there is no rounding):

97+ = A+	87-89 = B+	77-79 = C+	69-60 = D
93-96 = A	83-86 = B	73-76 = C	0-59 = F
90-92 = A-	80-82 = B-	70-72 = C-	

Grades are weighted in this way:

Type of Assignment	Grade %
Participation (Bringing materials, answering questions in class, contributing to group conversations)	20% of grade
Community Partnership Correspondence Project (Photovoice project, respond to prompts, dialogue and collaborate with college students)	40% of grade
Homework/classwork (Journals, Worksheets, Assignments)	40% of grade

## ACADEMIC HONESTY

Academic integrity is of utmost importance. All work must be original. Copying homework, classwork, or exams will not be tolerated and will also not facilitate learning and intrinsic curiosity. Any assignments with identical or similar sentence(s) as others or from internet sources will be given 0s.

## Film Permission Slip

### THE FOLLOWING FILMS WILL BE SHOWN IN CLASS:

*Fruitvale Station*

*Judas and the Black Messiah*

*Amend series*

*13<sup>th</sup>*

*I Am Not Your Negro*

*In The Heights*

*The Namesake*

*On Strike documentary*

*Walkout*

*Knock Down The House*

*Smoke Signals*

*Vincent Who?*

I, \_\_\_\_\_ / \_\_\_\_\_, (print parent names), consent to my child viewing the films above. If there is a specific movie(s) that I do not wish my child to view, please list them below. Your student will be given an alternative research assignment to complete.

## Student-Parent-Teacher Contract

### STUDENT FILL IN:

I, \_\_\_\_\_, (print student name) have read and agree to the expectations listed in the class syllabus, including all aspects of the grading policy.

### PARENTS FILL IN:

Best Phone # to reach you : \_\_\_\_\_

Email address: \_\_\_\_\_

I, \_\_\_\_\_ / \_\_\_\_\_, (print parent names), have read and agree to the expectations listed above, including all aspects of the grading policy and the community partnership correspondence project.

List and describe anything you would like me to know about you or your child and/or specific movie(s) that you do not wish your student to view: