**Instructor: Ms. Capers**

**Phone: 980-242-3070                       Email: capers.denesia@thesugarcreek.org**

**Course Description:**

Ethnic Studies courses operate from the consideration that race and racism has 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)*.

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.

**Course Competencies/ Learning Objectives:**

 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.

• 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).

• Understand the role of ongoing resistance and self-determination in the trajectory of the African American community.

**Unit 1- Identity**

**Unit 2-African American**

**Unit 3- Latin American**

**Unit 4-Asian American**

**Class Required Materials:**

* (1)  Notebook
* (1) 2 inch binder
* Writing utensil (blue or black pen and/or pencil)
* Form of Technology

**Grading**

Students will complete weekly assignments.  The weekly average of assignments will be entered as a project grade in the students’ CCR 1 & 2 course. CCR’s project grades as worth 40%.

**Attendance Policy**

Regular and prompt class attendance is an essential part of the educational experience. SCCS High School expects students to exercise good judgment regarding attendance and absences. Students will accept full responsibility for ensuring their work does not suffer because of absences. All students are expected to attend every scheduled class on time. Exceptions may be made for illness and valid emergencies.

-------------------------------- **Please Check and Sign Below** -----------------------------------

**\_\_\_\_\_\_\_\_** *I have fully read and understand the expectations of Ethnic Studies 1 and 2*

*Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_*

*Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date :\_\_\_\_\_\_\_\_\_\_\_\_*