

Ethnic Studies Course Description  
for UC a-g Approval

SUBMITTED BY:  
San Ramon Valley Unified School District  
July, 2021



**PART 1: BASIC COURSE INFORMATION**

Course Title	<b>My Story, Your Story, Hxrstory: Interdisciplinary Ethnic Studies With an emphasis on Medial Literacy and the California Perspective</b>
Transcript Abbreviations	
Length of Course	<b>Yearlong</b>
A-G subject area and discipline	<b>G, History/Social Science (Interdisciplinary?)</b>
<b><u>HONORS COURSES</u></b>	
In general, institutions developing their own courses that are seeking the UC honors designation will be prompted to specify the course’s non-honors equivalent.	
UC Honors designation	Yes/No: <b>NO</b>
<b><u>PREREQUISITES &amp; CO-REQUISITES</u></b>	
Prerequisites provide insight to the foundational coursework and skills expected of students before taking the proposed “a-g” course. Co-requisites provide context to the coursework students will be simultaneously completing with the proposed “a-g” course.	
Prerequisites	Required: <b>NONE</b>
	Recommended (if applicable): <b>N/A</b>
Co-requisites	Required: <b>NONE</b>
	Recommended (if applicable): <b>N/A</b>
<b><u>INTEGRATED COURSES</u></b>	
Integrated courses that combine the content and skills of traditional academics with contextualized learning in career technical education can select the course’s targeted industry sector and career pathway.	
Integrated courses	Yes/No: <b>NO</b>
Grade Levels	<b>Grades 11 and 12 (grade 10 with teacher referral)</b>
Course Learning Environment	<b>Classroom-Based</b>

## PART 2: COURSE DESCRIPTION

The Course Description is one of the most important components of the new course submission form. Use this section to **emphasize the core knowledge and skills** students are expected to learn in the course, including **concepts, theory and texts**. There should be clear evidence of the course's level of **rigor and the development of essential critical thinking skills**. The Course Description is comprised of THREE sections.

### COURSE DESCRIPTION SECTION 1: COURSE OVERVIEW

The Course Overview provides a snapshot of the course content for all users browsing courses in the Course Search section. You will be asked to provide a brief summary/snapshot (3-5 sentences) of the course's content.

#### Course Overview

This course uses a thematic, interdisciplinary approach based in culturally-relevant pedagogy to draw out student voices and help students develop the skills to engage in articulate discussions about the complexities of power, privilege, and agency in history and modern-day sociopolitical systems, through the lenses of race, ethnicity, gender, class, ability, and religion. Students will access multimedia, primary sources, data, and texts to build media literacy skills and evaluate stereotypes and misinformation. We will think critically about intersectional identities and bias, and gain a rigorous historical understanding of how oppression and privilege have impacted and continue to impact marginalized groups. We will also utilize the arts and storytelling to make connections between cultures, ourselves, and others, as we seek counter narratives that pay close attention to Native American, African American, Asian American, Latinx, and LGBTQ+ communities, as well as the Jewish, Arab, and Muslim religions. We will learn about liberatory social movements and culminate with a student designed action project, which leans into dismantling institutionalized oppression, and that authentically promotes students' civic engagement, self-efficacy and collective empowerment in the local community setting.

Course level Essential Question: How does our identity and our understanding of historical and counter narratives inspire us to build agency and enable us to challenge and transform perpetual systems of oppression?

What is Ethnic Studies?

"...to give students skills to become critical thinkers of the world around them, to give them opportunities to grow as learners and to see themselves as true intellectuals. And foremost to develop a sense of love in themselves, their histories, and their communities, thereby seeing hope in change they can take part in. Students can then change their society at whatever level that may be" (quote from an interview with Aimee Riechel from Mission High School in San Francisco, as shared in "Rethinking Ethnic Studies," page 138).

## **COURSE DESCRIPTION SECTION 2: COURSE CONTENT**

For sample course resources and how to write a a-g course please see here

<https://www.ucop.edu/agguide/updating-your-course-list/submitting-courses/sample-descriptions/index.html>

The Course Content section will request information in a unit-by-unit style. For each unit of the course, you will be asked to provide:

**1. Unit Summary:** A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.

**2. Unit Assignment(s):** A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

*\*UC does not have guidelines or expectations for the number of units a course should have and the length of your course's unit descriptions will vary depending on the number of units in your course. For courses with few units, the unit descriptions may be longer; and unit descriptions may be shorter for courses with many units.*

Some key assignments are not completed within a single unit and may be repeated over several units.

