

TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California

Course of Study

ETHNIC STUDIES:

An Examination of Race in the United States

Course Author(s): Jen Dolan Tara Taupier	Schools where the course will be taught: Tamalpais, Sir Francis Drake, Redwood, San Andreas, Tamiscal
Length of Course: 1 semester	Subject Area and Discipline: Social Sciences
Grade Levels: 10-12	Is this course an integrated course? No
Is this course being submitted for possible UC honors designation? No	Are you seeking UC approval? If so, in what area (A-G)? Yes, g-elective UC Approved 4/2/18
Prerequisites (required or recommended): None	Co-requisites (required or recommended): None
Check all that apply: <input checked="" type="checkbox"/> UC A-G course <input type="checkbox"/> Graduation Requirement <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Honors/AP <input type="checkbox"/> ROP	

Introduction

Course Overview:
Ethnic Studies is a one-semester course that investigates the local and national struggles confronted by communities of color throughout history. It introduces students to foundational concepts and methods for studying the impact race and ethnicity have had and continue to have on the people and systems of the United States. Students study history, literature, music and art through a sociological lens for the purpose of having students develop their own informed framework for interpreting struggle and inequality. The goal is for students to identify and understand why social inequalities in the U.S. persist and how these inequalities

are distributed across racial lines. The emphasis will be on Native-Americans, Latinx Americans, African-Americans, and Asian/Pacific Islander Americans, but other groups are also discussed.

In alignment with the Next Generation History & Social Science Framework, The Big Six Historical thinking skills (*Evidence, Ethical Dimension, Continuity and Change, Historical Significance, Cause and Consequence and Taking an Historical Perspective*) will be integrated throughout the course

Unit 1: Ethnic Studies and its Theoretical Frameworks

Stage 1 Desired Results			
Unit 1: Ethnic Studies and its Theoretical Framework			
<p>ESTABLISHED LEARNING GOALS</p> <p>1. Students will know the tenets of Critical Race Theory.</p>	Transfer		
	Students will be able to encounter an event, historical or current, and explain how people from different racial and ethnic groups might understand the event and its impact.		
<p>2. Students will understand their own racial identity and how it impacts the way they experience the world and interpret information</p>	Meaning Making		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS</p> <p>Students will understand that one's race impacts how one experiences the events, laws and systems of the United States.</p> <p>Students will understand that systemic racism has resulted in inequality of opportunity and outcome for Native American, African American, Latino/a and other racial groups in the US.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <p>1. What is race and how does it impact citizens of the United States, historically and currently?</p> <p>2. How does my own race impact my understanding of my own experiences as well as the experiences of other people who may be from a different race?</p> </td> </tr> </table>	<p>UNDERSTANDINGS</p> <p>Students will understand that one's race impacts how one experiences the events, laws and systems of the United States.</p> <p>Students will understand that systemic racism has resulted in inequality of opportunity and outcome for Native American, African American, Latino/a and other racial groups in the US.</p>	<p>ESSENTIAL QUESTIONS</p> <p>1. What is race and how does it impact citizens of the United States, historically and currently?</p> <p>2. How does my own race impact my understanding of my own experiences as well as the experiences of other people who may be from a different race?</p>
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	Acquisition		
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	<ul style="list-style-type: none"> ● Students will know what implicit and explicit bias are and how they are developed ● Students will understand the role ethnocentrism and racism play in our individual experiences in the United States ● Students will understand how racial identities are developed 	<p>systems, laws and policies of the US through the use of multiple perspectives.</p> <p><i>HTS: multiple perspectives</i></p>
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The first unit in this course introduces students to Critical Race Theory and how this concept and framework will be used to assess and analyze historical and current events, systems, laws and policies. Students will learn apply different perspectives, or lenses, when researching and discussing issues, which include race and racism, oppression, popular resistance and response to oppressive laws and practices. Students will learn that Ethnic Studies was an outgrowth of the social movements of the 1960's, and that Ethnic Studies emphasizes a multitude of experiences and perspectives in history.

