



Santa Rosa City Schools Course Proposal:

Proposal Submitted By Ashley Bell and Mitchell Johnson

Overview: Ethnic Studies World History

Graduation Requirements: Specify which requirement is met. (High School only)

This course satisfies 10 history credits (World History) and concurrently meets the Santa Rosa City Schools' district requirement for Ethnic Studies.

UC A-G Requirements: Specify which requirement is met. (High School only)

This course will be submitted for approval as an "A" course by the UC/CSU systems, meant to meet both the World History requirement and the Ethnic Studies graduation requirement.

Explain the rationale for course addition or modification. How does this fit in with district/site goals? If this course is replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.

In 2020, the Santa Rosa City Schools Board moved to make Ethnic Studies (ETHS) a graduation requirement for the class of 2025. Similarly, the State of California mandates Ethnic Studies for the class of 2029-2030. Previous board reports include the plan to increase course offerings in order to provide a clear path to meet the ETHS graduation requirement in a way that best supports our students' personal and academic interests.

Santa Rosa High School is currently offering Ethnic Studies during our students' junior year English class and U.S. History class. This course will provide students taking AP classes their junior year with an opportunity to access an Ethnic Studies curriculum in their sophomore year and ensure that they have access to Ethnic Studies courses within our district. It also creates more opportunities in general for students in SRCS to access this type of curriculum at another grade level. This course will require 1-2 sections to replace World History classes already being offered.

Explain the measurable learning outcomes

Students will:

- Think independently and critically about issues of race, ethnicity, identity, and power in the world.
- Understand the ideas of community assets and cultural wealth.
- Learn about the experiences and histories of marginalized ethnic groups around the world
- Explore and learn about how power and privilege has impacted the experiences of marginalized ethnic groups.

- Brainstorm, create and implement a youth led participatory action project to address issues of injustice that arise from units of study.
- Build language, concepts, and skills for identifying and articulating the ways this course differs from traditional course content and why it is valuable.
- Read texts in a variety of genres and from a variety of perspectives.
- Read texts that counter the dominant narrative.
- Be able to explain the importance and significance of those texts.
- Explore contemporary issues confronting different cultural identities and populations.
- Communicate in clear and persuasive prose and speech about contemporary and historical issues at the heart of colonization and how those issues manifest globally.
- Write clearly, effectively and creatively, and will adjust their writing style as appropriate to the content, audience, and purpose of the context and nature of the subject.
- Participate in collaborative conversations in which they discuss complex issues
- Write a variety of expository essays, research papers, pieces of creative writing, and journal responses with attention to developing and supporting a compelling thesis.

Course Description (To be used in the course catalog)

This Ethnic Studies World History course explores the development of the modern world from about the 18th century to the present, with a focus on the experiences, perspectives, and contributions of historically marginalized communities across the globe. Aligned with California’s History–Social Science Content Standards for 10th grade, the course examines major global events—such as imperialism, revolution, industrialization, world wars, decolonization, and globalization—through the lenses of race, ethnicity, class, gender, and resistance.

Students will critically analyze how systems of power and oppression have shaped historical events and how individuals and communities have challenged injustice and created change. Emphasis will be placed on diverse narratives, including Indigenous resistance to colonialism, the impacts of African and Asian diasporas, the role of Latin American revolutions, and global civil rights movements. Through primary sources, multimedia content, collaborative projects, and reflective writing, students will build historical empathy, civic awareness, and a deeper understanding of how history connects to their identities and the world today.

This course supports the goals of the California Ethnic Studies Model Curriculum and prepares students to think critically, engage respectfully with multiple perspectives, and become informed, active participants in a diverse and interconnected world.

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

Course Outline:

1. Unit 0: Foundations of Ethnic Studies

- a. This unit introduces the core foundations of Ethnic Studies content and pedagogy that will guide our work throughout the course. Students will examine history

through primary sources and will explore how Dominant and Counter Narratives shape whose stories are centered or marginalized; apply the Four I's of Oppression to understand how inequity operates across different levels of society; and explore Cultural Wealth as a framework for recognizing and valuing the knowledge, skills, and strengths that often marginalized communities bring. Together, these frameworks will provide a lens and vocabulary that students will use to analyze course materials, engage in critical dialogue, and reflect on their own experiences as the year progresses.

- b. Overall Driving Questions:
 - i. How do dominant and counter narratives, systems of oppression, and cultural wealth help us reinterpret major themes in World History?
 - ii. When we apply these frameworks to World History, what patterns of power, resistance, and resilience become visible that traditional textbooks often overlook?
 - iii. How can using these lenses transform our understanding of our own identities and our place in ongoing global histories?
- c. Framework Specific EQs:
 - i. Dominant and Counter Narratives: Whose stories have traditionally been centered in World History, and whose have been marginalized or erased? How do counter narratives challenge our understanding of key turning points in World History?
 - ii. Four I's: In what ways have institutions (governments, churches, schools, laws, economies) helped create, maintain, or challenge systems of oppression across time? How have internalized beliefs—about superiority, inferiority, or “normalcy”—influenced people’s choices and historical change?
 - iii. Cultural Wealth: How have communities around the world used their cultural wealth (knowledge, traditions, languages, resistance strategies, networks) to survive, adapt, and resist oppression? In what ways has cultural wealth from marginalized groups shaped global developments in science, art, religion, politics, and social movements?