For example:

- 1. For recurring assignments, we recommend using the first unit in which the assignment occurs to provide a general description of the assignment. The different topics of the recurring assignment can then be listed in subsequent unit descriptions.*
- 2. For a single assignment that stretches over several units, the assignment description can appear in the unit in which students begin the assignment or complete it. Alternatively, the assignment description can also be broken up over the various units.*
- 3. If it is a lab course (3) Unit lab activities need to be listed separately.*

**3. Comprehensive Final Exam / Project Details:** We need to provide a brief description (5-10) sentences of the comprehensive final exam/project.

### **UNIT 1: CO-CONSTRUCTING COMMUNITY**

Summary

The student-centered, relational nature of the Ethnic Studies classroom requires establishing a strong, trusting community space, which enables students and teachers to engage in courageous conversations through empathy, vulnerability, and authenticity. It is critical to invest a significant amount of time at the beginning of this course to build a learning environment that not only offers a foundation for academic concepts and norms, but also prioritizes expectations around the human element that is extremely central to both the content and the pedagogy. This level of introspection and collectivist mindsets are not the norm in a traditional classroom.

This first unit establishes a structure for co-creating expectations around communication and relationships. Students will research the story of their name and will use that important piece of their identity to notice and name the vulnerabilities of storytelling and nuances of personal narratives. Additionally, students explore a

	<p>working definition of Ethnic Studies as both a content area and a pedagogy, and through that conversation, begin to build a terminology list and practice using conversation scaffolds and accountable talk strategies about culture and values. We will also introduce the objective of Ethnic Studies, how the course has evolved over time, including its initial derivation from the <a href="#">Third World Liberation Front</a>.</p>
Assignment(s)	<p>Unit Key Terms (examples): Norms, Collectivism/Individualism, Vulnerability, Narrative, Media Literacy.</p> <p>“CULTURE TREE”</p> <p>Students will reflect on how the depth and breadth of their own multifaceted identity influences the choices they make and how they walk the world. Using the “<a href="#">Culture Tree</a>” diagram (from “Culturally Responsive Teaching and the Brain” by Zaretta Hammond), students identify values they hold strongly as well as those they are interested in learning more about. Writing prompts may include:</p> <ul style="list-style-type: none"> <li>● Based on the Culture Tree diagram, what do you think is the difference between Deep Culture, Shallow Culture, and Surface Culture?</li> <li>● What matters to you in life? Which of the values that you circled represent those things that matter most?</li> <li>● Choose one value that one stands out to you as something you want to either explore or ask questions about. Explain.</li> </ul> <p>In partners, students will practice active listening by using the <a href="#">Courageous Conversations Compass</a> and/or accountable talk strategies to share their responses with a peer that they don’t know well. They will repeat this process three times, making notes on a shared digital bulletin board after each conversation about what they felt went well and what they were tentative about (this is not a report out on their partner’s personal information- it is a meta-examination about the conversational process). The teacher will use that feedback to determine what modifications or clarifications need to be made to the activity in real time, to meet the needs of this group of students. Students will share their finished Culture Tree with the teacher and it will be utilized again in Unit 2 as a resource for discussing the connection between self and “others” while learning about intersectionality and bias. Students will have structured opportunities to revisit their personal Culture Tree (and those of their peers) throughout the year, as their understanding of themselves evolves.</p>
Lab Activities	N/A
<b>UNIT 2: INTERSECTIONALITY: IDENTITY, BIAS, AND NARRATIVES</b>	
Summary	<p>This unit expands students’ understanding about identity and the associated risks of narratives that offer a limited or single perspective, and the need to be aware of how those show up in the world around us. Students will explore how multiple facets of identity are intersectional, how bias forms stereotypes, and define race as a social construct. This unit is lengthy in order to offer adequate time to study the science of bias and its role and origins in topics such as Eugenics, as well as the complexities of</p>

