

Ethnic Studies

School Year 2025-2026

Instructor Information

Instructor	Email	Office Location & Hours
		Drop by during lunch, Tuesday, Thursday-Friday Email me to set up an appointment.

General Information

Description

In this semester course, students will understand the intersectional themes of Indigeneity, coloniality and hegemony to explore issues of self and communal identities, examine intergenerational trauma and foster collective hope and healing. Through an interdisciplinary and critical lens, students will learn from the living legacies of people of color — as causes of racial and educational justice. Students will also learn from their local communities and interrelated movements for social and environmental justice. Through this, students will gain the knowledge, skills, and dispositions necessary for transformational change through a positive image of self, community, and critical hope for a more just and equitable world.

Expectations and Goals

Students are expected to follow our classroom's community agreements (Building Democratic Classrooms) created collaboratively on the first week of class. Our class will cover a great amount of material. Students taking this course should expect in class discussions (both as a class and in small groups), weekly note-taking, writing assignments, and other creative independent and collaborative projects.

Classroom Policies & Procedures

- ❖ **Be on time for class and in your seat when the bell rings.** If you wish to go to the restroom, please drop off your things first, check in with me, and make it back as promptly as possible. Know that if you do not make it back on time by the time I am done taking attendance (at most 2 min. after the bell rings), you will be marked late.
- ❖ **Keep cell phones away in your backpack, not on your desk or in your pockets.** This is your warning. The first time, your consequence for taking it out will be getting it taken away for the rest of the period. If there is a second time or more, your phone will be confiscated for the rest of the day.
- ❖ **Be respectful of your peers, instructor, guests, and of our collective class time.** Do not speak over one another. Listen.
- ❖ **Show up.** Be present physically, but also mentally. This class is a safe space for you, but also make sure that you utilize your academic time appropriately. Participate.
- ❖ **Do the work.** I will do my best to explain things thoroughly, but if there are any questions, please ask your peers or instructor so that you can complete your work. Make sure to read and follow the directions thoroughly.

- ❖ **Do not leave the classroom without permission.** Make sure to sign out using 5 Star. If your time on 5 Star expires, you could potentially get marked a CUT.
- ❖ **Stay in your seat until the bell rings.** Make sure to pick up after yourself.

Plagiarism

Cheating and plagiarizing will not be tolerated. All reading questions, homework, class assignments, quizzes, and tests must be completed individually and not copied from another source (internet or other students). Cheating will result in a zero for the assignment and a warning the first time. A second time, you will fill out the Academic Integrity form, which will be sent to your coordinator for further disciplinary action. A phone call will also be made home to your parents or guardian.

Late Work Policy

- ❖ All IEP and 504 Plan accommodations extensions will be respected.
- ❖ Work is considered unexcused late when you are present in class, but choose to be unproductive or when you choose to cut class. Unexcused late work will only be accepted for minimum passing credit a week late, to ensure you stay on track of assignments. The highest grade you can earn is a D. This is non-negotiable. If you plan to turn in assignments later than a week, you may earn some points back, but these will not be considered passing points (F).
- ❖ If you have an office approved excused absence due to illness, your extra days to make up the work will be equivalent to the number of days you missed. You will be able to earn your grade solely based on the rubric and no points will be taken away. Your updated deadline is non-negotiable.
- ❖ If you are called out of class for any reason, you are still responsible for completing your assignments in a timely manner. If you leave for 30 minutes or more and do not have enough time to complete your assignment, please turn it in the next day at the beginning of the period.
- ❖ If you are excused for a field trip or an athletic commitment, you will have one extra day to complete your work. I will make myself available via email, google classroom comment, on at lunch during office hours to support you. If you do not meet your one-day extension deadline, the highest grade that you can earn will be a D.
- ❖ You will have one (1) free focused notes pass per semester. You are responsible for letting me know that you intend to use it BEFORE the focused notes deadline. Type your intention as a private comment on your assignment and wait for Ms. B to respond, approving it.