2. Unit 1: Development of Global Civilizations

- a. Essential Questions:
 - i. How do civilizations define knowledge, power, and morality?
 - ii. What continuities connect ancient Indigenous societies to the present?
- b. Key Concepts:
 - i. Origins of Philosophies
 - ii. Pre-Colonial Civilizations
 - iii. Continuities among Indigenous Peoples of the world.
- c. Suggested Activities:
 - i. Survey ancient civilizations
 - ii. Compare Classical Civilizations socio-political literature (Greek, Chinese, etc)
 - iii. Compare economic & scientific development across civilizations (Euro, Middle East, Africa, Central America.)
 - iv. Explore surviving Indigenous groups
- d. Assessments (may include):
 - i. Philosophical lineage map/timeline
 - ii. Civilization case-study portfolio

3. Unit 2: Revolutions and Resistance (1750–1850)

- a. Essential Questions:
 - i. Why do revolutions occur, and who benefits from them?
 - ii. How did ideas of race, ethnicity, and hierarchy shape revolutions and global resistance?
- b. Key Concepts:
 - i. Influence of Monotheistic Religions, other religions around the globe
 - ii. The Enlightenment

- iii. Nationalism
- iv. Resistance of Enslaved Populations
- v. Colonial Uprisings and the development of “modern” concepts of race and ethnicity
- c. Suggested Activities:
 - i. Contrast the ideals of the Enlightenment with slavery and colonialism
 - ii. Comparative analysis of the Haitian, American, and French Revolutions
 - iii. Case study: Indigenous resistance in Latin America
 - iv. Map/Timeline of Latin American independence movements
 - 1. Including status of indigenous populations within
 - 2. Suggested case study: Maroon communities in the Guyanas
- d. Assessments (may include):
 - i. Document-Based Question (DBQ)
 - ii. Creative poster project on a revolutionary leader of color
 - iii. Comparative Revolution infographic
 - iv. Structured Academic Debate: “Were Enlightenment ideals universal—or selectively applied?”

4. Unit 3: Industrialization and Imperialism (1850–1914)

- a. Essential Questions:
 - i. What are the material and ideological explanations for imperialism & ensuing inequalities & oppressions?
 - ii. How did industrial capitalism transform social class, labor, and identity?
 - iii. How did colonized peoples resist imperial power?
- b. Key Concepts:
 - i. Exploitation of Labor
 - 1. Colonial, child labor, sex/gender’s role in compensation
 - ii. Resistance to Empire
 - iii. Economic Inequality
 - iv. Colonial Racialized Social Class Development
 - v. Rise of capitalism
 - 1. Responses to capitalism
- c. Suggested Activities:
 - i. Map analysis of global empires and resource extraction
 - ii. Voices of the colonized: Reading resistance literature from Africa, India, and China
 - iii. Suggested case studies such as : Treaty of Waitangi, Battle of Adwa
- d. Assessments (may include):
 - i. Persuasive speech: How should empires be held accountable?

5. Unit 4: Global Conflict and Genocide (1914–1945)

- a. Essential Questions
 - i. How do sociopolitical conditions contribute to the development & appeal of political ideologies?
 - ii. How has imperialism contributed to modern conflicts?
 - iii. How can societies prevent genocide and mass violence?
- b. Key Concepts:
 - i. Development/spread/effects of new political ideologies
 - 1. Marxism
 - 2. Fascism
 - 3. Key figures
 - ii. WWI & WWII
 - iii. Genocide
- c. Suggested Activities:
 - i. Explore the connection between industrialization and imperialism, and that impact on WWI
 - ii. Compare the rise of totalitarian leaders - ideologies, actions, etc

- iii. Explore the origins of WWII outside of Europe
- iv. Survivor testimonies from the Armenian Genocide, Holocaust, and Japanese occupation of China
- v. Group simulation: League of Nations debate
- vi. Suggested case studies such as: Bengal Famine & Holodomor
- d. Assessments (may include):
 - i. “Warning Signs” poster (genocide, fascism, etc.)
 - ii. Document Based Question (DBQ)
 - iii. Timeline project

