



Santa Rosa City Schools Course Proposal: 11th Grade Honors English: Ethnic Studies

Proposal Submitted By **Teaching and Learning**

Overview:

Rooted in social justice, this course will develop students' critical thinking skills through an analysis of a wide variety of historical and contemporary issues of race, ethnicity, and identity. This course examines the history, culture, identities, and experiences of colonially and institutionally oppressed communities in the United States with particular attention to African American Studies, Native American Studies, Latina/o/x Studies, and Asian American/Pacific Island Studies. Students in this course will read and analyze a broad range of fiction and non-fiction texts, deepening their recognition of how language works to affirm or dehumanize a person or group, to uphold or challenge power, and to stifle or liberate self-expression. Students will study the histories of race, ethnicity, and culture, and how these constructs relate to the historical and contemporary oppression of marginalized communities. As they build self-awareness, empathy, and an appreciation for solidarity and the power of coalition-building, students will learn respect for themselves, for other individuals, and for groups of people locally, nationally, and globally. Students will consciously and intentionally develop their understanding of community assets and cultural wealth to become agents of positive change who promote equity, empathy, and social justice in their society.

Graduation Requirements: Specify which requirement is met. (High School only)

This course satisfies 10 English credits. This course concurrently meets the Santa Rosa City Schools' district requirement for Ethnic Studies.

UC a-g Requirements: Specify which requirement is met. (High School only)

This course will be submitted for approval as an honors level "b" course by the UC/CSU systems.

Explain the rationale for course addition or modification. How does this fit in with district/site goals? If this course is replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.

In July 2020, Santa Rosa City Schools approved Ethnic Studies as a course of study and as a graduation requirement. This course will allow students to meet their

10-unit ETHS requirement through a one year English class by adding an option to the current English classes. Research shows that Ethnic Studies increases graduation rates, improves attendance, and results in greater engagement and higher grades.

Explain the measurable learning outcomes

Students will:

- think independently and critically about issues of race, ethnicity, identity, and power in American society
- understand the ideas of community assets and cultural wealth
- develop understanding of their own identities and appreciation for others'
- recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination)
- recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics
- recognize their own responsibility to stand up to exclusion, prejudice and injustice
- Understand counter narrative and read texts in a variety of genres that challenge the traditional literary canon
- be able to explain the importance and significance of those texts
- explore contemporary issues confronting different cultural identities and populations.
- analyze literary elements within a text.
- analyze how elements of fiction (plot, setting, character, point of view, style, voice, symbol, or theme) create meaning in a narrative.
- identify and explore archetypes and stereotypes and analyze how they coincide or clash with ideas about identity and culture.
- communicate in clear and persuasive prose and speech about contemporary and historical issues at the heart of American culture and society.
- write clearly, effectively and creatively and will adjust their writing style as appropriate to the content, audience, and purpose of the context and nature of the subject.
- participate in collaborative conversations in which they discuss complex issues
- write a variety of expository essays, research papers, pieces of creative writing, and journal responses with attention to developing and supporting a compelling thesis
- research, plan, and produce an action plan for injustice in their community
- work within their communities to build solidarity as they become active participants in a democratic society

Course Description (To be used in the course catalog)

This college preparatory course is designed to challenge students to broaden their understanding of traditional education by studying literature and non-fiction pieces

from different cultures and perspectives. Students will learn about cultural wealth and will pay particular attention to institutionally oppressed communities. Students will study about race, ethnicity, and identity in America; migration and immigration and governmental responses; systems of power and the history of education; and historical and contemporary social movements.

Students will achieve mastery of key California Common Core Standards for English. They will analyze multiple texts, conduct research, write a variety of expository and literary compositions, and participate in their communities as active members of a democratic society.

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

Beginning of Year Introduction to Ethnic Studies Unit

Theme: What is Ethnic Studies and why is it important?

Overview:

The first unit in this course introduces students to some of the foundational concepts and frameworks of Ethnic Studies and how these will be used to assess and analyze historical and current events found in literature and the larger world. Students will begin to learn how to apply an Ethnic Studies lens to their reading of texts and discussion of issues, which over the course of the year will include topics such as race and racism, colonization, assimilation, oppression, but also joy, strength, community, and resistance. With an initial focus on identity, students will find ways to recognize how they define themselves as well as how their identity is defined by others. After discussing the ways in which American society confers privilege or disadvantage, students will be introduced to Tara Yosso's cultural wealth model as a counternarrative to systems of oppression.