Stage 2 - Evidence

<p>Learning Goals Measured: 1 and 2</p>	<p>Success Criteria:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;"> <p>Level 1 Students can identify the tenets of Critical Race Theory (CRT).</p> </td> <td style="width: 25%; padding: 5px;"> <p>Level 2 Students can identify the tenets of CRT and key scholars who were instrumental in its development</p> </td> <td style="width: 25%; padding: 5px;"> <p>Level 3 Students can explain the tenets of CRT and its origins as well as how it helps them understand the impact race and racism has had and continues to have on institutions, systems and people of the United States</p> </td> <td style="width: 25%; padding: 5px;"> <p>Level 4 Students can critically analyze the impact race and racism has had and continues to have on institutions, systems and people of the United States by using the tenets of Critical Race Theory.</p> </td> </tr> </table>				<p>Level 1 Students can identify the tenets of Critical Race Theory (CRT).</p>	<p>Level 2 Students can identify the tenets of CRT and key scholars who were instrumental in its development</p>	<p>Level 3 Students can explain the tenets of CRT and its origins as well as how it helps them understand the impact race and racism has had and continues to have on institutions, systems and people of the United States</p>	<p>Level 4 Students can critically analyze the impact race and racism has had and continues to have on institutions, systems and people of the United States by using the tenets of Critical Race Theory.</p>
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	<p>Sample Assessment Students will write a 2-3 page essay describing CRT and utility in evaluating historical and current events.</p> <p>Students will write a one-page reflection on what they learned about their own sociological lens and how taking Ethnic Studies can help them to better understand and counter their own biases.</p>							

Stage 3 – Learning Plan	
<p>Learning Goals Addressed: <i>1 and 2</i></p>	<p>Sample Assignment: In small groups, students will read excerpts from Paulo Freire’s <i>Pedagogy of the Oppressed</i>, Tara Yosso’s <i>Whose Culture has Capital</i>, Angela Valenzuela’s <i>Subtractive Schooling</i>, and Christine Sleeter’s <i>Culture, Difference and Power</i>.</p> <p>Students will each be assigned one of the excerpts, capture three key concepts and share with their group members. The group must come up with major theoretical similarities and significant differences among the scholars.</p>
	<p>Differentiated Approaches:</p> <ul style="list-style-type: none"> ● Students will create a graphic organizer of each of the Ethnic Studies thinkers/authors listed above and indicate similarities and differences among the ideas of the people listed. ● Students will create a visual representation of the Critical Race Theory ● Students will create a bulleted list of beliefs they hold and whether or not those beliefs represent bias; students will write a summary of how Ethnic Studies may impact two beliefs from their list.

Unit 2: First Nations: Indigenous People of North America

Stage 1 Desired Results		
Unit Title: First Nations: Indigenous People of the Americas		
<p>ESTABLISHED LEARNING GOALS</p> <p>3. Students will understand the historical relationship between the United States government and various Native-American nations</p> <p>4. Students will understand the impact race-based policies had and continue to have on the indigenous peoples of the US.</p>	Transfer	
	Students will be able to independently use their learning to analyze racial bias in government policies and practices and determine the potential impact of such policies on specific groups of people. Students will be able to articulate a plan of action to counter racial biases.	
	Meaning Making	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS Students will understand that the US government used race-based policies to justify oppression and mistreatment of Native American people.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS 1. In what ways did the Native American culture clash with the Eurocentric culture of the US government?</p> </td> </tr> </table>	<p>UNDERSTANDINGS Students will understand that the US government used race-based policies to justify oppression and mistreatment of Native American people.</p>
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		2. How did the US government use racism to justify its actions against Native American nations?
Acquisition		
	Students will know who the local Native American groups were as well as their customs and histories.	Students will be able to identify major turning points in US-Native American relations and the impact those turning points had on the Native American people . <i>HTS: Historical Significance</i>

