

2021
TEACHING GUIDE

DEMOCRATIZING
RACIAL JUSTICE
ETHNIC STUDIES
EDUCATORS'
ACADEMY

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DEMOCRATIZING
RACIAL
JUSTICE

 Mellon
Foundation

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WHO WE ARE

This Teaching Guide is a product of the Ethnic Studies Educators' Academy (ESEA), a project of the "Democratizing Racial Justice:" grant funded by the Mellon Foundation through the Women's Studies Institute (WSI) and the Department of Race, Ethnicity, Gender and Sexuality Studies (REGSS) at the University of Texas at San Antonio (UTSA) in 2021. This three-year grant supports community partnerships in envisioning and realizing racial justice. It brings together the Esperanza Peace and Justice Center, Alamo Colleges District (ACD), Mexican American Civil Rights Institute, and Institute of Texan Cultures to engage in community-based endeavors to envision and realize racial justice.

There are two main components of the grant – the People's Academy and the Ethnic Studies Educators' Academy. Specifically, the ESEA is the collaboration between Alamo Colleges District (Northwest Vista, San Antonio and Palo Alto) and university faculty to build even greater community capacity to engage with our racialized past and present and to promote racially just futures. The ESEA expands the scope of transformative pedagogies in Ethnic Studies by creating demonstration sites for Ethnic Studies at community colleges and community non-profits across the region and building a diverse network of educational and career pathways. As stated in the Democratizing Racial Justice grant narrative, the Democratizing Racial Justice grant project "elevates co-created community knowledge for just societies, transforms access to the academy for people of color and first-gen students, and propagates transformative pedagogies in Ethnic Studies and the humanities."

The 2021 ESEA is the first of a multi-year collaboration between UTSA and the Alamo Colleges District (ACD). Under the leadership of the ACD Mexican American Studies (MAS) program coordinators in collaboration with UTSA WSI and REGSS faculty and staff, a select group of ethnic studies educators across a range of higher education institutions met in the summer of 2021 to address issues of racial inequality in order to enhance curricular efforts in their respective institutions and classrooms. As educators committed to racial justice, and with diverse backgrounds, institutional contexts, disciplinary emphases, and experiences, we have come together to learn from one another and offer this Teaching Guide to like-minded colleagues who, whether in San Antonio or elsewhere, witness firsthand the pervasive consequences of systemic racism. At the center of this effort is the City of San Antonio's *Resolution Declaring Racism a Public Health Crisis and to Establish Stronger Efforts to Promote Racial Equity in San Antonio* (hereinafter referred to as the *San Antonio Resolution Declaring Racism a Public Health Crisis* or the *San Antonio Resolution*), a guiding document that is unique in terms of addressing the severity of the impact of racism in this city. While this resolution is specific to the City of San Antonio, systemic and institutionalized racism and its effects on communities of color are not exclusive to San Antonio. Therefore, the work focusing on this document is intended to be applicable to all geographical spaces.

During the 2021 ESEA, educators shared their experiences teaching the topic of racial justice and had the opportunity to listen to inspiring presentations by colleagues, community partners, and students who are doing exceptional historical, digital, and place-based research on a wide array of topics related to race and racism affecting communities of color in San Antonio and across Texas. After the ESEA, a select group of ESEA participants met to produce a collective anti-racist, place-based, student-centered teaching guide. We have co-constructed this guide, which is centered around San Antonio's *Resolution Declaring Racism a Public Health Crisis* (provided in Appendix). Through the teaching guide we introduce undergraduate students to the dynamics, causes, and consequences of structural racism in their communities, providing them with tools to investigate racism and gain skills to advocate for their own communities.

In our teaching guide meetings, we discussed themes, issues, challenges, and dreams for an anti-racist pedagogy. In the next several pages, we follow the principles of Ethnic Studies, striving to create a teaching guide that is truly place-based, student-centered, intersectional, and decolonial. We highlight community voices and experiences via creative multi-modal activities and assignments and recognize our own diversity of positions and contexts. We identified three thematic units for this teaching guide: (1) media and representation, (2) housing and educational inequities, and (3) health disparities and food insecurity. These three themes encompass a wide range of issues that are clearly a product of systemic racism: historic patterns of inequalities based on class, gender, sexuality, age, and ability that are present in San Antonio and beyond.

We are confident that the dialogue and collaborative work among our committed group of ethnic studies educators has produced a strong teaching guide committed to antiracist pedagogies and highly adaptable to different classrooms, institutions, and disciplines. We hope the process of collaboration among ourselves inspires readers to continue to dialogue and build on the lessons provided here.

How to cite this Ethnic Studies Teaching Guide

If you use one or more of these assignments in your course(s), we ask that you cite this source as follows in your assignment(s):

Ethnic Studies Educators' Academy Teaching Guide Group, *Democratizing Racial Justice: Ethnic Studies Educators' Academy 2021 Teaching Guide*, <https://racialjustice.utsa.edu/community-projects/educators-academy.html>

FRAMEWORK

Introduction to the Resolution Declaring Racism a Public Health Crisis and to Establish Stronger Efforts to Promote Racial Equity in San Antonio

On August 20, 2020, the sole Black councilmember at the time and representative for the historically Black Eastside, Jada Andrews-Sullivan, stood before her fellow City Council members and read aloud the full contents of a four-page Resolution Declaring Racism a Public Health Crisis and to Establish Stronger Efforts to Promote Racial Equity in San Antonio. Through this powerful act, Andrews-Sullivan claimed space for the Resolution and implanted the contents of this historic document into the council meeting record. On that day, with a vote of 9 to 1, the City Council of San Antonio passed a resolution declaring racism a public health crisis.

