

Los Alamitos Unified School District
Ethnic Studies: Cultural Experiences in the United States
“g” elective - 11th-12th grade

Course Description: This Ethnic Studies course aims to educate students on the ways in which race, ethnicity, and culture have shaped and continue to shape individuals and society in the United States. This course provides an in-depth study of the contributions of American ethnic groups in the United States, and is intended for students of all backgrounds and cultures. Through an interdisciplinary and humanities approach, students make connections between historical, contemporary, and personal events. The intent of this course is to expand students’ awareness of the role of ethnic groups in a diverse American society in order to build community and solidarity across various groups and differences.

Instructional Approach: Course will follow the H-SS (History/ Social Studies) Framework Instructional Approach: Content, Literacy, Inquiry and Civic Engagement (CLIC)

Overarching Principles: Love, Hope, Community Solidarity & Unity, Interracial Solidarity, Self-Determination & Critical Consciousness

Key Concepts: Identity & Narratives, Systems & Power, Causality & Agency, Intersectionality & Multiplicity, Community and Solidarity, Transformation & Change

Concept Definitions

<p>Identity & Narrative</p>	<p>Identity:</p> <p>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.</p> <ul style="list-style-type: none"> ● Is varied, multifaceted and dynamic ● includes belonging and membership in community ● it is relational, intersectional and socially constructed <p>Narrative:</p> <p>A spoken or written account of connected events; a story from a particular point of view.</p> <p>Narratives:</p> <ul style="list-style-type: none"> ● vary based on both teller and audience ● serve a function ● are experience based ● are dynamic ● communicate values ● have power
<p>Systems & Power</p>	<p>System:</p> <p>An organized way of doing something.</p> <p>In society, there are three types of systems that work together to cohere large numbers of people into a unified whole.</p> <ul style="list-style-type: none"> ● Economic ● Political ● Social-Cultural <p>These systems channel power and can be restrictive or empowering.</p> <p>Power:</p> <p>The capacity to control circumstances. Put into economic, political and/or social-cultural context, those who are in power, determine much of how society is organized, and as a result, what those in society experience.</p>

Intersectionality	<p>Intersectionality</p> <p>The ways in which identities are interconnected and cannot be examined separately from one another.</p>
Community and Solidarity	<p>Community: A feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals.</p> <p>Solidarity: Unity across varying social groups.</p>
Transformation, Agency & Change	<p>Transformation: The liberatory process, through consciousness and agency, of uncovering, reclaiming, revaluating and maximizing the potential of one's humanity in opposition to oppression and dehumanization.</p> <p>Agency: One's ability to determine the outcome of their life. Self-determination.</p> <p>Change: The act or instance of making or becoming different.</p>

UNIT 1

UNIT TITLE	The Formation of Ethnic Studies & Reflecting on My World / Identity + the Social Construction of Race
UNIT SUMMARY DESCRIPTION	<p>Introduction - Students learn the origins and history of Ethnic Studies as an academic discipline. Students will read Ch. 17 "We Will All Be Minorities" of <i>A Different Mirror for Young People</i> by Takaki to emphasize the importance of Ethnic Studies courses for all students.</p> <p>Unit 1 - Community-building activities around identity. Students (1) collect documents of their own history such as family photos or interviews (2) analyze the documentary film <i>Race: The Power of an Illusion: "Part 2 The Story We Tell"</i>, and (3) read Ch. 3 "The Hidden Origins of Slavery" <i>A Different Mirror for Young People; A History of Multicultural America</i>, by Takaki to learn the concepts of the social construction of race.</p>

UNIT 2

UNIT TITLE	Labels vs. Identity: Where do Stereotypes Come From and How Do They Affect Society?
UNIT SUMMARY DESCRIPTION	<p>Students will gain an understanding of various privileges by analyzing and recognizing privileges through the text "What is White Privilege, Really?" by Cory Collins.</p> <p>Students investigate the history of stereotypes and identify their own stereotypes by learning about eugenics and the genetic issues relating to race and racism (1) <i>Race: The Power of an Illusion</i>, "Part 1 The Difference Between Us", Ch. 5 "Life in Slavery" by Takaki and "The Impact of Media Stereotypes" on Opinions and Attitudes Towards Latinos. Students will also research the effects of racial stereotypes on People of Color and based on their study of the history of stereotypes, how media perpetuate stereotypes, and the harm stereotypes cause, students create a public service announcement that encourages other teenagers to repudiate the use of stereotypes in their daily lives.</p>

