Ethnic Studies 1 Course Overview

Humanizing Values

Knowledge & Love of Self		Solidarity	Self-Determination
UNIT 0 + 1	**UNIT 2**	**UNIT 3**	**UNIT 4**

Key Concepts

Self & Stories	Power & Privilege	Beliefs & Bias	Activism & Action

Critical Application of Learning Projects

Autoethnographic Story Plots + Creative Identity Representation for sharing (identity collage, story soundtrack, artifact box)	Expository Case Studies: Systems Impacting Our Lives	Podcasting for the People	Youth Participatory Action Research (YPAR)

SFUSD Ethnic Studies Learning Pursuits

1. Students identify and recognize the inherent value and need to become ethnographers of their own lives and communities' experiences. 2. Engage in analyses of systems and power in the U.S.,	1. Students identify and recognize the inherent value and need to study their own lives and communities' experiences as key text 2. Engage in critical analyses of systems and power in	1. Students identify and recognize the inherent value and need to study their own lives and communities' experiences as key text 2. Engage in analyses of systems and power in the U.S.,	1. Students identify and recognize the inherent value and need to study their own lives and communities' experiences as key text 2. Engage in analyses of systems and power in the

particularly the system of white supremacy, its role in socially constructing race and the impact of racism on American society 3. Develop a sense of purpose and connection between themselves, their peers and larger society from ongoing self-reflection, collective work, and meaningful participation in a critical learning community. 4. Identify problems, conduct analysis of root causes, and investigate historical and contemporary contexts to plan and implement actions that solve problems and transform and strengthen their communities	the U.S., particularly the ever adapting system of white supremacy, its role in socially constructing race and the impact of white supremacy on American society. 3. Develop a sense of purpose and connection between themselves, their peers and larger society from ongoing self-reflection, collective work, and meaningful participation in a critical learning community. 4. Identify problems, conduct analysis of root causes, and investigate historical and contemporary contexts to plan and implement actions that solve problems and transform and strengthen their communities	particularly the system of white supremacy, its role in socially constructing race and the impact of racism on American society. **3. Develop analysis and interpretation of complex and multi-layered media to move beyond media consumption to media production, dissemination and invention.** 4. Identify problems, conduct analysis of root causes, and investigate historical and contemporary contexts to plan and implement actions that solve problems and transform and strengthen their communities	U.S., particularly the system of white supremacy, its role in socially constructing race and the impact of racism on American society 3. Develop a sense of purpose and connection between themselves, their peers and larger society from ongoing self-reflection, collective work, and meaningful participation in a critical learning community. **4. Identify problems, conduct analysis of root causes, and investigate historical and contemporary contexts to spread critical awareness of community conditions and pose action oriented possibilities.**

Concept Definitions

Identity: Identity formation is a process by which we, as well as others, define our sense of membership and belonging. Identity consists of the chosen and assigned names we give ourselves and/or are given. Identity is connected to our history/histories. Our identities: ● are varied, multifaceted and dynamic ● include belonging and membership in community ● are relational, intersectional and socially constructed *Intersectionality*: Originally coined by legal scholar Dr. Kimberlé Crenshaw as a prism to understand how inequalities persist, social categories like race, class, gender, sexuality, etc are best understood as overlapping and interlocking rather than isolated and distinct.	*System:* An organized way of doing something. In society, there are three types of systems that work together to cohere large numbers of people into a unified whole. ❏ Economic ❏ Political ❏ Social-Cultural These systems channel power and can be oppressive or non-oppressive. *Power*: ❏ Power Over (dominating others) ❏ Power To (ability of all people and groups to exert influence)	*Cultural Hegemony in the media:* A concept originally coined by Italian scholar and activist Antiono Gramsci, cultural hegemony refers to the domination, or rule, achieved by ideological means. This infers that systems of power are reinforced via groups of people who can wield power and institutions (media, in this case) that may heavily influence the everyday thoughts, expectations and behaviors of the rest of society. When people submit to these hegemonic and ultimately dehumanizing norms, ideas and expectations, existing relationships of power remain unchanged. *Counterhegemony in the media:* The use of media to name and challenge existing power relationships, values, norms, systems and conditions that	*Transformation:* The liberatory process, through critical consciousness and agency, of uncovering, reclaiming, revaluing and maximizing the potential of one's humanity in opposition to oppression and dehumanization. *Change:* The act or instance of making or becoming different.

