



# COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT

*Learning for a Lifetime – Committed to the Future*

## AMERICAN ETHNIC STUDIES – Technology High School Proposed for 2025/26 School Year

### Course overview:

The *American Ethnic Studies* course invites students to critically examine their identities, communities, and histories while building meaningful connections to larger social systems and movements. Guided by the Sonoma County Office of Education's Ethnic Studies E.A.R.T.H. Framework, this course centers on the cultural wealth and legacies of communities of color. Students will develop critical consciousness, engage in freedom dreaming, and practice solidarity through inquiry-based learning, discussion, and action projects.

This course cultivates a humanizing classroom community that emphasizes self-determination and collective responsibility. It mirrors the richness of Sonoma County's diverse communities and history, encouraging students to think critically about power, oppression, and resistance, while exploring ways to create positive change in their local and global communities.

### Course Goals:

- Develop critical self-awareness and positive identity formation.
- Build systems literacy to understand power, oppression, and resistance.
- Foster solidarity and empathy across diverse identities and experiences.
- Engage with historical and contemporary social movements.
- Inspire student-led action and participation in social change efforts.

### Unit 1: Introducing Ethnic Studies & Building a Humanizing Classroom Community

#### Unit Focus:

Students will explore the purpose of Ethnic Studies and establish norms for engaging in courageous conversations about identity, community, and social justice.

#### Essential Questions:

- What is Ethnic Studies, and why does it matter?
- What does it mean to humanize education?
- How can we create a space for meaningful dialogue about ourselves and our communities?

### Sample Activities:

- Classroom agreements to foster respectful dialogue.
- "Where I'm From" poem or identity collage.
- Exploration of the 4 I's of oppression (Ideological, Institutional, Interpersonal, Internalized).

### Unit 2: Understanding Identity – Who Am I? Who Are We?

#### Unit Focus:

Students will explore individual, family, and community identities through a lens of positive self-determination.



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The unit emphasizes identity formation, cultural pride, and understanding stories of resilience within communities of color.

**Essential Questions:**

- Who am I, and how do my identities shape my experiences?
- What are the stories of my family and community?
- How do different forms of identity intersect (race, gender, class, etc.)?
- What is Dual consciousness and duality?

**Sample Activities:**

- Personal identity maps and family history projects.
- Oral history interviews with community members.
- Case study: Local communities of color in Sonoma County.

### **Unit 3: Building Systems Literacy Through Understanding Power and Oppression**

**Unit Focus:**

Students will examine power structures and systems of oppression such as racism, sexism, and classism. They will also explore strategies for resistance, building toward a vision of justice.

**Essential Questions:**

- Why is the world the way it is?
- What is power, and how does it operate in society?
- What are the systems and structures of oppression, and how can they be resisted?

**Sample Activities:**

- Analyze local policies or historical events through the 4 I's framework.
- Group inquiry on the evolution of social hierarchies and systemic oppression.
- Media analysis of racial and gender representation.

### **Unit 4: Sharing Local Stories – From Indigeneity to Immigration**

**Unit Focus:**

This unit honors Indigenous histories and examines the migration stories that shape communities today. Students will explore both historical and contemporary narratives of resilience and belonging.

**Essential Questions:**



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- Who are the Indigenous peoples connected to this land?
- What are the stories of immigration in Sonoma County and beyond?
- How do migration, colonization, and diaspora shape communities?

## Sample Activities:

- Collaborate with local Indigenous organizations for storytelling sessions.
- Map the migration stories of students and families.
- Explore narratives of undocumented communities in California.

## Unit 5: Engaging Social Movements of Solidarity

### Unit Focus:

Students will explore social movements that challenge systemic oppression and advocate for justice. They will engage with examples of solidarity across movements led by communities of color, applying lessons to envision positive community change.

### Essential Questions:

- What are historical and contemporary social movements of communities of color?
- How can solidarity promote justice and healing?
- What actions can students take to create change in their communities?

## Sample Activities:

- Research local or global social movements (e.g., Black Lives Matter, Farmworkers' Movement).
- Develop a collective action project addressing a community issue.
- Participate in a solidarity event or create a public awareness campaign.

## Textbooks

Title	Author(s)	Publisher	Edition/Year	Website	Primary?
Rethinking Ethnic Studies	Rethinking Schools	Rethinking Schools;	January 29, 2019		true



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Pedagogy of the Oppressed	Paulo Freire	Continuum; 30th Anniversary edition	September 1, 2000	true
The House on Mango Street	Sandra Cisneros	Arte Público Press	1983	true
Stamped: Racism, Antiracism, and You	Jason Reynolds	Little, Brown Books for Young Readers	1st edition March 10, 2020	true
We Are the Land: A History of Native California	Damon B. Akins and William J. Bauer Jr	The Regents of The University of California	2021	true
Dear America: Notes of an Undocumented Citizen	Jose Antonio Vargas	Dey Street Books	September 18, 2018	true
Freedom is a Constant Struggle	Angela Davis	Haymarket Books	4th/February 9, 2016	true

## Scholarly Articles

Article	Journal	Author(s)	Volume / Issue / Date	Website
The intersectionality wars	Vox	Kimberlé Crenshaw	May 28, 2019	<a href="https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination">https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination</a>

## Multimedia

Title	Author(s)	Director	Video Series	Date	Website	Medium
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Abolitionist Teaching and the Future of Our Schools	Bettina Love	June 23, 2020	<a href="https://www.youtube.com/watch?v=uJZ3RPJ2rNc">https://www.youtube.com/watch?v=uJZ3RPJ2rNc</a>	YouTube
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The link between health and racism	David R. Williams	November 2016	<a href="https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick?subtitle=en">https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick?subtitle=en</a>	Ted Talk
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Eyes on the Prize		April 4, 2021	<a href="https://www.pbs.org/wgbh/americanexperience/films/eyesontheprize/">https://www.pbs.org/wgbh/americanexperience/films/eyesontheprize/</a>	PBIS
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