Council members Jada Andrews-Sullivan (District 2) and Ana Sandoval (District 7) coauthored the resolution in collaboration with the Office of Equity, Metro Health, the City Manager's Office, and community members. Leaders representing organizations across the city submitted letters of support in favor of the resolution. Among these organizations were My Brother's Keeper San Antonio, the Mexican American Civil Rights Institute (MACRI), the Intercultural Development Research Association (IDRA), YWCA San Antonio, the San Antonio Community Health Workers Association, and United Communities of San Antonio (UCSA).

While the San Antonio Resolution centers on a specific city, it is part of a larger movement with national and global implications. It was amid a global Black Lives Matter movement that leaders from across the United States began creating resolutions declaring racism a public health crisis or concern. The brutal murders of Ahmaud Arbery, Breonna Taylor, and George Floyd in the early months of 2020 inspired protests against police brutality and vigilante violence across the country, including in San Antonio, Texas, where protesters, instigators, and police clashed in front of the Alamo and elsewhere in downtown San Antonio.

By the time of writing, city, state, and organizational leaders from across the country had passed more than 240 resolutions committing to specific actions aimed at addressing racism. The Centers for Disease Control (CDC) also joined this growing list of organizations in 2021. (For a map of resolutions declared across the United States, according to the American Public Health Association, see <https://www.apha.org/topicsand-issues/health-equity/racism-and-health/racism-declarations>).

The San Antonio Resolution outlines efforts made by the city in recent years to document and disseminate information about racial inequities in San Antonio, such as the creation of the Office of Equity in 2017 and the publication of the *2019 Racial Equity Indicator Report*. Additionally, the resolution summarizes the health inequities

experienced by historically racialized groups in San Antonio and disparities across economic and educational outcomes, with a focus on African American/Black and Chicana/Latina populations. The resolution addresses issues such as adverse childhood experiences, redlining, segregation, mob violence, and current Black infant mortality rates. It further offers definitions for terms such as “public health” and “social determinants of health,” thus making direct links between experiences of racism and health outcomes across generations. The resolution ends with a resolve to “eliminate all forms of racism, from systemic, to structural, to institutional, to interpersonal, and individual,” and a list of actions specific to policymakers and elected officials.

Systemic racism disproportionately contributes to the negative health outcomes for African American/Black, Indigenous, Chicana, Latina, and other historically racialized groups. Because these groups together form a demographic majority, these disparities contribute to the creation of a public health crisis that threatens the well-being of the entire city. As educators, we selected to focus on the Resolution to consider how we can use the document as a teaching and learning tool in the classroom. The Resolution grounds our work in an understanding of the history we have inherited, our current realities, and a collective hope for a more equitable future. This teaching guide calls Ethnic Studies educators to use the San Antonio Resolution to address the injustices of racism utilizing an Ethnic Studies pedagogy.

The Hallmarks of Ethnic Studies Pedagogy

Ethnic Studies is rooted in the social movements, histories, lived experiences, and aspirations of Black, Indigenous, Chicana, and other People of Color in the United States. As a liberatory praxis, Ethnic Studies is committed to pedagogical practices that humanize, dignify, and heal our communities after centuries of racial, linguistic, sexual, cultural, psychological, spiritual, and economic violence.

As Ethnic Studies educators, we draw from the Ethnic Studies hallmarks outlined by Christine Sleeter and Miguel Zavala. These hallmarks serve as a philosophical guide to our pedagogical and political commitments as we re-center students’ histories, realities, and the cultural wealth they bring with them when they enter their classrooms:

- Curriculum as counter-narrative
- Criticality
- Reclaiming cultural identities
- Intersectionality and multiplicity
- Pedagogy that is culturally responsive and culturally mediated
- Students as intellectuals

Curriculum as Counter-Narrative

The narratives of students of color have been erased, ignored, distorted, omitted, and silenced within U.S. schools. Ethnic Studies explicitly and intentionally centers the epistemologies of students of color, including working-class, im(migrant), diasporic, and queer narratives that point to our personal and collective struggles within the context of

U.S. settler colonialism and nation-building. These counter-narratives unveil the patterns of systemic racism experienced firsthand by communities of color.

Criticality

Ethnic Studies is committed to cultivating a critical lens wherein students can question unjust relations of power in our society. This requires that we create a space where students and teachers can name systems of privilege and oppression, question why they even exist, and work toward envisioning alternatives to oppressive systems like capitalism, heteropatriarchy, racism and white supremacy, which are at the foundation of U.S. society.

Reclaiming Cultural Identities

People of color have contended with centuries of colonization that has led to the erasure of knowledge, languages, and identities. Schools, in particular, have played a major role in the colonial project and forced students to abandon their identities, a process referred to as “deculturalization” and “subtractive schooling”, the latter referring to the many ways schools divest young people of their identities and knowledge and sever them from their histories and cultural practices. Ethnic Studies honors the cultural knowledge students bring to the classroom.

Intersectionality and Multiplicity

Our histories reflect centuries of resistance, cultural coalescence, and our ancestors’ remarkable ability to shift and create new identities in the face of colonial repression, genocide, and displacement. Ethnic Studies recognizes that students’ identities are not fixed. Students’ identities, as well as our own, are in constant motion as we and they navigate multiple worldviews and experiences. Ethnic Studies also recognizes that race intersects with other axes of power, like gender, social class, language, and sexual orientation to shape our social identities and positions within relations of power.

Pedagogy That Is Culturally Responsive and Culturally Mediated

Ethnic Studies pushes us to think beyond content and to deepen our pedagogy—our ability to reach students through culturally responsive and culturally mediated spaces. This means shifting from transmission of knowledge to creating student-centered teaching/learning where we center who they are, what they bring, and how their community cultural wealth – to borrow from Tara Yosso 2013 – might leverage academic learning.

