



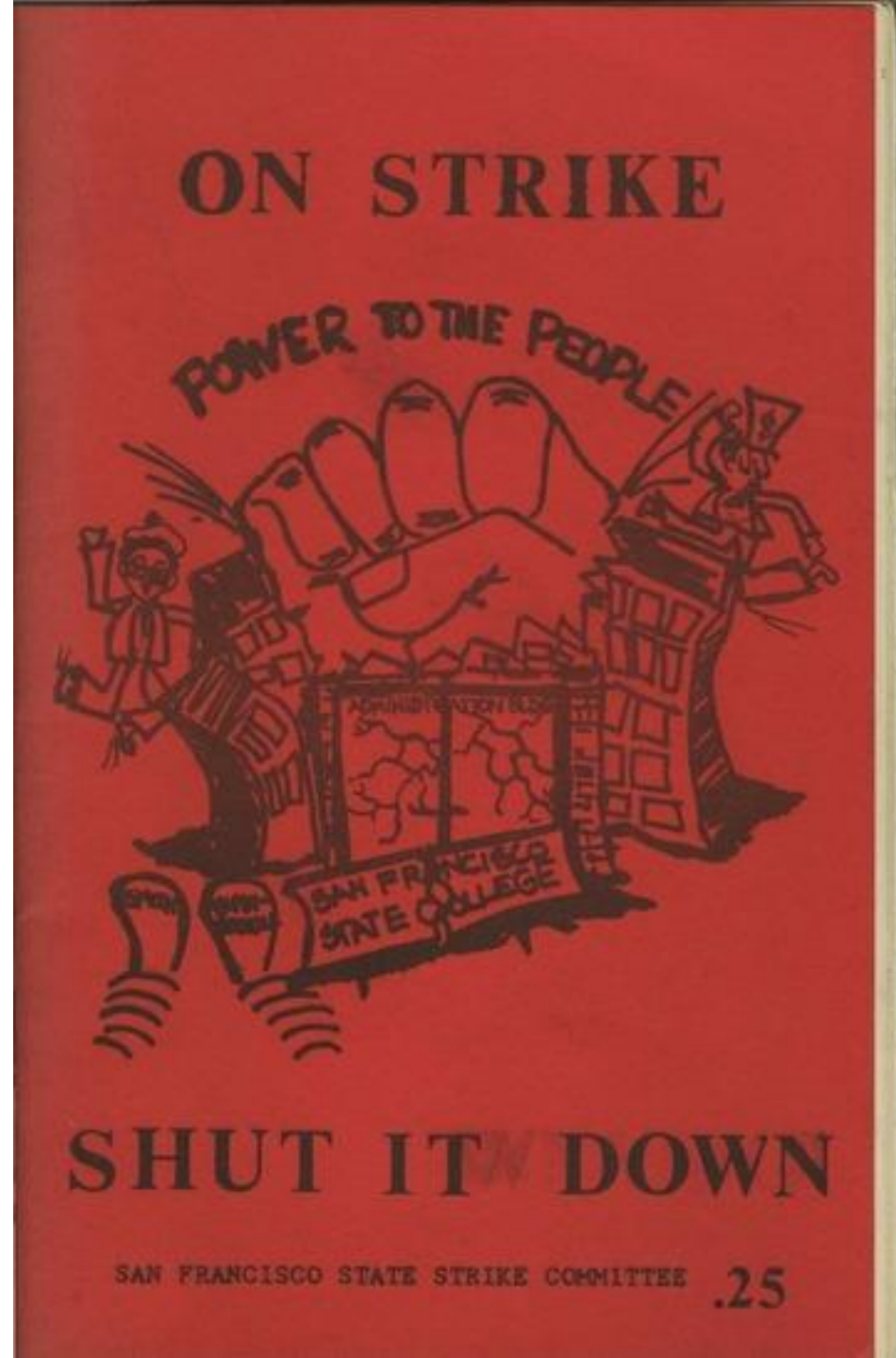
Teaching a Collaborative Ethnic Studies

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Contextualizing Ethnic Studies

- Teaching the curriculum from the margins
- Origin in the 1968 Third World Liberation Front student strikes at SFSC and UC Berkeley
- Creating community knowledge for community empowerment
- Offered in a small but increasing amount of colleges and universities
- Graduation requirement in LAUSD since 2023



KAREN ISAKSEN LEONARD

Making Ethnic Choices California's Punjabi Mexican Americans



Case Study: Teaching South Asian American History

- Who were the first South Asian immigrants to the United States?
- Why did they come to the US? What did they do? What were their lives like?
- Contextualizing Indian migration within the British Empire
- Using the cornerstone text

Immigration, Religion, Multi-Ethnic Identity

- Who is in my classroom?
- Addressing the needs of multi-ethnic students
- Connecting South Asian students to a broader political history of immigration
- Emphasizing the social and spiritual roles of religion (ex. Catholicism and Sikhism)
- The Ghadar Party and political activism in the diaspora



“Dinner for Tiger Joginder Singh,” Amelia Singh Netervala, 1951.
Courtesy South Asian American Digital Archive.

The Imperative of Collaborative Pedagogy

“Education thus becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiques and makes deposits which the students patiently receive, memorize, and repeat. This is the "banking" concept of education, in which the scope of action allowed to the students extends only as far as receiving, filing, and storing the deposits.”

Paulo Freire, *Pedagogy of the Oppressed*, tr. Myra Bergman Ramos

Lessons from the Collegiate Classroom

- Lecturing without “banking”
 - Identifying student strengths as well as needs
 - Guiding peer-to-peer discussion and knowledge-building
 - Motivating independent research
 - Encouraging multidisciplinary
- Pedagogy as liberatory practice
 - What do students want?
 - What do students need in order to get to where they want?
 - Emphasizing community-mindedness, “people power”
 - Creating critical knowledge-building habits