UNIT 3

UNIT TITLE	Historical Case Study: California Indians and How Institutional Oppression Shapes Individual Identity
UNIT SUMMARY DESCRIPTION	Students read the “Universal Declaration of Human Rights” to identify the rights that all humans have been accorded since the mid-20th century and Ch. 2 “Removing the Savages” by Takaki. Students examine three sets of excerpts from primary source documents, from different historical time periods, to identify particular flights that were denied to American Indians. (Bartolome de las Casa and Juan Gines de Sepulveda), (Elias Boudinot and John O’Sullivan), (newspaper articles reprinted in <i>The Destruction of California Indians</i>). Based on this investigation, students conduct a grand jury investigation.

UNIT 4

UNIT TITLE	Stories that Shape Me: An Oral History Project
UNIT SUMMARY DESCRIPTION	Students learn the history of oral traditions in cultures around the world as a research tool in the discipline of Ethnic Studies (“Geographies of Displacement” by Mirabal). Students read Ch. 15 “Calls for Change” of Takaki as well as study examples of recent oral histories. Students receive direct instruction on oral history methodology (“Step-by-step Guide to Oral History” by Moyer). Students conduct an oral history interview with a member of their family or another adult important in their lives, focusing on the concepts of race, ethnicity, nationality, and culture.

UNIT 5 - Semester 2

UNIT TITLE	Our Communities
UNIT SUMMARY DESCRIPTION	Students expand beyond their study of self and family during the first semester to study community during the second semester. Following an introduction to the various types of communities, students learn about the origins and evolutions of ethnic enclaves in the United States (<i>The Power of an Illusion</i> , “Part 3: The House We Live In”, Ch. 16 “New Waves of Newcomers” & revisit Ch. 17 “We Will All Be Minorities” by Takaki). Students explore the reasons struggles unfolded in these enclaves, drawing and building on activism within communities, as well as continuing relevance of ethnic enclaves to efforts for communities of color for cultural preservation and to achieve social justice. Students will learn, discuss, and evaluate the concepts of community, resistance, and resilience. Students apply the concepts of community and resilience they have learned to two historical case studies, Chinatown in San Francisco (Tape v. Hurley) and Latino barrios in California (<i>The Lemon Grove Incident</i>).

UNIT 6

UNIT TITLE	Community Organizing
UNIT SUMMARY DESCRIPTION	Building on their knowledge of race- and ethnic-based communities, oppression, resistance, and resilience, students are introduced to the concept of community organizing. Students study examples of labor organizing during the Great Depression and World War II among African Americans (Ch. 14 “World War II and America’s Ethnic Problem” of Takaki, the film <i>Golden Lands, Working Hands</i> , the documentary <i>Viva La Causa</i> , and the documentary <i>Made in LA</i>) and Filipino Americans (the preceding sources plus the film <i>Little Manila</i>). Students identify oppression in terms of the Universal Declaration of Human Rights and analyze the concepts of community, resistance, and resilience (see Unit 5). Students conclude the unit with a study of Jose Clemente Orozco’s mural <i>The Epic of American Civilization</i> at Dartmouth College and then create their own two-sided piece of art that expresses ways in which oppression controls and constricts communities and ways in which transformational resistance creates power within communities. Students will learn about the impact of community building as a form of resistance and resilience.

UNIT 7

UNIT TITLE	Community-Based Social Movements in the 1950s and 1960s
UNIT SUMMARY DESCRIPTION	Students learn how community organizing that they studied in Unit 6 blossomed into a social movement after World War II. Students study how the development of the Civil Rights Movement starting from the standpoint of African American resistance to segregation and the formation of organizations and coalitions to fight for racial, economic, social and political equity across racial, gender, socioeconomic class, and disability (excerpts from <i>Eyes on the Prize</i> documentary). Students analyze the demands of African Americans, Latinx, Asian Americans, and American Indians for civil rights (Oakland Community School, “Plan de Aztlan”, the film <i>Walkout</i> , “On Strike” by Umemoto, and “A Brief History of the American Indian Movement” by Wittstock and Salinas) connecting grassroots organizing to legislation, judicial decisions, and executive actions between 1945 and 1968 that was responsible for the nation’s advancement toward racial equality.