Student as Intellectuals

Educational institutions have historically treated students of color as intellectually deficient—an ideology and practice rooted in white supremacy. Ethnic Studies recognizes that students of color are “holders and creators of knowledge,” validating their cultural backgrounds and lived experiences that they bring with them into the classroom.

ASSIGNMENTS OVERVIEW

The assignments provided in this teaching guide are stand-alone assignments focused on the topic of racial justice within the context of the San Antonio Resolution. The unit themes in which they are categorized are: (1) media and representation, (2) housing and educational inequities, and (3) health disparities and food insecurity. Each unit has three individual assignments, with each assignment containing the following components:

- Assignment Overview
- Key Discussion Questions
- Student Learning Outcomes
- Learning Resources
- Assignment Instructions
- Grading Rubric

These assignments have been developed for undergraduate college courses, with the intention that they can be adapted as needed by the instructor. For example, assignments can be made more advanced or simplified based on the course and student needs. Additionally, all assignments can be adapted to an online learning environment.

Adapting to Online Environment

Assignments can be adapted to online synchronous and asynchronous courses with the understanding that some resources may have to be modified or omitted due to online unavailability. The instructor can use a learning management system platform such as Canvas, Blackboard, and Moodle in combination with other platforms such as Zoom, Padlet, Slack, Teams, and/or Flipgrid to complete the assignment as would be done in a face-to-face setting.

Jigsaw Reading Activity

It is recommended that prior to beginning an assignment, instructors lead students in a jigsaw reading of the City of San Antonio's *Resolution Declaring Racism a Public Health Crisis* in order to become familiar with the primary document on which the assignment is based. By reading the Resolution as a group, students have the opportunity to reflect, analyze, and connect with regard to the legacy of inequality in the city, the impact of inequality, and what can be done to bring positive change to the community. It is up to each individual instructor to create a jigsaw reading activity that meets course and student needs.



UNIT 1: MEDIA AND REPRESENTATION

Exploring the Effects of Systemic Racism on Identity Formation

Unit Theme

This unit addresses the San Antonio Resolution by asking students how “identity formation” at its very core is integral to the ways in which communities of color, especially children, have been harmed by the systemic racist structures and ongoing legacies of racism that are embedded within educational institutions such as schools and museums, and in various media such as television, film, social media, and the internet. Before beginning an assignment, students will learn the origin of the Resolution in an effort to understand the history of the declaration to better understand the area of focus for each assignment. Students will be guided through reading the document and related readings, and will experience activities to further their understanding and critical thinking skills in order to be able to employ their new understanding of structural racism in their everyday lives.

Key Discussion Questions

1. How do you define racism?
2. How have you encountered racism in your own lived experience?
3. How have you come to understand Indigenous identity?
4. Why is the omission of “Indigenous” or “Native American” identity from the Resolution significant given the premise of the Resolution?
5. Based on your experiences with various popular representations of race (i.e., popular media, social media, literature, museum representations, etc.), identify some stereotypes of historically marginalized populations (e.g., Mexican American, Native American/Indigenous, African American, African Diaspora).
6. How have negative stereotypes of traditionally marginalized groups negatively affected the mental health of members of these groups?

Assignment #1: “Indigenous Identity, History and Culture”

This assignment begins with a discussion of Indigenous identity and its erasure within the Resolution and asks students to reflect on other types of erasures of Indigenous people’s history and culture within particular educational spaces/places and media. This assignment critically examines how the legacies of colonization, displacement, and

traumatic memories have affected Indigenous people, whose oral stories and histories become acts of survival that not only resist the silences and silencing that are part of genocidal legacies but also recuperate Indigenous-centered epistemologies.

Thus, this assignment problematizes Western notions of literacy as students critically examine multiple forms of cultural tourism and popular media stereotypes that continue to (mis)represent Indigenous people. More specifically, this assignment will examine Western-centered museology; that is, the ways in which museums in particular have historically been developed for educational purposes but are still colonized spaces that often misrepresent Indigenous people's history and culture.

Student Learning Outcomes

1. Provide students the opportunity to reflect on the erasure of Indigenous identity and culture in politics, legislation and resolutions.
2. Invite students to critically examine the representation of Indigenous people in public spaces.
3. Allow space for students to develop significant interpretations of a wide variety of literary, visual and cultural works by Indigenous people.
4. Provide students the opportunity to effectively research and critically analyze the social, political, economic and historical aspects of Indigeneity.

Resources

- City of San Antonio. *A Resolution Declaring Racism a Public Health Crisis and to Establish Stronger Efforts to Promote Racial Equity in San Antonio*. August 20, 2020. <https://www.sanantonio.gov/gpa/News/ArtMID/24373/ArticleID/19335/City-CouncilOfficially-Declares-Racism-a-Public-Health-Crisis>
- Lonetree, Amy. 2009. "Museums as Sites of Decolonization: Truth-telling in National and Tribal Museums." In *Contesting Knowledge: Museums and Indigenous Perspectives*, edited by. Susan Sleeper Smith, 322–37. Lincoln: University of Nebraska Press.
- Mihesuah, Devon. 2012. *American Indians: Stereotypes and Realities*. Atlanta, Ga.: Clarity Press.
- Rader, Dean. 2011. *Engaged Resistance: American Indian Art, Literature, and Film from Alcatraz to the NMAI*, 207–27. Austin: University of Texas Press.

Assignment Instructions

Part 1: After reviewing and critically examining the Resolution, students will form multiple groups to complete this assignment. Each student will be asked to write a one page reflection that demonstrates a close reading of the Resolution and answers the following key questions:

1. How have you come to understand Indigenous identity?
2. Why do you believe "Indigenous" or "Native American" identity is not specifically mentioned in the Resolution?