	<p>how microaggressions are perceived and received as either cultural appropriation or appreciation. This will naturally lead into the concept of dominant culture, and into a brief and broad introduction to some top level issues that impact the main marginalized ethnic groups, religions and genders, which will be studied more deeply throughout the duration of course.</p>
Assignment(s)	<p>Unit Key Terms (examples): Bias, Microaggression, Intersectionality, Code-Switching, Eugenics.</p> <p>“MY CULTURE IS NOT A COSTUME”</p> <p>Students will read and take notes on a multimedia text set about Native American cultural appropriation. This will include excerpts from "<a href="#">So You Want to Talk About Race</a>," the Teen Vogue video, "<a href="#">My Culture is not a Costume</a>," and other resources about Indigenous Peoples. Using information they find relevant, students in partners or triads will research microaggressions from a culture that is different from their own. They will find current media sources that perpetuate insensitive stereotypes (which will also require knowledge about how to *accurately* portray cultural traditions), as well as resources that dismantle the stereotypes. It will also be required that the group interview one adult and one student from their identified culture using open ended questions which expose their personal experiences around stereotyping and the connection to intersectionality. The research will be presented to the rest of the class in any format along with all links to audio/video/text resources. The presentation will also include a proposal for how they can be a part of further educating their school community, and how that connects with dominant culture values. Questions to address include:</p> <ul style="list-style-type: none"> <li>• What is a strategy you might use if someone acts out a microaggression against you?</li> <li>• What are a few strategies you can use if you are called out for saying a microaggression?</li> <li>• How do you explain the connection between trauma and bias?</li> </ul> <p>Rubrics for teacher, peer, and self-evaluation will be utilized for assessment.</p>
Lab Activities	N/A
<b>UNIT 3: HEGEMONY: POWER, PRIVILEGE, POSITIONALITY</b>	
Summary	<p>Systems of power control circumstances within economic, political, and sociocultural contexts. They are often developed and managed by those in power, and they have significant influence on how big and little decisions are implemented within society, including who is voted into office and whose voices are not heard. Students may be aware of these inequalities, but lack the understanding of the “why” and “how” racism in these systems came to be. This unit aims to provide education on the reasons behind systems of power, and to dismantle misguided beliefs that these issues still exist purely as a result of prejudice by individuals, not as a result of the dire circumstances that systems and their policies perpetuate.</p>

	<p>This unit is structured thematically, unpacking different systems of power across the ethnic groups, and fostering a space to explore the struggles and resistance related to that dynamic. For example, in studying the systems of patriarchy and sexism, students learn about how misogyny plays out in different communities, make comparisons within the systems, and as the unit unravels, also identify patterns and values that show up (or not) across systems. Questions and ideas about humanity will naturally emerge in this unit, which will be studied in more depth in Unit 4. Likewise, we will make an initial connection to the ideals of anti-racism and organizing in response to the imbalance of power, which will be addressed more deeply in Unit 5 in the study of social movements that arose in resistance to these systems.</p>
<p>Unit 3 Assignment(s)</p>	<p>Unit Key Terms (examples): Power, Privilege, Settler Colonialism, Myth of Meritocracy, Classism, Patriarchy.</p> <p>“REDLINING and HOUSING SEGREGATION”</p> <p>This is a multi-part lesson that is partially <a href="#">adapted from the Zinn Education Project</a> and is grounded in the book “<a href="#">Color of Law</a>” (Liveright, 2017). The objective is for students to be introduced to 20th century housing policies that intentionally interrupted Black social mobility, and contributed to a racial wealth gap that has had continuing impacts on housing, neighborhoods, education, and employment. For example, The Fair Housing Act of 1968 prohibited discrimination but did nothing to reverse patterns that were already deeply embedded and are now a challenging legacy that is difficult to reverse.</p> <p>In partners, students will be asked to reflect on the question, “what does housing mean to you?” and then will be shown images to gather clues to help them explain the mystery of the modern racial wealth gap. Then, they will read an excerpt from the book, write an individual response, discuss and mark up relevance and reactions in small groups, and then participate in an all-class gallery walk to extract key ideas and questions. Based on the outcome of those interactions, the teacher will select follow up resources such as videos (<a href="#">example</a>), short films, (<a href="#">example</a>), images (<a href="#">example</a>), and 2-3 additional excerpts from “The Color of Law,” which provide more clarity on the subject matter. Students will then participate in a role play- each student is assigned a different role based on a real person who was involved in 20th century policy making. Activities will include writing a letter to “solve the issue” (from the perspective of that individual), having conversations with other class members, and finally, to investigate the depth of policy that still exists in <a href="#">current maps such as this one</a> or in ideals around <a href="#">reparations</a>. The final assessment will ask students to take a step back to identify how this process for understanding redlining can be applied to other systems of oppression (which leads into Unit 4).</p>
<p>Lab Activities</p>	<p>N/A</p>
<p style="text-align: center;"><b>UNIT 4: SYSTEMS OF OPPRESSION: DEHUMANIZATION, HUMANIZATION</b></p>	

