

Ethnic Studies

Course Title: Ethnic Studies

Length of Course: Full Year (Two semesters)

Subject Area: College Preparatory Elective “g” Credit – History/Social Science

Grades: 9-12th Grades

Prerequisites: Not required

Overview

This course was designed by taking the previous approved Ethnic Studies Course and aligning it to the SAUSD Ethnic Studies Five Guiding Pillars for interdisciplinary learning - to guide course creation and implementation.

This Ethnic Studies course aims to educate students to be politically, socially, and economically conscious about their personal connections to local and global histories. By studying the histories of race, ethnicity, nationality, and culture, students will cultivate respect and empathy for individuals and solidarity with groups of people locally, nationally and globally so as to foster active social engagement and community building. Honoring the historical legacy of social movements and mass struggles against injustice, including the establishment of ethnic studies programs in public schools and university curricula, this course aims to provide an emancipatory education that will inspire students to critically engage in self-determination and seek social justice for all.

Through historical documents and historical interpretations (both print and film), students will be able to (1) discuss their identities, including race, ethnicity, culture, and nationality, (2) describe the ways in which these categories are socially constructed and how they affect students' lives and the lives of others, (3) participate in grassroots community organization, and (4) explain the dynamics among internalized, interpersonal, and institutional oppression and resistance.

This course is designed to develop an understanding of how race, ethnicity, nationality, and culture have shaped and continue to shape individuals and society in the United States. The course prepares students to participate in concurrent or subsequent social studies and literature courses with a solid understanding of historical trends and historical thinking. The course develops academic skills in reading, analysis, and writing of historical narratives. The course gives students a broad opportunity to work with and understand the variety of perspectives that shapes the richness and complexity of the United States as well as our city.

Course Outline

Semester 1: Reflecting On My World

Introduction: What is Ethnic Studies? (1 week)

Students review or learn the concepts of “historical perspective” and “historiography as power” (*Why is history taught like this?* by Loewen; excerpts from four world history textbooks on Columbus’ voyages to the Americas). Students learn the origins of Ethnic Studies as an academic discipline at San Francisco State University in 1969 (*San Francisco State: On Strike; At 40: Asian American Studies @ San Francisco State*). Students learn about the current efforts to ban Ethnic Studies courses in Arizona schools (*Arizona law curbs Ethnic Studies classes* by Mackey). Students will learn about the origins of racism in colonial U.S. they will read Ch. 2-3 of the People’s History of the U.S. (Zinn), and Discovering Columbus Rereading the Past excerpt. What are the definitions of these key terms: race, ethnicity, culture, nationality, gender, racism and hegemony.

Questions for Ch. 2-3 (People’s History of the U.S. for Young People)

- What was one measure that was taken to keep Indians and Black people from uniting to plan an escape or rebellion?
- Describe two laws or policies adopted to discourage white indentured servants and enslaved Black people from running away together.
- What were three ways that poor whites and white indentured servants were taught to believe that they were superior to and didn’t have anything in common with Black people.
- Describe three ways that Blacks and whites were kept separate, so that whites would not even imagine getting together with Blacks.
- Do you think that laws like these have helped to create the environment of race relations that we have today? Why or why not?

Questions for Ch. 1 Lesson 1 of U.S. History Textbook and Discovering Columbus Rereading the Past:

- In your Chapter 1 reading of “Origins of American Nations,” what does the textbook say about Columbus in the section entitled “Overseas Exploration Begins”?
- In your Chapter 1 reading of “Origins of American Nations,” from whose perspective is the history told, the Native American perspective or the European perspective of Columbus?
- What happened to most of the 500 Taino (Native American) slaves that were brought to Spain?
- What are three things that the textbook does not tell you about Columbus?
- In the section “Why Do We Do This?”, what does the author say about why it’s important to question the way that Columbus is presented in our textbooks as simply an explorer or as the person that “discovered” America?