3. Why is the omission of “Indigenous” or “Native American” identity from the Resolution significant given the premise of the Resolution?

Each group will then present their reflections to the class and have a collaborative discussion specifically about their interpretations of the Resolution. This discussion will include the erasure of the identity of Indigenous and/or Native American people. (1–2 weeks.)

Part 2: After reading the secondary sources provided, students will meet once more in groups to discuss their reflections (1–3 pages) about terminology used to describe Indigenous people, and more specifically, the ways in which these identities, histories and culture have either been erased or misrepresented in museum spaces (a primary source where the public, tourists and youth first learn about Texas history). These discussions will then allow students to examine the Resolution critically by thinking more specifically about educational spaces and history telling. The articles and books will provide background information on how Indigenous people have historically been represented in, for example, museum spaces, and how these colonized spaces of representation can be decolonized. These discussions of secondary articles will allow students to assess “museum spaces” better when they visit in person. However, if a physical visit is not possible, a virtual tour can be conducted. (1–3 weeks.)

Part 3: This part of the assignment can take multiple forms depending on the ability for teachers to invite guest speakers (in person or virtually) into the classroom. This preparation is significant to the assignment because it underscores the intentional decolonizing of the classroom space as a way to foster community building and engagement with local tribes and Indigenous-identified community members. These speakers can be from local organizations and/or families and should center Indigenous centered epistemologies that include storytellers, historians, etc.

Part 4: Students will visit a museum/museums with Indigenous or Native American exhibits either in person or virtually. If physical visits are not plausible, instructors can utilize virtual museum exhibits. This will allow students to see museum spaces without the burden of traveling.

Grading Rubric

All parts of the assignment will be assessed holistically, and “grades” will be assigned in part by the instructor and in part by peers. This type of peer-review allows students to be held accountable for their collaborative work by decolonizing the classroom space.

Part 1 = 25%

Part 2 = 25%

Part 3 = 25%

Part 4 = 25%

Assignment 2: “American Media Ideologies”

Assignment Overview

The media can be viewed as a reflection of the American imaginary. This assignment will take a critical look at the history of and the methods used by various media forms in constructing popular American ideologies around race, ethnicity, class, and gender and their effects on the mental health in the U.S. Students will learn how mainstream media contributes to the underrepresentation and misrepresentation of traditionally underrepresented communities.

Student Learning Outcomes

1. Students understand how the media acts as a conduit for creative and political expression – a cultural forum that plays a role in defining communities, and a site where ideas about race, ethnicity, class, and gender are enacted on a national scale.
2. Students recognize how race, ethnicity, class, and gender have been represented in American entertainment media, historically and currently.
3. Students learn how racial, ethnic, class, and gender identity represented in American entertainment media has fueled American ideologies of difference—contributing to racism as a public health crisis.

Resources

Readings:

- Beltrán, Mary. 2010 “Meaningful Diversity.” *Flow Journal* August 27, <https://www.flowjournal.org/2010/08/meaningful-diversity/>.
- City of San Antonio. *A Resolution Declaring Racism a Public Health Crisis and to Establish Stronger Efforts to Promote Racial Equity in San Antonio*. August 20, 2020. <https://www.sanantonio.gov/gpa/News/ArtMID/24373/ArticleID/19335/City-CouncilOfficially-Declares-Racism-a-Public-Health-Crisis>
- Lipsitz, George. 1992. “The Meaning of Memory: Family, Class, and Ethnicity in Early Network Television Programs.” In *Private Screenings: Television and the Female Consumer*, edited by Lynn Spigel and Denise Mann. Minneapolis: University of Minnesota Press.
- Mantsios, Gregory. 2004. “Media Magic: Making Class Invisible.” In *Race, Class, and Gender in the United States*, edited by Paula Rothenburg. New York: Worth Publishers.
- Molina-Guzmán, Isabel. 2018. *Latinas and Latinos on TV: Colorblind Comedy in the Post-racial Network Era*. Tucson: University of Arizona Press
- Smith-Shomade, Beretta E. 2012. *Watching While Black: Centering the Television of Black Audiences*. New Brunswick, N.J.: Rutgers University Press.

Videos:

- *Color Adjustment*. Directed by Marlon Riggs. Signifyin’ Works, 1992.

- *Latinos Beyond Reel*. Directed by Miguel Picker and Chyng-Feng Sun. Media Education Foundation, 2013.
- *Miss Representation*. Directed by Jennifer Siebel Newsom. Girls' Club Entertainment, 2011.
- *Outside the House: A Black Mental Health Film*. Directed by Darnell Lamont Walker. <https://www.youtube.com/watch?v=3rEm4TkyFMs>.
- *Reel Injun: On the Trail of the Hollywood Indian*. Directed by Neil Diamond, Catherine Bainbridge, and Jeremiah Hayes. Independent Lens, 2010.
- *The Trans List*. Directed by Timothy Greenfield-Sanders. HBO, 2016.

Assignment Instructions

After reading the City of San Antonio's *Resolution Declaring Racism a Public Health Crisis* and discussing its foundations, the instructor will lead a discussion on how the media influences or has worked to inform prejudice as it relates to race, ethnicity, class, and gender. This discussion will engage "Cultivation Theory," which examines the effects of television exposure on social reality. Next, groups of four or five will conduct a research project related to race, ethnicity, class, and gender in television.

Over a period of a month, the instructor will use the provided resources to instruct the students, and the students will use the resources as reference for their group's research project question. This project will entail historical research (of each group's individual choosing) and a critique of a recycled media ideology with a focus on race, ethnicity, class, gender, and its effects on the mental health of those from traditionally marginalized groups. This will be presented as a 10- to 15-minute audiovisual group project. The goal is to understand how different media work to control or influence popular ideologies.

