

## Course Outline Format

Glendale Unified School District

School Level  
(High School)

Date  
(Meeting date will be typed in **after** Board Approval)

Department: Social Science

Course Title: Ethnic Studies

Course Code: (Educational Services will assign course number **after** Board Approval)

Grade Level(s): 12<sup>th</sup>

School(s) Course Offered: Clark Magnet High School

UC/CSU Approved (Y/N, Subject): Yes, Ethnic Studies

Course Credits: 5

Recommended  
Prerequisite:  
none

Recommended  
Textbook: none

**Course Overview:** (Provide a brief summary/snapshot – 3-5 sentences of the course content. This course description will be used in the course catalog. When applicable, please include information regarding CTE pathways/certificates, a-g or UC Honors approval).

Ethnic Studies aims to educate students on social justice themes related to ethnicity, identity, and the historical element that is the common denominator, while providing students with a democratic toolkit intended to support student’s project-based learning needs. Students will have opportunities to analyze social change over time, learn about varied student populations, while exploring new perspectives in creative, hands-on projects. This class will ultimately build on the district’s social justice standards while incorporating the new history social science framework. The class will provide students with multiple opportunities to conduct research on a variety of racial groups, analyze culturally relevant literacy, while exploring the impact of social, cultural, and political forces on American society in greater depth and complexity. Students will explore the multifaceted components of ethnicity that includes race, class, gender, sexual orientation, social stratification, and the intersectionality of these various identity markers which describe the human experience in great detail. This class will establish a solid foundation of social

responsibility, build a platform for civic engagement, while encouraging direct community involvement and social activism.

**Course Content:** (2 weeks per unit for 1<sup>st</sup> semester & 3 weeks per unit for 2<sup>nd</sup> semester)

Identity Unit: 2-3 weeks

- Respect means getting it right: names and pronouns
- Identity Charts
- Ethnocentrism
- Understanding Intersectionality
- LGBTQ Introduction and historical context

African American Unit: 2-3 weeks

- John vs. Jamal: Employment discrimination
- From slavery to Jim Crow
- Stereotypes and prejudice: identification and impact
- BLM and police reform
- AAVE and code switching

Native American Unit: 2-3 weeks

- Trail of Tears: and its impact today
- The importance of image (tattoos, body rituals and Nacirema)
- Cultural appropriation and Native American imagery in the USA (football and film)
- Religious indoctrination on Native communities
- Americanization programs and assimilation
- Navajo Code talkers and the contributions of indigenous people

Latin X and Chicano/a Unit: 2-3 weeks

- Territorial concerns USA (treaty of Guadalupe Hidalgo)
- Zoot Suit Riots
- Spanish speakers and CA proposition 227 (bilingual education)
- Activism in the Chicano movement (Cesar Chavez and Dolores Huerta – Farmer worker movement)
- Discussion of colorism in Central and South America

Armenian American Unit: 2-3 weeks

- The psychology of Genocide: intergenerational trauma
- Housing discrimination and the early Armenian Americans
- Shame culture and fitting in
- Whiteness and Armenian Identity
- Self-determination and cultural preservation in the diaspora

Asian American Unit: 2-3 weeks

- The model minority myth
- The immigrant experience and overcoming difference

- Asian stigmas and prejudice
- Gender stereotypes and sex-selective abortion (one child policy)
- Exclusion of Asian Americans in cinema and film

**Supplemental Texts:** Students will analyze a variety of professional articles, TedTalks, poems, documentaries, and academic research that covers the various themes discussed in the class. A few examples of the types of text can be found below with accompanying units.

(Identity) The “F Word” Poem by Firoozeh Dumas

(Identity) TedTalk on Intersectionality by Kimberle Crenshaw

(Identity) Identity Chart project by Facinghistory.org

(African American) National Bureau of Economic Research: Employer’s Response to Racial Names by David R Francis

(African American) The African American Child and the Importance of Code Switching By Robert Cooter and Helen Perkins

(Native American) Navajo Code Talkers article by Upfront Scholastic

(Latin X and Chicano/a) Viva La Causa documentary by Teaching Tolerance

(Armenian American) Housing discrimination in Fresno (primary source articles from the 1920s)

(Asian American) “You Have to Live in Somebody Else’s Country to Understand” poem by Noy Chou (PBS reprint)

**Activities:** Students will engage in a variety of activities that will allow for thoughtful reflection, in-depth analysis, and meaningful real-world applications.

A thoughtful conversation- In this activity, students will be able to explore a topic in depth while examining a variety of perspectives. This activity will not only strengthen writing skills and teach students how to consider varying viewpoints, but it will also strengthen listening comprehension skills and improve social communication skills. Students will be given a topic that connects with their reading and they will have quiet time to write down their thoughts. After they reflect on the topic, they will discuss with their small groups and chart their ideas. After charting is complete. Students will post their charts around the room and conduct a gallery walk. Students will then engage in a class discussion on the various opinions and ideas they were able to analyze.

Social Media Campaign- In this activity, students will champion a cause and work in groups to create a social media campaign to bring attention to a particular issue. Students will use a variety of appropriate art, audio and video components to spread their message on a platform of their choice. They will use these various outlets in order to increase awareness about their chosen topic while developing and maintaining thoughtful commentary. Students will create slogans and meaningful visuals in spreading their message and will present their campaigns to the class.

**Assessment:**

Assessments will consist of a variety of action research and service-learning opportunities designed to improve the community in which students live in.