

Title:

Introduction to Ethnic Studies

Length of Course:

Semester

Course #: 3090 TR #3099

Subject Area:

G: College Preparatory Elective

UC honors designation?

No

Prerequisites:

None

Co-requisites:

No

Integrated (Academics / CTE)

No

Grade Level:

9

COURSE DESCRIPTION

Course Overview: Course Overview: In this semester course, students will understand the intersectional themes of indigeneity, coloniality and hegemony to explore issues of self and communal identities, examine intergenerational trauma and foster collective hope and healing. Through an interdisciplinary and critical lens, students will learn from the living legacies of people of color, including Indigenous, African American, Chicana/Latina American/Raza, Asian American, Arab American, Filipinx, and Pacific Islander peoples — as causes of racial and educational justice. Students will also learn from their local communities and interrelated movements for social and environmental justice. Through this, students will gain the knowledge, skills, and dispositions necessary for transformational change through a positive image of self, community, and critical hope for a more just and equitable world.

COURSE OUTCOMES**Guiding Values, Principles, and Outcomes of Ethnic Studies Teaching**

Given the range and complexity of the field, it is important to identify the key values and principles of Ethnic Studies as a means to offer guidance for the development of Ethnic Studies

courses, teaching, and learning. The foundational values of Ethnic Studies are housed in the conceptual model of the “double helix” which interweaves holistic humanization and critical consciousness. Humanization includes the values of love, respect, hope, solidarity, and is based on the celebration of community cultural wealth.

The values rooted in humanization and critical consciousness shape the following guiding principles for Ethnic Studies teaching and learning. These are the guiding values and principles each Ethnic Studies lesson should include. Ethnic Studies courses, teaching, and learning will:

1. *Cultivate* empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and people of color;
2. *Celebrate* and honor Native People/s of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their intellectual and cultural wealth;
3. *Center* and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge;
4. *Critique* empire, white supremacy, racism, anti-blackness, anti-indigeneity, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society;
5. *Challenge* imperialist/colonial hegemonic beliefs and practices on ideological, institutional, interpersonal, and internalized levels;
6. *Connect* ourselves to past and contemporary resistance movements that struggle for social justice on global and local levels to ensure a truer democracy;
7. *Conceptualize*, imagine, and build new possibilities for post-imperial life that promote collective narratives of transformative resistance, critical hope, and radical healing.

~ R. Tolteka Cuauhtin, “The Ethnic Studies Framework, A Holistic Overview” in R. Tolteka Cuauhtin, Miguel Zavala, Christine Sleeter, and Wayne Au, eds. *Rethinking Ethnic Studies* (Milwaukee, WI: Rethinking Schools, 2019), 65–75. ~ Tara Yosso, 2005. “Whose culture has capital?” in *Race, Ethnicity and Education*, 8(1), 69–91. ~ Allyson Tintiangco-Cubales and Edward Curammeng, “Pedagogies of Resistance: Filipina/o Gestures of Rebellion Against the Inheritance of American Schooling,” in Tracy Buenavista and Arshad Ali, eds., *Education At War: The Fight for Students of Color in America* (New York, NY: Fordham University Press, 2018), 233–238.

COURSE CONTENT --

Pre-Unit (Draft): What is Ethnic Studies, why is it needed, and how can we create a more just and equitable world with it?

- **Day 1 Diagnostic Option: *Census, Continents, and E.S. Guidepost Inquiries***
non-graded; just for data/diagnostic, and possibly autoethnographic purposes.
- ***Intro to Humanization: The Ethnic Studies Community Unity and Solidarity Chant - You Are My Other Me***
- ***Intro to Critical Consciousness: The Biological Fallacy of Race and its Social Construction as a Tool of Ideological Oppression***
- **The Real Life Education Situation as Institutional Oppression for Communities of Color: The Education Debt and Opportunity/Achievement Gap; Deficit Thinking and Internalized Oppression; Disconnection/Alienation.**
 - Ladson-Billings Jigsaw Reading; Data/Statistics Set
 - Roots Clip; Lena First Nations Clip; Walkout Clip; School to Prison Pipeline Clip
- **So... What are we going to do about it?**
 - Community Self-Determination; Self-Community Actualization (Maslow/Blackfoot)
 - Use Our Multiple Intelligences and a Growth Mindset
 - Use Our Community Cultural Wealth and Transformational Resistance
- **What is Ethnic Studies and Why Did It Emerge? The Reconnection to Our Education: Ethnic Studies Saves Lives**
 - Reclaiming race as a space of people of color empowerment in the 1960's-today: Black Power, Red Power, Brown Power, Yellow Power, White Allies in Solidarity
 - East LA Clips and/or Reading;
 - TWLF Video and/or Reading;
 - *Students of Color East LA to the Bay: The Birth of Ethnic Studies Role Play*
 - Also serves to introduce to the four racialized groups who birthed Ethnic Studies, its correlation with community movements of color, and shows how many white people are allies in solidarity with people of color and Ethnic Studies, including teachers at our school.

