

Course Description

Course overview:

Our Ethnic Studies aims to engage students in both intellectually and emotionally rigorous course content constructed around issues ethnicity, identity, service, and social justice. Deeply rooted in modern world history (1700- present), this course will be a hybrid of historical and sociological approaches. Over the course of a semester student will examine how power, privilege, ethnocentricity, systemic oppression, and cultural hegemony intersect with their own individual experiences and throughout recent history. This course is intended to be an empowering critique of the systems and values which make up the fabric of students' lives.

Academically this Ethnic Studies course will prepare students to excel in their Sophomore humanities courses by teaching students to 1) identify and examine bias and validity, 2) analyze both primary and secondary sources, 3) construct a persuasive argument both written and orally, with clear structure and relevant supporting information, 4) demonstrate the ability to build upon or respectfully disagree with ideas presented by peers, 5) articulate ways in which they have agency to enact positive change in their own lives and communities.

Prerequisites:

None (Required)

Co-requisites:

None (Required)

Course content:

Unit One: Geography, Resources, & Migration

Objectives

- 1.) Students will identify push & pull factors of migration including the role war, natural resources, and ideology play in movement.
- 2.) Students will be able to compare and contrast factors surrounding immigration and emigration
- 3.) Students will compare, contrast, & analyze various immigrant experiences and synthesize how they contribute to ethnic identity.
- 4.) Students will examine and critique the processes of acculturation and assimilation, weighing both their potential positive and negative effects.
- 5.) Immigration and Emigration will be examined via looking at three different cultures from three different regions of the world. Two of the cultures examined will be historical examples of migration, while the other migration experience will be contemporary.

6.) Students will identify and assess the role of natural resources in recent world history including the integral role they have played in spurring industrialism, colonialism, world conflict, and the establishment of a global economy (1700-present).

Text & Media

- Immigrants Bolster Academic and Civic Engagement in the U.S. (article)
- Babakiueria (documentary)
- *Lesson Of a Lifetime* (article)
- *Guns, Germs, & Steel* (book)

Unit Assessment

- *Immigration Essay Document Analysis Essay*

Question: Should the US reduce the level of people that are allowed to enter the country and work towards citizenship?

1) **Review the essay prompt.** Use the template and the grading rubric to determine exactly what question you are being asked to answer and what you need to do to answer it. 2) **Read and annotate the documents in this packet,** in order to get a general idea of the arguments on each side of the debate.

3) Fill in the planning template, making sure you **identify the specific evidence from the packet** that you will use in each paragraph

4) **Bring all materials to class on Friday,** to be used in writing an in-class essay

Unit Two: Power and Privilege Objectives

- 1.) Students will define the terms white privilege, cultural hegemony, ethnocentrism, equity, racism, and dominant culture.
- 2.) Students will identify the privileges, or lack thereof, embedded in their own identities and examine how those realities work to influence their own sense of selves.
- 3.) Students will critique ways in which cultural hegemony manifests in the systems (education, criminal justice, etc) around them.
- 4.) Students will identify and explore the many manifestations and complexities of racism; Interpersonal, internalized, and structural.

Text & Media

- *“Unpacking the Invisible Knapsack”* (article)
- *Race: The Power of An Illusion* (video)
- *“A Burden That Does Not Affect All Americans Equally”* (article)
- *“A Class Divided”* (video)

Unit Assessment

-Ethnicity Project

The United States is a nation of immigrants. Everyone here, with the exception of Native Americans, originally came from somewhere else. For some, “coming to America “ is a lived experience. For others? Their families’ have been American for so many generations they scoff at the idea

of being called immigrants. For this assignment you will research and report on the past and present experience of one group of immigrants to the U.S. In groups 3-4 you will chose an ethnic group & research that groups immigration history.

- 1.) You will work in groups of 3-4. Each group will produce and present a 7 page booklet (8.5 x 11 paper) made up of the following items: a cover, including the name of the group researched, the name of the researchers, and original artwork illustrating some aspect of the immigrant groups’ experience.
- 2.) Two data pages including charts, graphs &/or tables illustrating some of the data gathered in response to the questions above.

- 3.) Two pieces of narrative writing based on answers to the questions above and describing some aspect of the immigrant experience. Each piece must be 1 page and at least one must be written as 1st person fiction (ie. a letter, a diary entry, a talk-show style interview, a series of #tweets, a page of facebook status updates with comments etc.).
- 4.) including original artwork or borrowed images or both.
- 5.) listing webpages used for each element of the booklet

Unit Three: Culture & Personal History

Objectives

- 1.) Students will be able to define the ethnicity and explore ways in which their own ethnic identity contributes to their sense of self.
- 2.) Students will identify examples of cultural appropriation and explain why they constitute appropriation and not celebration.
- 3.) Students will identify and evaluate the difference between cultural relativism and universal human rights.