6. Unit 5: Decolonization, Liberation, and the Cold War (1945–1980)

- a. Essential Questions:
 - i. What does freedom mean, and who gets to define it?
 - ii. How did Cold War politics and decolonization movements intersect?
 - iii. How did so-called “3rd World” nations practice self-determination?
- b. Key Concepts:
 - i. Self-determination
 - ii. National Liberation
 - iii. Cold War
 - 1. Expansion of Communism
 - iv. Civil Rights
 - v. Third World/non-aligned Movement
- c. Suggested Activities:
 - i. Resistance gallery walk: Algeria, India, Vietnam, South Africa
 - ii. Compare global and U.S. civil rights leaders (e.g., Gandhi, Mandela, Martin Luther King)
 - iii. Global conflict map
 - iv. Suggested case studies such as: Patrice Lumumba, Salvador Allende, nuclear proliferation post NPT (Treaty on the Non-Proliferation of Nuclear Weapons)
- d. Assessments (may include):
 - i. Liberation movement zine project
 - ii. Chicago-style Essay: How did colonized people define freedom?
 - iii. Cold War and Decolonization map project

7. Unit 6: Migration, Diaspora, and Globalization (1980–Present)

- a. Essential Questions:
 - i. What forces motivate global migration today?
 - ii. How does globalization reshape identity, culture, and inequality?
- b. Key Concepts:
 - i. Refugee Movements
 - 1. Push/pull factors of the modern age
 - ii. Economic Globalization
 - iii. Cultural Identity in a globalized world
 - iv. Indigenous Response to Globalization
- c. Suggested Activities:
 - i. Oral history interviews with local immigrants or diaspora communities
 - ii. Analysis of migration and trade maps
 - iii. Analysis of immigration policies around the globe
 - 1. Compare/contrast European responses to refugees with the U.S.
 - iv. Compare living/working conditions in industrializing countries from today and the past (Unit 3)
 - v. Suggested case studies such as: Chiapas Conflict & the Zapatista Army of National Liberation (EZLN)
- d. Assessments (may include):
 - i. Multimedia project: Telling a diaspora story
 - ii. Argumentative essay on globalization and equity
 - iii. Migration data visualization

- iv. Policy brief recommending changes to immigration or refugee policy
- v. Final Capstone Project: Students research and present on a historical movement for justice that connects to their identity or interests

8. Unit 7: Globalization, Technology & Resistance – Ethnic Identity in a Connected World

- a. Essential Questions:
 - i. How do people build justice in a global, interconnected world?
 - ii. How has access to social media changed which stories are told and what impact has that had on global politics?
- b. Key Concepts:
 - i. Globalization
 - ii. Technological Power
 - iii. Media Representation
 - iv. Digital Resistance
 - v. Information Inequality
- c. Suggested Activities:
 - i. Mapping the global economy through product origin investigations
 - ii. Analyzing media for representation and bias (news, social media, entertainment)
 - iii. Suggested case studies such as: #BlackLivesMatter, Arab Spring, #StopAsianHate, TikTok activism
 - iv. “Whose Voice Is Amplified?” social media exploration
 - v. Exploring how algorithms and AI shape racial bias
 - vi. Digital storytelling workshop: students create a short video, zine, or podcast on a current issue
 - vii. Analysis of Human Development Index (HDI), Universal Declaration of Human Rights (UDHR)
 - viii. Explorations of Indigenous focused movements
- d. Assessments (may include):
 - i. Media critique: Analyze a current event through an Ethnic Studies lens
 - ii. Final project: student-created PSA, podcast, infographic, or video on a global-local justice issue

Budget- budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	0.0 (will replace World History sections already being offered)	0.0
Instructional Material Supplies per student (textbooks, software, etc.)	\$0 (will use District purchased World History text)	
Services (training, equipment maintenance, contracts, etc.)	0	
Capital Outlay (remodeling, technology, etc.)	0	
Total Projected Costs	\$0	





Instructional Materials- must include an estimate for new materials even if none have been selected. Place in the chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Textbook	Pearson	World History: The Modern World	0-32-89 8690-9	Elisaabeth Gaynor Ellis, Anthony Esler		33/33

Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	\$0
Department Funds	\$0
Other (be specific)	\$0

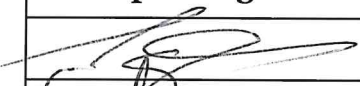




District Ethnic Studies Steering Committee Review and Approvals:

ETHS Steering Committee Signatures	Site	Approved / Not Approved
	EAHS	Approved
	SRHS	Approved
	SRHS	Approved
	PHS	Approved
Heather Garcia-Ross	Ed. Serv.	"

Signatures Page

Course name: Ethnic Studies World History

District Principal Review and Approvals:

Principals' Signatures	Site	Approved / Not Approved
	EAHS	Approved
	PHS	Approved
	MHS	Approved
Amy Wier	MCHS	approved
	SRHS	Approved
	RHS	Approved
Teaching and Learning	DO	

Course Catalog Information (To be filled by the District Office):

Course Number	
Course Short Title:	
Course Title:	
Number of Credits:	
Grade Span:	
Graduation Requirement:	
Prerequisites:	
Course Department:	
State Course Code:	
A-G Subject:	
CTE Pathway:	
Other Information:	
Projected board meeting date	
