

# Ethnic Studies: World Geography

**Course Title:** Ethnic Studies: World Geography

**Length of Course:** Full Year (Two semesters)

**Subject Area:** World Geography, College Preparatory Elective “g” Credit – History/Social Science

**Discipline:** Social Studies

**Environment:** Classroom-based

**Honors:** None

**Grades:** 9-12

**Prerequisites:** Not required

## Course Overview

Students in this course will analyze the patterns and processes by which humans use, react to, and modify their environment in the modern world with an emphasis on interdisciplinary strategies that highlight the plight of peoples traditionally marginalized in high school curriculum.

Students engage with case studies, textbook readings, historical documents, peer-reviewed studies, social media, music, and various types of visual art to understand the development of today’s modern cultural landscape. Students will collaboratively explore media, engage with classroom discussions and Socratic seminars, participate with related community projects, produce organized and aesthetically professional presentations, and synthesize and evaluate proposals to solve social and political problems facing the world today. A high emphasis is placed on encouraging interdisciplinary analysis to place a student’s outside knowledge into the framework provided by this course and bringing their own perspectives to the content. Students practice their digital literacy through analyzing multiple sources and develop skills in graphic design through creating slideshows, videos, and webpages. Writing skills are reinforced through free-response opportunities, journals, and written group discussions.

This course utilizes an Ethnic Studies lens in presenting pertinent artifacts, mentifacts, and sociofacts which shape the diffusion of culture across the global landscape. Political and social hegemonies between cultures of power and indigenous groups are studied to develop empathy for individuals and groups as well as to challenge established stereotypes and Eurocentric perspectives of disputes between cultures of power and populations. Social engagement is fostered through community centered Project-Based Learning or Action Civics (Mikva Challenge).

## Core Texts:

- *Consumed* by Aja Barber
- *Rethinking Globalization* by Bill Bigelow and Bob Peterson
- *A People's Guide to Orange County* by Elaine Lewinnek
- Chu, Gregory H., et al. *myWorld Interactive: World Geography*. 2019.

## Introduction: Introduction to Ethnic Studies and Geography

The preface for this course introduces students to the terms, themes, and concepts that this class will study throughout the year including an introduction to the discipline of Ethnic Studies in general. The themes that will be introduced will include the global hegemony of Western Civilization, lack of awareness of the condition of communities of black, indigenous, and other people of color, and different forms that colonialism and imperialism can take. Ethnic studies concepts that will be introduced will include “the four I’s of oppression”, intersectionality, the master narrative, and SAUSD’s Six Pillars of Ethnic Studies. Students will appreciate the aboriginal peoples of Orange County, learn about their existence before European colonization, and acknowledge the land and territory of the Acjacheman and Tongva peoples.

Topics to be introduced include:

- race
- racism
- colorism
- ethnicity
- bias
- white privilege
- white supremacy
- colonialism
- postcolonialism
- neocolonialism
- more developed countries
- less developed countries
- the Brandt Line
- core and peripheral areas
- indigenous people
- communities of color
- cultural landscapes
- location
- region

- toponyms
- culture
- country
- nation
- continent
- state
- territory
- sovereignty
- environmentalism
- urbanization
- industrialization and consumerism

Students will discuss their own experiences with concepts such as racism and instructors will provide modern contexts for students to engage with how these concepts are related to the student's daily life. For example, an exploration of colorism will challenge the normalization of the master dominant narrative concerning standards of beauty. Lastly, this unit will introduce the five themes of geography; movement, region, human-environment interaction, location and place. Students will understand that the further units in this course will explore those themes of geography through the lens of Ethnic Studies that was previously introduced.

Supplemental Resources:

- *Rethinking Globalization*: Chapter 1 "Introduction"
- *Rethinking Globalization*: Chapter 2 "Legacy of Inequality"
- [OCDE: NATIVE AMERICAN PEOPLE of Orange County](#)
- [The Four I's of Oppression](#)
- [The Four I's of Oppression Lesson Plan](#)
- [SAUSD Six Pillars of Ethnic Studies](#)
- [Imperialism: Crash Course World History](#)
- [Race: The Power of an Illusion](#)
- [Colorism](#)
- [Frantz Fanon's Contribution to Postcolonial Criticism](#)
- [The Roots of Colorism, or Skin Tone Discrimination](#)
- [Racism in a Chinese Laundry Ad](#)
- [Re-civilize Yourself Ad](#)
- [White is Purity Ad](#)
- [James Corden Gets a Lesson on White Privilege](#)
- [10 Examples of White Privilege](#)
- [What is neocolonialism?](#)
- [Nigerian Oil and the Disappearing Money](#)

- [Neocolonialism Fuels Your Car](#)

#### Essential Questions:

- Who are the indigenous people of Orange County? What was their traditional way of life?
- How do the Four “I’s” of Oppression differ, and how are they interrelated?
- How does Ethnic Studies differ from the traditional pedagogy presented in U.S. public schools?
- How can the Five Themes of Geography intersect with the Six Pillars of Ethnic Studies?
- Even if many European countries no longer physically occupy their former colonies, what are some lasting ways that colonization continues to affect nations of color?
- What is the history of colorism and what are its effects?
- How do insecurities in regards to self-image affect communities of color?
- What role does white privilege play in the disenfranchisement of the perspectives and challenges of communities of color?
- What examples of racism, colorism, or white supremacy in your daily life around Santa Ana?

#### Performance Task:

- Groups of 3 to 4 students will select at least two of the introductory topics and create a Wakelet that has the following information:
  - Definition of the topics
  - Current examples of the topics found in articles, videos, and/or visuals
  - Historical examples of the topic found in articles, videos, and/or visuals
  - Create a one page poster using Canva

## Unit 1: Indigenous Impact on the Modern Landscape

The focus of Unit 1 is to introduce the concept of the cultural and physical landscape of the United States of America and increase the student’s appreciation of pre-colonial roots that have affected the modern landscape via an exploration of the etymology of modern toponyms and cartography in an attempt to advance the cultural perpetuity of America’s first nations. An additional focus will be paid to how issues of land control and ownership affect indigenous populations across the world. Students will explore the role that white supremacy played in the ethnic cleansing of Native Americans that forced them onto reservations on the poorest land in the country and how those actions continue to keep indigenous populations in poverty today. The Fort Laramie Treaty will be studied as an example of how the sovereignty of Native Americans was not

respected by the American government even when that government had guaranteed their sovereignty in writing. The concepts of toponym, relative and absolute location will be introduced to help students practice locating important sites across the cultural landscape. Students will develop empathy for the indigenous Americans who faced cultural genocide as their traditional toponyms have been corrupted and appropriated. Students will also understand the organized genocide of Native Americans in California. This unit will examine location and place through an ethnic studies lens.

#### Supplemental Resources:

- Map: [Aborigines Protected Areas](#)
- Map: [US Reservations](#),
- Map: [Brazil Reservations](#)
- [Smithsonian: In 1868, Two Nations Made a Treaty, the U.S. Broke It and Plains Indian Tribes are Still Seeking Justice](#)
- [Native Land Digital](#)
- [Native Land Teacher Guide](#)
- [“Who Owns the World's Land: A Global Baseline of formally recognized indigenous and community land rights” Rights and Resource Initiative September 2015](#)
- [How to Lie With Maps- Mark Monmonier](#)
- [Indian Maps, Mapping, and Geographic Knowledge/ Library of Congress](#)
- [Denali and America's Long History of Using \(or Not Using\) Indian Names](#)
- *An American Genocide* by Benjamin Medley
- [California Place Names with Native American origins](#)
- [Colonial and Indigenous origins of state names in the USA](#)
- [State Names with Native American Origins](#)
- [Seattle was named after a tribal chief. Now his descendants own less than an acre of city land.](#)
- [Local Native Names Define Our Region](#)
- [Cities/Towns Named for Native American Indian Chiefs](#)
- [LARGEST U.S. CITIES WITH A NATIVE-AMERICAN NAME](#)
- [INDIGENOUS ERASURE IN PLAIN SIGHT: PLACE NAMES IN NEW ENGLAND](#)
- [Native American Cultural Influences on the United States](#)

#### Essential Questions:

- In what ways is Native American culture reflected in modern toponyms?
- How does spatial analysis shed light on current social problems of Indigenous People and their historical antecedents?
- What is cultural appropriation? What examples? Who benefits and who is negatively impacted?

- Why did colonizers decide to place indigenous reservations in the places that they did? Who benefits and who is negatively impacted?
- Is the ability to build gaming casinos on reservations a benefit or a detriment?
- What contributions did Native Americans make to American cartography?
- What famous place names are derived from the cultures of native inhabitants? What processes have erased some of the original place names in America?
- What are the federal regulations around recognition of a Native American tribe? Who benefits? What are the consequences?