Text & Media

- “What is Culture” (article)
- “Body Ritual Among the Nacirema” (article)
- “Ethnocentrism & Cultural Relativism” (article)
- “What’s Wrong with Cultural Appropriation”

Unit Assessment

- *Culture Heritage Project*

As the culmination of our unit on Culture & Identity (and introduction to our unit on class, race & ethnicity) you are going to take an imaginary journey through your family’s cultural history. Your job is to create an itinerary, a “map” of the places your ancestors came from, as well as places your family (your parents, guardians, grandparents etc) have lived or visited that have some kind of significance for you. You will need to talk with your family members to find the places for your map, and to gather the stories that explain what makes those places significant. You can also do your own research into the various destinations. The intent of this project is for you to make connections between the person you are now, and the person you want to be, and your family’s cultural history.

- 1.) (You must choose **3 destinations** that are connected in some way to your cultural heritage (i.e. your ethnic background, your family’s roots etc.)

2.) Your **4th destination**, the map's ending point, should be a place that you see yourself "settling," at least for a little while. It can be where you want to go to college, a place you've always wanted to live, or just somewhere you'd want to vacation after taking your long journey. 3.) You will **tell a story or provide information** about each place and why is significant to your family/ancestors/you.

- Cultural Appropriation Posters

Explaining images of appropriation, and how they could be re-approached in order to not constitute appropriation (if possible).

Unit Four: Social Justice Action

Objectives

- 1.) Students will explore what it means to be an "ally," with an emphasis on the term ally being viewed as a verb and not a noun.
- 2.) Students will identify inequities in their own lives, identifying ways in which they may be perpetuating or challenging them.
- 3.) Students will define multiculturalism and explore ways a multicultural approach can be incorporated into pedagogy and campus culture.

Text & Media

- Pedagogy of the Oppressed
- People's History of the United States

Unit Assessment

- *Race and Social Justice Persuasive essay*

DIRECTIONS: For this assignment you will write a personal essay describing how your understanding of Race has evolved over the course of this unit. The primary intent of the assignment is REFLECTION – that is, for you to look back over the work you've done in class, and in doing so, document YOUR OWN THINKING.

Using a connect/extend/challenge/reflect framework, you will produce an essay of at least five and no more than seven paragraphs in which you:

- Write an **introduction**, explaining your prior understanding of Race and describing how at least one idea from class materials (readings, videos, activities, discussions, notes etc.) **CONNECTS** to something you already knew.
- Include **TWO body paragraphs**, each detailing one new idea from class materials (readings, videos, activities, discussions, notes etc.) that **EXTENDED** your understanding, and describing what it was about that idea that shifted your thinking.
- Provide **another body paragraph** describing something that is confusing/puzzling/challenging about a concept covered, and explaining what it is about it that remains a **CHALLENGE** for you.

Write a **conclusion** that **REFLECTS** back on your new understanding of race by describing what it all means for you, personally.

Course Materials

Literary Texts

Title	Author	Publisher	Edition	Website	Rea
Guns, Germs, and Steel	Jared Diamond	W. W. Norton & Company	1999	[empty]	No

Periodicals

Article title	Periodical title	Authors	Date	Website
The Meaning of Culture	The New Yorker	Joshua Rothman	January, 10, 2014	http://www.newyorker.com/books/josh-culture
What's Wrong With Cultural Appropriation	Everyday Feminism	Maisha Z. Johnson	June 14, 2015	http://everydayfeminism.com/2015/06/wrong/
A Burden That Does Not Affect All Americans Equally	New York Times	Jan Ting	September 3, 2015	[empty]
Immigrants Bolster Academic and Civic Engagement in the U.S.	NEW YORK TIMES ROOM	Anne-Marie Nuñez	SEPTEMBER 3, 2015	[empty]

Scholarly Articles

Article title	Journal	Authors	Volume/Issue/Date	Website
Body Ritual Amongst the Nacirema	Ohio Press	Horace Miner	1958	http://www.ohio.edu/people/thomsoc/Bo

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
Arguments Against Increased Immigration	Joe Messerli	Balancedpolitics.org	http://www.balancedpolitics.org/immigration.htm 01/07/2012

Multimedia

Title	Author	Director	Name of video series	Date	Website	Me
Babakiuera	[empty]	Don Featherstone	[empty]	1986	https://www.youtube.com/watch?v=oUMpPgMGce8	.vic
A Class Divided	[empty]	[empty]	[empty]	1986	http://www.pbs.org/wgbh/frontline/film/class-divided/	.m