<p>Summary</p>	<p>This Unit goes deeper into the power dynamics studied in Unit 3 by unpacking the human perspective of power. We study dehumanization in the form of objectification, alienation and exploitation, as well as the empowerment of humanization made possible by restoration of dignity and self-determination, and of the telling and retelling of stories and counter-narratives. Content will include a wide range of hxrstorical narratives including Native American Missionization, Migrant Farmworkers, Eugenics’ implications in education, and Japanese Internment. We will also demonstrate how validating personal experiences and identities within the learning community can be a gateway to transformative change.</p> <p>This Unit is the point in the course where there is an obvious shift from generating general questions or learnings around racial formation and personal ancestral legacies, to more complex inquiries, which connect those hxrstorical patterns and policies to current issues. This shift is the first step in challenging traditional understandings and in considering how one’s identity and place in society can play a role in dismantling those understandings and actions which have been harmful to marginalized groups. This process of critical thinking in a safe space allows students to delve into various perspectives simultaneously, where they are able to draw connections across racial and ethnic groups.</p>
<p>Assignment(s)</p>	<p>Unit Key Terms (examples): Human Rights, Objectification, Alienation, Exploitation, Colonization/Colonialism, Genocide, Dignity.</p> <p>“REPARATIONS FOR NATIVE AMERICAN GENOCIDE”</p> <p>This is the concluding project after of a series of lessons where students access a variety of materials that offer a counter-narrative to the history of Native Americans which is traditionally taught in California public schools (i.e. fourth grade California history and eighth grade U.S. colonization), by looking at the establishment of Missions along the California coastline and how that was a dehumanization (aka genocide) of Indigenous Peoples. Using student-centered pedagogy, jigsaw workshops, and multimedia literacy, students will use excerpts from resources such as <a href="#">“Rethinking Columbus,”</a> to investigate the essential question: “What are the implications of traditional narratives and counter-narratives about Indigenous Peoples within hxrstory and how might reparations be made to address those tensions within society today?” This is an interdisciplinary project, which supports ELA standards for using claims, counterclaims, and analysis of evidence.</p> <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Choose one of two praxis-based topics to research: “Land Acknowledgements and Mascots” or “The Native American Symbiosis with the Environment.” Research may extend outside of California (for example to redefining the story of Thanksgiving, or discussing environmental issues present in the pacific northwest) in order to maximize the storytelling required.</li> <li>2. Topic-alike groups will be established across the district’s five high school Ethnic Studies courses so that students from each school are grouped together)</li> <li>3. Using collaborative digital tools, each group will be guided by a project based learning rubric to conduct research and develop their project to present to peers.</li> </ol>



	4. Assessment will include peer, self, and teacher feedback.
Lab Activities	N/A
<b>UNIT 5: RESISTANCE, JUSTICE, AND AGENCY</b>	
Summary	<p>In spotlighting the stories of marginalized groups, it is critical that time is specifically set aside for students to recognize the positive work that has been accomplished through social movements that operate(d) to resist systemic inequities for all identities, and to understand the role that solidarity plays in building a movement. The gains achieved through agency and activism, as perpetuated by solidarity of members within and outside of like groups, offers hope and exemplifies the types of small and big actions that can be taken to disrupt oppression. Classrooms serve as (safe) spaces for authentic discussions which apply critical thinking skills and high level listening to solve complex problems about our humanity and the humanity of those around us. By studying empowerment, students also shift their mindset from only thinking of everyday oppressed peoples as helpless victims (which may imply their status is their fault or not fixable by those who hold more power), but rather helps to see organizers instead as strong, courageous, active participants in resistance and voicing their needs against a larger systemic force, which is a dynamic traditional schooling has not focused on. The outcome of this Unit is to unpack the broad support that social movements have, and can create, and how to mobilize allies in support of the process for making change that results in equity for all.</p> <p>Students will build off of, and apply, the concepts they have been studying throughout the course, including bias, colonialism, and dehumanization, to examine systemic patterns that create oppressive dynamics for marginalized groups. They will address issues in their communities that are exacerbated because of race, class, religion, and gender, compare the ways different groups attempt to devise tactics for liberation, and identify the factors that promote success in their resistance efforts.</p> <p>Examples of Social Movements that occurred in response to systemic inequities: The Civil Rights Movement, The National Farmworkers Association and Dolores Huerta, Japanese American Redress and Reparations, Black Lives Matter, Educational oppression (Mendez vs. Westminster), Mni Wiconi Water is Life: No Dakota Access Pipeline at Standing Rock, Black Panthers, Women’s Liberation/Suffrage, Stonewall, and #MeToo.</p>
Assignment(s)	<p>Unit Key Terms (examples): Causality, Liberation, Resistance, Movements.</p> <p>“ART AS CULTURAL RESISTANCE”</p> <p>Students will take on the “other” perspective of how people can use cultural arts to respond to oppression and dehumanization in order to be empowered agents of transforming society. To make these analyses, students need a solid understanding of the counter-narratives within hxrstory, and will connect with multimedia text sets which demonstrate the impact of hxrstory on society today. For example, the role of</p>

visual communication during the 1960's Chicano Movement was central to the ability to organize then, and the artwork produced continues to be a source of historical study as the term "Chicano" itself is being redefined in Latinx communities.