Narrative: A spoken or written account of connected events; a story from a particular point of view. Narratives: • vary based on both teller and audience • serve a function • are experience based • are dynamic • communicate values • have power *Master narrative* "Until the lions start writing their own stories, the hunters will always be the heroes." -Kenyan and Zimbabwean proverb The account of events as told by those who are in power. The "official" history. It is shaped by the ruling classes' identities and interests (i.e., class, race, gender, religious, et al) and marginalizes and/or silences points of view not in line with its own. *Counter narrative* Telling(s) of history from multiple points of view that expose and challenge the bias inherent in the master narrative, thereby enhancing our understanding of history.	❏ Power With (strength based on mutual support and solidarity) ❏ Power Within (a person's capacity to imagine, have hope and preserve) and ❏ Power For (the goal and impact of power) *Humanization & Dehumanization* *The I's of Oppression and Resistance* • Ideological • Institutional • Interpersonal • Internalized	have been legitimized and promoted as natural and unchanging/unchangeable by structurally privileged classes in society.	

Supporting Concepts and Key Terms

Identity based on:	CRAASH	***Humanization & Dehumanization***	*Agency*
• Race	*White supremacy*	*Mass Media*	*Social movements*
• Ethnicity, Nationality & Indigeneity	*Social Privilege*	*Stereotypes*	*Justice*
• Culture	*Anti-Blackness*	*Agency*	*Critical Thinking* is:

• Class • Sex and Gender • Ability (physical, emotional, mental) • Attraction (physical, emotional, mental) • Religion • Intersectionality *Perspective* *Eurocentrism*	*Anti-Queerness* *Transphobia* *Patriarchy/Male supremacy* *Ableism* *Classism* *Ageism* *Antisemitism* *Islamophobia*	*Self-Determination* *Human Rights* *Objectification* *Alienation* *Exploitation*	• Thinking CAUSALLY • Thinking HISTORICALLY • Thinking SYSTEMS & POWER *Praxis* *Youth Participatory Action Research (YPAR)* *Change* *Transformative resistance*
UNIT 1 *Identity & Narrative*	**UNIT 2** *Systems & Power*	**UNIT 3** *Cultural Hegemony & Counterhegemony*	**UNIT 4** *Transformation & Change*
Enduring Understandings			
1. Knowledge and love of self is fundamental to individual and collective well-being. (New) 2. Our own lives and experiences are important texts to study in further developing our love of who we are from where we come. (New) 3. Our experiences, relationships, and histories shape our identities. 4. Reflection on one's individual and collective identities can be integral to placing one's self in history as an agent of change. 5. The master narrative can be a singular story (account of events) that marginalizes the experiences of oppressed groups by excluding their perspective. 6. Counter narratives trouble the master narratives by painting more humanizing, multi-faceted, nuanced understandings of our individual and group experiences.	1. Recognition of our interconnectedness and ultimately developing solidarity can be an effective way to resist systems of oppression. (New) 2. Identifying, visualizing, analyzing and challenging the systems impacting our lives is key to transforming them. (New) 3. Power can be derived from the three fundamental types of systems shaping society. 4. Systems and power can be used to dominate/oppress or liberate/resist. 5. Systems of oppression can be dependent on multiple forms of oppression. 6. Oppression can lead to resistance.	1. Historically, and in the present, counter narrative storytelling can be a humanizing process that uplifts our beauty and complexity while asserting the agency of marginalized people to define themselves. (New) 2. Hegemony is established and maintained through systems and institutions of power. 3. Hegemony works through dominant systems and institutions of power and can shape and reinforce stereotypes. 4. Master narratives have the power to deny a group's identity and agency.	1. Young people have historically been, and presently are, at the center of social movements to positively shape their present and future conditions. (New) 2. Systems impact and shape people's lives. In turn, people impact and can shape systems. 3. Oppression and dehumanization can lead to resistance. 4. Critical consciousness can empower people to take effective action against injustice in their community/ies. 5. Examining the root causes of problems can lead to determining actions to "change or transform" those problems. 6. Social movements can empower young people to act upon injustices and to transform their communities.

Essential Questions

1. How can examining experiences that have shaped our identities further develop our knowledge and love of self?
2. How do relationships (to ideas, to institutions, to other people, to oneself) contribute to the shaping of our identity?
3. What impact does the master narrative have on the experiences of historically marginalized people?
4. How do race, ethnicity, nationality, and culture (among others) shape our personal identity?

