

California Ethnic Studies Course Syllabus

2024

Course Description

The preface to California's Ethnic Studies Model Curriculum states that, at its core, the field of ethnic studies is the interdisciplinary study of race, ethnicity, and indigeneity, with an emphasis on the experiences of people of color in the United States. It emerged to both address content considered missing from traditional curriculum and to encourage critical engagement with a focus on the traditional Ethnic Studies first established in California higher education, which has been characterized by four foundational disciplines: African American, Chicana/o/x and Latina/o/x, Native American, and Asian American and Pacific Islander studies (Model Curriculum p. 3) (from PAUSD [website](https://www.pausd.org/learning/curriculum/ethnic-studies)).

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Course Goals

Our goal is to help you develop empathy and a deeper understanding of others by exploring the cultural experiences and histories that shaped the United States. As you engage with this field, you will strengthen your reading comprehension, writing, research, and discussion skills, which are essential for analyzing different perspectives. The course will also challenge you to think critically and reflect on complex U.S. social issues. By building these skills together, we prepare ourselves to become more informed, compassionate, and active members of a multicultural society.

IMPORTANT: Historical Context

In the discussion of history and social science there are primary & secondary, as well as auditory & visual sources that contain violent & graphic images and/or offensive terms that are considered inflammatory and insulting to people of a particular race, gender and/or sexual orientation. As teachers, we will do my best to preview what the students are going to encounter in any of these types of lessons. Since context is very important to understanding the particular people, ideas and events in world history it is paramount that students understand that these images and/or words that were once part of history's lexicon are no longer appropriate. Please avoid taking these images and/or terms out into the larger community. If during class any of these words/terms/images make you uncomfortable we encourage you to approach us with any concerns or questions you may have.

Common Statement of Student Adherence to All Board Policies

All students are expected to know and adhere to all PAUSD School Board policies including, but not limited to: tardiness and attendance, student discipline & behavior, homework, academic honesty, and citizenship and respect.

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Unit 0: What is Ethnic Studies?

Focus Questions		Sample Essential Questions
<ul style="list-style-type: none"> What is Ethnic Studies? 		<ul style="list-style-type: none"> Where does Ethnic Studies come from? Why did students organize for the creation of Ethnic Studies?
Unit and Weekly Topics	Instructional Materials	Homework: Sample Student Reflection Prompts
Week 1: Course Introduction	Paly High School Profile Gunn High School Profile	<ul style="list-style-type: none"> Thinking of the question “What is Ethnic Studies?”, what speaks to you? Do any aspects relate to your life map?
Week 2: History of Ethnic Studies	APA Style Guide Inclusive or Alienating? The Language Wars Go On Key Definitions for Course The Long, Bloody Strike For Ethnic Studies : Code Switch : NPR	<ul style="list-style-type: none"> Review sources and answer: What are some of the overall guidelines for inclusive language? What are the advantages and limits of the movement to avoid dehumanizing language?

Unit 1: Identity

Focus Questions	Sample Essential Questions
<ul style="list-style-type: none"> What factors shape our identities? What parts of our identities do we choose for ourselves? What parts are determined for us by others, but society, or by chance? What dilemmas arise when others view us differently than we view ourselves? How do our identities influence our choices and the choices available to us? What factors influence our identity, and, in turn, the choices we make? 	<ul style="list-style-type: none"> How does your identity shape your daily life? How do we see ourselves? How do others see us? How does society see us? How should we see ourselves? How has history shaped our identity? What is our class identity? What is community and belonging? What does it mean to belong to a community? Where do your communities intersect with other communities?

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Unit and Weekly Topics	Instructional Materials	Homework: Sample Student Reflection Prompts
Week 3: Individual Identity	California Ethnic Studies Model Curriculum , Chapter 3, page 58. PBS Origins: “What is Ethnicity?” Facing History: Stories of Identity and Belonging	Who are you? In your journals, finish the following sentence at least 10 different ways “I am”
Week 4: Social Identities	Race: The Power of an Illusion: Part 1 A History: The Construction of Race and Racism: Western States Center	Reflect on the video we just watched: <i>Race: The Power of an Illusion: Part 1</i> . Reflect on each of the prompts below. <ol style="list-style-type: none"> 1. Reflect on something interesting you learned from the video, or a quote that resonated with you. 2. Reflect on a personal connection you were able to make with something from the video. 3. List one question that the video left you curious about.
Week 5: Narratives and Counternarratives	A Conversation With Black Women on Race Op-Docs Chimamanda Ngozi Adichie: The danger of a single story TED	Choose two of the following prompts to respond to: <ol style="list-style-type: none"> 1. “The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.” (quoted from Adichie’s TED Talk) 2. What “single stories” have you noticed that others have about you? What dilemmas have you experienced when others view you differently than you view yourself? 3. What “single stories” have you noticed that you hold about others? What dilemmas have you seen arise when we view others differently than they view themselves? 4. What steps can you take, or have you taken, to challenge these “single stories”? <p>In a paragraph, reflect on the idea of dominant and counter narratives. Options include:</p> <ol style="list-style-type: none"> 1. Reflect on the differences in the accounts of the conquest of the Americas