Students will work individually on their research but will have opportunities for topic-alike peers to provide support and feedback along the way, which encourages collaboration and collective learning. The objective for this assignment will be to explain the story of a marginalized group from their perspective. To be as successful and authentic as possible, students will be taught storyboarding skills and have access to resources that support their use of various performing and visual arts tools (digital or analog - such as podcasts, digital art tools, video, music, dance, etc.).

Lab Activities      **N/A**

**UNIT 6: TRANSFORMATION, INQUIRY, ACTION, AND CHANGE**

**\*\*SERVES AS THE COMPREHENSIVE FINAL PROJECT**

Summary

The final unit is a comprehensive final inquiry project and the culmination of the course, in which students experience the liberating process of praxis (turning theory into action). Using Project Based Learning scaffolds, students become change agents within their immediate scope of influence in the community, requiring them to effectively research multiple perspectives, organize, and communicate, all within the umbrella of understanding how systemic oppression plays out for marginalized communities, and how dominant culture may or may not be aware of these issues.

As stated in "Rethinking Ethnic Studies," this unit is critical because "it evaluates how determined students are to put in the necessary work for organizing" (p. 299). Assessment is based on a rubric within the Project Based Learning methodology, which all students help to develop as a community of learners. By this point in the year, students have had multiple experiences using rubrics as a guide for their mini inquiry projects and understand how to use them to show proficiency, as well as how to use accountable talk strategies to gain constructive feedback from (and to) peers. The trust and vulnerability developed within the community of learners is key to elevating these projects to the highest possible level.

Assignment(s)

Unit key terms: transformation, praxis, change agent, liberatory, reclaiming, critical consciousness.

"FINAL INQUIRY PROJECT"

Students will choose a project topic which requires deep research, reflection, and counter perspectives to address an issue in their community that is impacted by systemic oppression, and will develop a concrete, deliverable solution to disrupt the issue in a means by which they are able to do so. Topics need to be relevant and timely locally, for example: classism (youth homelessness in the East Bay), decolonizing curriculum in education (school to prison pipeline), California economy

	<p>and immigration (labor laws), the rolling tides of hate (recent Asian American racism, Anti-Semitism). Etc. Students will need to be mindful that their project is targeted toward a specific audience, and will explain why they chose that audience.</p> <p>The ultimate format of the project can and should build on the students' personal strengths and be a meaningful medium for using their agency to communicate to their intended audience, (i.e. a letter to the editor, educational website, conducting a training for peers/teachers/parents, musical composition, art installation, speech for a local organization, recommendation/request to the school board or other local leadership entity, organizing a community service project, podcast broadcast, etc.). Students use whatever media or methodology speaks to them as the most effective, needed, and accessible, and as a way to facilitate streamlined communication with the teacher throughout the project's process.</p> <p>The role of the teacher is to facilitate and ask guiding questions with each individual student to support them in connecting the academic concepts with the societal issue at hand. Based on each student's direction, the teacher will provide resources such as news and texts, videos, access to people in the community to interview, pathways to access experts in the field, opportunities for peer feedback, digital tools for creation, and creative perspectives on how to best reach their intended audience.</p> <p>The key areas for this project will mirror the course Unit progression. Students will utilize relevant ideals as they work toward the high expectations set by the rubric:</p> <ul style="list-style-type: none"> <li>● Unpacking values, identity, intersectionality, bias, and counter narratives</li> <li>● Analyzing the role of power and privilege in the issue, providing relevant historical context and California influence and extracting the root causes of inequity</li> <li>● Exploring processes of dehumanization and/or humanization of the group at different significant moments and in the future</li> <li>● Explaining the impact of system(s) of oppression on marginalized groups' ability to seek and achieve justice- how do people impact change within the system?</li> <li>● Defining the impact and role of social media on perpetuating ideas and also its ability to support upstanders and allies.</li> </ul> <p>Ample time will be allotted so that all students can present their final projects to their peers in class and around the district. The presentation should include a reflection both about how the intended audience received the project. Together with their peers, students will discuss what modifications or next steps might be taken to continue making a transformative change.</p>
Lab Activities	<b>N/A</b>

### **COURSE DESCRIPTION SECTION 3: COURSE MATERIALS**

*Describe the course materials students use and analyze. Course materials help UC understand what materials are used to support student learning and the delivery of this course. When appropriate, please incorporate these materials into the course's unit descriptions in the Course Content section.*