Key Concepts:

Personal Identity
Community & Cultural Wealth
Counter Narrative
Privilege vs Oppression
Ethnic Studies Core Tenets

Essential Questions:

1. What are the core tenets of Ethnic Studies?
2. Why is Ethnic Studies a vital part of my education?
3. How do I define myself? How do others define me? How does individual and

cultural identity relate to privilege versus disadvantage?

4. What is Tara Yosso's cultural wealth model, and how does it function as a counter-narrative?

Suggested Assignments:

1. Students write a reflection on "A Jamaican Story" describing how identity can connect to privilege or disadvantage and how his narrative serves as a personal counter-narrative.
2. After listening to Chimamanda Adichie's TedTalk, students write a personal essay in which they compare the single story others might tell about them to their own story of personal, cultural, and historical identity they would like others to know.
3. Students create a family crest as a visual representation of their own cultural wealth. They then create a class crest to represent the collective cultural wealth of the classroom learning community.

Suggested Texts:

"In Lak'ech" (Luis Valdez poem)

"The Danger of a Single Story" (Chimamanda Adichie TEDTalk)

"A Jamaican Story" (Malcolm Gladwell excerpt from *Outliers*)

"Six Reasons I Want My White Child to Take Ethnic Studies" (Jon Greenberg article)

"We Wear the Mask" (Paul Laurence Dunbar poem)

"The Surprising Benefits of Talking to Strangers" (Joe Keohane article)

First Semester Latina/o/x/Chicana/o/x Studies Unit

Theme: Immigration, cultural identity, and re-imagining education

Overview: The second unit of this course will build on students' new understanding of Ethnic Studies by introducing them to the origins of Ethnic Studies as a field of study. Then, through two primary texts, *Always Running* (whole-class book) and *I Am Not Your Perfect Mexican Daughter* (Literature Circle book), as well as a number of supplementary texts and videos, this unit will focus on Latina/o/x cultural identity and the effects of immigration and forced assimilation. Throughout the unit, students will explore the various ways that class, race/ethnicity, gender, age, and citizenship intersect and affect Latinos' access to education, opportunity, and equality and the social movements that have created change. Students will also explore the purpose of education and alternative epistemologies that challenge the educational status quo focusing on the Nahui Ollin and Paulo Freire's idea of reading the word in order to read the world.

Key Concepts:

Cultural Identity

Immigration & Assimilation

Borderlands

The Purpose of Education & Alternative Epistemologies

Essential Questions:

1. What is culture and how does it differ from ethnicity?
2. How has Latina/o/x immigration and various forms of voluntary forced assimilation helped to create a “borderland”?
3. What is the purpose of education and how has it served as both a liberatory and oppressive force within the Chicana/o/x/Latina/o/x community historically?
4. What is an *epistemology*, and how can different ways of knowing help us to reimagine the ways we educate ourselves?

Suggested Assignments:

1. Students assess a character’s various forms of cultural wealth in the documentary *Precious Knowledge* and compare what they find to their own cultural wealth self-assessment.
2. Students create a Pop-Up book that demonstrates their understanding of the politics of immigration and assimilation in the borderlands. Students must utilize themes, quotes, and ideas found in the various unit readings to create their Pop-up book and communicate their knowledge by sharing their Pop-up book with the class.
3. Students write an interpretive essay that explores the different ways borders function within the novel *I Am Not Your Perfect Mexican Daughter* to separate the various characters physically, emotionally, and culturally and how Julia, the main character, is ultimately able to overcome the barriers these borders create.
4. Students create a mini-mural that reflects the Nahui Ollin epistemological cycle in Luis Rodriguez’s book *Always Running*. When finished, students combine into groups and create a larger-scale mural that incorporates their individual ideas into a collective piece of mural art they can display in the hallway for other students to view and “read”. Students will also create a written interpretation of another group's mural.