Resources:

- U.S. History Textbook (McGraw Hill)
- *Discovering Columbus Rereading the Past* (Zinn Education Project)
- *People's History of the United States* (Zinn)
- *Arizona Law Curbs Ethnic Studies Classes* (New York Times)
- *San Francisco State: On strike; At 40: Asian American Studies @ San Francisco State*
- *Lies My History Teacher Told Me* (Loewen)

Unit 1: My Story: Student Identity and Narratives (3 weeks)

Students (1) analyze the youtube video *How America Invented Race* and the documentary film *Race: The Power of an Illusion: Part 2: The Story We Tell* to learn the concept of the social construction of race and (2) collect documents of their own history to (3) write a 500-word autobiographical essay in which they reflect on how race, ethnicity, nationality, and culture have shaped their identity.

In addition to the 500-word autobiographical essay described above, students create a “document box,” or a box of documents and artifacts that evidence key components of their identity.

Questions for Race: The Power of an Illusion:

- How would you define race? What does it mean to you?
- Where do your ideas about race come from? What are the sources of information?
- What is the difference between a biological and a social view of race?
- Who has benefited from the idea that we can sort people according to race and that there are natural differences between racial groups?
- How did European “ethnics” become white? What changes made this possible?
- Why do property values go down when a neighborhood changes from white to non-white?
- Does race affect your life? Why or why not? If so, in what ways?
- Forty Years ago, the Civil Rights Act declared that racial segregation was illegal. In light of this, why do you think some neighborhoods, schools and workplaces are still segregated?

Resources:

- How America Invented Race | The History of White People in America (Room 608 Inc.)
- Race: The Power of an Illusion Part 2 (California Newsreel)
- White Privilege: Unpacking the Invisible Knapsack (Peggy McIntosh)
- Creating Freedom: The Lottery of Birth (Film)

Unit 2: Redlining, Racial Segregation then and now (1 week)

Students create an understanding of how federal laws and programs worked hand in hand with local municipal zoning and banks to create racial segregated living areas that we still suffer from today. Students investigate the history of legalized racial segregation through a series of resources, (Youtube videos: *Segregated by Design*, by Richard Rothstein, *Housing Segregation and Redlining in America: A Short History* | Code Switch | NPR). Students discuss the impact of racial segregation on city services, health and human services, education, and the role of law enforcement.

Questions after watching the videos on Housing segregation (Supplemental Resources):

- Historically, compare the ways in which white families were given ways to purchase a house and property with ways in which black families and other families of color were given ways to purchase a house and property.
 - Redlining
 - National Housing Act 1934 and Home Owners Loan Corporation
 - Fair Housing Act - 1968 passed but rarely implemented
 - 1930s implementation impact of housing today
- How does this difference reflect the systemic inequality afforded to people of color in the long run? Think of the following generations in terms of education, health and job opportunities.
- What impact did redlining have on city services to the redlined neighborhoods? Address specific effects like rise in crime, rise in neighborhood blight, lower property values, role of law enforcement not to protect but to harass and oppress.
- In terms of health, why is it that communities of color suffer from higher rates of health issues such as asthma, diabetes, sickle cell anemia, etc.? What impact does this have on educational and job opportunities?
- Overall, explain why the difference in income average between white families and black and latino families is so large.
- Although the average income level for Asian families is higher than white families, why might this be deceptive about the true state of Asian Americans?

Questions for Bittersweet Nostalgia: Housing Gains Disbanded Much of Santa Ana's Black Community

- What was Little Texas? Where was it located and why do you think it was named Little Texas?
- Describe the businesses in and around the community of Little Texas.
- What happened to the Black community once redlining was outlawed nationwide and in Santa Ana?

Resources:

- *Housing Segregation and Redlining in America: A Short History* | Code Switch | NPR,
- Ethnic and Racial Minorities & Socioeconomic Status
- *Segregated by Design* (Vimeo)

- *Wealth Inequality Among Asian Americans Greater Than Among Whites*, Article
- *Bittersweet Nostalgia : Housing Gains Disbanded Much of Santa Ana’s Black Community*, LA Times
- *Santa Ana Neighbors Recall Day King Died*, OC Register

Unit 3: My Stereotypes: Where Stereotypes Come From and How They Shape My World (3 weeks)

Students identify their own stereotypes, including those that arose in the family narratives they created in Unit 3. Students investigate the history of stereotypes by learning about eugenics and the genetic issues relating to race and racism (textbook, Chapter 3; *Race: The Power of an Illusion, Part 1*) and by analyzing film portrayals of Latinos, African Americans, and Asian Americans (*Latino Images in Film*, film clips from the UCLA Chicano Studies Research Center, *Ethnic Notions*, and *The Asian Mystique*). Students select and analyze examples of contemporary stereotyping in popular culture (advertisements, television programs, films) to understand how stereotypes are reproduced and perpetuated. Based on these investigations, students produce public service announcements for distribution in their schools that challenge particular stereotypes in terms of institutional, interpersonal, and internalized oppression.