UNIT ONE: Indigeneity & Active Roots (Past, Present, Futurity)

Overview: This unit explores the power of time and place in creating contexts of the present. Students have opportunities to explore the local and Indigenous history of the land that situates their learning while simultaneously unpacking their own complex identities and the processes by which they are constructed. Students are introduced to the founding of the field of Ethnic Studies by youth of color, and their dignified struggle against oppressive schooling, beginning to grapple with the tensions of narratives, definitions, and institutions that shape these processes. Students experience humanizing practices of learning and being that have been present in many Indigenous traditions. Students will also have the chance to deepen their knowledge of their own pre-colonial to recent ancestry and cultural backgrounds in this introductory unit

- **Essential Question(s):** What is Ethnic Studies and how might our participation in the course positively impact our intellectual development, the improvement of our school culture, and increase our community pride? How do we define our various identities: cosmic, global, national, state, local, and ecological communities? How do social constructions affect us and how do we affect social constructions?

- **Signature Assignments:**
 - **Intersectional Rainbows:** Students will rank their various identities with corresponding colored strings to create intersectional rainbows. Gender, race, class, ethnicity, sexual orientation, beliefs, nationality, ability, age, etc. Students will compare and contrast their intersectional rainbows with their peers, while framing their discourse within the intersectionality paradigm as laid out by Kimberlé Crenshaw.
 - **E.N.R.I.C.H. Identity Maps:** Students will examine the acronym E.N.R.I.C.H. and survey its various components: Ethnicity, Nationality, Race, Identity, Culture, Heritage. After having built upon basic definitions and connotations, students will personalize their own E.N.R.I.C.H. Identity Maps to display the social categorizations / various identities they embody.
 - **Letter From an Elder:** Students write a letter to themselves from an elder of their choice. In that letter, their “elder” imparts wisdom and ancestral knowledge. Students reflect on the *cuentos*, *dichos*, and *remedios* that have served their family and share with their peers. They then create a collective mix of elder wisdom.
 - **Lotería Card Project:** Students examine the narratives put forth in the popular Mexican bingo game, *lotería*. After engaging in a thorough critique of its tropes and its messaging, students create a social justice oriented counter-narrative by illustrating their own *lotería* card. Students will also accompany their illustration with a written critique of *lotería* narratives, an

analysis of the importance of counter-narratives, and an introduction to their illustration.

- **Summative Assessment:** 5 paragraph reflective essay focusing on various forms of identity and intersectionality in an educational context. Students will write a response to the following prompt: *What has been the most influential force in developing your educational identity? How do the concepts of identity, intersectionality, socialization, and self determination relate to who you currently are and who you hope to be in the future?*

UNIT TWO: Coloniality, Dehumanization & Genocide

Overview: In this unit, students are reintroduced to the concepts and complex herstories of the dispossession of land from Indigenous peoples, the enslavement of African and Native peoples, the discriminatory and at times genocidal practices of settler colonialism towards cultural and ethnic groups deemed minorities. Students will unpack the legacy and continual impact of these histories within a local context, engaging in reflective dialogue with the community in which they live. Students will explore both the historical and present day erasure of culture and language as well the continual challenges to Indigenous and minority groups' cultural, political, and economic sovereignty and self determination.

- **Essential Question(s):** What is colonization? How has the colonial history of the United States and other areas impacted indigenous and marginalized communities? How does dehumanization and oppression work to maintain systems of dominance?
- **Signature Assignments:**
 - **Place Based Oral History:** Students will identify a family or community member to interview. Through this assignment, students will create interview questions that apply an Ethnic Studies framework to compare & contrast their interviewee's struggles and successes. Students will utilize multimedia technology, and leverage analytical reading and writing skills to help situate the lived experience of a community member within the context of local history. Students will learn and demonstrate historical thinking and narrative writing practices. These oral histories can be collected and connected to the community maps assignment. Collaborative opportunities with local historical societies, libraries, or archives are encouraged to be explored to assist students in the development of these oral histories.
 - **Mock Trial, Genocide of Native Californians:** (Similar to the "Columbus on Trial" activity, could be expanded into "Colonialism on Trial" lesson sequence.) Students conduct a mock trial in which they charge various persons implicated in the crime of genocide against Native Californians. This activity focuses on systems of oppression, using the Spanish mission

system as an example. Students use the language of the United Nations Universal Declaration of Human Rights (UNUDHR) as a guideline.