This assignment consists of four 50-minute classes, with additional screenings and outside readings. The reading and outside assignments will require a regular allotment of time outside of class each week. Progress will be assessed through participation in class discussions and online reading responses (one page long), screening discussions, and a group research project.

Week 1: Read and discuss the Resolution. Establish groups and discuss initial ideas once given the rubric.

Week 2: Students discuss readings/screenings for the week. Students choose a media tool (film, TV, podcast, etc.) as the research focus and engage in textual analysis.

Week 3: Students discuss readings/screenings for the week. Students develop a visual presentation and talking points to make an argument about ideology present in the media.

Week 4: Present projects.

Grading Rubric

Reading Responses: 25% each (3) = 75%

Group Project: 25%

Assignment #3: "Creating a Personal Folklore"

Assignment Overview

This assignment will teach students to utilize their own lived experiences to demonstrate how their cultural, family, and personal stories can be used to create their own literary footprint by creating a personal folktale story. Through this assignment, students will critically reflect on how dominant narratives upheld by the traditional literary canon erase the lived experiences of racially and ethnically marginalized groups.

Student Learning Outcomes

1. Students reflect on the cultural, political and racial narratives upheld by dominant literary narratives.
2. Students reflect on the importance of creating and centering stories that challenge the dominant narrative discourse.
3. Students write their own folklore stories, developing literary skills empowering them to preserve their own personal histories.

Resources

- Adiche, Chimamanda. 2009. "The Danger of a Single Story." *Ted Talk*. <https://youtu.be/D9lhs241zeg>.
- Anaya, Rudolfo. 1972/2012. *Bless Me, Ultima*. New York: Grand Central Publishing.
- Anzaldua, Gloria. 2012. *Borderlands/La Frontera: The New Mestiza*. 25th Anniversary Edition. San Francisco: Aunt Lute Press.
- City of San Antonio. *A Resolution Declaring Racism a Public Health Crisis and to Establish Stronger Efforts to Promote Racial Equity in San Antonio*. August 20, 2020. <https://www.sanantonio.gov/gpa/News/ArtMID/24373/ArticleID/19335/City-CouncilOfficially-Declares-Racism-a-Public-Health-Crisis>.
- Paredes, Americo. 1995. *Folklore and Culture on the Texas-Mexican Border*. Austin: University of Texas Press.
- Saenz, Benjamin Alire. 2012. *Everything Begins and Ends at the Kentucky Club*. El Paso: Cinco Puntos Press.

Assignment Instructions

Part 1: Lead students in a discussion about the dominant narratives they have read, seen or heard in mainstream literature, media and/or popular culture in general. Have students critically evaluate the characters and values that are portrayed in these narratives.

Video Viewing: Have students view *The Danger of a Single Story*, <https://youtu.be/D9lhs241zeg>. This video features Chimamanda Ngozi Adichie discussing the importance of telling your own cultural stories, rather than replicating the dominant stories we learn in school.

Discussion: Lead students in a discussion on the importance of them telling their personal stories and documenting the context of their life as a key historical resource. This benefits students' mental health because it promotes self-validation as they realize that they have valuable stories and life experiences to share.

Part 2: Have the students write their own stories using these prompts (200–250 words for each question):

1. Think of a cultural story that you grew up hearing and write it down in a few sentences.
2. Next, think about a personal family story that has become a kind of folktale in your family and write that down.
3. Lastly, write a personal story that tells me something about you that is now a myth.

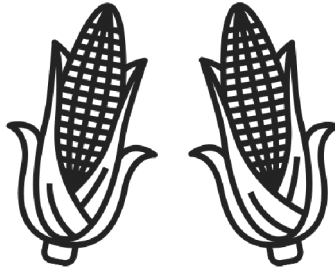
Part 3: Combine the following stories into your own folklore tale (500 words).

In writing their individual stories and then combining them into their own story, the students are learning how stories are written. As per the provided resource list, students will examine the following books as examples: Sandra Cisneros's *The House on Mango Street*, Rudolfo Anaya's *Bless Me, Ultima*, Christopher Carmona's *El Rinche* book series, Virginia Hamilton's *Her Stories: African American Folktales, Fairy Tales, and True Tales*, and/or Benjamin Saenz's *Everything Begins and Ends at the Kentucky Club*.

Another important aspect of this assignment is to understand that the aesthetics of writing are just as important as the stories themselves. Students will write the stories in their own voices. To capture this aesthetic, it is recommended that the students tell their stories to a partner orally and then have the student record the story, then transcribe the story that they told aloud. In this way, students can hear and then write their stories in their own narrative voices.

Grading Rubric

Cultural Stories	25%
Personal Stories	25%
Folklore Story	25%
Creative Storytelling	25%



UNIT 2: HOUSING AND EDUCATIONAL INEQUITIES

Rediscovering Histories through Testimonios and Rhetorical Excavations of Historical Documents

Unit Theme

This unit examines how the *San Antonio Resolution Declaring Racism a Public Health Crisis* reveals the city's structurally racist past and present, particularly focusing on its impact on housing and education. Through examining archival, oral and literary sources, students are challenged to envision and engage the lived experiences of marginalized communities historically affected by systemic racism. This unit attempts to demonstrate where San Antonio currently stands on the path to achieving racial equity.

Key Discussion Questions

1. What are your own and your communities' experiences of systemic and structural racism?
2. What can San Antonio's past residents' histories and experiences teach us about the direct systemic and structural racism in San Antonio today?
3. How important is the language of historical documents, and how does that language impact direct systemic and structural racism in our communities?
4. What are some specific actions you can take to dismantle systemic racism?