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.

Essential Questions

- What are stereotypes?
- Why are they so harmful?
- How have stereotypical images been used in the past to whip up racism and racial hysteria? (Dr. Seuss political cartoons during WWII)
- What has happened as a result of hurtful racist propaganda in the past?
- How are these stereotypes manifested in today’s media, film, and social media?
- What conditions in our communities allow for these stereotypes to affect the mindsets of people of color as well as whites?
- Given that we live in a racially segregated society, where most people live in neighborhoods in which they interact with people who look like them and most of their friends and family are people who are of the same cultural background, how can people guard against being influenced by stereotypes of people they don’t know or understand?
- What are microaggressions?
- How do microaggressions hurt and what can be done about them?

Resources:

- *Race: The Power of an Illusion Part 1* (California Newsreel)
- *People’s History of the United States* Ch. 2 (Howard Zinn)
- *The New Jim Crow* Ch. 1 (Michelle Alexander)
- *Conquests and Historical Identities in California* Ch. 5 (Lizbeth Haas)

- *Strangers from a Different Shore* (Ron Takaki)
- *History of Black Americans in Santa Ana* (OC Weekly)
- *Is this a White Country or What?* (Lillian B. Rubin)

Unit 4: Historical case study: Native Americans, Black, Indigenous People of Color (BIPOC) and How Institutional Oppression Shapes Individual Identity (4 weeks)

Students read the Universal Declaration of Human Rights to identify the rights that all humans have been accorded since the mid-20th century. Students examine three sets of excerpts from primary source documents to identify particular rights that were denied to American Indians and the roles that six institutions played in the denial of those rights (economics, education, family, government/law, media, religion). One set of primary source documents is from the Spanish colonial period (Bartolomé de las Casas, Juan Gines de Sepulveda, and Francisco Palou), one set is from the westward expansion of the United States in the first half of the 19th century (Elias Boudinot, John Melish, and John O’Sullivan), and one set is from post-Gold Rush California (newspapers articles reprinted in *The Destruction of California Indians*). Based on this investigation, students conduct a grand jury investigation to address the question “Who was responsible for the physical and cultural genocide of California Indians?”

Following the trial, students view and analyze the film *In the White Man’s Image* to understand efforts to Americanize the surviving Indian population in the late 19th and early 20th centuries by enrolling them in Indian schools.

To understand the present efforts to educate students about Native Americans today, students will review the website *California Indian Education for All* and learn the 7 essential understandings. To conclude the unit, students write a 900-word persuasive essay to provide their individual answers to the question investigated by the grand jury.

Essential Question:

Who was responsible for the physical and cultural genocide of California Indians?

Questions for the Universal Declaration of Human Rights:

- Are these rights universal? That is to say, do you think these rights are enjoyed by every human being today? Give at least 3 (three examples)

Questions for Bartolome de las Casas, Ines de Sepulveda, and Palou:

- How does de las Casas describe Native Americans and how does he contrast them with Spanish colonists?
- Palou Question:

Questions for Boudinot, Melish, and O’Sullivan:

- What images of the Indian does Boudinot represent?
- Why do you think Melish drew his map of the United States from “Sea to Sea?”

- What do you think John O’Sullivan means by “our manifest destiny to overspread the continent allotted by Providence for the free development of our yearly multiplying millions”?

Questions for *The Destruction of California Indians*:

- How did media accounts of Indian impact settlers' perceptions on Indians?
- Explain the actions by the settlers against Indian populations.