Students identify, explore, and evaluate the contributions, struggles, and triumphs of Native American people through the examination and analysis of historical, socio-political challenges, literature, art, and personal accounts from the 1400's to the present. Specifically, students investigate and evaluate the impact of policies that affect the relationship between Native Americans and United States government, such as, but not limited, to the Allotment "Dawes" Act, Self-Determination Act, Indian Boarding Schools, Termination Policy, Indian Removal Act, and the Citizenship Act. Students draw conclusions about symbolic significance of the Ghost Dance, the Massacre of Wounded Knee, Occupation of Wounded Knee, the Trail of Broken Treaties, Occupation of Alcatraz, the Alcatraz Proclamation, Code Talkers, American Indian Movement, People Not Mascots, and the case of Leonard Peltier. Students will also explore the local Native-American history of the Ohlone, Bay Miwok, and Northern Valley Yokut Indians. This unit closes with a discussion of current issues impacting Native American communities today.

Stage 2 - Evidence

Learning Goals Measured: 3 & 4	Success Criteria:			
	Level 1 Students can identify the local Native American groups and their customs and cultural attributes as well as the major turning points in US-	Level 2 Students can identify the local Native American groups and their customs and cultural attributes. Students can describe the impact of US	Level 3 Students can evaluate the contributions of Native American groups to the development of the American character and culture.	Level 4 Students can evaluate the contributions of Native American groups to the development of the American character and culture. Using a tenet of

Native American relations since the advent of the US government.	policy on the nations of the indigenous people of North America.	Students can analyze the impact of US policy on the nations of the indigenous people of North America.	Critical Race Theory, students can analyze the impact of US policy on the nations of the indigenous people of North America
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Sample Assessment :

Students will work in small groups to create a presentation in which they will discuss a particular United States policy, current issue, or event through the lens of one tenet of CRT. *For example, in what ways were the Code Talkers an example of interest convergence? Who really benefited from the Code Talkers?*

Stage 3 – Learning Plan

Learning Goals Addressed:
3 & 4

Sample Assignments:

Students will create a timeline of major turning points in US-Native American relations and determine what justifications the US government used in their decision making regarding Native American people.

Students will watch historical depictions of Native Americans from American television and film and analyze the biases that may be perpetuated from such depictions.

Students will choose a local Native American group and study its culture and customs and compare them against the representations depicted in American TV and film.

Students will create counter-narratives to those TV and film representations of Native Americans.

Differentiated Approaches:

Students will choose two major US-Native American events and explain the impact the event had on Native American people. Students will choose one stereotype about Native Americans they have seen, heard or read about and compare that to actual customs or practices of a local Native American group.

Unit 3: Latinx American Peoples Experiences in the US

Stage 1 Desired Results		
Unit 3: Latinx American People		
<p>ESTABLISHED LEARNING GOALS</p> <p>5. Students will understand that the term Latinx includes many people and cultures.</p> <p>6. Students will understand how Manifest Destiny and ethnocentrism led to racist policies that negatively impacted Latinx American people.</p> <p>7. Students will understand the power people can wield when they exercise their agency and organize against an oppressive system.</p>	Transfer	
	Students will be able to independently use their learning to evaluate the lasting impact of racial and linguistic biases ingrained in US policies and practices.	
	Meaning Making	
	<p>UNDERSTANDINGS</p> <p>Students will build on their knowledge of imperialism and ethnocentrism to examine the development of the Latinx American identity in the US.</p> <p>Students will understand that all people possess agency and, through organization, oppressive practice may be overcome.</p>	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. What does it mean to identify as Latinx American? 2. What role did Manifest Destiny play in the development of anti-Latinx American sentiment in the US? 3. How did specific groups of Latinx American people resist oppressive practices and policies they faced in the US?
	Acquisition	
	Students will know the major historical events that contributed to the development of Latinx American political movements and the fight for increased rights.	<p>Students will be skilled at evaluating primary and secondary sources of information and gleaning an accurate historical account of specific events, such as the Delano Grape workers strike.</p> <p><u>HTS: Evidence</u></p>

Students will gain an understanding of the various events throughout the history of the US that have impacted Latinx American people. Students will explore events such as the development of Missions, the idea of Manifest Destiny, the Mexican-American War, the Treaty of Guadalupe-Hidalgo, westward expansion, Sleepy Lagoon Murder Trial, the Zoot Suit Riots, Delano Grape strike, the Farmers Workers labor movement, Cesar Chavez and Dolores Huerta, California Proposition 187, California Proposition 227, and the La Raza movement as they relate to the development of a Latinx American identity.