*Examples of course materials include (please provide all details as they are required fields):*

#### **TEXTBOOKS / MANUALS**

Title	Author	Publisher	Edition/Year	Website/URL	Type
Courageous Conversations About Race	Glenn E. Singleton	Corwin	2015	<a href="https://us.corwin.com/en-us/name/book/courageous-conversations-about-race-0">https://us.corwin.com/en-us/name/book/courageous-conversations-about-race-0</a>	Teacher Resource: Other (Pedagogical Tool)
Critical Race Theory: An Introduction	Richard Delgado	New York University	2017	<a href="https://www.godreads.com/book/show/344649.Critical_Race_Theory_An_Introduction">https://www.godreads.com/book/show/344649.Critical_Race_Theory_An_Introduction</a>	Teacher Resource: Literary Text
Cultivating Genius	Gholdy Muhammad	Scholastic	2020	<a href="https://www.scholastic.com/teachers/teaching-tools/articles/professional-development/cultivating-genius-how-select-culturally-historically-responsive-text.html">https://www.scholastic.com/teachers/teaching-tools/articles/professional-development/cultivating-genius-how-select-culturally-historically-responsive-text.html</a>	Teacher Resource: Other (Pedagogical Tool)
Culturally Responsive Teaching and the Brain	Zaretta Hammond	Corwin	2014	<a href="https://crtandthebrain.com/">https://crtandthebrain.com/</a>	Teacher Resource: Other (Pedagogical Tool)
Equity By Design: Delivering on the Power and Promise of UDL	Mikro Chardin, Katie Novak	Corwin	2020	<a href="https://us.corwin.com/en-us/name/equity-by-design/book269459">https://us.corwin.com/en-us/name/equity-by-design/book269459</a>	Teacher Resource: Other (Pedagogical Tool)

Ethnic Studies: Critical Fundamentals	Tim Messer-Kruse	Achromous Books	2018	<a href="http://www.achromous.com/">http://www.achromous.com/</a>	Teacher Resource: Textbook
Ethnic Studies: Issues and Approaches	Philip Q. Yang	State University of New York Press	2000	<a href="https://www.sunypress.edu/p-3119-ethnic-studies.aspx">https://www.sunypress.edu/p-3119-ethnic-studies.aspx</a>	Teacher Resource: : Other (Pedagogical Tool)
Hacking Project Based Learning	Ross Cooper, Erin Murphy	Times 10	2016	<a href="https://www.10publications.com/HACKING-PROJECT-BASED-LEARNING">https://www.10publications.com/HACKING-PROJECT-BASED-LEARNING</a>	Teacher Resource: Other (Pedagogical Tool)
Making Thinking Visible	Ron Ritchart, Mark Church, Karin Morrison	Jossey-Bass / Wiley	2011	<a href="https://www.amazon.com/Making-Thinking-Visible-Understanding-Independence/dp/047091551X">https://www.amazon.com/Making-Thinking-Visible-Understanding-Independence/dp/047091551X</a>	Teacher Resource: Other (Pedagogical Tool)
Race, Class, and Gender in the United States: An Integrated Study	Paula S. Rothenberg	Worth Publishers	2001		Teacher Resource: Scholarly Article
Rethinking Ethnic Studies	Edited By R. Tolteka Cuauhtin, Miguel Zavala, Christine Sleeter, Wayne Au	Rethinking Schools	2019	<a href="https://rethinkingschools.org/books/rethinking-ethnic-studies/">https://rethinkingschools.org/books/rethinking-ethnic-studies/</a>	Teacher Resource: Textbook and Manual
Transformative Ethnic Studies in Schools	Christine E. Sleeter, Miguel Zavala	Teachers College Press	2020	<a href="https://www.tcpress.com/transformative-ethnic-studies-in-schools-9780807763452#:~:text=Transformative%20Ethnic%20Studies%20in%20Schools%20is%20essential%20reading,on%20bot">https://www.tcpress.com/transformative-ethnic-studies-in-schools-9780807763452#:~:text=Transformative%20Ethnic%20Studies%20in%20Schools%20is%20essential%20reading,on%20bot</a>	Teacher Resource: Other (Pedagogical Tool)

				<a href="#">h%20students%20of%20color%20and%20White%20students.</a>	
We Want To Do More than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom	Bettina L. Love	Beacon Press	2019	<a href="https://bettinalove.com/media/">https://bettinalove.com/media/</a>	Teacher Resource: Other (Pedagogical Tool)