Suggested Core Texts:

Always Running (Luis Rodriguez memoir)—Whole Class Text

I Am Not Your Perfect Mexican Daughter (Erika Sánchez novel)—Literature Circle Text

Other Suggested Texts:

Precious Knowledge (Ari Palos, Eren Isabel McGinnis documentary)

Education: The Practice of Freedom (Excerpt from Paulo Freire book)

Latino Americans: Prejudice and Pride (episode 5 of PBS documentary on Latina/o/x history)

“The Calling” (Luis Rodriguez poem)

“Gang Life” (video interview of Luis Rodriguez)

Nahui Ollin Slideshow (adapted from Acosta Educational Partnership material)

“The Legend of the Fifth Sun” (a retelling of classic Mexica myth by Miriam Romero)

Chicano Identity Through the Murals of East Los Angeles (Erick Gabriel documentary)

First Semester Native American Studies Unit

Theme: Overcoming colonization, genocide, and cultural erasure—an ongoing project of resistance and reclamation

Overview: Focusing on two primary texts, *Lakota Woman* (whole-class book) and *There There* (Literature Circle book), as well as a number of supplementary texts, this unit will center Indigenous voices and explore Native American identity and various forms of Native resistance to colonization, historical genocide, and cultural erasure. Students will examine the dangers of both benevolent and hostile stereotypes and how stereotypes can be internalized and lead to stereotype threat. Students will also interrogate the relationship between cultural production and appropriation through media, consumerism, and sports and how contemporary Native American voices are retelling and reclaiming the full complexity of modern Native identity.

Key Concepts:

In/visibility

Stereotypes, Benevolent Stereotypes, & Stereotype Threat

Colonization, Cultural Erasure, & Genocide

Resistance & Reparations

Essential Questions:

1. What is colonization, and how has it contributed to the cultural and physical erasure of Native American populations?
2. How do stereotypes function, and how have they created misleading conceptions of Native American identity?
3. In what ways have Native American groups resisted the forces of colonization and reestablished individual and tribal visibility?
4. What are reparations? What are the cases for and against from within Native communities?

Suggested Assignments:

1. Students write a self-reflective narrative on their own experience with negative external stereotypes, stereotype threat, and/or seemingly beneficial stereotypes they may have internalized.
2. Students engage in an examination of evidence including population charts, news reports, and historian testimony that addresses the 19th-century violence committed against local Native American tribes then determine if these actions meet the criteria for genocide as determined by the United Nations definition of this term.
3. Students write an essay that contrasts the way in which Mary Crow Dog ultimately reclaims her Native identity at the end of her memoir with the violent ending of Tommy Orange's novel *There There*.
4. Students engage in a Socratic seminar or fishbowl discussion that addresses David Treuer's proposal for reparations in the article "Return the National Parks to the Tribes". Afterward, students write a persuasive essay supporting or questioning Treuer's idea.

Suggested Core Texts:

Lakota Woman (Mary Crow Dog memoir)—Whole Class Text

There There (Tommy Orange novel)—Literature Circle Text

Other Suggested Texts:

Sonoma County Land Acknowledgement

"Return the National Parks to the Tribes" (David Treuer article)

"Snares" "(Louise Erdrich short story)

"My Standard Response" (Karenne Wood poem)

"I'm Not the Indian You Had in Mind" (Thomas King poem)

"How to Write the Great American Indian Novel" (Sherman Alexie poem)

"I Hated Tonto (Still Do)" (Sherman Alexie article)

"Invisibility is the Modern Form of Racism Against Native Americans" (Rebecca Nagle article)

We Shall Remain: Wounded Knee (PBS American Experience documentary)

"This Is What It Means To Say Phoenix, Arizona" (Sherman Alexie short story)

Smoke Signals (Chris Eyre movie)

First Semester Heritage Writing Project

Over the course of the first semester, and as an honors level supplement to the units above, students will complete an identity focused writing project. This project will involve a series of discreet writing assignments that allow students to better understand their individual identity through an exploration of their cultural and familial heritage. Here is a representative sampling of suggested activities:

- Students will create a family tree and design a family crest based on their personal research, read a series of related texts, then write an essay that describes the importance of their heritage or cultural background in the development of their character, lifestyle, and beliefs.
- Students will delve into history by researching either the immigration story of their family or a major historical event that their ancestors may have participated in. They will then write an essay that examines how this history has impacted their family's story and their own personal identity.
- Students will share an artifact that represents their cultural or ethnic identity and explain how it reveals important traditions or beliefs within their family. After a series of activities and readings, students will then write an essay that explores the value of maintaining cultural beliefs in the face of assimilatory pressures.
- Students will finish the project by writing an essay that analyzes a particular social issue that affects them due to their ethnic or cultural heritage and examines possible ways they can work towards social change as they grow into adulthood.