Questions for *In the White Man’s Image*:

- What was meant by “Kill the Indian and Save the Man?”
- What was the first stage in the assimilation process?
- What was the first things the students at the Carlisle School were made to do?
- What was the real purpose of the Indian schools?
- Which important Western cultural value was emphasized that contradicted Native American values?
- What was the teachers and school administrators' perception of the Native American children and how do you think this affected they way they talked to and treated the children?
- What impact did this assimilation process have most of the Native American children, you may use specific examples like Ernest White Thunder? Why?
- What should be done to address the ill effects boarding schools have had on the Native American community?

Questions for the 7 Essential Understanding from the *California Indian Education for All* website:

- What are the 7 Essential Understandings for learning about Native Americans?
- What do these 7 Essential Understandings reveal about the vibrant and rich culture of the many Native American tribes of today?
- What is the best way to counteract negative stereotypes of Native Americans today?

In addition to the journal writing and 900-word persuasive essay described above, students present a reader’s theater based on primary sources that expresses the ways that various institutions introduced into California beginning in the late 18th century (economics, education, family, government/law, media, religion) contributed to the destruction of California Indians and their communities.

Resources:

- Universal Declaration of Human Rights
- Documents by Bartolomé de las Casas, Juan Gines de Sepulveda, and Francisco Palou, (Document Set 1) Elias Boudinot, John Melish, and John O’Sullivan, (Document Set 2), Primary Resources
- *The Destruction of California Indians: A Collection of Documents from the Period 1847 to 1865 in which are Described Some of the Things that Happened to Some of the Indians of California* (Heizer)
- *In the White Man’s Image* (Film)

Unit 5: Stories That Shape Me: An Oral History Project (4 weeks)

Students learn the history of oral traditions in cultures around the world and as a research tool in the discipline of Ethnic Studies (“Geographies of displacement” by Mirabal.)

Students study examples of recent oral histories (*Underground America: Narratives of Undocumented Lives*, edited by Orner). 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. Students transcribe the interview, create a 1,500-word historical narrative from the interview, and present the narrative orally to their classmates.

Oral History Methodology, from Moyer:

1. Formulate a central question or issue.
2. Plan the project. Consider such things as end products, budget, publicity, evaluation, personnel, equipment, and time frames.
3. Conduct background research.
4. Interview.
5. Process interviews.
6. Evaluate research and interviews and cycle back to step 1 or go on to step 7.
7. Organize and present results.
8. Store materials archivally.

Resources:

- *Underground America: Narratives of Undocumented Lives*, (Orner)
- *Geographies of Displacement: Latina/os, Oral History, and The Politics of Gentrification in San Francisco's Mission District*, (Mirabal)

Semester 2: Acting In My World

Unit 6: Our Communities (5 weeks)

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 of race- and ethnic-based communities in cities in the United States (*The Power of an Illusion, Part 3: The House We Live In*) and a model for classifying the various ways in which race- and ethnic-based communities have resisted oppression (“Examining Transformational Resistance” by Solorzano and Bernal).

Students apply the concepts of community and resistance they have learned to two historical case studies, the *Tape v. Hurley* case in San Francisco, Chinatown (“Redefine American/Asian Americans”, and The 8 Year Old Chinese American Girl Who Helped

Desegregate Schools”) and the Mendez et al., v. Westminster Case (“Mendez v. Westminster Desegregating California Schools” video and background essay). Both case studies include a focus on segregation in education. A Students also learn about housing discrimination in Orange County with the Mulkey v. Reitman Case (*How One O.C. Woman Took Her Fight For Fair Housing All The Way to the Supreme Court – And Won*) and Fullerton Housing by reading (A Brief History of Housing Discrimination in Fullerton and North Orange County).

Students also learn about gentrification in Santa Ana (Yost Theater video). Students evaluate accounts of resistance from the readings and films in relation to Solorzano and Bernal’s model of four types of resistance, which include reactionary, self-defeating, conformist, and transformational resistance. Students conclude the unit with a study of Emigdio Vazque’s murals *The Godfather, History of Orange County in 100 Feet.* at the Bowers Museum and in the center of Santa Ana and then create their own two-sided piece of art that expresses on one side ways in which oppression controls and constricts communities and on the other side ways in which transformational resistance creates power within communities.