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		2. Reflect on the role of historians in trying to create complete and accurate accounts of historical events
Week 6: Unit Project		Conduct family oral history interviews and learn about your identity and community through the completion of a creative culture box or family tree.

Unit 2: Power, Privilege, and Oppression

Focus Questions	Sample Essential Questions
<ul style="list-style-type: none"> ● What is the relationship between the individual and society? ● How does society divide people into groups? ● What is the relationship between individual power and collective power? ● How do social systems influence the choices we make? ● What are the implications for a society when it categorizes people into a social hierarchy? 	<ul style="list-style-type: none"> ● How are power and privilege defined, and how do they differ? ● Can someone have privilege in one area of their life and experience oppression in another? (Intersectionality) ● How do our social identities influence the power and privilege we hold? ● What are the different types of systems of oppression? ● What are the intended and unintended consequences of these systems? ● How much power do I have in my society? ● How do we analyze power? ● Why is it important to understand our own positions of privilege and power? ● How can privilege impact identity? ● How do my intersecting identities shape my experience? ● How do power and privilege shape different social contexts? ● How do power, privilege, and systems of oppression impact how we remember events? ● How have groups been oppressed in California in the past and how do those events impact the present?

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		<ul style="list-style-type: none"> • How does society divide people into groups? • What is the relationship between individual power and collective power? • How do social systems influence the choices we make? • What are the implications for a society when it categorizes people into a social hierarchy?
Unit and Weekly Topics	Instructional Materials	Homework: Sample Student Reflection Prompts
Week 7: Structural Power	California Ethnic Studies Model Curriculum, page 62 Ethnic Studies Shared Understandings Race: The Power of an Illusion: Part 2 How to understand power - Eric Liu Terminology – 4 I’s of Oppression (Abridged)	<ul style="list-style-type: none"> • Write a reflection connecting the reading "White Privilege" and the Wheel of Privilege. You can make a personal connection, reflect on the degree of privilege you've experienced, areas in your life where you experience privilege versus marginalization, etc. • Reflect on one area of your identity where you experience privilege. How does this privilege manifest in your life? Reflect on one area of your identity where you might not experience privilege. How can this potentially affect your experiences or opportunities?
Week 8: Case studies <ul style="list-style-type: none"> • Native Americans • African Americans 	A Different Mirror for Young People <ul style="list-style-type: none"> • Chapter 3 - The Hidden Origins of Slavery • Chapter 4 - The Road to the Reservation 	Are the case studies we have seen in class similar to what you have studied in the past? Why or why not?
Week 9: Case studies <ul style="list-style-type: none"> • Chicana/o/x and Latina/o/x • Asian Americans and Pacific Islanders 	A Different Mirror for Young People <ul style="list-style-type: none"> • Chapter 3 - The Hidden Origins of Slavery • Chapter 4 - The Road to the Reservation 	Are the case studies we have seen in class similar to what you have studied in the past? Why or why not?
Week 10: Research Paper with Annotated Bibliography		Explore how cultural narratives and societal beliefs shape the experiences of a chosen socio-historical or identity group

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Unit 3: Resilience and Resistance

Focus Questions	Sample Essential Questions
<ul style="list-style-type: none"> ● How have different ethnic groups in history faced challenges and oppression? ● How do cultural practices, traditions, and languages contribute to the resilience of ethnic communities? ● How do forms of resistance differ depending on the specific circumstances of an ethnic group? 	<ul style="list-style-type: none"> ● How have different ethnic groups in history faced challenges and oppression? ● How do cultural practices, traditions, and languages contribute to the resilience of ethnic communities? ● How do forms of resistance differ depending on the specific circumstances of an ethnic group? ● How have different ethnic groups adapted traditional forms of resistance to contemporary situations? ● How can we create positive change in both the communities we belong to and the communities we encounter? ● How do different acts of resistance create hope, healing, and spaces for positive change?