Second Semester African American Studies Unit

Theme: Understanding the power of race and the journey along the long arc towards justice

Overview: Utilizing two primary texts, *Between the World and Me* (whole-class book) and *Kindred* (Literature Circle book), plus August Wilson's play *Fences* and a number of supplementary texts, this unit will address the complex history of race, racism, and Black resistance to oppression. As students read, they will analyze how racism and discrimination have uniquely shaped and strengthened African-American identity and culture. Students will closely examine the works of African-American authors who have challenged the discourse of American thought to move towards a more socially just and caring world for everyone, and students will ask how these authors' writings predict and explain the continuing crisis of American race relations.

Key Concepts:

Race, racism, and the modern emergence of color-blind racism
 The four I's of oppression
 Intergenerational trauma
 A 400-year history of resistance and resilience

Essential Questions:

1. What are the causes and consequences of classifying people by race?
2. How have American understandings of racism changed along with definitions of the word itself?
3. What is oppression, and how does it function in the world we share?
4. How has a 400-year history of resistance to racial oppression and resilience shaped African American conceptions of cultural identity?

Suggested Assignments:

1. Students write an essay that explains why Toni Morrison chose to omit all racial clues in her short story “Recitatif” and what response she was hoping to evoke in her reader.
2. Students work in a group to read and understand one of Eduardo Bonilla-Silva’s four frames of color-blind racism then demonstrate their understanding by teaching the rest of the class.
3. Students work in groups to present a scene from August Wilson’s play *Fences* that illustrates one of the four types of oppression we have studied during the course of this unit and the resilience shown by at least one of the characters.
4. Students write a personal choice essay that utilizes a concept such as intergenerational trauma or racial worldview as an analytical tool to unearth meaning in one of the unit’s core texts.

Suggested Core Texts:

Between the World and Me (Ta-Nehisi Coates memoir)—Whole Class Text

Kindred (Octavia Butler novel)—Literature Circle Text

Other Suggested Texts:

Fences (August Wilson play)

Malcolm X (Spike Lee movie)

I Am Not Your Negro (Raoul Peck documentary)

Race the Power of an Illusion: The Difference Between Us (Episode 1 of California Newsreel documentary)

“Racism Without Racists: Chapter Two” (Excerpt from Eduardo Bonilla-Silva book)

“Recitatif” (Toni Morrison short story)

“The Match” (Colson Whitehead short story)

“On Being White...And Other Lies” (James Baldwin essay)

“Huckleberry Finn and the N-word” (60 Minutes episode)

“The Meaning of a Word” (Gloria Naylor personal essay)

“Incident” (Countee Cullen poem)

“Waking Up from the American Dream” (article by Karla Cornejo Villavicencio)

“The American Dream is Alive and Well” (article by Samuel Abrams)

“The American Dream Quantified at Last” (article by David Leonhardt)

“Why Are Black Males Supported Only When They’re Athletes?” (article by Joseph Cooper)

“The Many Ways Institutional Racism Kills Black People” (Khiara M. Bridges article)
“How Intergenerational Trauma Impacts Families” (article by Gina Ryder & Taneasha White)

Second Semester Asian American and Pacific-Islander Studies Unit

Theme: Establishing identity in America and overcoming the myth of the model minority

Overview: Utilizing three primary texts, *Interior Chinatown* (whole-class book) and either *Last Night at the Telegraph Club* or *The Woman Warrior* (students will choose one of these Literature Circle books), plus the movie *Minari* and a number of supplementary texts, this unit will explore the contrast between popular conceptions of the AAPI community as a singular group and its true diversity in the United States. Students will also examine the processes of assimilation and Americanization and how it has impacted both the material experiences and the psychic lives of Asian Americans and Pacific Islanders. Students will explore the myth of the model minority and the historical realities that gave rise to this stereotype as well as the various forms of cultural wealth that have allowed the AAPI community to overcome this stereotype and establish a complex sense of individual and cultural identity within American society.

Key Concepts:

Assimilation and Americanization

The model minority

Cultural appropriation

The cultural value structures that underlie individual identity

Essential Questions:

1. What is Americanization and is it necessary?
2. Where did the model minority stereotype come from? What are the effects of this stereotype on individuals within a group?
3. What is the difference between cultural appreciation and cultural appropriation?
4. How do cultural and familial values contribute to our sense of individual identity?

Suggested Assignments:

1. Students create discussion questions with a partner to lead a group discussion of their chosen Literature Circle book.
2. Students write a reflective essay comparing and contrasting their own efforts

to comply with their parents' expectations to the characters in Elizabeth Wong's essay "The Struggle to Be an All American Girl" or Lensey Namioka's short story "All American Slurp".