Essential Questions for “Maps: American Indian, Aborigines, and Indigenous Brazilian reservations”:

- Are there any geographical similarities between lands designated for indigenous use in the various countries? Why might these similarities exist?
- What historical similarities do the three countries shown have in common in terms of their indigenous peoples?
- What role does the spatial placement of indigenous people play in their current relative socio-economic status in their states?
- How can choropleth and cartogram maps present misleading narratives about the status of indigenous peoples in America?

Essential Questions for “Who Owns the World’s Land”:

- Which areas of the world have the highest levels of indigenous land ownership and control? Why?
- How have indigenous people tried to make use of undesirable land allocated to them by governments?

Performance Task:

- Students will compile examples of Native culture or identity that they see used in everyday life. Examples could include school mascots (Indians), sports teams (Chiefs), stores, brands (Pemmican Beef Jerky, American spirit tobacco), clothes (moccasins), culture (spirit animals, dream catchers), movies, cars (Jeep Grand Cherokee, Dodge Dakota, Indian Motorcycles), currency (Sacagawea coin), tattoos, toponyms, or language (“low man on the totem pole”, “off the reservation”, “too many chiefs not enough Indians”).
- Teachers will facilitate a discussion on whether these items are appropriated or if they are being used with appropriate reverence and appreciation of the culture. Students will also identify and discuss how Native people have engendered the cultural perpetuity of their own customs.
- Students will write and present a 1-2 minute expository presentation on why Native American culture should be not appropriated.

## Unit 2: Colonialism's Impacts on Migration

Unit 2 will focus on the geographical theme of movement in relation to the ethnic studies perspective. The concept of migration will be introduced and focus on the avenues through which colonial empires have maintained hegemonic influence over flows of migration within nations and internationally around the globe through genocides, tourism, wars, neocolonialism and settler colonialism. Through case studies, the role of Europe will be as the root cause and final destination of Africa's swelling refugee population.

Special attention will be paid to the colonial impact forced migrations have had on marginalized populations as well as study of the patterns of how refugee populations create new lives socially and economically in their new homes. Case studies of countries in the Middle East will be used to illustrate modern migration flows and to illuminate the struggles of the vulnerable populations that must emigrate to find employment opportunities. Lastly, circular migrations, such as tourism will be explored to discover the migratory impact on the underserved native populations in tourist areas as wealthy travelers use scarce resources during their vacations.

Supplemental Resources:

- [\*\*Introduction to Human Migration\*\*](#)
- [How Ecotourism harms indigenous communities](#)
- [Tourism causing trouble: Commercializing Costa Rica's last tribe](#)
- [The precarious balancing act facing Jamaica](#)
- ["Welcome to Jamrock" - Damien Marley](#)
- [ADUMU SAFARIS CHAMPIONS MAASAI RIGHTS AND EQUITABLE TOURISM](#)
- [\*\*UNHCR Refugee Statistics\*\*](#)
- [130 years ago: carving up Africa in Berlin](#)
- [\*\*Colonial Borders in Africa: Improper Design and its Impact on African Borderland Communities\*\*](#)
- [\*\*Europe's Migration Crisis, or Open Borders as Reparations\*\*](#)
- [Why Refugees Need More Than Just Immediate Employment](#)
- [\*\*Firing Zone 918\*\*](#)
- [\*\*Sealed Off and Forgotten: What You Should Know about Israel's 'Firing Zones' in the West Bank\*\*](#)
- [Middle East migration patterns defy generalization](#)
- [What is the Kafala system?](#)
- [Vice: Migrant Workers in Lebanon are Trapped in a Racist System](#)
- [20th-Century Slavery Was Hiding in Plain Sight](#)
- [Pogroms and Russian Jewish Immigrants](#)

### Essential Questions:

- What are the main reasons that a people might emigrate?
- In what ways has European colonialism manufactured the refugee crisis we see around the world today?
- What responsibility do European countries possess for issues of violence and poverty in Africa resulting from the arbitrary borders imposed by the colonial powers?
- How do wealthy tourists unknowingly harm the cultures and environments of native residents of the countries that they visit?
- Why do immigrants to America and Europe tend to occupy the lowest paying jobs and social strata?
- How have American hegemonic actions resulted in compelling communities of color to relocate around the world and how have these communities been oppressed during and after these migrations?
- How has the settlement of Israelis after WWII changed the socio-economic status and sovereignty of Palestinians over time?
- What are the similarities and differences between the migrations forced by European colonialism during the 19th and 20th centuries and the current migration patterns to Middle Eastern countries like the UAE, Jordan, Saudi Arabia, and Lebanon?

### Performance Task(s)-Students will select 2 of the tasks to complete:

- Students will create maps that illustrate the flow of people from Asia, Africa, the Middle East, Latin America, and Europe to countries different from the land of birth over the last 50 years.
  - Students will then research and create a Google Slide presentation that displays the various reasons people migrate to other countries over the last 50 years.
- Students will create a 45 second to 1 minute Public Service Announcement (PSA) on Flipgrid that points out the unknowing harm to cultures and environments created by tourism.
- Students will either pair up or work independently to create a children's book that tells the story of a young immigrant and their families journey to their new country. The story must include:
  - The conditions that encouraged the family to flee.
  - How did they get to their destination?
  - What did they face once they arrived?
  - What does the young immigrant see as the future for their family?

## Unit 3: Syncretism and Destruction—Colonialism and Culture

This unit focuses on the themes of place and human-environment interaction through an ethnic studies lens. European colonial influence is not limited to physical and political consequences in geography. This influence has also caused the desecration and vandalism of ethnic traditions around the world. Unit Three explores the rich cultural landscape across our planet focusing on the syncretism of fashion, music, food and art that has globally emerged as a reaction to the damage caused to indigenous cultures due to destructive influences of European colonizers. For example, the German genocide of the Herero people of Namibia and the Belgian genocide of the Congolese will be studied to see how these people have fought back against these imperial hegemonies through the power imbued culturally in fashion. Even today, makeup for black communities is sometimes locked behind plexiglass in stores while white products are more easily available.

Students will also discuss the process by which privileged colonial populations erase the memory of indigenous origins of popular culture. Unfortunately colonizing influence on culture has not always been syncretic, and so this unit will also investigate instances of the complete destruction of culture brought on by imperial influences around the world. The Hijras in India will be used as an example of how British colonization criminalized the traditional role of transgendered people in Indian society. Emphasis will be made on using critical analysis to determine how eurocentric perspectives, spread by colonial enterprises like the Crusades, have muddied and marred the original representations of indigenous cultures in the Bible.

Cultural imperialism, through Western media, will also be addressed through the misuse of Kiswahili in popular Disney films. In addition, special focus will be given to indigenous people's struggle with religious and linguistic sovereignty in places like China, Australia, Canada and Myanmar due to persecution by the invading force of popular religion.

### Supplemental Resources:

- *Rethinking Globalization*: Chapter 6 “Just Food”
- *Rethinking Globalization*: Pg. 43 “1562 Conquistadores Destroy Native Libraries”
- *Rethinking Globalization*: Pg. 292 “TV and the Cloning of Culture”
- *Rethinking Globalization*: Pg. 300 “Masks of Global Exploitation”
- *Rethinking Globalization*: Pg. 308 “Rethinking Primitive Cultures”
- [“The Way We Lived: California Indian Stories, Songs and Reminiscences” Edited By Malcolm Margolin](#)

## Cultural Destruction and Cultural Appropriation

- [Video: On ISIS Destruction](#)
- [Vandals Deface 'Irreplaceable' Native American Rock Carvings in Georgia](#)
- [Maui Petroglyphs Damaged in Paintball Attack](#)
- [The U.S. has spent more money erasing Native languages than saving them](#)
- [How to save a language from extinction | Daniel Bögre Udell](#)
- [Here's How America Destroyed Hawaiian Culture](#)
- [Chief of Cherokee Nation Says 'It's Time' for Jeep to Stop Using Name](#)
- [Aboriginal Car Names](#)
- [Why so many Americans think they're part Cherokee](#)

## Religion

- [The long history of how Jesus came to resemble a white European](#)
- ["Is This the Real Face of Jesus?"/ The Daily Mail](#)
- [Yoruba Religion of Southwestern Nigeria](#)
- [What is the Yoruba Religion?](#)
- [Japan: Where Gods Aren't Gods and Worshipers Aren't Religious \(Shinto Explained\)](#)
- [Native American Cosmology](#)