Stage 2 - Evidence

<p>Learning Goals Measured: 5, 6 and 7</p>	Success Criteria			
	<p>Level 1 Students can identify the major historical events in the US that have impacted Latinx American people</p>	<p>Level 2 Students can identify the major historical events in the US that have impacted Latinx American people and explain the negative impact of these events. Students can identify ways in which Latinx American people fought against and resisted oppressive policies and systems.</p>	<p>Level 3 Students can explain the causes and effects of the major historical events in the US that have impacted Latinx Americans. Students can explain the methods Latinx American people used to fight against oppressive policies and systems</p>	<p>Level 3 Students can analyze the causes and effects of the major historical events in the US that have impacted Latinx Americans. Students can evaluate the effectiveness of Latinx American peoples' resistance to oppressive policies and systems</p>
<p>Sample Assessment Students will create a piece of artwork that demonstrates the various experiences of Latinx during a specific time in US History. Students will represent the obstacles Latinx people face as well as their responses. Students will reference specific Latinx American artists and artistic movements.</p>				

Stage 3 – Learning Plan

<p>Learning Goals Addressed: 5, 6 and 7</p>	<p>Sample Assignment: Students will examine the conditions that led to the Delano Grape strike, and the tactics used by the California farm workers, Cesar Chavez and Dolores Huerta to gain national attention for their cause. Students will use primary and secondary sources, including posters, murals and first-hand accounts to analyze the effectiveness of the farm workers movement and determine if it was a turning point in history.</p>
	<p>Differentiated Approaches:</p> <ul style="list-style-type: none"> ● Students will examine one primary and one secondary source that describe the conditions the farm laborers were enduring and create a list of conditions that the farm workers were upset about. ● Students will create a list of actions the farm workers took to change their circumstances

Unit 4: African American Peoples Experiences in the US

Stage 1 Desired Results

Unit 4: African American Peoples Experiences in the US

<p>ESTABLISHED LEARNING GOALS</p>	<i>Transfer</i>	
<p>8. The US as a nation was founded on principles of justice and equality, but those principles did not apply to African-Americans held in bondage under slavery.</p>	<p>Students will be able to independently use their learning to evaluate the lasting impact of racial and linguistic biases ingrained in US policies and practices.</p>	
<p>9. African American people have, since the founding of the nation, fought for the rights guaranteed in the Constitution. There were various movements that used different tactics and</p>	<i>Meaning Making</i>	
	<p>UNDERSTANDINGS Students will understand that the institution of slavery is inextricable from the development of the US as a nation. To fully understand the laws,</p>	<p>ESSENTIAL QUESTIONS 1. Given the “self-evident truths” included in the Declaration of Independence, how did the founding fathers justify slavery?</p>

<p>which had varying degrees of success. Each movement was met with tremendous resistance by many white Americans and government agencies.</p>	<p>policies and practices of this nation, one must fully examine the lasting and continued impact slavery has had on the ethos of the country.</p>	<ol style="list-style-type: none"> 2. How has the legacy of slavery impacted the development and progress of American institutions, laws, people and culture? 3. How effective have the various civil rights movements been in securing, for African Americans, the rights guaranteed in the Constitution?
<p><i>Acquisition</i></p>		
	<p>Students will know the major historical events that contributed to the development of African American political movements and the fight for increased rights.</p> <p>Students will know the various actions and movements in which African American people engaged in order to secure the rights guaranteed in the US Constitution and disrupt the racist policies and practices of the US government.</p>	<p>Students will be skilled at evaluating intended and unintended consequences of various civil rights movements throughout US history from the Underground Railroad to Black Lives Matter movement.</p> <p><u>HTS: Cause and Consequence</u></p>
<p>Students will understand the long legacy slavery has had on the collective conscience of the United States and how that legacy has been born out in our institutions, laws including discriminatory housing, judicial and educational practices. Students will explore events such as resistance to slavery, reconstruction, convict labor, the Great Migration, The Harlem Renaissance, Civil Rights Movement of the 1950s and 1960s, Black Power Movement, and responses to increased police brutality instances.</p>		

