Ethnic Studies 1 Course Overview

[California State Ethnic Studies Model Curriculum Framework](#)

Note: This course overview has been designed in accordance with the outcomes of Ethnic Studies courses outlined in the state framework linked above. As referenced in the framework, the eight essential outcomes are:
1. Pursuit of justice and equity
2. Working towards greater inclusivity
3. Further self-understanding
4. Develop a better understanding of each other
5. Recognizing intersectionality
6. Promoting self-empowerment and civic engagement
7. Supporting community focus
8. Developing interpersonal communication

This course overview has been designed in accordance with the guiding principles and values in the State's Framework. These are:
1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC) and understanding that a culture's important teachings will live on.
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
3. Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society.
4. Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression (such as, but not limited to, patriarchy, cisheteropatriarchy, exploitative economic systems, ableism, ageism, anthropocentrism, xenophobia, misogyny, antisemitism, anti-Blackness, anti-Indigeneity, Islamophobia, and transphobia).
5. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels (ideological, institutional, interpersonal, and internalized).
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

Humanizing Values			
Knowledge & Love of Self		*Solidarity*	*Self-Determination*
UNIT 0 + 1	**UNIT 2**	**UNIT 3**	**UNIT 4**
Key Concepts			
Self & Stories	*Systems of Power*	*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., particularly the system of white supremacy, its role in socially constructing race and the impact of racism on	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., particularly the ever adapting system of white supremacy, its role in socially constructing race and the	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., particularly the system of white supremacy, its role in socially constructing race and the impact of racism on	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., particularly the system of white supremacy, its role in socially constructing race and the impact of

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	impact 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	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	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. *Narrative*:	*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 equitably or inequitably. *Power*: ❏ Power Over (dominating others) ❏ Power To (ability of all people and groups to exert influence) ❏ Power With (strength based on mutual support and solidarity)	*Cultural Hegemony in the media:* Systems of power can be 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 dehumanizing norms, ideas and expectations, inequitable relationships of power remain unchanged. *Counterhegemony in the media:* Media can be used to name and challenge inequitable power relationships and conditions that have been legitimized and promoted as natural and unchanging/unchangeable.	*Transformation:* The process of enhancing freedom, 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.

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 *Dominant narrative / Counter Narrative:* "Until the lions start writing their own stories, the hunters will always be the heroes." -Kenyan and Zimbabwean proverb Accounts of events can often reveal the biases of the storytellers. Its important to consider whose pespectives and points of views might be silenced. Multiple points of view are important to consider because they can challenge bias inherent in a single story, thereby enhancing our understanding of history.	❏ 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		

Supporting Concepts and Key Terms

Identity based on: ● Race ● Ethnicity, Nationality & Indigeneity ● Culture ● Class ● Sex and Gender ● Ability (physical, emotional, mental) ● Attraction (physical, emotional, mental) ● Religion ● Intersectionality *Perspective* *Eurocentrism*	*White supremacy* *Social Privilege* *Anti-Blackness* *Anti-Queerness* *Transphobia* *Patriarchy* *Ableism* *Classism* *Ageism* *Antisemitism* *Islamophobia*	*Humanization & Dehumanization* *Mainstream Media* *Stereotypes* *Agency* *Self-Determination* *Human Rights* *Objectification* *Alienation* *Exploitation*	*Agency* *Social movements* *Justice* *Critical Thinking* is: ● Thinking CAUSALLY ● Thinking HISTORICALLY ● Thinking SYSTEMS & POWER *Praxis* *Youth Participatory Action Research (YPAR)* *Change*

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. 2. Our own lives and experiences are important texts to study in further developing our love of who we are from where we come. 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. 2. Identifying, visualizing, analyzing and challenging the systems impacting our lives is key to transforming them. 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. Inequity can lead to resistance and transformative change.	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.	1. Young people have historically been, and presently are, at the center of social movements to positively shape their present and future conditions. 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 promote freedom and equity in their community/ies. 5. Examining the root causes of problems can lead to determining next steps to "change or transform" those problems. 6. Social movements are useful tools for people to reflect upon injustices and to work to positively transform their communities.
Essential Questions			
1. How can examining experiences that have shaped our identities further develop our knowledge and love of self?	1. What are humanizing responses when confronted by systems of oppression that cause deep social, political, cultural and economic divides?	1. If you had the power to share any message with the world, what message would that be? 2. How can researching, documenting and uplifting our families' and our communities'	1. If you could change the world, what's one thing you would change? 2. What role have youth played, both now and in the past, in the transformation of

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 dominant narrative(s) have on the experiences of historically marginalized people? 4. How do race, ethnicity, nationality, and culture (among others) shape our personal identity?	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?	stories deepen our appreciation of who we are and who holds knowledge? 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? 5. How have individuals, institutions, and systems sought to direct society to maintain the status quo?	themselves, their community and larger society? 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.
- 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.

Informative/Explanatory Writing
- 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.

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- 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.

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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

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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

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