**MENTOR TEXTS: PRIMARY SOURCES / NOVELS / PERIODICAL / SCHOLARLY ARTICLE**

Title	Author	Publisher	Edition / Year / Date	Website URL	Read in entirety? Y/N
An Indigenous People's History of the United States for Young People	Roxanne Dunbar-Ortiz	Beacon Press	2019	<a href="http://www.beacon.org/An-Indigenous-Peoples-History-of-the-United-States-P1164.aspx">http://www.beacon.org/An-Indigenous-Peoples-History-of-the-United-States-P1164.aspx</a>	No: Literary Text / Scholarly Book
Third World Liberation Front and the History of Ethnic Studies	Sine Hwang Jensen, UC Berkeley		1969 (various versions)	<a href="https://guides.lib.berkeley.edu/twlf">https://guides.lib.berkeley.edu/twlf</a>	<b>YES: Scholarly Articles / Primary Sources</b>
A Different Mirror: A History of Multicultural America	Ronald Takaki	Back Bay Books	1993	<a href="https://www.amazon.com/Head-Up-Sociology-DK/dp/1465468633/ref=sr_1_1?dchild=1&amp;keywords=heads+up+sociology&amp;qid=1626402906&amp;sr=8-1">https://www.amazon.com/Head-Up-Sociology-DK/dp/1465468633/ref=sr_1_1?dchild=1&amp;keywords=heads+up+sociology&amp;qid=1626402906&amp;sr=8-1</a>	No: Literary Text
all about love	bell hooks	Harper Collins	2001	<a href="https://www.academia.edu/33877231/All_about_love_bell_hooks">https://www.academia.edu/33877231/All_about_love_bell_hooks</a>	No: Literary Text
Wherever	Elaine Elinson,	Heyday Books	2009		No: Literary

There's a Fight: How Runaway Slaves, Suffragists, Immigrants, Strikers, and Poets Shaped Civil Liberties in California	Stan Yogi				Text
Blindspot: Hidden Biases of Good People	Mahzarin R. Banaji, Anthony G. Greenwald	Random House	2016	<a href="https://www.barnesandnoble.com/w/blindspot-mahzarin-r-banaji/1102334630">https://www.barnesandnoble.com/w/blindspot-mahzarin-r-banaji/1102334630</a>	No: Literary Text
So You Want to Talk About Race	Ijeoma Oluo	Little, Brown and Company	2019	<a href="https://www.hachettebookgroup.com/contributor/ijeoma-oluo/">https://www.hachettebookgroup.com/contributor/ijeoma-oluo/</a>	No: Literary Text
The Good Immigrant	Nikesh Shukla	Little, Brown and Company	2019	<a href="https://www.hachettebookgroup.com/titles/nikesh-shukla/the-good-immigrant/9780316524292/">https://www.hachettebookgroup.com/titles/nikesh-shukla/the-good-immigrant/9780316524292/</a>	No: Literary Text / Novel
Algorithms of Oppression: How Search Engines Reinforce Racism	Safiya Umoja Noble	NYU Press	2018	<a href="https://nyupress.org/9781479837243/algorithms-of-oppression/">https://nyupress.org/9781479837243/algorithms-of-oppression/</a>	No: Literary Text / Scholarly Book
An African American and Latinx History of the United States	Paul Ortiz	Beacon Press	2018	<a href="http://www.beacon.org/An-African-American-and-Latinx-History-of-the-United-States-P1437.aspx">http://www.beacon.org/An-African-American-and-Latinx-History-of-the-United-States-P1437.aspx</a>	No: Literary Text / Scholarly Book
Rethinking Columbus The Next 500 years	Bill Bigelow	Rethinking Schools Ltd.	1998	<a href="https://rethinkingschools.org/books/rethinking-columbus-expa">https://rethinkingschools.org/books/rethinking-columbus-expa</a>	No: Literary Text / Scholarly Book