## Food

- [Native American foods: History, culture, and influence on modern diets](#)
- [How the Potato Changed the World](#)
- [The Man Who Relives Slave History Through Food](#)
- [The Cooking Gene by Michael Twitty](#)
- [Would you eat recycled landfill meat? - BBC News](#)
- [Agricultural Hearths- From "Human Geography for the AP Course" - Hildebrandt, Lu, Keller, Neumann](#)

## Language

- [Swahili: East Africa's Lingua Franca](#)
- [The Misuse of Kiswahili \(Swahili\) in Popular Culture](#)
- [Interesting Facts About the Swahili Language and Culture](#)
- [Celtic Revival In Ireland](#)
- ["Easier Said Than Written: Aboriginals of the Arctic share a language, but not a script"/ The Economist](#)
- [The Fight to Save the Dying Languages of Alaska](#)
- [UN Declaration on the rights of Indigenous People](#)
- [Indigenous Australians had their languages taken from them, and it's still causing issues today](#)

## Fashion

- [Fashion's Crippling Impact On The Environment Is Only Getting Worse \(HBO\)](#)
- [Bangladeshi garment worker seeks better life for daughters](#)
- [Why You'll See Victorian Style Herrero Dresses in Namibia](#)
- [What is a Sapuer?](#)
- [Folk vs. Popular Clothing Slide](#)
- [My Culture is Not a Costume](#)
- [The Daily Show: Cultural Appropriation](#)
- [Why Japanese Women are Dressing Like Cholas](#)
- [People share photos of beauty products aimed at Black people LOCKED in cases and chained up to call out stores for racism](#)
- [Nivea wants Africans to “visibly lighten” their skin in another of its racially controversial ads](#)

## Outcast Groups

- [The Ethnic Cleansing of the Rohingya](#)
- [World Directory of Minorities and Indigenous Peoples](#)
- [Minority Rights: Muhamasheen](#)
- [Poverty Kills: The Yemenis defusing missiles for money.](#)
- [Minority Rights: Dalits](#)
- ['Dalits are inferior' Video](#)
- [India's Transgender Community: The Hijras](#)
- [The Long history of criminalizing hijras](#)
- [The Genocide of Hawaiians](#)

## Essential Questions for Fashion:

- How did the Herrero people use fashion to take back power after the German's brutal genocide of the Herrero people in Namibia?
- In what ways are the traditions of the Sapuers in Congo a reaction to the brutal treatment of Africans by Belgian imperialists?
- How do populations of color use code switching to deal with the inherent racism of “standard” forms of language brought by imperial influences?
- How have the agricultural contributions of native Americans been appropriated by European cultures?
- How does the modern concept of “fast fashion” continue the traditions of Western nations stripping less developed countries of their resources, underpaying for their labor, and appropriating their cultures?

#### Essential Questions for Religion:

- How did the conquest of the Middle East by Europeans during the crusades allow for the distortion of the indigenous origins of the Bible's central figures?
- How has cultural diffusion by imperialism "white washed" the portrayal of the world's two largest religions of Christianity and Islam?
- Explain the process by which the coercive conversion tactics of European missionaries led to the Biafran War resulting in the deaths of thousands of Nigerians.
- What did Native American spiritual practices look like before the conquest of Europeans?

#### Essential Questions for Language:

- What rights do indigenous people have regarding language? How are these rights still being violated today?
- What are some ways that imperial powers have tried to eradicate native languages?
- How does the popular culture (i.e. movies and media) of America corrupt native languages that have managed to survive the onslaught of globalization?
- What have native Irish speakers done to combat the destruction of their language by English conquerors?

#### Essential Questions for Food:

- What was the experience like for African slaves that had to cook meals for their white enslavers in the colonial South?
- How has poverty, brought on by previous occupations by European colonizers, affected the dietary habits of the people in the Philippines?
- How has American culture appropriated the foods of Native Americans?

#### Essential Question for Outcast Groups:

- How did the British occupation of India contribute to transphobia in that region?

#### Performance Task:

- Students will form groups consisting of 4 to 6 individuals and will be randomly assigned to become the experts on one of the following topics:
  - Cultural Destruction and Cultural Appropriation
  - Religion
  - Food
  - Language
  - Fashion
  - Outcast Groups

- Within each group, each student will select two sources to read, or watch, and write a document that answers the following questions:
  - What was the source about?
  - What are 3 interesting facts you learned from the source and why did you find them interesting?
  - Why is the information from this source important?
- From that information, each student will create a 2 to 3 minute presentation. Each student will take turns presenting within their group. Encourage the other members of the group to help craft the presentation. Maybe they can offer information they learned from their sources.
- Then, one member from each group will come together to create a new group. For example, the new group should include a member from the cultural destruction group, the religion group, the food group, the language group, the fashion group, and the outcast group.
  - Each member of the new group will take 2 to 3 minutes to present the information they gathered from their sources.
  - The group will now create a Google Slide presentation. Each group member will be responsible for one slide of the presentation. The slide will have a title, highlights from their readings, and a visual representation.

## Unit 4: How Political Geography Marginalizes Minority Groups

This unit emphasizes the theme of region through an ethnic studies lens. Unit 4 focuses on how the distortion of arbitrary geographic borders by Western colonial powers has caused famines, political corruption, and internal and external strife for first nations. The cause of the weakened and corrupted states of African democracies will be traced to the imperial legacies of European countries in Africa starting with the Berlin Conference of 1884-1885. Students will see how the short-sightedness of British established borders between Sudan and Egypt have left the indigenous peoples living in Bir Tawil stateless. Further explorations of African political geography will show how African indigenous ethnic groups have been splintered by the arbitrary divisions devised by the imperialist Europeans. Tribes and families with long historic ties were instantly politically segregated and other hostile groups were forced together to form the new nations of Africa.

Similarly, the plan by the United Nations to divide Palestine between Jewish and Palestinians areas will be critiqued. State sanctioned violence against Palestinians, Rwandans, and Kurds will be placed in their proper context as consequences of European imperial nation-making and specifically, the eugenic principals of Nazi

imperialism will be studied as an antecedent of Hutu racism during the Rwandan genocide.

Supplemental Resources:

- [Fragile States Index](#)
- [The long-run effects of the Scramble for Africa](#)
- [Bir Tawil: The Land No Country Wants](#)
- [Bir Tawil on Map](#)
- [The Ababda Tribe in Egypt: On the Desert That Suffocates Its Residents](#)
- [Auschwitz to Rwanda: the link between science, colonialism and genocide](#)
- [The Rise of Border Imperialism](#)
- [A people without a state: The Kurds' long and violent search for a home](#)
- [Who are the Kurds and why don't they have their own country? | DW News](#)
- [Hmong Timeline](#)
- [The Hmong and the Secret War](#)
- [Who are the Uyghurs and why is China being accused of genocide?](#)
- [The Israel-Palestine conflict: a brief, simple history](#)
- [UN agency: Israel's Gaza blockade has devastated economy](#)
- [How Israel's Blockade On Gaza Forced Palestinian Fishermen Inland](#)

Essential Questions:

- How has colonialism led to corrupt and ineffective governments in less developed countries around the world?
- How has the colonialism of Great Britain led to the political isolation of the Ababda tribe in Bir Tawil?
- Who's fault is it that the Kurds do not have their own nation state? What responsibilities does the United Nations have in solving this crisis?
- How has China's reluctance to recognize their indigenous population led to human rights violations?
- How has British Imperialism led to violent conflicts over issues of religious spaces, resources, and sovereignty in Palestine?
- Why has Israel blockaded the Gaza Strip and how does this blockade affect the livelihoods of the Palestinians in that region?

Performance Task:

Students will compare modern political maps of California and specifically Santa Ana to maps showing the traditional territorial claims of the indigenous peoples that came before European colonization. Students will reflect on the similarities and differences between the colonial political borders and traditional indigenous borders in America to the imperialistic political borders and traditional indigenous borders of Africa. Students,

in a video, essay, or other medium, will attempt to answer the question, “Would it be beneficial to the respective societies of America and Africa to incorporate some traditional borders in the 21st century?”

## Unit 5: The Environment and Vulnerable Populations

This unit will focus on the theme of human-environment interaction through an ethnic studies perspective. Unit 5 analyzes the environmental consequences of systemic European colonization in which imperial powers have sought to exploit the natural resources of their colonies to fuel their industrial development. This unit will trace the path of this type of historic environmental exploitation to the modern day situation in which formerly imperialist nations continue to exploit the environment of their former colonies as destinations for the mammoth amounts of waste (electronic and otherwise) that modern urbanization requires.