3. Students complete an assessment of Willis Wu's (from *Interior Chinatown*) cultural values, compare them to Robert Kohl's description of typical American values, then evaluate the extent of Willis's Americanization.
4. Students determine through group discussion how the central conflict between the husband and wife in *Minari* is an accurate representation of two conflicting attitudes towards cultural assimilation.

Suggested Core Texts:

Interior Chinatown (Charles Yu novel)—Whole Class Text

Last Night at the Telegraph Club (Malinda Lo novel)—Literature Circle Text

The Woman Warrior (Maxine Hong Kingston novel)—Literature Circle Text

Other Suggested Texts:

Asian Americans: Good Americans (Episode 3 of PBS documentary)

America by the Numbers—Pass or Fail in Cambodia Town (PBS Documentary)

Minari (movie directed by Lee Isaac Chung)

"Grapes Of Wrath: The Forgotten Filipinos Who Led A Farmworker Revolution" (Lisa Morehouse article)

"The Struggle to Be an All American Girl" (Elizabeth Wong essay)

"Notes for a Poem on Being Asian American" (Dwight Okita poem)

"Two Kinds" (Amy Tan short story)

"All American Slurp" (Lensey Namioka short story)

"What Means Switch" (Gish Jen short story)

"Black-Eyed Women" (Viet Thanh Nguyen short story)

"Beyoutiful" (Ruby Ibarra spoken word)

"UNITE US" (Kosal Khiev spoken word)

"The Values Americans Live By" (L. Robert Kohls essay)

Second Semester Independent Reading Project

Over the course of the second semester, and as an honors level supplement to the units listed above, students will engage in a personal intellectual pursuit by choosing and reading two independent reading books, each one exploring a common Ethnic Studies or Social Justice related topic. After completing their reading, students will write a short paper that discusses the three books they have read and what they have learned about their subject. Students will then share the results of their reading with the rest of the class in the form of an oral presentation. Oral presentations should be based on the short paper they have already written and should include a creative hook or presentation opener that will intrigue the rest of

the class and broaden their understanding of the topic. Possible openers might include: a metaphor, symbol, equation, thought problem, diagram, poem, original artwork, short video, musical or dramatic interpretation.

End of Year Personal Manifesto or Mural Project

In this unit, students will research social movements, including the Civil Rights movement, the United Farmworkers movement, and the women’s rights and gay rights movements. In addition, students will examine current social movements such as Dakota Pipeline (Standing Rock) and Black Lives Matter and the ways in which they have succeeded and/or failed. Students will analyze the underlying values that have given strength to these movements and the cultural values that opposed them. Students will then identify their own core values that have been strengthened by this course and will create a personal manifesto that expresses at least five values that will inform their future efforts to improve their communities and the world around them and advance the cause of social justice.

Essential Questions:

1. How can a social movement change a society?
2. How do people attempt to influence others to support their social movement?
3. How do personal values empower social movements?
4. What are my core values and how can I use them to improve my community, build solidarity with others, and advance the cause of social justice?

Assignment:

1. Students will identify the underlying values that fueled the social movements they have researched as well as their own personal values that would allow them to participate in social movements moving forward.
2. Students will then create a personal manifesto that communicates the core values that inform their intent to change their communities for the better and advance the cause of social justice.

Budget- budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	No impact	

Instructional Material Supplies per student (textbooks, software, etc.)	\$4,000	
Services (training, equipment maintenance, contracts, etc.)	N/A	
Capital Outlay (remodeling, technology, etc.)	N/A	
Total Projected Costs		

Instructional Materials- must include an estimate for new materials even if none have been selected. Place in the chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Non-Fiction	Random House	Between the World and Me	ISBN 10: 04514 82212 ISBN 13: 978-04 51482 211	Ta-Nehisi Coates		Zero/Need 70
Novel/ Play	Penguin	Fences	ISBN 10: 04522 64014 ISBN 13: 978-04 52264 014	August Wilson		Zero/Need 70

Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	
Department Funds	
Other (be specific)	

District Principal Review and Approvals:

Principals' Signatures	Site	Approved / Not Approved
	Elsie Allen High School	Approved
	Maria Carrillo High School	Approved
	Montgomery High School	Approved
	Piner High School	Approved
	Ridgway High School	Approved!
	Santa Rosa High School	Approved

District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
	Elsie Allen High School	approved
	Maria Carrillo High School	Approved
	Montgomery High School	approved
	Piner High School	approved
	Piner	approved
	Ridgway High School	approved
	Santa Rosa High School	Approved
	Educational Services	Approved