				<a href="#">nded-second-edition/</a>	
Pedagogy of the Oppressed (Paulo Friere) and Student Guide	Antonia Darder	Bloomsbury Academic	2018	<a href="https://www.amazon.com/Student-Guide-Freires-Pedagogy-Oppressed/dp/1474255620/ref=sr_1_5?dchild=1&amp;keywords=paulo+freire+pedagogy+of+the+oppressed&amp;qid=1625345087&amp;s=books&amp;sr=1-5">https://www.amazon.com/Student-Guide-Freires-Pedagogy-Oppressed/dp/1474255620/ref=sr_1_5?dchild=1&amp;keywords=paulo+freire+pedagogy+of+the+oppressed&amp;qid=1625345087&amp;s=books&amp;sr=1-5</a>	No: Literary Text / Scholarly Book
The New Jim Crow (Michelle Alexander) and Study Guide Call To Action	Veterans of Hope	CreateSpace Independent Publishing Platform	2016	<a href="https://www.amazon.com/Crow-Study-Guide-Call-Action/dp/1535530243/ref=sr_1_1?dchild=1&amp;keywords=The+New+Jim+Crow+and+Study+Guide&amp;qid=1625345187&amp;s=books&amp;sr=1-1">https://www.amazon.com/Crow-Study-Guide-Call-Action/dp/1535530243/ref=sr_1_1?dchild=1&amp;keywords=The+New+Jim+Crow+and+Study+Guide&amp;qid=1625345187&amp;s=books&amp;sr=1-1</a>	No: Literary Text / Scholarly Book
Four Hundred Souls	Ibram X. Kendi, Keisha N. Blain	One World	2021		No: Literary Text / Scholarly Book
The Line Becomes a River: Dispatches from the Border	Francisco Cantü	Riverhead Books	2018		<b>YES (partial class Book Club): Literary Text / Novel</b>
Caste	Isabel Wilkerson	Random House	2020	<a href="http://www.randomhousebooks.com/books/653196/">http://www.randomhousebooks.com/books/653196/</a>	<b>YES (partial class Book Club): Literary Text / Novel</b>
There, There	Tommy Orange	Vintage	2019		<b>YES (partial class Book Club): Literary Text / Novel)</b>



Born a Crime	Trevor Noah	One Build	2016		<b>YES (partial class Book Club): Literary Text / Novel</b>
The 57 Bus	Dashka Slater	Farrar, Straus and Giroux	2017		<b>YES (partial class Book Club): Literary Text / Novel</b>
Just Mercy	Bryan Stevenson	One World	2015		<b>YES (partial class Book Club): Literary Text / Novel</b>
Stamped From the Beginning	Ibram X. Kendi	Bold Type Books	2016		<b>YES: Literary Text</b>
Heads Up Sociology		DK	2018		No: Textbook
This Book is Antiracist	Tiffany Jewel	Frances Lincoln Children's Books	2020		<b>YES: Literary Text</b>

**WEBSITES / MULTIMEDIA** (pdf, mp3, jpeg, videos etc.)

Title	Author(s) / Organization	Website URL (or Medium)
Common Sense Education - Digital Citizenship Library	Common Sense Media website	<a href="https://www.commonsense.org/education/">https://www.commonsense.org/education/</a>
Holocaust Survivor Testimony	Museum of Tolerance - Weekly web broadcasts	
Learning for Justice	Learning for Justice website	<a href="https://www.learningforjustice.org/">https://www.learningforjustice.org/</a>
Teaching People's History	The Zinn Education Project website	<a href="https://www.zinnedproject.org/">https://www.zinnedproject.org/</a>
Facing History and Ourselves	Facing History and Ourselves website	<a href="https://www.facinghistory.org/">https://www.facinghistory.org/</a>
César E. Chávez Monument and Manzanar	United States National Park Service website	<a href="https://www.nps.gov/index.htm">https://www.nps.gov/index.htm</a>

Historic Site				
Native Indigineous Lands Map	Native Land Digital website			<a href="https://native-land.ca/">https://native-land.ca/</a>
Precious Knowledge	Dos Vatos website			<a href="https://www.pbs.org/independentlens/documentaries/precious-knowledge/">https://www.pbs.org/independentlens/documentaries/precious-knowledge/</a>
It's About Time	The Black Panther Party Digital Archive website			<a href="http://www.itsabouttimebpp.com/home/home.html">http://www.itsabouttimebpp.com/home/home.html</a>
Black Lives Matter	website			<a href="https://blacklivesmatter.com/">https://blacklivesmatter.com/</a>
Just Mercy	FILM		FILM	
Stand With Standing Rock	website			<a href="https://standwithstandingrock.net/">https://standwithstandingrock.net/</a>
Are You Ready for Some Controversy? The History of "Redskin"	NPR's Code Switch Podcast			<a href="https://www.npr.org/sections/codeswitch/2013/09/09/220654611/are-you-ready-for-some-controversy-the-history-of-redskin">https://www.npr.org/sections/codeswitch/2013/09/09/220654611/are-you-ready-for-some-controversy-the-history-of-redskin</a>
Segregated by Design (based on <u>The Color of Law</u> )	Richard Rothstein and Mark Lopez website			<a href="https://www.segregatedbydesign.com/">https://www.segregatedbydesign.com/</a>
<b>OTHER</b>				
Title	Author(s)	Date	Material Type	Website URL