Assignment 1: "Homeowner's Testimonio–Saludos, San Antonio 2021"

"Homeowner's Testimonio–Saludos, San Antonio 2021" is an imaginative assignment that engages research as well as student creativity to help engage students with the San Antonio Resolution. It is best suited for a writing-intensive course such as literature, history, sociology, psychology, composition and others, depending on intended student outcomes.

Students may work as small groups of three to four, or as individuals, depending on the needs of the class and instructor preference. This could be a term assignment or a major writing and research assignment mid-semester. It could also be modified to be a midterm question on a written essay exam. This assignment allows for assessment of knowledge, application of research, and writing for clarity and purpose.

Student Learning Outcomes

1. Students will undertake guided research independently to find sources that relate to their understanding of housing and educational inequities in San Antonio based on the Resolution.
2. Students will find corroborating sources in local archives and digital archives to research the context in which their fictional San Antonio residents lived and then use findings to write a testimonio.
3. Students will reflect on how they would use their findings for social and racial justice actions. By writing the testimonios and connecting those experiences with people from the past, and learning from the Resolution and the present context, the students use these findings to reflect on what can be done to achieve the intent of the Resolution.

Resources

- Drennon, Christine. 2006. "Social Relations Spatially Fixed: Construction and Maintenance of School Districts in San Antonio, Texas." *Geographical Review* 96(4): 567–93. <https://www.jstor.org/stable/30034138>.
- "Emma Tenayuca." National Park Service, U.S. Department of the Interior, March 30, 2021. <https://www.nps.gov/people/emma-tenayuca.htm#:~:text=Emma%20Tenayuca%20was%20a%20Mexican,terrible%20hardship%20for%20manyhttp://www.texasbeyondhistory.net/ransom/20Americans>.
- "From Restrictive Covenants to Racial Steering." Mapping Segregation in Washington, DC (website). Prologue DC, 2022. <https://mappingsegregationdc.org/#story>.
- McDonald, S. 2004. "Texas History 101." *Texas Monthly*, January 2004. <https://www.texasmonthly.com/articles/texas-history-101-33/>.
- "Ransom and Sarah Williams Farmstead: Life after Slavery: Investigations of an African American Farmstead." *Texas Beyond History*. November 2014, <http://www.texasbeyondhistory.net/ransom/>.
- Shapiro, Harold A. 1952. "The Pecan Shellers of San Antonio, Texas." *Southwestern Social Science Quarterly* 32(4): 229–44.

Assignment Instructions

Students will be assigned a fictional San Antonio resident from an era in the past who is described in a character sketch in a provided prompt. They are to imagine that this character has had the experience of time travel and has read the relevant passages of the Resolution. The student "in character" writes a testimonio and response to this resolution, showing how the words on the page impact them. Students are to place themselves in the consciousness of these characters to write their responses on the impact of these words and these changes in governmental policy in first-person letters or testimonios. Without emphasis on the mechanics of time travel, they are to express their imagined responses. These testimonios may be filled with questions, emotional responses, and/or stories to illustrate how these paragraphs impact their lives.

Testimonios must provide the following:

1. Vivid details of their character's present life.
2. Vivid details of how the historical facts in that part of the Resolution have impacted the character's family.
3. A clear and comprehensive response to that section of the Resolution (for example, how redlining impacted my family).
4. A prediction of what they see in the near future (next 10, 20, or 30 years knowing this letter happened in 2021).

These letters may be filled with multiple rhetorical elements: questions, suspicions, predictions, speculations, etc. Length of letters will vary depending on student learning outcomes, time allowed for the composition, and number of sources required to be used to develop the letter.

Students must use at least three sources to support the conclusions and statements made in the letter, and these should be cited internally within the letter and submitted with a "Works Cited" page. Sources may include literature contemporary to their fictional character, historical documents about or from the era during which the fictional character lived, and peer-reviewed articles about the era in question for accurate and detailed representation of time, place, and cultural trends and attitudes.

Sample Prompts

Prompt 1

Imagine you are Josefa Flores, a married homeowner and mother of six living on the west side of San Antonio in 1946. You are a pecan sheller. Your household income is \$2.00 a week. You have a high school education, and you were especially taken with the information in the following preamble (Whereas) paragraph. What is your response to this paragraph? Write your story and response to describe what your life in 1946 is like as a homeowner who works outside the home, telling how you came to be a homeowner, and how you see this futuristic document resonating with your own life.

Articles offering insight into the lives of past San Antonio citizens include Harold Shapiro's "The Pecan Shellers of San Antonio" and Christine Drennon's "Social Relations Spatially Fixed." Both are listed among the preceding Resources list and accessible through your library's databases.

Paragraph from the resolution (students may reply to any other relevant paragraph as well):

WHEREAS, federal redlining policies designed into San Antonio and other cities across the United States, and sanctioned by federal and local government, deemed Mexican and Black/African American communities in San Antonio unfit for investment based on racist characterizations, such as having "an unproductive class which constitutes a burden to the community." This type of institutional racism further

segregated San Antonio and reproduced racially divided communities, and left a legacy in which communities of color often still have less access to jobs, services, high-quality education, safe streets, reliable transportation, and other essential ingredients of economic and social success.

Prompt 2

Imagine you are James Finnegan, a sharecropper and Irish descendant struggling in the fields in 1854, and you never owned a slave, but you do hire Mexicans to do labor for you, and you have been asked to vouch for the son of one of them who lives in Austin. You do not know him, but your worker, Fernando Telles, needs your help. Your neighbors own enslaved people and are much more successful economically than you are. You are propelled into the future and are especially taken with the preamble (Whereas) paragraph below, where you learn how future generations have read and interpreted the Texas Constitution. What is your response to this? Write your story and response to describe what your life in the 1850s is like as a landowner, telling how you came to be one, and how you will react to this favor needed by your employee, and how you see this futuristic document resonating with your own life, especially since you see the words “enshrined white supremacy.” Do you agree with this assessment of what is happening?