Stage 2 - Evidence

<p>Learning Goals Measured: 8 & 9</p>	<p>Success Criteria</p>			
	<p>Level 1 Students can identify the major historical events in the US that have impacted African American people beginning with the institution of slavery.</p>	<p>Level 2 Students can identify the major historical events in the US that have impacted African American people and explain the negative impact of these events. Students can identify ways in which African American people fought against oppressive policies and systems and secured greater rights and freedoms.</p>	<p>Level 3 Students can explain the causes and effects of the major historical events in the US that have impacted African Americans. Students can explain the methods African American people used to fight against oppressive policies and systems.</p>	<p>Level 3 Students can analyze the causes and effects of the major historical events in the US that have specifically impacted African Americans. Students can evaluate the effectiveness of the methods African American people used to fight against oppressive policies and systems.</p>
<p>Sample Assessment Students will write an essay in which they analyze the effectiveness of at least 2 historical movements aimed at securing greater rights and freedoms for African Americans. Students will be asked to review events of the various movements and evaluate each of the events in terms of intended and unintended consequences and who gained the greatest benefit.</p>				

Stage 3 – Learning Plan	
Learning Goals Addressed: 8 & 9	<p>Sample Assignment:</p> <p>Using primary and secondary sources, students will identify and categorize different time periods in US history, from 1776-2016, in regards to the various African Americans movements for greater equality. The students will create an annotated timeline from their notes and sources.</p>
	<p>Differentiated Approaches:</p> <ul style="list-style-type: none"> • Students will be provided a graphic organizer that is partially filled in with dates and specific, organized actions by African Americans intended to secure equal rights under the law.

Unit 5: Asian-American and Pacific Island American Peoples Experiences in the US

Stage 1 Desired Results		
<i>Unit 5: Asian-American and Pacific Island American Peoples Experiences in the US</i>		
ESTABLISHED LEARNING GOALS	<i>Transfer</i>	
	<p>10. Asian American is a term that encompasses many people with vastly differing experiences and cultures.</p> <p>Students will be able to independently use their learning to evaluate the lasting impact of racial and linguistic biases ingrained in US policies and practices.</p>	
11. Students will understand how foreign and domestic policy considerations,	<i>Meaning Making</i>	
	<p>UNDERSTANDINGS</p> <p>Students will understand that US domestic and foreign policies shaped popular opinion about groups of people and negatively impacted the experiences of many people living in the US.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How has United States policy, at various time periods since the early 1800s, affected the Asian-American and Pacific Islanders experience in the United States?</p>

as well as ethnocentrism, led to racist policies that negatively affected Asian American and Pacific Islander Americans.	<i>Acquisition</i>	
	Students will know that Asian American is a very broad term used to categorize people from vastly different cultural and linguistic backgrounds and these people have had very different experiences in the US.	Students will be skilled at comparing and contrasting Asian American peoples experiences during different time periods in US History. HST: Continuity and Change

Students will analyze the historical treatment of Asian-Americans and Pacific Islander Americans based on United States policy and practices throughout US history. Students will review historical events such as the People v. Hall court case, building of the transcontinental railroad, the Chinese Exclusion Act, Rock Springs Massacre, US acquisition of the Philippines and Hawaii, the Gentlemen’s Agreement, the opening of Angel Island, Immigration Act of 1924, WWII, Executive Order 9066 (Japanese internment camps in the US), Korean War, and the Vietnam War and determine how these events impacted the experiences of Asian American and Pacific Islander American people.