The content of Unit 5 centers on the ways that waste and pollution from the developed world influence the physical environment that indigenous and people from less developed countries must contend with. Students will study commodity chains that connect the massive amount of electronic refuse in Ghana and waste in the Philippines to the wasteful inefficiency of consumerism in Western nations. In addition, this unit will also illuminate the ways that indigenous populations are forced to harm their own environment to fuel the industry of more developed nations through the use of artisanal gold mining, slash and burn agriculture, and monocropping.

Students will also investigate how the use of agricultural products made by global corporations on plantations can be harmful to the long term health of indigenous landscapes. Furthermore, analysis will be undertaken of the effects of global warming, caused by Western industry on smaller nations like Tuvalu and Kiribati which have already started to disappear due to rising ocean levels. Lastly, the unit will explain the impact that tourism from Western countries has on the impact on the flora and fauna that are intrinsically tied to the cultures of native peoples.

### Supplemental Resources:

- *Rethinking Globalization*: Chapter 7 “Culture, Consumption, and the Environment”
- *Rethinking Globalization*: pg. 287 “Capitalism and the environment”
- *Rethinking Globalization*: pg. 245 “Facing the Farm Crisis: How Globalization Hurts Farmers and Destroys Farm Communities”.
- [Consumed by Aja Barber](#)
- [Turning Up the Heat: Climate Change, Fragility, and Conflict](#)

- [Team Lioness: Maasai women defy gender norms and find they have an advantage as anti-poaching rangers](#)
- [Coffee Explained Video](#)
- [“From Mocha to Java: The Coffee Story”/ Cheryl Jenkins Guy](#)
- [Chocolate production linked to increased deforestation in poor nations](#)
- [Various Maps: Where Cash Crops are Grown](#)
- [Coffee Commodity Chain](#)
- [Coffee Importers and Exporters Map](#)
- [Food and Agriculture Organization of the United Nations](#)
- ["Ghost Boats": How A Secret Chinese Fishing Fleet Is Killing North Korean Fishermen | NBC News](#)
- [MAYAN PEOPLE’S MOVEMENT DEFEATS MONSANTO LAW IN GUATEMALA](#)
- [How Monsanto’s GM cotton sowed trouble in Africa](#)
- [FHH Sustainability - Why does artisanal small scale gold mining matter?](#)
- [Unearthing toxic conditions for impoverished gold miners](#)
- [“What is artisanal gold mining and why is it booming?”](#)
- [Restoring biodiversity in artisanal gold mining areas.](#)
- [“These Island Nations Could Be Underwater In As Little As 50 Years” Business Insider](#)
- [Why some countries are shipping back plastic waste](#)
- [“The Toxic Effects of Electronic Waste In Accra, Ghana” Bloomberg.com](#)
- [Your old electronics are poisoning people at this toxic dump in Ghana](#)

#### Essential Questions:

- How do the uses of agricultural products in developed countries fuel violence and poverty within communities of color in less developed nations?
- Why did indigenous people of Guatemala oppose laws favoring Monsanto in Guatemala?
- How do gender, race, and geography influence an individual’s agricultural preferences and duties?
- In what ways are more developed Western nations responsible for pollution and electronic waste among indigenous populations?
- How is China’s imperialism of the oceans driving poverty and mortality among less developed populations?
- What patterns are shown in respect to where coffee is grown and where it is consumed?
- What do the commodity chains of coffee suggest about how the revenues from the sale of the crop are split between the developed and developing world?

- How does the demand for cash crops like chocolate and coffee in America and Europe limit the ability of African and South American nations to provide food for themselves?
- What connections exist between agriculture and immigration in America?
- How does America's appetite for illicit drugs fuel violence in the Middle East and Latin America?
- How does the feminization of agriculture affect the socio-economic status of women in developing and developed countries?

#### Performance Task:

Students will create a political cartoon to depict the unfair relationship between multinational corporations and local farmers in less developed countries. Taking example from this Iowan cartoonist who was fired for criticizing Monsanto and Dupont (<https://www.nytimes.com/2016/05/06/business/media/cartoonist-fired-from-farm-news.html>), students will perform research and produce their own political cartoon critiquing multinational agribusiness's relationship with farmers of color in less developed countries.

## Unit 6: How Urbanization and Industrialization Debilitate Communities of Color

This unit focuses on the way that urban development around the world has affected communities of color. Discussions will be conducted concerning the process by which institutional urban planning policies and attitudes have negatively affected communities of color through the use of redlining, blockbusting, zoning, white flight, and gentrification. Case studies will include examples of gentrification by whites displacing populations of color in San Francisco and Santa Ana. Students will also explore the connections between racism, public housing, and white flight through the example of the de facto racial segregation in post-WWII St. Louis.

Other key activities will include investigations of how the structural racism of American society has historically pressured people of color into highly urban environments causing issues of housing affordability, lack of access to public services, increased urban crime, high rates of homelessness, squatter settlements and lack of long-term sustainability. This unit will investigate the intersectionality of communities of color and LGBTQ+ populations in terms of housing, homelessness, and suicide rates in urban populations. Students will also criticize and trace the history of the institutionalized and disproportionate use of prisons to punish people of color in many Western countries.

### Supplemental Resources:

- *A People's Guide to Orange County*
  - Pg. 49 Theo Lacy Detention Facility
  - Pg. 62 Parking Lot Soccer Fields
  - Pg. 63 Santa Ana's Lost Chinatown
- [What are food deserts?](#)
- [Pharmacy Deserts](#)
- [The Infamy of Pruitt Igoe](#)
- [White Flight/Mapping Decline: St. Louis and the American City](#)
- ["Redlining and Gentrification" Urban Displacement Project](#)
- [PROJECT Structural Racism Explainer Collection](#)
- ["In Downtown Santa Ana, some Latino merchants try to surf wave of gentrification." LA Times](#)
- ["Watch San Francisco's Rapid Gentrification Unfold on Google Streetview" Gizmodo](#)
- [Video: "What it's like to get kicked out of your neighborhood."](#)
- ["Homelessness and Housing" Youth.gov](#)
- ["Homelessness Among LGBT Adults in the US," UCLA School of Law Williams Institute](#)
- [California's Prison Population \(Demographics\)](#)
- [Inside Rio's favelas, the city's neglected neighborhoods](#)
- [UCI History Project: Santa Ana Gentrification](#)

### Essential Questions:

- How do food deserts contribute to healthcare issues of BIPOC communities in more developed countries (MDC's)?
- Why are BIPOC communities in America disproportionately located in inner cities?
- Why do people of color in America and Europe consistently receive substandard medical care and access to healthy foods?
- How did the institution of slavery create favelas and squatter settlements in South America?
- What factors explain the incredibly high rates of African-American incarceration in California?

Essential Questions for "Redlining and Gentrification," "What it's like to get kicked out of your neighborhood," "Watch San Francisco's Rapid Gentrification Unfold..." and "In Downtown Santa Ana, some Latino merchants Try to Surf Wave of Gentrification":

- How have institutional policies like redlining in San Francisco led to modern conflicts of land utility in inner cities.

- How has gentrification influenced the intraregional migration patterns of people of color in metropolitan areas?
- Does gentrification generally help or hinder communities of color? Why and how?
- Describe the issues of space between communities of color and majority communities in regards to gentrification.
- What links exist between the concepts of race, displacement, and gentrification?

Essential Questions for Homelessness and Housing Youth.gov website and Homelessness among LGBTQ+ Youth articles.

- What are some of the causes of the high rate of homelessness among the youthful LGBTQ+ community?
- Describe the intersectionality of the experiences of LGBTQ+ youth and BIPOC communities in metropolitan areas.

#### Performance Task:

Students will complete the UCI History Project's lesson on gentrification in Santa Ana by accessing the link below. Students will compare Santa Ana's gentrification with similar processes in New York. Students will analyze the processes, and possible consequences of gentrification and report their own conclusions on whether the cultural destruction wrought by gentrification is outweighed by potential financial windfalls. Students will compose a project, a letter, a video, or presentation that could be presented to the Santa Ana city council to advise them on the effects of gentrification to the latinx community of the city.