Articles offering insight into the lives of past San Antonio citizens include “Ransom and Sarah Williams Farmstead” from Texas Beyond History and S. McDonald’s “Texas History 101.” Both are listed among the preceding Resources list and are accessible online.

Paragraph from the resolution (Students may reply to any relevant paragraph as well):

WHEREAS, Texas enshrined white supremacy in its 1836 constitution when Anglo slaveholders seceded from Mexico, and the people of Mexican descent experienced mob violence, lynchings, whippings, being burned alive, and being shot at close range, well into the 20th Century. In the 1850s, several counties in Texas expelled Mexicans, and in 1854, the city of Austin ordered every Mexican to leave unless vouched for by Anglos. On January 28, 1918, a group of Anglo cattlemen, Texas Rangers and United States Army cavalry soldiers descended on a village in West Texas as families slept. They seized 15 men and boys, the youngest of whom was 16, marched them to a bluff overlooking the river and fatally shot them at close range and then burned the village.

Students do *not* need to write in historically accurate diction (unless diction is part of the class, as in an upper division American Literature class); but bonus points could be added for historically accurate diction or researched dialectical patterns.

Sample Response Template

Dear _____,
My name is _____. Today, I read _____, a document written long after I will have left this world, but I am thinking about how what I have read is telling me something about my time, my world, my life. Here is what this writing tells me: _____. I know this is/is not needed because _____. I know of struggles between people like me and others because _____. In my life, I work hard at _____ because _____. What people need to understand about life today is _____. If this resolution happened today, this is how it would impact me and my family: _____. Based on what I have read will happen in 2021, I believe what is next for me and my family is _____. Here is why I think that: _____.

Grading Rubric

- Vivid historically accurate details of their character's present life: 25%
- Vivid details of how the historical facts in that part of the resolution have impacted the characters' families: 25%
- A clear and comprehensive plausible, emotional and logical response to that section of the resolution (for example, how redlining impacted my family): 25%
- A prediction of what they see in the near future (next 10, 20, or 30 years, knowing this letter happened in 2021: 15% • Citations: 10%

Assignment 2: "Testimonio: Where do you know from?"

This assessment is a testimonio option that validates the body and lived experience as sites of knowledge. The prompt is: Where do you know from in relation to this course and particularly in relation to the San Antonio *Resolution Declaring Racism a Public Health Crisis*? How have your life and embodied experiences been impacted by *either* housing inequity or educational inequity?

Testimonio Criteria

1. A testimonio is a first-person narrative that you write in your own voice (you may write in your chosen language if this can be accommodated by the instructor).
2. A testimonio offers learned experience through the medium of narrative and respects personal and community experience and embodied living as archives of knowledge from which we can learn.
3. The testimonio approach aims to present momentum for radical change by valuing and validating experience. Although it emerges from our own experience, it is a communal mode that engages with community and seeks to build community through shared understanding of systemic oppression.

Student Learning Outcomes

1. Students learn the methodology of oral history and its necessary ethics.
2. Students connect their learning of reading the San Antonio Resolution with their and their interviewees' experiences and their understanding of the issues discussed in the resolution.
3. Students reflect on how they would use their findings for social and racial justice actions.

Resources

- Brabeck, Kalina. 2003. "Testimonio: A Strategy for Collective Resistance, Cultural Survival and Building Solidarity." *Feminism & Psychology* 13(2): 252–58.
- Conchas, Gilberto Q., and Nancy Acevedo. 2020. *The Chicana/o/x Dream: Hope, Resistance and Educational Success*. Cambridge, Mass.: Harvard Education Press.
- Forcinito, Ana. 2016. "Testimonio: The Witness, the Truth, and the Inaudible." In *Critical Terms in Caribbean and Latin American Thought: New Directions in Latino American Cultures*, edited by Yolanda Martínez-San Miguel, Ben Sifuentes-Jáuregui, and Marisa Belausteguigoitia, 239-251. New York: Palgrave Macmillan.
- Gilmore, Ruth Wilson. Forthcoming. *Change Everything: Racial Capitalism and the Case for Abolition*. Chicago: Haymarket Books.

Assignment Instructions

1. Your testimonio should be 6–8 pages long and should refer explicitly to the relevant sections from the resolution that you are going to think about in your own life in relation to housing and/or education.
2. You should include one of the following elements:
 - . An oral history transcribed from a relative, friend, or community member that relates to the person's experience of housing or educational racism. (This element must come with signed consent to make the oral history public.)
 - a. Archival research from the sources you have encountered. These elements should be part of your archive as you write.
3. These are some questions to consider as you write your testimonio:
 - . What are your own and your communities' experiences of direct systemic and structural racism?
 - a. In what ways do the texts for this course help you to understand these forces of systemic racism still in place today? Can you give some specific examples?

Grading Rubric

This assignment begins with already allocating students 100 points. If the criteria given in the assignment instructions immediately preceding this rubric are fulfilled, then in line with a labor-based grading approach, students retain all their points. Points may be deducted for missing elements, with the emphasis on rewarding the work that has gone into creating the testimonio, including gathering the archival and oral history.