Stage 2 - Evidence

Learning Goals Measured: 10 & 11	Success Criteria			
	Level 1 Students can identify the major historical events in the US that have impacted Asian American and Pacific Islander American people.	Level 2 Students can identify the major historical events in the US that have impacted Asian American people and explain the negative impact of these events Students can identify the many ways in which Asian American people responded to oppressive systems and structures.	Level 3 Students can explain how the historical contexts of different time periods in the US impacted Asian American people. Students can explain specific ways in which Asian American people resisted oppressive systems and structures.	Level 4 Students can evaluate the historical contexts of different time periods in the US and how those contexts influenced the treatment of Asian American people. Students can argue the effectiveness of the specific actions Asian American people made to combat oppressive systems and structures.

Sample Assessment

Students will use primary and secondary sources (speeches, letters, propaganda posters, and news articles) from two distinct time periods from US history to explain how the historical context of the given time periods influenced US domestic policy towards Asian and Pacific Islander Americans.

Stage 3 – Learning Plan

Learning Goals Addressed:
10 & 11

Sample Assignment:

Students will work in pairs to analyze propaganda posters, newspaper clippings passages from literature and compare how Asian Americans are represented in each. Each pair will write a summary of the historical context of the time period from which their documents were drawn and make connections between the historical context and public perceptions of Asian Americans.

Differentiated Approaches:

- Students will be given a description of historical events of a specific time period along with media images of Asian Americans and asked to describe how the images represent Asian Americans and why they think Asian Americans might be depicted in this way at that time.
- Students will be given two – three images of Asian Americans from different time periods in US History and asked to explain what stereotype about Asian Americans the images are perpetuating and why that is damaging to Asian American people.

Instructional Materials:

- Bell, D. (1995). *Who's afraid of Critical Race Theory*. University of Illinois Law Review: 4, 893-910.
- DuBois, W.E.B. (1903) *The souls of black folk*. 3rd ed. Chicago: Dover Publishing.
- Freire, P. (2000). *Pedagogy of the oppressed*. New York: Bloomsbury Publishing Inc.
- Gunn Allen, P. (1998). *Off the Reservation: Reflections on boundary-busting, border crossing loose cannons*. Boston: Beacon Press.
- Wakatsuki, J. H & Houston, J. (1973) *Farewell to Manzanar*. New York: Houghton, Mifflin, Harcourt.
- Matthiessen, P. (1992). *In the spirit of Crazy Horse: The Story of Leonard Peltier and the FBI's war on the American Indian Movement*. New York: Penguin Books.
- Otsuka, J. (2002). *When the emperor was divine*. New York: Random House.
- Singleton, G. (2015). *Courageous conversations about race*. Thousand Oaks: Corwin Press.
- Steele, C. M. (1998) *Whistling Vivaldi: How stereotypes affect us and what we can do*. New York: W. W. Norton & Company.
- Sleeter, C.E. (2001). *Culture, power and difference*. New York: Teachers College Press.
- Stevenson, B. (2014). *Just mercy: A story of justice and redemption*. New York: Spiegel & Grau.

- Suarez, R. (2013). *Latino Americans: A 500 year legacy that shaped a nation*. New York: Penguin Books.
- Takaki, R. (2008). *A different mirror: A history of multicultural America*. New York: Little, Brown and Company
- Takaki, R. (1989). *Strangers from a different shore: A history of Asian Americans*. New York: Little, Brown and Company.
- Tatum, B. D. (2007). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race*. New York: Basic Books.
- Valenzuela, A. (1999). *Subtractive schooling: US-Mexican youth and the politics of caring*. Albany: SUNY Press.
- Ward, J. (2016) *The fire this time: A new generation speaks about race*. New York: Scribner, Simon and Schuster.
- X, M. and Haley, A. (1965). *The autobiography of Malcolm X*. New York: Grove Press.
- Yosso, T. (2005). *Whose culture has capital? A critical race theory discussion of community cultural wealth*. *Race, Ethnicity & Education*. 8, 69-91.

Videos:

13th-Ava DuVernay
Ethnic Notions-Marlon Riggs