[https://historyproject.uci.edu/files/2016/12/12th-Grade-Source-Set\\_Gentrification-SantaAna2.docx](https://historyproject.uci.edu/files/2016/12/12th-Grade-Source-Set_Gentrification-SantaAna2.docx)

## Unit 7: Rethinking Colonialism (Globalization and Neocolonialism)

As the previous units have explored how the global hegemony of the West continues to negatively affect ethnic minority populations around the world after the colonial era, this unit will shed light on the new forms of colonialism that have taken root. Students will discover how international corporations, sometimes rather than countries, use neocolonialism to strip wealth for less developed countries. Students will investigate the impact that the new international division of labor (NIDL) has had on marginalized groups globally and will criticize and discuss the global arrangement that necessitates deplorable working conditions of some workers in Southeast Asia to allow for the manufacture of affordable fashion and wasteful technology products sold in core regions like North America or Western Europe.

Students will also discover the involvement of companies like Dole and Chiquita in overthrowing governments in places like Hawaii and Guatemala or how demand for tantalum, tungsten, tin and gold in computer products in wealthy countries has led to the deaths of child soldiers fighting for these resources in Africa. Students will also debate the efficacy of World Bank and International Monetary Fund policies in creating economic independence for people of color, especially women of color, in periphery regions.

In addition to learning about the new status of periphery areas as manufacturing hubs for the core areas, students will analyze the impact of tax policies in less developed countries like the Caymans or the British Virgin Islands which act as tax havens for wealthy individuals and corporations from Europe and North America and rob less developed countries of needed tax revenue. This unit will also study the impacts of globalization on the illicit drug trade. Specifically the unit demonstrates how the demand for illicit drugs in developed countries, and the relative ability of wealthy nations to police drug production within their borders, has led to organized crime, brutal violence, and addiction in South America and the Middle East.

#### Supplemental Resources:

- *Rethinking Globalization*: Chapter 3 “The Global Economy: Colonialism Without Colonies”
- [What is neocolonialism?](#)
- [Map of Cocaine Trafficking](#)
- [Opiates Trafficking Map](#)
- [The US war on drugs and its legacy in Latin America](#)
- [“Mapped: The World’s Biggest Private Tax Havens” Visualcapitalist.com](#)
- [Our People, Our Resources/ World Bank Group](#)
- [“How Tax Evasion Keeps Poor Countries Poor” The Washington Post](#)
- [Video: Nike Sweatshops: Behind the Swoosh](#)
- [Video: This Man Worked Undercover in a Chinese Iphone Factory](#)
- [Conflict Minerals Animation](#)
- [Tech Companies Sued Over Minerals-Sourcing Practices](#)
- [Conflict Minerals, Rebels and Child Soldiers in Congo](#)
- [Chiquita - The Controversial History](#)
- [Timeline: THE UNITED FRUIT COMPANY AND THE 1954 GUATEMALAN COUP](#)
- [Essay:THE UNITED FRUIT COMPANY AND THE 1954 GUATEMALAN COUP](#)
- [Primary Sources:THE UNITED FRUIT COMPANY AND THE 1954 GUATEMALAN COUP](#)
- [The Dark History of Bananas](#)

- [The 1897 Petition Against the Annexation of Hawaii](#)
- [How the US Stole Hawaii](#)
- [China's trillion dollar plan to dominate global trade](#)

#### Essential Questions:

- What is neocolonialism?
- Did the “colonial era” ever end?
- What responsibilities should international corporations have in making sure their supplies aren't sourced from conflict minerals?
- How does illicit drug demand in Western nations fuel violence in South America and the Middle East? How does this relationship between these regions exemplify colonization?
- How responsible are companies like Google and Facebook in creating child soldiers to fight over conflict minerals in Africa?
- What role do multinational corporations play in the destruction of local sovereignty of non-white nations?
- In what ways is the lifestyle of Western nations dependent upon the mistreatment of workers in Asian countries?
- How do the issues of tax havens illustrate the idea of economic imperialism?
- What differences exist between more developed tax haven countries, and tax havens in the less developed world?
- Why do the governments of countries allow them to become tax havens?
- How are China's attempts at hegemony over the developing world similar and different to European colonization in the 19th and 20th centuries?

#### Performance Task:

Students will be tasked with making a list of products made by multinational corporations that they can find in their homes. Students will research the companies to see if any of them have been involved with child labor, sweatshops, sourcing from unethical sources (like conflict minerals), or in any way have contributed to the unequal treatment of communities of color around the world. Students will create a product to share the results of their research with the class.

The following link may help students check any violations that major corporations have had. Please note that parent companies are listed so “Google” will be shown under its parent company “Alphabet, Inc.”.

<https://www.goodjobsfirst.org/violation-tracker>

## Unit 8: Community Engagement–Oral History Final Project

- Students will take a few days after the completion of the first seven units to take an inventory of the topics they found the most interesting and important.
- Students can decide to work individually or pair up with another student who shares their passion for a topic. The same topic can be used in multiple projects.
- This multi-genre Final Project will allow students to select various ways to display what they have learned and to reflect on their newly acquired knowledge.
  - Locate at least 10 sources per student, the information will be used to create the elements of their projects.
    - 5 minute podcast
    - poem/song (can be original or re-write)
    - 2-3 minute video
    - Children’s story
    - 1 minute Call to Action speech (in person)
    - Create visual art piece that reflects the topic
    - Any student idea, with teacher approval
  - Google slide presentation (each pair/individual must submit this assignment)
    - Title slide
    - Introduce the topic
    - Historic times in which the event occurred
    - The people involved
    - Why is this topic important?
    - How should this topic be addressed?
    - What do you take away from this topic? Why is it meaningful to you?
    - Embed the above elements into the presentation.
    - Citation slide

### Textbook and Resources:

Books & Literary Texts				
Title	Author	Publisher	Edition	Website
“They Called Us Enemy”	George Takei	Top Shelf Productions	2019	

“Things Fall Apart”	Chinua Achebe	Heinemann	1958	
“Consumed”	Aja Barber	Brazen	2021	
How to Lie with Maps	Mark Monmonier	University of Chicago Press	1991	
American Genocide	Benjamin Medley			
Decolonizing the Mind	<a href="#">Ngugi wa Thiong'o</a>	James Currey Ltd.	2011	<a href="https://www.amazon.com/Decolonising-Mind-Politics-Language-Literature/dp/0852555016/ref=sr_1_1?keywords=decolonizing+the+mind&amp;qid=1639593558&amp;sr=8-1">https://www.amazon.com/Decolonising-Mind-Politics-Language-Literature/dp/0852555016/ref=sr_1_1?keywords=decolonizing+the+mind&amp;qid=1639593558&amp;sr=8-1</a>
The Way We Lived: California Indian Stories, Songs and Reminiscences	<a href="#">Malcolm Margolin</a>	Heyday	2017	<a href="https://www.amazon.com/Way-We-Lived-California-Reminiscences/dp/1597143936/ref=sr_1_1?keywords=The+Way+We+Lived%3A+California+Indian+Stories%2C+Songs+and+Reminiscences&amp;qid=1639593781&amp;sr=8-1">https://www.amazon.com/Way-We-Lived-California-Reminiscences/dp/1597143936/ref=sr_1_1?keywords=The+Way+We+Lived%3A+California+Indian+Stories%2C+Songs+and+Reminiscences&amp;qid=1639593781&amp;sr=8-1</a>
The Cooking Gene	<a href="#">Micahel Twitty</a>	Harper Collins	2018	<a href="https://www.google.com/books/edition/The_Cooking_Gene/K15PDwAAQBAJ?hl=en&amp;gbpv=0">https://www.google.com/books/edition/The_Cooking_Gene/K15PDwAAQBAJ?hl=en&amp;gbpv=0</a>
World Geography: My World Interactive	Gregory H. Chu Don Holtgrieve Susan Hardwick	Pearson Education	2019	

**News and Scholarly Articles**

Title	Journal	Authors	Vol/Issue /Date	Website
Who Owns the World's Land: A Global Baseline of formally recognized indigenous and community land rights	Rights and Resource Initiative	Ilona Coyle, Jenny Springer (RRI Staff)	September 2015	<a href="https://rightsandresources.org/wp-content/uploads/GlobalBaseline_web1.pdf">https://rightsandresources.org/wp-content/uploads/GlobalBaseline_web1.pdf</a>
Understanding Racial and Ethnic Differences in Health in Late Life: A Research Agenda	National Research Council Panel on Race, Ethnicity, and Health in Later Life	Rodolfo A Bulatao and Norman B Anderson	2004	<a href="https://www.ncbi.nlm.nih.gov/books/NBK24693/">https://www.ncbi.nlm.nih.gov/books/NBK24693/</a>
Is This the Real Face of Jesus?	The Daily Mail	Sarah Griffiths	December 14th, 2015	<a href="https://www.dailymail.co.uk/sciencetech/article-3359548/Is-real-face-JESUS-Experts-use-forensics-reveal-Christ-looked-like.html">https://www.dailymail.co.uk/sciencetech/article-3359548/Is-real-face-JESUS-Experts-use-forensics-reveal-Christ-looked-like.html</a>
Easier Said Than Written: Aboriginals of the Arctic share a language, but not a script	The Economist		November 7th, 2015	<a href="https://www.economist.com/the-americas/2015/11/05/easier-said-than-written">https://www.economist.com/the-americas/2015/11/05/easier-said-than-written</a>
UN Declaration on the Rights of Indigenous People	The United Nations		September 2007	<a href="https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf">https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf</a>