1. What are humanizing responses when confronted by systems of oppression that cause deep social, political, cultural and economic divides? (New)
2. How do social, political, and economic systems channel power?
3. How have people historically, and in the present, challenged systems of oppression?
4. How can we identify and analyze the systems of power affecting our lived experience?

1. If you had the power to share any message with the world, what message would that be? (New)
2. How can researching, documenting and uplifting our families' and our communities' stories deepen our appreciation of who we are and who holds knowledge? (New)
3. What narratives are the most commonly found in mass media and how do they impact youth?
4. How have people used media platforms to resist cultural hegemony? (New)
5. How have individuals, institutions, and systems sought to direct society to maintain the status quo?

1. If you could change the world, what's one thing you would change? (New)
2. What role have youth played, both now and in the past, in the transformation of themselves, their community and larger society? (New)
3. What are the root causes of the injustices people face, both historically and in the present?
4. How do systems impact people and how do people impact change in the system(s)?

Core Skills (CCSS Literacy) 1st Semester

Core Skills (CCSS Literacy) 2nd Semester

Reading
- Identify the missing perspective and biases in a given source.
- Compare and contrast multiple perspectives or points of view on a given historical event or issue.
- Evaluate different versions of a historical event in different mediums.
- Apply knowledge gained from texts to inform reading of additional texts on the same topic, issue or time period.

Reading
- Evaluate author's word choice and understand that language is used deliberately
- Analyze the use of propaganda techniques and stereotypes
- Synthesize information and ideas from multiple sources
- Apply knowledge gained from texts to inform reading of additional texts on the same topic, issue or time period.

Informative/Explanatory Writing
- Summarize, paraphrase and/or quote information when appropriate
- Create and use outlines to organize information in a logical sequence.
- Gather information from relevant and credible sources, both primary and secondary.

Informative/Explanatory Writing

• Cite sources using appropriate citations formats. • (research and technology use): conduct short and long-term research projects based on self-generated questions to support/refute arguments.	• Write a piece that includes the essential elements: introduction with thesis statement; body paragraph(s)with a topic sentence that captures the main idea; a conclusion that restates the thesis and provides relevance of the topic or issue.

Argumentative Writing
- Organize evidence and information from multiple credible sources based on historical analysis.
- Apply historical thinking skills (reasons/reasoning) to logically connect a claim(s) and/or counterclaim(s) with multiple lines of evidence to support or refute a historical argument.

Argumentative Writing
- Provide a claim(s) and counterclaim about a topic or issue and organize reasons and evidence to support the claim(s) and refute the counterclaim(s) in a logical sequence.
- Provide a conclusion that give a summary/analysis/synthesis of the historical inquiry to support the claim(s), noting any counterclaims in the process and providing insights that support the argument.
- Connect evidence from multiple sources to a specific claim and/or counterclaim.

Speaking & Listening
- cooperate with peers to establish rules, goals, decision making format….
- share the dissemination of information
- actively encourage participation
- listen to others in group, ask questions
- Use technology, including the internet to produce, publish and interact with others about writing, including linking to and citing online sources

Speaking & Listening
- present multiple perspectives/interpretations of a historical event or issue within its historical context
- Listen respectfully
- provide and respond to feedback
- Speak directly to the class/audience with appropriate expression, tone, volume, eye contact…
- Incorporate digital media and visuals

UNIT 1 *Identity & Narrative*	UNIT 2 *Systems & Power*	UNIT 3 *Cultural Hegemony & Counterhegemony*	UNIT 4 *Transformation & Change*
Possible Case Studies/Historical Content			
Case Studies: • Native American culture, politics and economy • English indentured servants • African Enslavement • European Settler Colonialism • Enslaved peoples' resistance • Spanish mission system in the southwest • Treaty of Guadalupe-Hidalgo • Anti-miscegenation laws	Case Studies: • Indigenous peoples' displacement and assimilation • Chinese immigration • 13th, 14th and 15th Amendments • Jim Crow • Lemon Grove Incident • Civil Rights Movement • Civil Rights Act • Voting Rights Act	Case Studies: • Indigenous peoples' displacement and assimilation • Carlisle Indian School, "Kill the Indian, save the man". • Slave identity creation/formation • Development of Mass Media and Consumerism • "Yellow Peril" and the Chinese Exclusion Act • Solidarity	Case Studies: • Chinatown Rising • Teaching Tolerance: The Children's March • Local activism • Local ethnography • SFUSD Campaign for Ethnic Studies • Campaign for Free Muni For Youth • Gender neutral restrooms • Marriage equality