Questions for youtube videos El Cine Yost Part 1 and Part 2, and “The Gentrification of Santa Ana: From Origin to Resistance”:

- What is gentrification?
- How has gentrification negatively impacted the Latino community in San Francisco and Santa Ana?
- What is the Renaissance Plan for Santa Ana? Has having an all Latino council helped? Why or why not?

Questions for Nikkei Agriculture in Orange County

- Describe the Masuda family and their farming experience in Orange County.
- During World War II, what experiences did the father, sons and daughters endure as Japanese Americans?
- After the Masudas returned from the internment camp how were they received in their old community? By whom? What injustice was imposed on Kaz Masuda upon the plan to bury him in the Huntington Beach cemetery?
- How did the Masudas fight for their rights at every act of injustice against their family and finally for all Japanese Americans when Ronald Reagan was president?

Resources:

- Examining Transformational Resistance Through a Critical Race and Latcrit Theory Framework: Chicana and Chicano Students in an Urban Context (Solorzano and Bernal)
The Gentrification of Santa Ana: From Origin to Resistance, KCET
- *El Cine Yost Part 1 and Part 2*, Video
- *Bittersweet Nostalgia : Housing Gains Disbanded Much of Santa Ana’s Black Community*, Article

- *Nikkei Agriculture in Orange County, California, the Masuda Farm Family and the American Way of Redressing Racism* - Video Part 1 through 6
- *The Power of an Illusion, Part 3: The House We Live In*, Video
- *Mendez v. Westminster Desegregating California Schools*, Website
- *The 8 Year Old Chinese American Girl Who Helped Desegregate School*, Website
- *Redefine American/Asian Americans*, Video
- *Bowers Blog "Seeing Double"* Emigdio Vazquez, Website
- *How One O.C. Woman Took Her Fight For Fair Housing All The Way to the Supreme Court – And Won*, Article
- *A Brief History of Housing Discrimination in Fullerton and North Orange County*, Article

Unit 7: Community-Based Social Movements in the 1950s and 1960s (5 weeks)

Students learn how the community organizing that they studied in Unit 6 blossomed into a social movement after World War II. Students study how other racial and ethnic groups joined the civil rights movement initiated by African Americans (excerpts from *Eyes on the Prize* documentary).

They explore the ways in which the ideology of eugenics had influenced the educational system in the United States (textbook, Chapter 5), and then analyze the demands of African Americans, Latinos, Asian Americans, and American Indians to reform the educational system ("Black Panther Party Platform and Program," Oakland Community School, "Plan de Atzlán," the film *Walkout*, "On Strike!" by Umemoto, and "A Brief History of the American Indian Movement" by Wittstock and Salinas.

Students compare and contrast the demands made by the various groups. Students analyze the efforts of these movements in terms of Solorzano and Bernal's model of resistance (see Unit 5).

Students compare educational issues from the 1960s and 1970s with their contemporary educational conditions and produce a manifesto that lists and justifies their demands for reform of the current education system.

Students work in groups to put their demands into practice by preparing a lesson for students in a neighboring middle school on one of the topics they have studied in this Ethnic Studies course.

The lesson embodies the changes the students would like to see in the educational system. Students teach the lesson to middle school students. In addition to the 500-word persuasive essay described above, students work in teams to create 30-minute lesson on a topic from this Ethnic Studies course that embodies the changes the students would like to see in the educational system. They teach the lesson to students in a neighboring middle school.

Resources:

- *Eyes on the Prize*, Documentary
- *Black Panther Party Platform and Program*, Website
- Plan de Atzlán, Website
- “On Strike!” *San Francisco State College Strike, 1968–69: The Role of Asian American Students*, (Umemoto)
- *A Brief History of the American Indian Movement*, (
- Examining Transformational Resistance Through a Critical Race and Latcrit Theory Framework: Chicana and Chicano Students in an Urban Context (Solorzano and Bernal)

Unit 8: Learning Service Project (9 weeks, interspersed during Units 5 & 6)

Students build on their knowledge of communities (Unit 5) and community organizing (Unit 6) to design and implement a learning service 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 (either the school neighborhood or the neighborhood 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.

