

# Ethnic Studies: Birth of Ethnic Studies

## Lesson Focus Question: What is Ethnic Studies?

### Lesson 1.1: Focus Question – Who are You? What makes you special?

**Method + Principle:**

Investigate personal identity and Empathy

**Operating Pedagogy:**

Provide opportunities for students and teachers to engage in self-reflection and identity construction

- Create spaces for students to examine the multiple parts of their identities and how it connects to power and privilege.

**Key Theme:**

Identity & Narrative

**Outcome:**

Develop connections with classmates and begin to build a sense of community.

**Lesson Components**

- Google slideshow

**Class Time:** One 90 minute block period

### Lesson 1.2: Focus Question –How might understanding of the conditions that lead to the creation of Ethnic Studie a benefit to us?

**Method + Principle:**

Investigate systems of power and transformation

**Operating Pedagogy:**

Examines institutions and systems of power to create curriculum that empowers students.

- Create spaces for students to examine historical events that led previous generations to build hope for the future

**Key Theme:**

Resistance & Liberation

**Outcome:**

To know why Ethnic Studies was created and how it can help us build a more rounded image of historical events.

**Lesson Components**

- The Third World Liberation Front video
- The TWLF Manifesto
- Evidence, Analysis, and Relevance chart

- Cause and Consequence Tree
- Written paragraph answering the focus question

**Class Time:** Two 90 minute blocks

### **Lesson 1.3: Focus Question – Now that I know, what do I do?**

**Method + Principle:**

Investigate

**Operating Pedagogy:**

- Basic understanding of what a historian does

**Key Theme:**

**Outcome:**

To know how to do the job of a historian/ethnographer

**Lesson Components**

- Lost and Found Lecture

**Class Time:** 30 minutes (less time if the class doesn't participate in discussion)

## **Lesson 1.1: Who am I? What should people know about me?**

This assignment will help students understand the importance of establishing their identity in a group as we build community in our classroom. Our names are an incredibly important part of our identity. They carry deep personal, cultural, familial, and historical connections. They also give us a sense of who we are, the communities in which we belong, and our place in the world. This is why mispronunciations, misuse of our preferred/ common names, or misgendering can negatively affect and possibly hurt and impact our sense of belonging.

This first assignment is a way to get students to get to know each other by creating audio-visual representations to introduce themselves to others. You will use the link to a google slide deck for this assignment.

[Google slide deck templates](#)

## **Lesson 1.2: The Third World Liberation Front**

How might understanding of the conditions that lead to the creation of Ethnic Studies be a benefit to us?

The following set of activities helps students explore the events of the late 1960s at local universities that led to the creation of a new academic discipline. They will then make connections from the past to our lives today in order to build a more robust historical narrative.

[Birth of Ethnic Studies Slide Deck](#)

From the SF State College Archives - [The School of Ethnic Studies](#)

[EAR - charts](#)

[Support for assessment paragraph](#)

## Lesson 1.3: The Job of a Researcher

This is a quick mini-lecture that deals with how we all can be historians by simply doing the research. This will lay the foundation for many activities during the duration of our class.

[Lost and Found slideshow](#)

[Lecture note template](#)