“From Mocha to Java: The Coffee Story”	AP Human Geography Workshop Materials	Cheryl Jenkins Guy	2006-2007	<a href="https://drive.google.com/file/d/0B4vUf6KZn_z6NHdBWtdGMGINOWM/view?resourcekey=0-BJPtLdcL0QNIY62IRoInCQ">https://drive.google.com/file/d/0B4vUf6KZn_z6NHdBWtdGMGINOWM/view?resourcekey=0-BJPtLdcL0QNIY62IRoInCQ</a>
“In Downtown Santa Ana, some Latino merchants try to surf wave of gentrification.”	LA Times		October 2016	<a href="https://www.latimes.com/local/california/la-me-santa-ana-latinos-embrace-gentrification-20160922-snap-story.html">https://www.latimes.com/local/california/la-me-santa-ana-latinos-embrace-gentrification-20160922-snap-story.html</a>
How Tax Evasion Keeps Poor Countries Poor	Washington Post	Max Berak	April 2016	<a href="https://www.washingtonpost.com/news/worldviews/wp/2016/04/08/how-global-tax-evasion-keeps-poor-countries-poor/">https://www.washingtonpost.com/news/worldviews/wp/2016/04/08/how-global-tax-evasion-keeps-poor-countries-poor/</a>
The Toxic Effects of Electronic Waste in Accra, Ghana	Bloomberg	Peter Yeung	May 2019	<a href="https://www.bloomberg.com/news/articles/2019-05-29/the-rich-world-s-electronic-waste-dumped-in-ghana">https://www.bloomberg.com/news/articles/2019-05-29/the-rich-world-s-electronic-waste-dumped-in-ghana</a>
These Island Nations Could Be Underwater In As Little as Fifty Years	Business Insider	Mark Abadi	December 2015	<a href="https://www.businessinsider.com/these-island-nations-could-be-underwater-in-as-little-as-fifty-years-2015-12">https://www.businessinsider.com/these-island-nations-could-be-underwater-in-as-little-as-fifty-years-2015-12</a>
What is artisanal gold mining and why is it booming?	Reuters		January 2020	<a href="https://www.reuters.com/article/us-gold-mining-artisanal-explainer/what-is-artisanal-gold-and-why-is-it-bo">https://www.reuters.com/article/us-gold-mining-artisanal-explainer/what-is-artisanal-gold-and-why-is-it-bo</a>

				<a href="#">oming-idUSKBN1ZE0YU</a>
Our People, Our Resources	World Bank Group		2015	<a href="https://guides.loc.gov/native-american-spaces/cartographic-resources/indian-maps-mapping">https://guides.loc.gov/native-american-spaces/cartographic-resources/indian-maps-mapping</a>
For Native Americans, Tribal Casinos Help and Hurt	STL Public Radio	Michelle Johnson	2019	<a href="https://www.stlpublicradio.org/projects/fixe-d-odds/for-native-americans-tribal-casinos-help-and-hurt/">https://www.stlpublicradio.org/projects/fixe-d-odds/for-native-americans-tribal-casinos-help-and-hurt/</a>
Bir Tawil: The Land No Country Wants		Kaushik Patowary	2018	<a href="https://www.amusingplanet.com/2018/02/bir-tawil-land-no-country-wants.html">https://www.amusingplanet.com/2018/02/bir-tawil-land-no-country-wants.html</a>
Denali and America's Long History of Using (or Not Using) Indian Names	Smithsonian	Doug Herman	2015	<a href="https://www.smithsonianmag.com/smithsonian-institution/denali-america-history-using-indian-nomenclature-180956497/">https://www.smithsonianmag.com/smithsonian-institution/denali-america-history-using-indian-nomenclature-180956497/</a>
Middle East migration patterns defy generalization	Arab news	JUMANA KHAMIS	2/1/2021	<a href="https://www.arabnews.com/node/1621161/middle-east">https://www.arabnews.com/node/1621161/middle-east</a>
All Your Clothes Were Made With Exploited Labor	The Atlantic	Gillian B. White	6/3/2015	<a href="https://www.theatlantic.com/business/archive/2015/06/patagonia-labor-clothing-factory-exploitation/394658/">https://www.theatlantic.com/business/archive/2015/06/patagonia-labor-clothing-factory-exploitation/394658/</a>
The precarious balancing act facing Jamaica	World Finance	Elizabeth Matsangou	10/22/2018	<a href="https://www.worldfinance.com/strategy/the">https://www.worldfinance.com/strategy/the</a>

				<a href="#">-precarious-balancing-act-facing-jamaica</a>
Tourism causing trouble: Commercializing Costa Rica's last tribe	The Boar.org	Jordanne Wood	7/4/2019	<a href="https://theboar.org/2019/07/tourism-causing-trouble-commercializing-costa-ricas-last-tribe/">https://theboar.org/2019/07/tourism-causing-trouble-commercializing-costa-ricas-last-tribe/</a>
The making of a megacity: how Dhaka transformed in 50 years of Bangladesh	The Guardian	Kaamil Ahmed	3/26/2021	<a href="https://worldpopulationreview.com/world-cities/dhaka-">https://worldpopulationreview.com/world-cities/dhaka-</a>
Poverty Kills: the Yemenis defusing missiles for money.	Middle East Eye	Amal Mamoon	11/24/2017	<a href="https://www.middleeasteye.net/news/poverty-kills-yemenis-defusing-missiles-money">https://www.middleeasteye.net/news/poverty-kills-yemenis-defusing-missiles-money</a>
Vandals Deface 'Irreplaceable' Native American Rock Carvings in Georgia	Smithsonian	Isis-Davis Marks	4/28/21	<a href="https://www.smithsonianmag.com/smart-news/someone-destroyed-1000-year-old-indigenous-art-georgia-s-chattahoochee-national-forest-180977453/">https://www.smithsonianmag.com/smart-news/someone-destroyed-1000-year-old-indigenous-art-georgia-s-chattahoochee-national-forest-180977453/</a>
Maui Petroglyphs Damaged in Paintball Attack	Big Island Now	Courtesy DLNR	7/7/21	<a href="https://bigislandnow.com/2021/07/07/maui-petroglyphs-damaged-in-paintball-attack/">https://bigislandnow.com/2021/07/07/maui-petroglyphs-damaged-in-paintball-attack/</a>
The U.S. has spent more money erasing Native languages than saving them	High Country News	Rebecca Nagle	9/5/19	<a href="https://www.hcn.org/issues/51.21-22/indigenous-affairs-the-u-s-has-spent-more-money-erasing-native-la">https://www.hcn.org/issues/51.21-22/indigenous-affairs-the-u-s-has-spent-more-money-erasing-native-la</a>

				<a href="#">nguages-than-saving-them</a>
Indigenous Australians had their languages taken from them, and it's still causing issues today	CNN	James Griffiths	7/20/20	<a href="https://www.cnn.com/2020/07/20/australia/australia-indigenous-language-rights-intl-hnk/index.html">https://www.cnn.com/2020/07/20/australia/australia-indigenous-language-rights-intl-hnk/index.html</a>
A people without a state: The Kurds' long and violent search for a home	The Week	The Week Staff	11/3/19	<a href="https://theweek.com/articles/875496/people-without-state">https://theweek.com/articles/875496/people-without-state</a>
Seattle was named after a tribal chief. Now his descendants own less than an acre of city land.	The Washington Post	Gregory Scruggs	10/11/19	<a href="https://www.washingtonpost.com/nation/2019/10/11/seattle-was-named-after-tribal-chief-now-his-descendants-own-less-than-an-acre-city-land/">https://www.washingtonpost.com/nation/2019/10/11/seattle-was-named-after-tribal-chief-now-his-descendants-own-less-than-an-acre-city-land/</a>
Chief of Cherokee Nation Says 'It's Time' for Jeep to Stop Using Name	Car and Driver	Annie White	3/4/21	<a href="https://www.caranddriver.com/news/a35568468/cherokee-nation-jeep-stop-using-name/">https://www.caranddriver.com/news/a35568468/cherokee-nation-jeep-stop-using-name/</a>
Team Lioness: Maasai women defy gender norms and find they have an advantage as anti-poaching rangers	CBS News		7/5/21	<a href="https://www.cbsnews.com/news/kenya-maasai-women-defy-gender-norms-anti-poaching-rangers-team-lioness/">https://www.cbsnews.com/news/kenya-maasai-women-defy-gender-norms-anti-poaching-rangers-team-lioness/</a>
UN agency: Israel's Gaza blockade has devastated economy	Associated Press	Joseph Federman	11/25/20	<a href="https://apnews.com/article/israel-blockades-poverty-united-na">https://apnews.com/article/israel-blockades-poverty-united-na</a>