UNIT 8

UNIT TITLE	Service Learning Project
UNIT SUMMARY DESCRIPTION	Students build on their knowledge of communities (Unit 5) and community organizing (Unit 6) to design and implement a service learning project with a community organization in their neighborhood. Following a model of investigation and collaboration, students first conduct research on a neighborhood of their choice from a community they belong to, either in their school community or where they live. They use census data to create a demographic profile of the neighborhood, consult the city planning department to identify any relevant community studies, and conduct research in the local public library on the history of the neighborhood, and, based on the services the organization provides or the issues it addresses, students choose one community organization to work with. Students further develop the oral history skills they learned in Unit 3 by conducting an oral history with a director of a community organization, with a focus on the individual’s oral history: the involvement with the organization, the nature of their work, and the effects of their involvement on his or her life and their community.

Course Resources

	TYPE <i>(SM) = Supplemental Material</i>	TITLE	AUTHOR(S) “or” WRITER/PRODUCER	PUBLISHER	EDITION / YEAR
	<i>Textbook</i>	<i>A Different Mirror for Young People: A History of Multicultural America</i>	<i>Ronald Takaki</i>	<i>Seven Stories Press</i>	<i>2012</i>
1	<i>(SM) Primary Source Document</i>	<i>Universal Declaration of Human Rights</i>	<i>United Nations General Assembly Representatives</i>	<i>United Nations General Assembly</i>	<i>1948</i>

2	(SM) Primary Source Document	<i>Excerpts from Bartolome de las Casas on the Destruction of the Indies</i>	<i>Bartolome de las Casas</i>	<i>McDougal Littell Inc.</i>	1540
3	(SM) Primary Source Document	<i>Spanish Journal on the Indians</i>	<i>Juan Gines de Sepulveda</i>	<i>Cambridge University Press</i>	1547
4	(SM) Primary Source Document	<i>Letter to John Ross</i>	<i>Elias Boudinot</i>	<i>Hargrett Rare Book and Manuscript Library</i>	1816
5	(SM) Primary Source Document	<i>The Great Nation of Futurity</i>	<i>John O'Sullivan</i>	<i>The United States Magazine and Democratic Review</i>	1839
6	(SM) Primary Source Document	<i>The Destruction of California Indians (newspaper stories reprinted)</i>	<i>Robert F. Heizer</i>	<i>University of Nebraska Press</i>	1993
7	(SM) Article	<i>What is White Privilege, Really?</i>	<i>Corry Collins</i>	<i>Learning for Justice</i>	2018
8	(SM) Article	<i>The Impact of Media Stereotypes on Opinions and Attitudes Towards Latinos</i>	<i>Latino Decisions</i>	<i>National Hispanic Media Coalition</i>	2021
9	(SM) Article	<i>Geographies of Displacement: Latina/os, Oral History, and The Politics of Gentrification in San Francisco's Mission District</i>	<i>Nancy Raquel Mirabel</i>	<i>University of California Press on behalf of National Council on Public History</i>	2009
10	(SM) Multimedia	<i>Race: The Power of an Illusion</i>	<i>Larry Adelman</i>	<i>San Francisco Newsreel</i>	2003

11	<i>(SM) Multimedia</i>	Golden Lands	William Faulkner	Turner Classic Movies	1988
12	<i>(SM) Multimedia</i>	Golden Lands Working Hands	Fred Glass & The California Federation of Teachers	The California Federations for Teachers	1999
13	<i>(SM) Multimedia</i>	Viva La Causa: The Story of Cesar Chavez	Alonso Mayo & Bill Brummel	Bill Brummel Productions	2008
14	<i>(SM) Multimedia</i>	Made in LA	Almudena Carracedo & Robert Bahar	Semilla Verde Productions Inc.	2007
15	<i>(SM) Multimedia</i>	Little Manila: Filipinos in California's Heartland	Marissa Arroy	KVIE Public Television	2007