



Reynolds High School

Ethnic Studies LA 12

Syllabus



Teacher: Jesse Vella
Room #: 513

Phone: (503) 667-3186 ext. 1035
Email: jvella@rsd7.net

Required Materials:

Every student will be required to have a binder that contains a section for this class. Notebook paper, pencils and pens are required everyday.

Course Requirements:

All students will be held to the highest standard. All students are expected to demonstrate excellence in the following behaviors that will assist you in learning as much as you can this year.

1. Time Management

- Productive use of time will be essential to your success in class, being tardy or having un-excused absences is unacceptable.
- The class period should be used effectively.
- Work must be completed on time.

2. Ability/Willingness to Learn

- Everyone needs to push themselves to develop as learners.
- Daily assignments, projects, and other tasks will be completed; you will be graded based on your proficiency.
- Participation is an important part of learning. Make sure you participate in class activities and discussions regularly.

3. Teamwork/Cooperation

- Everyone's opinion is valuable to our discussions. There will be no negative comments, unconstructive criticism, or inappropriate behavior.
- It is important to work effectively with students, teachers, administrators, and the community.

4. Responsibility

- Everyone will follow the rules in the student handbook and abide by the rules and decisions of the RHS Administration.
- It is your responsibility to keep the room neat and organized to ensure the success of duties and events.

Course Description: This is an intensive, college preparatory reading and writing course with a focus on literacy and composition. We will examine culture and aspects of humanity through texts that attempt to define life as well as texts that present information. Through reading, writing, viewing, collaborative grouping and discussing, we will explore varying themes and issues important to human life. We will define and develop successful individual reading and writing strategies that will strengthen reading and writing skills. This course is designed to help students develop useful reading and writing strategies, critical thinking skills, and to understand the importance of discourse (both verbal and written) in academic and social communities, **and what it means to be literate.**

Units of Study:

This schedule and curriculum will be modified throughout the instructional year to meet the needs of my students.

Semester 1— Introduction & Self-Reflection and Identity Unit

Novels

- ❖ *Always Running* by Luis Rodriguez

Poetry

- ❖ Selections from various contemporary poets, including Alurista, Jimmy Santiago Baca, David Domínguez, Diana Garcia, Corky Gonzalez, Demetria Martinez, Gina Valdez and Ofelia Zepeda

Non-fiction – Criminal Justice

- ❖ *Indian Education* by Sherman Alexie
- ❖ Excerpt from *Living in Spanglish* by Ed Morales
- ❖ *The Puerto Rican Dummy and the Merciful Son* by Martín Espada
- ❖ *Live from Death Row* by Mumia Abu Jamal
- ❖ *Justice: A Question of Race* by Roberto Rodriguez

Contemporary Chicanism@

Non-fiction – Xikanisma and Immigration/Border Issues

- ❖ *How to Tame a Wild Tongue* Gloria Anzaldúa
- ❖ Introduction from *By the Lake of Sleeping Children* by Luis Alberto Urrea
- ❖ *Feminism is for Everybody* by Bell Hooks

Novel

- ❖ *So Far From God* by Ana Castillo

Short Stories

- ❖ *Eleven* by Sandra Cisneros
- ❖ *Thirst* by Margarita Tavera Rivera
- ❖ *Shout* by Dagoberto Gilb
- ❖ *The Magic of Blood* by Dagoberto Gilb
- ❖ *How to Date...* by Junot Diaz

Semester 2— Social Justice Research Project

Topics to include Media, Education, Health, and Poverty

Non-fiction – Emphasis Education

- ❖ Selections from *Savage Inequalities* by Jonathan Kozol
- ❖ *The Manufactured Crisis* by David Berliner and Bruce Biddle
- ❖ “How Did I Get Here” by Rosemary Bray

Our History - Indigenous Roots and The Mexican Revolution

Novels

- ❖ Selections from *Zorro* by Isabel Allende

Non-Fiction

- ❖ *Civil Disobedience* by Henry David Thoreau

Play

- ❖ *Bandido* by Luis Valdez

The Struggle in the Fields – The Farm Workers Movement

- ❖ *The Earth Will Not Devour Him* Tomás Rivera
- ❖ *Address to the Commonwealth Club of California* by Cesar Chavez

Cultural Myths, Archetypes and Icons

Play

- ❖ *Zoot Suit* by Luis Valdez

Short Stories

- ❖ *Never Marry a Mexican* by Sandra Cisneros
- ❖ *La Llorona: Our Lady of Deformities* by Ramón García
- ❖ *Woman Hollering Creek* by Sandra Cisneros
- ❖ *Zigzagger* by Manuel Muñoz
- ❖ *The Moths* by Helena María Viramontes

Poetry

- ❖ Braggadocio Rap/Music
- ❖ *Malinchista, A Myth Revised* by Alicia Gaspar de Alba
- ❖ *Curandera* by Carmen Tafolla
- ❖ *La Llorona* and *What the Curandera Knows* by Diana García

Grading Policy:

Your grade will be determined by both formal and informal assessments. Your final grade will be reported on a traditional A-F scale.

<u>Areas of Grading</u>	<u>Percentages</u>
1. Summative Assessments	100%

Late Work—late work is only accepted if a conversation has happened between you and Mr. Vella. Late work is only accepted if you communicate! Life is complicated, but you must let Mr. Vella know what is going on. Once we communicate about your situation, we can then make a plan that best supports your educational development. This includes re-takes of quizzes and tests.

I have read the above syllabus with my student and understand the requirements.

Student Name

Student Signature

Date

Parent/Guardian Name

Parent/Guardian Signature

Date

I will collect your syllabus, give you credit and then return it.