				<a href="https://www.oxfordjournals.org/doi/full/10.1093/ajph/103.10.1780">tions-jerusalem-65596994ac5a90e4896b63ce95b7a880</a>
The long history of how Jesus came to resemble a white European	University of South Carolina	Anna Swartwood House	7/22/20	<a href="https://sc.edu/uofsc/posts/2020/07/conversation_white_jesus.php#.YbjPA73MK3l">https://sc.edu/uofsc/posts/2020/07/conversation_white_jesus.php#.YbjPA73MK3l</a>
How the Potato Changed the World	Smithsonian	Charles C. Mann	November, 2011	<a href="https://www.smithsonianmag.com/history/how-the-potato-changed-the-world-108470605/">https://www.smithsonianmag.com/history/how-the-potato-changed-the-world-108470605/</a>
Native American foods: History, culture, and influence on modern diets	Journal of Ethnic Foods	Sunmin Park	September, 2016	<a href="https://www.sciencedirect.com/science/article/pii/S2352618116300750">https://www.sciencedirect.com/science/article/pii/S2352618116300750</a>
Why so many Americans think they're part Cherokee	Insider/Slate	Gregory D. Smithers	10/4/2015	<a href="https://www.businessinsider.com/why-so-many-americans-think-theyre-part-chokeee-2015-10">https://www.businessinsider.com/why-so-many-americans-think-theyre-part-chokeee-2015-10</a>
Frantz Fanon 's Contribution to Postcolonial Criticism	Literary Theory and Criticism	NASRULLAH MAMBROL	4/7/2016	<a href="https://literariness.org/2016/04/07/frantz-fanon-s-contribution-to-postcolonial-criticism/">https://literariness.org/2016/04/07/frantz-fanon-s-contribution-to-postcolonial-criticism/</a>
Neocolonialism Fuels Your Car	Brown Political Review	Alexandra Wells	4/18/19	<a href="https://brownpoliticalreview.org/2019/04/neocolonialism-fuelin-g-car/">https://brownpoliticalreview.org/2019/04/neocolonialism-fuelin-g-car/</a>
Nivea wants Africans to "visibly lighten" their skin in another	Quartz Africa	Lynsey Chutel	10/19/2017	<a href="https://qz.com/africa/1106557/nivea-accused-of-racism-with-fair">https://qz.com/africa/1106557/nivea-accused-of-racism-with-fair</a>

of its racially controversial ads				<a href="#">-skin-advertising-campaign-in-africa/</a>
Nivea Pulls 'White Is Purity' Ad After Online Uproar	New York Times	Amy Tsang	4/4/2017	<a href="https://www.nytimes.com/2017/04/04/business/media/nivea-ad-online-uproar-racism.html">https://www.nytimes.com/2017/04/04/business/media/nivea-ad-online-uproar-racism.html</a>
How Monsanto's GM cotton sowed trouble in Africa	Reuters	Joe Bavier	12/8/2017	<a href="https://www.reuters.com/investigates/special-report/monsanto-burkina-cotton/">https://www.reuters.com/investigates/special-report/monsanto-burkina-cotton/</a>
Your old electronics are poisoning people at this toxic dump in Ghana	Wired	Jaclin Kwan	11/26/2020	<a href="https://www.wired.co.uk/article/ghana-waste-dump-electronics">https://www.wired.co.uk/article/ghana-waste-dump-electronics</a>
Why some countries are shipping back plastic waste	BBC	BBC News	6/2/2019	<a href="https://www.bbc.com/news/world-48444874">https://www.bbc.com/news/world-48444874</a>
The US war on drugs and its legacy in Latin America	The Guardian	David Huey	2/3/2014	<a href="https://www.theguardian.com/global-development-professionals-network/2014/feb/03/us-war-on-drugs-impact-in-latin-american">https://www.theguardian.com/global-development-professionals-network/2014/feb/03/us-war-on-drugs-impact-in-latin-american</a>
Who are the Uyghurs and why is China being accused of genocide?		BBC	6/21/2020	<a href="https://www.bbc.com/news/world-asia-china-22278037">https://www.bbc.com/news/world-asia-china-22278037</a>
Auschwitz to Rwanda: the link between science, colonialism and genocide	Heike Becker	The Conversation	1/26/17	<a href="https://theconversation.com/auschwitz-to-rwanda-the-link-between-science-colonialism-and-genocide-71730">https://theconversation.com/auschwitz-to-rwanda-the-link-between-science-colonialism-and-genocide-71730</a>

Mayan People's movement defeats Monsanto law in Guatemala	Christin Sandberg	Intercontinental Cry	9/15/14	<a href="https://intercontinentalcry.org/mayan-peoples-movement-defeats-monsanto-law-guatemala-25564/">https://intercontinentalcry.org/mayan-peoples-movement-defeats-monsanto-law-guatemala-25564/</a>
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### Maps and Graphs

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Brazil Indian Reservations		Wikipedia Commons		<a href="https://upload.wikimedia.org/wikipedia/commons/1/12/Indigenous_brazil.jpg">https://upload.wikimedia.org/wikipedia/commons/1/12/Indigenous_brazil.jpg</a>

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### Music

Title	Artist	Album	Year	
"Welcome to Jamrock"	Damien Marley	"Welcome to Jamrock"	2005	
"Sleep Now in the Fire"	Rage Against the Machine	The Battle of Los Angeles	1999	

## Videos

Title	Organization			Link
The Dalai Lama (Excerpt) 6:47-18:51	Last Week Tonight			<a href="https://www.youtube.com/watch?v=bLY45o6rHm0">https://www.youtube.com/watch?v=bLY45o6rHm0</a>
Coffee Explained				<a href="https://drive.google.com/file/d/0B4vUf6KZn_z6bDBJLW5oWTdZN0U/view?usp=sharing&amp;resourcekey=0-ZtrYOG7cbOAxNnCZQBhTPg">https://drive.google.com/file/d/0B4vUf6KZn_z6bDBJLW5oWTdZN0U/view?usp=sharing&amp;resourcekey=0-ZtrYOG7cbOAxNnCZQBhTPg</a>
Top Coffee Producers over Time	Data For Farmers			<a href="https://www.youtube.com/watch?v=pCvWoVln08I">https://www.youtube.com/watch?v=pCvWoVln08I</a>
The Worst Job in New York: Immigrant America	VICE			<a href="https://www.youtube.com/watch?v=QXUdozfl7iM">https://www.youtube.com/watch?v=QXUdozfl7iM</a>
Santa Ana: The Heart of Orange County	Santa Ana Economic Development Council			<a href="https://www.youtube.com/watch?v=iGPQPAGDr20&amp;t=2s">https://www.youtube.com/watch?v=iGPQPAGDr20&amp;t=2s</a>
What it's like to get kicked out of your neighborhood	As/Is			<a href="https://www.youtube.com/watch?v=tYNuR1oaQts">https://www.youtube.com/watch?v=tYNuR1oaQts</a>
Nike Sweatshops: Behind the Swoosh	Team Sweat			<a href="https://www.youtube.com/watch?v=M5uYCWVfuPQ">https://www.youtube.com/watch?v=M5uYCWVfuPQ</a>
This man worked undercover in a Chinese iPhone factory	Tech Insider			<a href="https://www.youtube.com/watch?v=5lLlywwepY">https://www.youtube.com/watch?v=5lLlywwepY</a>

