



Course Syllabus

Course Title: Ethnic Studies

School Year: 2024-2025

Semester(s): Fall Semester

Grade Level(s): Grades 9, 10, 11, 12

Course Days and Times: Tuesdays and Thursdays, 11:00 am - 12:00 pm PT

Teacher Information

- **Name:** Megan Monroe
- **Email:** megan.monroe@brancheslearning.org
- **Office Hours:** By appointment only
- **Branches Learning Main Office Number:** (323) 955-0114

Class Materials - <https://brancheslearning.org/product/ethnic-studies/#Materials>

Course Description: This one-semester elective course introduces students to African American, Chicana/o/x, Latina/o/x, Native American, Asian American, and Pacific Islander studies, examining their historical experiences, cultures, struggles, and contributions to American society. Through critical analysis, students gain awareness of how identity and bias influence perspectives and actions. Emphasis is placed on understanding historical parallels, fostering inclusivity, and advocating for tolerance in contemporary society.

Course Units

Unit 1: Intro to Ethnic Studies: Identity and History

Students will understand the concepts of identity, intersectionality, and race v. ethnicity v. nationality. Students will deepen their self-understanding, develop a better understanding of others, and recognize the importance of intersectionality in contemporary society. Students will examine a brief overview of the experiences of different ethnic groups in America for historical context. Students will critically examine the historical phenomena of colonialism and empire-building, understanding their ties to white supremacy, racism, and various forms of power and oppression.

Unit 2: Native American/Indigenous American Communities

Students will learn about major historical events/movements that impacted Native American/Indigenous American communities in America. Students will understand the importance of precolonial ancestral knowledge, narratives, and communal experiences. Students will cultivate empathy and cultural understanding by reading first-person accounts from Native American/Indigenous American authors. Students will challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices.

Unit 3: African American and Black American Communities

Students will learn about major historical events/movements that impacted African American and Black American communities in America. Students will understand the importance of precolonial ancestral knowledge, narratives, and communal experiences. Students will cultivate empathy and cultural understanding by reading first-person accounts from African American and Black American authors. Students will challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices.

Unit 4: Asian American and Pacific Islander Communities

Students will learn about major historical events/movements that impacted Asian American and Pacific Islander communities in America. Students will understand the importance of precolonial ancestral knowledge, narratives, and communal experiences. Students will cultivate empathy and cultural understanding by reading first-person accounts from Asian American and Pacific Islander authors. Students will challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices.

Unit 5: Latinx, Hispanic, and Chicano Communities

Students will learn about major historical events/movements that impacted Latinx, Hispanic, and Chicano communities in America. Students will understand the importance of precolonial ancestral knowledge, narratives, and communal experiences. Students will cultivate empathy and cultural understanding by reading first-person accounts from Latinx, Hispanic, and Chicano authors. Students will challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices.

Unit 5: More Marginalized Americans + What's Next?

Students will learn about other marginalized communities in America, and the historical events/movements that have impacted these communities. Students will understand the importance of precolonial ancestral knowledge, narratives, and communal experiences.



Students will cultivate empathy and cultural understanding by reading first-person accounts. Students will challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices. Students will foster collective narratives of transformative resistance, critical hope, and radical healing, envisioning a future grounded in justice and equality for all. Together, they will explore new possibilities for a post-racist and post-systemic-racism society.

Course Expectations

Students are expected to have their materials ready prior to the start of class, arrive on time, and be prepared to participate during each meeting. Students are expected to attend from a quiet place with their cameras on. Students are expected to ask for help when needed, and submit their work in a timely manner. Students are expected to act respectfully toward their peers and educators.

Grading Scale

High School, Grades 9-12

- A = 90% -100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 0%-59%

Final grades are determined by the quality and completion of assignments, attendance, and participation.

Important Branches Learning Policy Information

Camera Policy

Branches Learning requires students to keep their cameras on during live classes unless otherwise instructed by the teacher. Exceptions can be made in rare circumstances if the course teacher, supervising teacher (HST), and the parent all approve a camera waiver.

Headset Policy

Students attending live classes from a shared space must have a headset with a microphone to ensure the class is not disrupted by background noise.

Attendance Policy



Absences must be reported to the course instructor via email or sent to info@brancheslearning.org. Class recordings are available upon requests.

Attendance and participation are part of the final grade. Students who miss more than 40% of live classes may fail the course. Exceptions may be made if a pre-approved plan is in place.

Late Work

Assignments turned in after the due date will result in a lower grade unless pre-approved by the instructor.