Unit and Weekly Topics	Instructional Materials	Homework: Sample Student Reflection Prompts
<p>Week 11: Resilience and Resistance</p>	<p>California Ethnic Studies Model Curriculum, page 129</p> <p>Black resistance music, including</p> <ul style="list-style-type: none"> ● James Weldon Johnson and John Rosamond Johnson - “Lift Every Voice and Sing” (1900) ● Sam Cooke – A change is going to come (1963) ● Billie Holiday - “Strange Fruit” (1939) <p>James Brown - “Say It Loud” (1968)</p> <p>Crips And Bloods: Made In America (Watts Riot Clip 3:33-28:00)</p> <p>Denshō “Over More than a Hundred Years of Farm</p>	<p>In your journal (you don't need to submit it here), what examples of resilience and resistance are you familiar with? What examples would you like to learn more about?</p> <p>Reflect on something we've covered recently:</p> <ul style="list-style-type: none"> ● Watts Riots ● Guest Speaker presentations (eg. James Hamilton's work on the Navajo reservation)

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	Labor History. Japanese and Mexican Americans Have Been Both Allies and Adversaries”	
<p>Week 12: Case studies in Resistance and Resilience</p> <ul style="list-style-type: none"> ● Harlem Renaissance ● Civil Rights Movement ● Marches and sit-ins as methods of resistance ● Black Panther Party ● Disruptive tactics 	<p>The Black Panthers' Overlooked Health Programs The History You Didn't Learn TIME</p> <p>The Black Panther Party Ten-Point Program (1966)</p> <p>UN Human Rights news article: North Dakota: “Indigenous peoples must be consulted prior to oil pipeline construction” – UN expert</p> <p>Dakota Access Pipeline website</p> <p>Excerpts from Ho The Silence That Binds Us 2022</p>	<p>Reflect on both of the following questions:</p> <ul style="list-style-type: none"> ● What emotions have come up for you over the past 2 classes? How do you feel about the tactics of resistance you've been seeing? ● What do you think about the use of violence as a form of resistance? When, if ever, is it justified? How effective is it as a tactic? <p>You can also include any questions that are coming up for you here and we'll try to address them next class.</p> <p>Reflect on the following questions:</p> <ul style="list-style-type: none"> ● According to the (1966) The Black Panther Party Ten-Point Program, why haven't Black people received fair trials? ● What argument does this document present for why Black people should be exempt from military service? ● How does this document compare to the Declaration of Independence? ● Do you believe your education fits the description in Point 5? Why or why not? Is that a positive or negative thing?
<p>Week 13: Case studies in Resistance and Resilience</p> <ul style="list-style-type: none"> ● LGBTQ Movements and Intersectionality 	<p>PBS “The Farm Worker Movement”</p> <p>Teaching US History Thematically “Dolores Huerta”</p> <p>SF Chronicle “A history of gay rights in San Francisco”</p> <p>Slow Burn Season 9: Gays Against Briggs</p>	<ul style="list-style-type: none"> ● Jot down two “Golden Lines” (a line of text that is particularly meaningful, surprising, or thought-provoking) from the case study readings and write about one. Why is that quote significant for you?

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	Excerpts from Baldwin <i>The Last Interview</i>	
Week 14: Creative Unit project		Create an original and expressive project about an unsung hero or untold story.

Unit 4: Action and Civic Engagement		
Focus Questions		Sample Essential Questions
<ul style="list-style-type: none"> How can I develop strategies to create positive change in both the communities I belong to and the communities I encounter, drawing on lessons from historical and contemporary examples of resistance and resilience? 		<ul style="list-style-type: none"> How can I use what I have learned in this course to improve community/society?
Unit and Weekly Topics	Instructional Materials	Homework: Sample Student Reflection Prompts
Week 15-17: Self-directed research for capstone project	Guest Speakers <ul style="list-style-type: none"> City of Palo Alto SF Dept of Public Health WeHope SJP teacher SF Chronicle “A ‘Pretendian’ claim. Territory disputes. A Bay Area tribe’s bid for federal recognition sparks conflict” With Dams Removed, Salmon Will Have the Run of a Western River The Other Side of the World’s Largest Dam Removal Hakai Magazine Jordan, Terman middle schools to be renamed - Palo Alto Online	What did this project teach you about your topic, your skills, or yourself? If you had more time to explore this topic, what would you want to learn or improve? What is one of the most important things you learned during this course? How do you hope to apply the knowledge or skills you gained from this project in future classes, careers, or personal goals?
Week 18: Capstone Project		Explore civic engagement through a choice project,

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		including: <ul style="list-style-type: none">● Oral History Narrative Project● Historical Memory Project● Community mapping of assets● City improvement project● Awareness campaign of a local issue● Art for social justice● Reel versus real portrayals project● Research paper
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