- **Immigration Storybook:** Students will document the migration journey of an elder or immigrant of their choice and will display their migration narrative in the form of a children's storybook. Students will examine the role immigration systems play in shaping family histories, community wealth, and cultural shifts. Using this critical lens, students will analyze the border politics and coloniality of the U.S.-Mexico border.
 - **Community Asset/Challenge Map:** Students will explore their local communities to identify the assets within them. These assets could include organizations, institutions, or any manner of collective or individual resources, activities, or perceptions of community that positively impact daily life for residents and the broader ecosystem. Students will create an interactive and multimedia map or equivalent geospatial representation that expresses an asset based analysis of the space students live and learn in. Students will also include a critical analysis of equity challenges juxtaposed to the assets on their community map representation. Student created maps can be both individually created or collaboratively constructed as a class.
- **Summative Assessment: Asset Based Local Community History Research Project:** Students will engage in a project based learning experience designed to collect and synthesize local & community histories lost or misrepresented throughout time due to the impacts of settler colonialism. Students will engage in methods that expose them to historical investigation and autoethnographic research through databases, open web queries, archives, oral histories, and interviews. This project will be a student led inquiry into their ancestral legacy and community. This final project can present in a variety of mediums where students develop academic, technical, and artistic skill sets in the completion and demonstration of their learning.

UNIT THREE: Hegemony and Normalization

Overview: This unit continues a critical analysis of power structures and dominant narratives at play in society. Students examine how political, economic, and cultural processes impact individuals and institutions ways that reinforce hierarchical and inequitable systems of power. Students dive deeper into the interplay of these processes to build more complex and nuanced understandings of power, privilege, oppression, and resistance. Finally the unit offers students an opportunity to connect their analysis of power structures to their lived experiences as individuals within the institution of schooling.

- **Essential Question(s):** How do systems of dominance and oppression continue to operate and reproduce themselves in today's current context? How does schooling play a part in the reproduction of societal inequities?
- **Signature Assignments:**
 - **Mock Trial, Mexican Repatriation:** Students conduct a mock trial in which they charge various persons, institutions, and organizations in the illegal mass deportation of Mexicans, Mexican-Americans, and American citizens of Mexican descent during The Great Depression. Using a critical lens, students examine the socio-political motives of this racial expulsion and assess the consequences suffered by marginalized communities in East Los Angeles.
 - **Critical Media Analysis Report:** Students will choose a local, national, or global current event and analyze different media outlets and perspectives on this event. With an emphasis on evaluation of source credibility, bias, narrative framing, and analysis of the broader dominant narratives at work, students will write a comparative analysis of the sources they choose to examine. The report will include their own assertions and commentary on the event and its significance to their own lives.
 - **“Grasping at the Root” School-to-Prison Pipeline / Prison-Industrial Complex Analysis:** Students will conduct a comparative analysis of the school-to-prison pipeline and prison-industrial complex by “grasping at the root” of these two phenomena. Students will examine the historical origins of these trends and survey the hegemonic structure they seek to establish.
 - **Ideal School Project:** Students will collectively design an “ideal school,” they will provide an in depth analysis of Paulo Freire’s “10 tenants of the banking model of education ” and will curate new guidelines for a liberatory, humanizing education. Students will assess student-staff

relations, social stratification in learning institutions and disciplinary methods in schools.

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- **Summative Assessment: A Different Perspective Essay:** Students will attempt to synthesize their understanding of the power of dominant narratives throughout history and current day mass media platforms and their importance in reproducing stereotypes that impact social policy and perception. Students will choose a single narrative about a historical event or stereotype about a group in society that they have been affected by and write a reflective essay examining their biases and actions. They will be encouraged to pose alternative explanations and questions to help them imagine a more complex narrative that is more informed by research and first hand experience with an intention to understand and value real or perceived differences.

UNIT FOUR: Decolonizing, Regeneration, and Transformational Resistance: This unit aims to bring together a deepened sense of critical consciousness and agency for students as they move towards a culminating community action research project. Students will explore the concept of transformational resistance to oppression through examination of the myriad of ways humans have expressed self determination and critical hope in the contexts of domination.

- **Essential Question(s):** How can education lead towards transforming both individuals and institutions to be more equitable and justice oriented? What challenges and opportunities exist in your communities and how can you be an agent of change?