Grading Policy

A	90-100
B	80-89
C	70-79
D	60-69
F	50-59

Grading Breakdown

1) Focused Notes	30%
2) In-Class Activities, Participation, and Organization	30%
3) Creative Projects/Assessments	40%

Course Materials

Weekly Required Materials

- Your own Chromebook (daily use)
- Pencils
- Binder Paper
- Pens (Provided by Ms. B)
- Highlighters (Provided by Ms. B)
- Binder (provided by Ms. B)

Class Applications (include but are not limited to)

- Google Suite (Gmail, Google classroom, Google docs, Google Slides)

Required Texts

Textbook and Workbook

Supplementary readings provided by Ms. Barrera

Course Scheduled Units

Unit	Focus Areas
INTRO– <i>How can we create our own narratives that push back against stereotypes?</i>	Welcome & Community Building by Sharing “OurStories” • <u>Pride in Our Stories and our Identities</u>–Our Stories Empower Us to Become Who We Want to Be: ○ Identity, Intersectionality & Cultural Wealth: “OurStories” Project ○ National Case Study–United States Immigration Trends Across Time Periods ■ Local Case Study–Local Waves of Immigrants ○ Combating Stereotypes with Counternarratives: Loteria Project • <u>Identity is Something We Choose</u> ○ Case Study: Chicano Movement (Defining Chicano Beyond Ethnicity: A Political Identity) ■ Relevant Case Study within the Chicano Movement: Solidarity and <i>Companerismo</i> in the United Farmworkers Movement • UFW (Filipino, Japanese, Arab, and Latino Farmworkers)

Unit	Focus Areas
1–<i>How did the history of schooling shape the creation of Ethnic Studies?</i>	Schooling and Educational Empowerment • <u>Histories of Struggle and the Fight for Educational Rights</u> ◦ Significant Court Cases Surrounding Education (across diverse community groups in the United States) ◦ Local Case Study: NMCUSD prohibiting making Graduation Speech in Spanish ■ Embracing our Cultural Wealth–Why is “No Sabo” problematic? (Combating deficiency language by identifying our Cultural Assets) • <u>School to Prison Nexus</u> ◦ Case Studies of Criminalization–Profiling and Policing (across diverse community groups in the United States) ■ Zoot Suit as a Symbol of Resistance Across Cultures (Black, Latino, Filipino, Jewish, Japanese) ◦ Tracking ■ <i>Schooling Experiences Testimony Project</i> ■ <i>Mapping out Educational Opportunities and Challenges Through Data Collection Project</i> • <u>Banned Knowledge</u> ◦ Arizona Case Study–Ethnic Studies Ban ◦ Case Studies Looking at Book Ban Laws in Some States Within the United States ■ <i>LibroTraficantes</i>: Book Smuggling • <u>Educational Empowerment–Student Movements</u> ◦ California High Schools Case Study: East LA Walkouts ◦ California University Campuses Case Study: Third World Liberation Front (San Francisco and UC Berkeley)
2–<i>How have Indigenous Peoples resisted erasure and acculturation throughout history?</i>	Indigenous Resistance • Defining “Native American” and “Indigenous” as a Panethnicity ◦ Combating Homogenization • Colonial Encounter ◦ California Missions Case Study • National Case Study–Manifest Destiny and Westward Expansion in the United States ◦ “Indian” Reservation Schools • American Indian Movement (AIM)
3–<i>Where does POWER come from and how are worldviews shaped?</i>	Defining Power • <u>Defining “Western Civilization” vs “Oriental Civilization”</u> ◦ <i>Mapping Our Worldviews Project</i>

Unit	Focus Areas
4–<i>What are the origins of discrimination and how does discrimination manifest itself?</i>	Othering and Belonging ● <u>Defining “Othering” Through its Multiple Manifestations</u> ○ Local Case Study: Japanese Internment–Mas Hashimoto’s testimony ○ National Case Study: 9/11 Policies targeting Arab/ Muslim and other populations ○ Contemporary Case Study: Asian American Treatment during the Covid-19 Pandemic ○ <i>“Ways in Which Racist Language Impacts our School Community” Project</i>
5–<i>How can Ethnic Studies serve as an anchor for meaningful change and empowerment?</i>	Transformation and Civic Empowerment ● <u>Defining Decolonization through the Lens of Critical Hope</u> ○ Defying “Banking Education”: Schooling as a Space for Knowledge Exchange ■ Valuing Knowledge from Experience ● Identifying Community Assets–Revisiting our <i>“Mapping out Educational Opportunities and Challenges Through Data Collection Project”</i> ● <u>Change Starts With Us–Our Agency</u> ○ Schooling as a Space to Learn and Practice Civic Engagement ■ Know Your Rights Under the United States Constitution ■ <i>Digital Literacy & Social Media Literacy Project</i>