• Virginia Senate Bill, (defining of whiteness) "To preserve racial…
• Social Construction of Race
  o Acts of the Virginia Commonwealth
    ▪ March 1642-43
    ▪ December 1662
    ▪ October 1705
• Race and Citizenship
  o 1790 Naturalization Act
• Anglo-Saxonism
• Chinese exclusion Act
• Solidarity
	• Immigration Law
	• War on Drugs (Reagan)
	• Trayvon Martin and "Stand Your Ground"
	• The New Deal and Redlining
	• Internment of Americans of Japanese ethnicity
	• Slave codes / Black codes
	• Frederick Douglas
	• Harriet Tubman
	• Sojourner Truth
	• Ida B Wells
	• California Gold Rush
	• Solidarity
			• Ally? Accomplice? & Solidarity

Recommended Resources for this unit: • Race: Power of Illusion- documentary • Exterminate All the Brutes (text + documentary) • "Sex, Race, and Class" Selma James reader • Race and Slavery • First person narratives (e.g. slave narratives) • speeches and interviews w/ Laverne Cox on this topic • "Who is Black in America?" - CNN documentary • *It's Bigger Than, Hip Hop,* M.K. Asante • "Lying to Children About the California Missions and the Indians" Link: • "Residential schools findings point to 'cultural genocide,' commission chair says" • Democracy Now report • Gender/Sexuality in connection to colonization, current day Islander identity: Film: Kumu Hina, A Place in the Middle	**Recommended Resources for this unit:** • *Stamped: Racism, Anti-racism & You,* Jason Reynolds & Ibram X. Kendi • *El Norte* - Film • *New Jim Crow*, Michelle Alexander. • *Inequality for All* • *Can't Stop, Won't Stop,* Jeff Chang	**Recommended Resources for this unit:** Hegemony: • *The Matrix* • *The Social Dilemma (Netflix)* • "Allegory of the Cave", Plato • *Pedagogy of the Oppressed*, Paulo Freire • *Song of the Hummingbird,* Graciela Limón Media literacy	**Recommended Resources for this unit:** • YPAR Chapter in *Art of Critical Pedagogy*, Duncan-Andrade
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**

Identity & Narrative	Systems & Power	Cultural Hegemony & Counterhegemony	Transformation & Change
Scholarly Articles Recommended for this Unit: ● *Ain't I a Woman: Black Women and Feminism,* bell hooks ● *Who We Be: The Colorization of America,* Jeff Chang ● *Racial Formations,* Omi and Winant ● *Breaking Down Race,* Cheryl Crawford	**Scholarly Articles Recommended for this Unit:** ● "White Like Me" - Tim Wise ● *Forms of Capital,* Bourdieu ● *Schooling in Capitalist America*, Bowles and Gintis ● *How the Irish Became White,* Noel Ignatiev ● *Talking about Race, Learning about Racism: 'The Application of ' Racial Identity Development Theory in the Classroom,* Beverly Tatum	**Scholarly Articles Recommended for this Unit:** ● Carder G. Woodson, *The Miseducation of the Negro* ● Paulo Freire, *Pedagogy of the Oppressed* by ● Antonio Gramsci, *Prison Notebooks* ● Michel Foucault, *Discipline and Punish: the birth of a prison (1991)* by (suggested excerpts on pages 63, 194)	**Scholarly Articles Recommended for this Unit:** ● *Youthtopias*, Akom, Ginwright, Cammarota ● *From Hopelessness to Hope*, Cammarota ● T*he Cultural Organizing of Youth Ethnographers*, Cammarota ● P*edagogy of Agency*, Bautista ● YPAR Chapter in *Art of Critical Pedagogy*, Duncan-Andrade ● *YPAR*, Michelle Fine

Recommended Resources for Teachers of the Course:
● YPAR Chapter in *Art of Critical Pedagogy*, Duncan-Andrade
● *Culturally Responsive Teaching & The Brain,* Zaretta Hammond
● "Toward an Ethnic Studies pedagogy: Implications for K-12 schools from the research"*,* Tintiangco-Cubales, A., Kohli, R., Sacramento, J., Henning, N., Agarwal-Rangnath, R., & Sleeter, C.