They identify community-based organizations within 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 an activist in the community organization, with a focus on how the activist became involved with the organization, the nature of the activist’s work, and the effects of the activist’s involvement on his or her life.

Students participate in one event important to the community-based organization and write a report summarizing their experience. The report concludes with ideas on how the student could apply the lessons learned in the learning service project within the school community.

Using census data, sources from the public library, and reports from the city planning department, students research the neighborhood around their school or the neighborhood where they live. Students create a PowerPoint presentation that summarizes the findings of their investigation, including a demographic profile, a history of the neighborhood, a summary of the latest study of the neighborhood conducted by the city planning department, and an annotated list of community-based organizations in the neighborhood.

Students conduct an oral history of an activist in a community-based organization in the neighborhood they have investigated. They write a 1,500-word analytical narrative that explains how the activist became involved in community work, the nature of the activist's work with the organization, and how the work has affected his or her life.

Students participate in an event conducted by the community-based organization and write a 500-word analytical narrative that concludes with ideas on how the student could apply the lessons learned from the learning service project to the school community.

Resources:

- Issues to Action (Mikva Challenge)
- Youth Participation Action Project

Course Structure and Instructional Design

The instructional design of the course is based on the goal of deepening students' understanding of both the past and the present through continual reflection on the interaction between the two. Students learn to shift analytical lenses between their personal lives and the larger social and historical context that has created the environment within which they live. This process deepens students' understanding of themselves by grounding it in history and it deepens their appreciation of history by connecting it to their contemporary lives.

This dynamic is seen in the course structure as the content alternates between units that focus on the present and units that focus on historical case studies. During Semester 1, Units 1 and 3 focus on the present and students' personal experiences, while Units 2 and 4 feature an historical analysis of racial segregation and a historical case study of California Indians and the historical development of racial and ethnic stereotypes. During Semester 2 — which centralizes communities, social organizing, and social movements — Unit 8, which is a research study of the students' contemporary communities and community-based organizations, runs simultaneously through the semester with Units 5, 6, and 7, which present historical cases studies of various communities of color in California. Unit 8 features field experiences, partnerships between the classroom and community organizations, and student involvement in community activities so that students personally experience social organizing while they are studying historical cases of communities that have organized various types of campaigns to improve their political, economic, and social conditions.

The shifting of analytical lenses from students' lives to the historical context is also practiced within individual units. Within each unit, some assignments require students to start with themselves and build outward to the historical context while other assignments require them to start with historical case studies and make connections back to themselves and their communities. For example, Unit 4, the study of stereotypes, begins with students identifying their own stereotypes, then shifts to a

historical study of the origin of those and other stereotypes, and then returns to students' own lives with the production of a public service announcement that encourages other students in their school to repudiate the use of stereotypes in their daily lives.

Another way in which instructional strategies reflect the goal of integrating students' personal experiences and the historical context is the use of the Reading Like a Historian program developed by the Stanford History Education Group. This program centralizes the use of primary source documents in historical study. It frames the sourcing, close reading, contextualization, and collaboration of primary sources with different perspectives on the same historical event with an authentic historical question on which students must express their opinion, based on the historical evidence. Positioning students as interpreters of history helps them understand themselves in relation to the historical material. Similarly, the development of media analysis skills in Unit 3: My Stereotypes develops the analytical tools that students employ later in the course to analyze contemporary documents and films.

The culminating project for the course also requires students to employ both their personal, contemporary analytical lens and their historical analytical lens. Students work in teams to develop lessons based on the content of their Ethnic Studies course and teach the lessons to students at middle schools in their communities. Lesson development emphasizes the connections that the high school students must find between the historical material and the lives of the middle school students in order to assure the success of the lessons.

Assessments

Student writing is the principal form of assessment in this course. Short in-class or homework writing assignments provide formative assessment of daily activities, and the collection of writing assignments outlined above provides a summative assessment for each unit.

In addition, oral presentations are used to assess student learning, as in Unit 4 (classroom trial), Unit 5 (oral summary of oral history narrative). Most units include a project by which student work is assessed. Unit 3 features the production of a public service announcement assessing student understanding of stereotypes. Unit 6 features an art project that assesses student learning of the concept of social resistance through art. Unit 8 features a learning service project that assesses student understanding of community organizing through direct participation.