Conflict Minerals Animation	Motionary			<a href="https://www.youtube.com/watch?v=xXxDpOZnUPU">https://www.youtube.com/watch?v=xXxDpOZnUPU</a>
Why you'll see Victorian-style Herrero dresses in Namibia	Refinery 29			<a href="https://www.refinery29.com/en-us/herero-dress-namibia-african-women-fashion">https://www.refinery29.com/en-us/herero-dress-namibia-african-women-fashion</a>
Migrant Workers in Lebanon are facing a racist system	Vice			<a href="https://www.youtube.com/watch?v=yFEui9JhMFI">https://www.youtube.com/watch?v=yFEui9JhMFI</a>
What is a Sapuer?	Youtube.com			<a href="https://www.youtube.com/watch?v=lxY4Ftrc-LQ">https://www.youtube.com/watch?v=lxY4Ftrc-LQ</a>
My Culture is Not a Costume	Teen Vogue			<a href="https://www.youtube.com/watch?v=d6Y5cARFJw8">https://www.youtube.com/watch?v=d6Y5cARFJw8</a>
The "ethnic Cleansing" of the Rohingya Muslims	Vox			<a href="https://www.youtube.com/watch?v=04axDDRvY_o">https://www.youtube.com/watch?v=04axDDRvY_o</a>
'Dalits are inferior'	The Quint			<a href="https://www.youtube.com/watch?v=bJLKqPPCtN8">https://www.youtube.com/watch?v=bJLKqPPCtN8</a>
New York Fashion Week, Where Cultural Appropriation Never Goes Out of Style: The Daily Show	The Daily Show			<a href="https://www.youtube.com/watch?v=HcFNpFHcQUc&amp;t=180s">https://www.youtube.com/watch?v=HcFNpFHcQUc&amp;t=180s</a>
Why Japanese Women are Dressing Like Cholas	Refinery 29			<a href="https://www.refinery29.com/en-us/japanese-chicana-chola-lorider">https://www.refinery29.com/en-us/japanese-chicana-chola-lorider</a>

India's Transgender Community: The Hijra	Refinery 29			<a href="https://www.refinery29.com/en-us/india-hijra">https://www.refinery29.com/en-us/india-hijra</a>
The Fight to Save the Dying Languages of Alaska	Vice News			<a href="https://www.youtube.com/watch?v=Xn7mkEsxybw">https://www.youtube.com/watch?v=Xn7mkEsxybw</a>
On ISIS Destruction	National Geographic			<a href="https://www.youtube.com/watch?v=uZiUTFEzPfA">https://www.youtube.com/watch?v=uZiUTFEzPfA</a>
How to save a language from extinction   Daniel Bögre Udell	TED			<a href="https://www.youtube.com/watch?v=PXB3-yVGHcl">https://www.youtube.com/watch?v=PXB3-yVGHcl</a>
Yoruba Religion of Southwestern Nigeria	Olu Omishore			<a href="https://www.youtube.com/watch?v=lqQFHmvMOUg">https://www.youtube.com/watch?v=lqQFHmvMOUg</a>
Japan: Where Gods Aren't Gods and Worshipers Aren't Religious (Shinto Explained)	Life Where I'm From			<a href="https://www.youtube.com/watch?v=htxVoNBd5do">https://www.youtube.com/watch?v=htxVoNBd5do</a>
Who are the Kurds and why don't they have their own country?   DW News	DW News			<a href="https://www.youtube.com/watch?v=IxsYpUCD4M0">https://www.youtube.com/watch?v=IxsYpUCD4M0</a>
The Hmong and the Secret War	PBS			<a href="https://www.youtube.com/watch?v=AYbjoiM_mWw">https://www.youtube.com/watch?v=AYbjoiM_mWw</a>
How Israel's Blockade On Gaza Forced Palestinian Fishermen Inland	Insider News			<a href="https://www.youtube.com/watch?v=kxEqXkdJUWY">https://www.youtube.com/watch?v=kxEqXkdJUWY</a>

The Israel-Palestine conflict: a brief, simple history	Vox			<a href="https://www.youtube.com/watch?v=iRYZjOuUnIU">https://www.youtube.com/watch?v=iRYZjOuUnIU</a>
Native American Cultural Influences on the United States	Geography Geek			<a href="https://www.youtube.com/watch?v=UJpLii8Ylml">https://www.youtube.com/watch?v=UJpLii8Ylml</a>
The Man Who Relives Slave History Through Food	Vice News			<a href="https://www.youtube.com/watch?v=AchlG09pq4U">https://www.youtube.com/watch?v=AchlG09pq4U</a>
What is neocolonialism?	Beyond Your Borders			<a href="https://www.youtube.com/watch?v=UIGZb0D_-lY">https://www.youtube.com/watch?v=UIGZb0D_-lY</a>
James Corden Gets a Lesson on White Privilege	The Late Show with James Corden			<a href="https://www.youtube.com/watch?v=BUB3MGWT3xo">https://www.youtube.com/watch?v=BUB3MGWT3xo</a>
China's new Silk Road, the world's largest infrastructure project, explained	Yahoo Finance			<a href="https://www.youtube.com/watch?v=5lgN88aLRGg">https://www.youtube.com/watch?v=5lgN88aLRGg</a>
China's trillion dollar plan to dominate global trade	Vox			<a href="https://www.youtube.com/watch?v=EvXROXilpvQ">https://www.youtube.com/watch?v=EvXROXilpvQ</a>
Nigerian Oil and the Disappearing Money	Al-Jazeera English			<a href="https://www.youtube.com/watch?v=SnqLPSCWads">https://www.youtube.com/watch?v=SnqLPSCWads</a>
Racism in a Chinese Laundry Ad	Nation			<a href="https://www.youtube.com/watch?v=Few8kJ0zfnY">https://www.youtube.com/watch?v=Few8kJ0zfnY</a>

Imperialism: Crash Course World History	Crash Course			<a href="https://www.youtube.com/watch?v=aJaltUmrGo">https://www.youtube.com/watch?v=aJaltUmrGo</a>
Here's How America Destroyed Hawaiian Culture	Weird History			<a href="https://www.youtube.com/watch?v=rD4sUyWwqNU">https://www.youtube.com/watch?v=rD4sUyWwqNU</a>
Bangladeshi garment worker seeks better life for daughters	Thomas Reuters Foundation			<a href="https://www.youtube.com/watch?v=17Uctg_2GPE">https://www.youtube.com/watch?v=17Uctg_2GPE</a>
Fashion's Crippling Impact On The Environment Is Only Getting Worse (HBO)	Vice News			<a href="https://www.youtube.com/watch?v=ECkLgq2W9RU">https://www.youtube.com/watch?v=ECkLgq2W9RU</a>
"Ghost Boats': How A Secret Chinese Fishing Fleet Is Killing North Korean Fishermen   NBC News	NBC News			<a href="https://www.youtube.com/watch?v=8PZzx4hwVl">https://www.youtube.com/watch?v=8PZzx4hwVl</a>
Chiquita - The Controversial History	Company Man			<a href="https://www.youtube.com/watch?v=0VocZVoUxxk">https://www.youtube.com/watch?v=0VocZVoUxxk</a>
FHH Sustainability - Why does artisanal small scale gold mining matter?	Watches and Wonders			<a href="https://www.youtube.com/watch?v=TajgdY82Utw">https://www.youtube.com/watch?v=TajgdY82Utw</a>
Unearthing toxic conditions for impoverished gold miners	NPR Newshour			<a href="https://www.youtube.com/watch?v=u6Fv6zs46A8">https://www.youtube.com/watch?v=u6Fv6zs46A8</a>
Restoring biodiversity in	Watches and Wonders			<a href="https://www.youtube.com/watch?v=Wh27ImmdJWY">https://www.youtube.com/watch?v=Wh27ImmdJWY</a>

artisanal gold mining areas.				
Would you eat recycled landfill meat? - BBC News	BBC News			<a href="https://www.youtube.com/watch?v=c7gDBVmglRA">https://www.youtube.com/watch?v=c7gDBVmglRA</a>
The Dark History of Bananas	Ted-Ed			<a href="https://www.youtube.com/watch?v=esvyD1O3cM">https://www.youtube.com/watch?v=esvyD1O3cM</a>
Conflict Minerals, Rebels and Child Soldiers in Congo	Vice News			<a href="https://www.youtube.com/watch?v=kYqrfiGpTRE&amp;t=290s">https://www.youtube.com/watch?v=kYqrfiGpTRE&amp;t=290s</a>
How the US stole Hawaii	Johnny Harris			<a href="https://www.youtube.com/watch?v=XK2MBnw6RIY">https://www.youtube.com/watch?v=XK2MBnw6RIY</a>
Inside Rio's favelas, the city's neglected neighborhoods	Vox			<a href="https://www.youtube.com/watch?v=c3BRTIHFpBU">https://www.youtube.com/watch?v=c3BRTIHFpBU</a>
The Infamy of Pruitt Igoe	Renewing American City			<a href="https://www.youtube.com/watch?v=1zhtc4DWI4o">https://www.youtube.com/watch?v=1zhtc4DWI4o</a>