- **Signature Assignments:**
 - **Art As Resistance:** Students will survey resistance art created by scholar-activists, organizers, and creatives. This can take the form of graffiti, songs, *actos*, and other pieces created to resist oppression, call attention to injustice, and foster critical consciousness. Students will survey this art juxtaposing the “four I’s of oppression” with a liberatory and regenerative framework.
 - **Cultural Pop-Up Book Project:** After reading and analyzing a self chosen work of underrepresented, misrepresented, or banned cultural literature, students will create a popup book that analyzes and celebrates their own shared heritage with that of the author. The pop up books will first center on a historical and literary analysis of their chosen text. Then students will construct pop up books that speak to the ways in which this literature has survived and thrived in marginalized cultural spaces. Students will be encouraged to draw upon their own experiences and family/cultural traditions to construct a pop up book that celebrates their own “funds of knowledge” and communicates an empowered narrative.
 - **Qualitative/Quantitative Survey OR Cost Benefit Analysis Infographic:** Students will formulate and conduct original research that helps them analyze a chosen issue of equity and injustice in their community. Students will learn how to create research and survey questions, understand bias, and conduct community based action research. After collecting and analyzing data from the community, students will design and create an infographic that helps communicate their findings with a broader audience.

- **Summative Assessment: Y.P.A.R. Project:**

Students will engage in a self determined action research project that centers on a local issue of importance. Students will draw on their semester’s work of collecting local stories and identifying community issues to design an action plan to address one of their main concerns. Students will utilize a participatory action research methodology to design awareness and/or solutions to a specific community concern. This campaign will be shared beyond the classroom and will offer students opportunities to act with agency in local spaces and critically reflect on their experiences.

Course Resources:

Selected Chapters and Excerpts from Texts:

- In Cuauhtin, R. T., In Zavala, M., In Sleeter, C. E., & In Au, W. (2019). *Rethinking ethnic studies*. Milwaukee, Wis: Rethinking Schools Press.

- Zinn, H., & Arnove, A. (2017). *A people's history of the United States*. New York: Harper Collins
- Freire, P., Ramos, M. B., Macedo, D. P., & Shor, I. (2018). *Pedagogy of the oppressed*. New York: Bloomsbury Academic
- Bigelow, B., & Peterson, B. (2002). *Rethinking globalization: Teaching for justice in an unjust world*. Milwaukee, Wis: Rethinking Schools Press.
- Dunbar-Ortiz, R. (2015). *An indigenous peoples' history of the United States*. Boston Beacon Press.
- Davis, M., Akers, C. J., & Smith, M. F. (2011). *No one is illegal: Fighting racism and state violence on the U.S.-Mexico border*. Haymarket Books
- Mize, R. L. (2018). *Latina/o studies*. Polity.
- Hooks, B., & Henry Holt and Company. (2006). *Killing Rage: Ending racism*. New York: Henry Holt and Company.
- Anzaldúa, G. (2012). *Borderlands: The new mestiza = la frontera*. San Francisco : Aunt Lute Books
- Gonzales, R. C. (1967). *I am Joaquin: An epic poem*. La Causa Publications.
- Yosso, Tara J., & Yosso, Tara J. (2006). *Critical race counterstories along the Chicana/Chicano educational pipeline (Teaching/learning social justice)*. New York: Routledge.

Scholarly Articles:

- Yosso, T. J. (January 01, 2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, 8, 1, 69-92.
- Solorzano, D. G. D. D. B. (October 01, 2001). Examining transformational resistance through a critical race and LatCrit theory framework: Chicana and Chicano students in an urban context. *Educational Administration Abstracts*, 36, 4, 411-568.

Journalistic Articles:

- Washington trained Guatemala's killers for decades. (2019, January 24). *The Nation*. <https://www.thenation.com/article/archive/border-patrol-guatemala-dictatorship/>
- *Border patrol beat, sexually assaulted, and denied medical care to immigrant children, ACLU says* — CORRECTED IMAGE. (2018, May 25). *Vice*. https://www.vice.com/en_us/article/4353eq/border-patrol-beat-sexually-assaulted-and-denied-medical-care-to-immigrant-children-aclu-says?fbclid=IwAR3NB4mWqBobxioxGHH4BB5VHmbVkgQl0wJwKofw6lecSwkUX-IBlnXN4wk
- *U.S. placed immigrant children with traffickers, report says*. (2016, January 29). *The New York Times - Breaking News, World News & Multimedia*. <https://www.nytimes.com/2016/01/29/us/politics/us-placed-immigrant-children-with-traffickers-report-says.html>
- *ICE detention center says it's not responsible for staff's sexual abuse of detainees*. (2018, November 6). *American Civil Liberties Union*. <https://www.aclu.org/blog/immigrants-rights/immigrants-rights-and-detention/ice-detentio>