Assessment will also include multiple-choice tests with brief written justifications for the answer chosen for each question. These tests will focus on assessment of content knowledge and historical thinking skills.

Course Materials and Resources (Different types need different information)

Literary and Informational Texts					
Author	Edition (Year)	Publisher	Read in Entirety ?	Title	Website
Gustavo Arellano	2008	Scribner	No	Orange County a Personal History	
Bill Bigelow		Zinn Education Project Rethinking Columbus	Yes	Discovering Columbus Re Reading the Past	https://www.zinnproject.org/wp-content/uploads/2009/11/discovering_columbus.pdf
Gordon Chang	2019	Houghton Mifflin Harcourt	No	Ghosts of Gold Mountain	
Te-nehisi Coates	2015	Spiegel and Grau	No	Between the World and Me	
Erualdo Gonzalez	2017	Routledge	No	Latino City: Urban Planning Politics and the Grassroots	
Lizabeth Haas	1995	University of California Press	No	Conquests and Historical Identities in California	
Robert F. Heizer	1993	(reprinted newspaper articles)		The Destruction of California Indians	
Robert Johnson	2009	California State University	No	A Different Shade of Orange	
Enid Lee	2011	Teaching for Change	No	Beyond Heroes and Holidays	
James Loewen	2007	The New Press	No	Lies My Teacher Told Me: Everything Your American History	

				Textbook Got Wrong	
James Loewen	2006	The New Press	No	Sundown Towns	
Peggy McIntosh	1988	Wellesley College Center for Research on Women	Yes	White Privilege: Unpacking the Invisible Knapsack	https://convention.miacpa.org/houston2018/wp-content/uploads/2017/11/UnpackingTheKnapsack.pdf
Carlos Munoz	2007	Verso	No	Youth, Identity & Power: The Chicano Movement	
Nikkei for Civil Rights	2018	UCLA Asian American Studies Center	No	NCRR: The Grassroots Struggle for Japanese American Redress & Reparations	
Peter Orner	2017	Verso Press (oral histories)		Underground America: Narratives of Undocumented Lives	
Peter Orner	2008	Verso	No	Undocumented America, Narratives of Undocumented Lives	
Lillian B. Rubin	2009	Boulder Paradigm Publishers	No	Is this a White Country or What?	
Daniel Solorzano, Dolores Delgado Bernal	2001	Equity in Urban Education	No	Examining Transformational Resistance Through a Critical Race and Latcrit Theory Framework: Chicana and	https://journals.sagepub.com/doi/abs/10.1177/0042085901363002 https://empowerhighschool.org/blog/2019/10/28/what-do-w

				Chicano Students in an Urban Context	e-mean-by-transfor mative-resistance
Ilan Stavans and Lalo Alcatraz	2012			Latino USA A Cartoon History	
Ronald Takaki	2012	Seven Stories Press	No	A Different Mirror	
Ron Takaki	1998	Little, Brown and Company	No	Strangers from a Different Shore	
George Takei	2019	Top Shelf Productions	No	They Called Us Enemy	
Jean Theoharris	2021	Beacon Press	No	The Rebellious Life of Rosa Parks	
Deborah Wyrick	2014	For Beginners	No	Fanon for Beginners	
		United Nations		Universal Declaration of Human Rights	https://www.un.org/en/about-us/universal-declaration-of-human-rights
Howard Zinn		Zinn Education Project	No	A Young People's History of the United States	

Multimedia Files						
Author(s) Director	Edition (Year)	Publishing Company	Medium	Series	Title	Website
Diana Alvarez, Saidy Valdez, Carolina Vilchis	2010		Documentary		El Cine Yost Part 1 of 2, and El Cine Yost Part 1 of 2	https://www.youtube.com/watch?v=dJknDGMJM4 , https://www

						youtube.com/watch?v=zUacarAEtQA
Asian Americans Documentary	2020	PBS	Documentary	5 part series	Redefine American/Asian Americans (Tape v. Hurley)	https://ca.pbselearningmedia.org/resource/redefine-american-video/asian-americans/
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