



Course Syllabus - Fall 2020

ETHNIC STUDIES (SGF200)

Mrs. Julie Law-Marin

Room C-310

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Classroom Website:

<https://sites.google.com/a/scusd.edu/law-marin-history/>

Remind: <https://www.remind.com/join/esgeo9> or text @esgeo9 to the number 81010

Ethnic Studies is an interdisciplinary course that uses a comparative and historical perspective to examine the languages, values, and voices of diverse groups within the United States. Using the skills and knowledge under the Common Core Standards for History/Social Studies students will investigate the practice of naming and being named, the intersection between ethnicity, culture, nationality, race, and gender, and the historic, economic and personal consequences of oppression and resistance. Students will also learn how the social construction of identity is created, contested, and altered by historic and economic processes. Emphasis will be on African-Americans, Asian/Pacific Islanders, Chicanos/Latinos, Native Americans and other ethnic groups in Sacramento and Northern California.

In addition to the skills and concepts described, students in Ethnic Studies will learn academic reading, writing and speaking skills. A lot of attention will be focused on how to interact with text and how to think critically about what you've read.

Common Core Standards

- Reading --Close Reading of Fictional and Nonfiction Texts
- Writing-- Written responses every week; written prompts which build to larger written assessments
- Speaking-- Presentations (Individual and Group); classroom collaborations and discussions
- Listening-- Collaborative discussion, Note Taking

Textbook

Primary Text: *Our Stories in Our Voices* (Kendall Hunt) c. 2017, Allender & Mark. The book will be used exclusively in class. Students will not need to bring it home. Students will also use *A Different Mirror* (Back Bay Books) c. 2008, Takaki as a supplement text.

Students will also be reading a variety of additional texts, including news articles, personal narratives and literature.

Grading Policy

All assignments are worth points and grades will be calculated based on the amount of points earned in each category. Most work will be completed during Synchronous and Asynchronous times. Work will be divided into the following categories:

Synchronous Coursework-- 25%	Asynchronous Coursework-- 40%
Unit Assessments-- 15%	Classroom Participation-- 5%
Final-- 15%	



Check grades on Infinite Campus via www.scusd.edu

Late Work

Late assignments will be accepted during the current unit by the **due date of the Unit Assessment**. **Any assignments not submitted upon collection on the due date will be considered late and will receive a 50% deduction.** If there are extenuating circumstances which may prohibit work submission, please contact the teacher immediately to discuss alternative arrangements. Students will receive notice of the deadlines when the Unit Assessment is assigned. The Final Semester Deadline will be Friday, January 22, 2021.

Grading Scale

Your grade will be given the following mark based on percentage:

<u>A (+/-)</u>	<u>B (+/-)</u>	<u>C (+/-)</u>	<u>D (+/-)</u>	<u>F</u>
90% and above	80-89%	70-79%	60-69%	59% or below

Course Outline

The semester will be broken down to the following units:

<ul style="list-style-type: none"> Introduction to Ethnic Studies 	
<ul style="list-style-type: none"> (Unit 1) Who Am I? -- Inventing Images, Representing Otherness 	<ul style="list-style-type: none"> (Unit 2) Where Am I from? -- Ghosts From the Past
<ul style="list-style-type: none"> (Unit 3) Where Am I? -- Representing Sacramento 	<ul style="list-style-type: none"> (Unit 4) Where Am I going? -- Common Goals

Academic Expectations

- We are here to learn together.** We are a community as well as individuals and we should each remember that when engaging in things that distract from that mission, such as texting, eating, drinking, working on other things, sleeping, rude behavior, long walks to the bathroom, etc.
- Every student is expected to attend every class on time every day unless the student is required to be absent for a valid excuse. Truancy, unverified and unexcused absences, excessive absences, and tardies affect the students' education and increase the chances for failure. Tardies interrupt and interfere with the learning environment for all students and the teaching opportunities for teachers. For the rest of the school and district policy on attendance please see the JFK Handbook.
- Students will enter the classroom ready for class. Try to make sure your devices are charged and you have materials to take notes in addition to having the tabs opened for what is necessary for the class period.
- As soon as the bell rings, students will be working on the Warm-Up task.

Behavior Expectations

- Be on time. (Follow up as needed if there are absences or emergencies)
- Be prepared to learn once entering the class.
- Treat others with respect at all times.
- One person will speak at a time. Be sure to take the time to step back and listen.
- Believe in your ability to succeed.



Technology Use (JFK Handbook)

“During [in-person classroom] instructional time, a teacher may grant students use of their cell phone or like device for educational purposes. Any student who violates any term of this policy will have their device confiscated. First time offenders will be placed on an “electronics contract,” and the student can pick up the device at the end of the day from the office. Subsequent violations may carry additional disciplinary consequences and/or require that the parent/guardian pick up the electronic device from the school. **Refusal to comply with confiscation of a device can result in a disciplinary consequence, including suspension.”**

Classroom Materials:

The following materials are recommended in order to be successful. If you are unable to get a supply, please contact the instructor.

<u>Recommended Materials</u>	<u>Optional Materials</u>
<ul style="list-style-type: none"> <input type="checkbox"/> Composition Notebook (2-- 1 for each semester) (or digital equivalent) <input type="checkbox"/> Pencils (2) <input type="checkbox"/> Pens (2) <input type="checkbox"/> Highlighter (2-3 Colors) 	<ul style="list-style-type: none"> <input type="checkbox"/> Colored Pencils <input type="checkbox"/> White-Out <input type="checkbox"/> Different Colored Pens <input type="checkbox"/> Blank Paper