Assignment 3: “Texas Constitutions”

This assignment allows students to undertake primary archival research to read the legal and societal formulations of white supremacy and racialized identities that have been historically used to control access to vital resources such as property and education. Through this assignment, students become aware of how the historical construction of race directly impacts access to these resources by engaging archival research in the local San Antonio community including organizations such as the Esperanza Peace and Justice Center; Guadalupe Cultural Arts Center; the Carver Cultural Arts Center; San Antonio African American Community Archive and Museum; the American Indians of Texas at the Spanish Colonial Missions and the Institute of Texan Cultures.

Student Learning Outcomes

1. Students undertake guided research, utilizing historical digital archives and resources independently to find sources related to their understanding of housing and educational inequities in San Antonio based on the Resolution.
2. Students produce a report or review that summarizes their findings based on real/virtual archival research and learning activities in the community. Students are encouraged to use community resources to complete the assignment, enhancing their research skills, and connecting the information they find to the assignment objectives.
3. Students reflect on how they would use their findings for social and racial justice actions. Students write a report of their findings, research results, and analysis following the assignment objectives.

Resources

- Burrough, Bryan, Fred Sanders, Chris Tomlinson, and Jason Stanford. 2021. *Forget the Alamo: The Rise and Fall of an American Myth*. New York: Penguin Press.
- Casteñeda, Heidi. 2019. *Borders of Belonging: Struggle and Solidarity in Mixed-Status Immigrant Families*. Palo Alto.: Stanford University Press.
- *Coloniality, Borders, and Racism in the Southwest Borderlands*.
<https://www.youtube.com/watch?v=W-difJ526R8>.
- Conchas, Gilberto Q., and Nancy Acevedo. 2020. *The Chicana/o/x Dream: Hope, Resistance and Educational Success*. Cambridge, Mass.: Harvard Education Press.
- “Lynch Mobs Killed Latinos Across the West: The Fight to Remember These Atrocities Is Just Starting.” *New York Times*, March 2, 2019.
- *Refusing to Forget: The History of Racial Violence on the Mexico-Texas Border* (website): <https://refusingtoforget.org/the-history/>.

Assignment Instructions

Prompt: In 500 words, describe how the Texas Constitution of 1836 made whiteness and race. Cite relevant moments in the 1836 document and other constitutions you feel are relevant, and discuss them in light of what you have learned.

1. Browse through all the constitutions, with your focus on 1836:
<https://tarlton.law.utexas.edu/constitutions/>
2. Look at the provisions on slavery.
3. Focus especially on the general provisions and on articles pertaining to education and land titles.
4. What does the term “free men” mean in the constitutions? Who is included and who is excluded? Pay particular attention to “Freedmen” in Article VIII in the 1866 Constitution.

Grading Rubric

This assignment begins with already allocating students 100 points. If the instructions for the assignment fulfilled, then in line with a labor-based grading approach, students retain all their points. Points may be deducted for missing elements, with the emphasis on rewarding the work that has gone into gathering the archival history.



UNIT 3: Health Disparities and Food Insecurity

Exploring How Unequal Access to Healthcare and Food Systems Produces Negative Health Outcomes

Unit Theme

This unit's theme underscores the importance of understanding health disparities as an outcome of systemic and institutional racism. Ethnic Studies educators recognize racism as a system of advantage historically designed *by* and *for* those with race, class, and gender privilege and supported by policies and institutions that directly and indirectly deprive communities of color of adequate healthcare. As the City of San Antonio's Resolution states, the cumulative effects of racism make communities of color more vulnerable to immune and inflammatory systems; changes in brain structure; elevation of blood pressure and blood sugar; and epigenetic changes, which are associated with increased risk for numerous mental and physical chronic health conditions, including heart disease, cancer, asthma, stroke, Alzheimer's, diabetes, depression, and suicide.

Through utilizing selected materials and activities, this unit's lessons are designed to help students understand how this phenomenon came to be and to make sense of chronic health problems they may witness in their families and communities or may have experienced themselves. Together, these assignments offer a great opportunity for students to link the past and the present, understand the embodied dimensions of racism, and discover how health problems and subpar healthcare services are rooted in systemic racism. Moreover, the goal of this unit is to raise student awareness of these issues and empower them to be agents of change.

Key Discussion Questions

1. What social determinants make communities of color more vulnerable to experiencing chronic mental and physical health problems?
2. How does systemic racism impact the health and well-being of people of color in San Antonio and nearby communities?
3. What is the historical background of today's healthcare system? Why does it exclude or deprive people of color of adequate healthcare?
4. What does a just and democratized healthcare system look like?
5. How can we make equitable changes that challenge food apartheid?

Assignment 1: “Unequal Healthcare Services Founded in Racism”

In this assignment students will learn about healthcare disparities as a long-term historical process driven by colonization and Eurocentric ideologies, which are reflected in racist healthcare policies that exclude traditional healing practices of people of color.

Preparation: Students review the City of San Antonio’s *Resolution Declaring Racism a Public Health Crisis* and identify a theme or area on which they would like to focus (i.e., governance/legislation, physical/mental health, educational access, economic/financial wellbeing, housing, transportation, fostering community partnerships). Students will read the historical background on unequal treatment of Black Americans in the healthcare system. The focus will be on Black health from the pre-colonial period to the early twentieth century.

Student Learning Outcomes

1. Students understand the effects of Eurocentric biases in the contemporary healthcare system and its negative impact on the lifespan and health outcomes of people of color.
2. Students recognize the importance of including spiritual beliefs and healing practices outside of Western-based medicine in communities of color.
3. Students identify the three levels of racism—institutionalized, personally mediated, and internalized—and how they operate in the healthcare system.
4. Students recognize the importance of increasing the representation of minority populations in healthcare careers and healthcare advocacy efforts.

Resources

- Byrd, W. Michael, and Linda A. Clayton. 2000. *An American Health Dilemma: A Medical History of African Americans and the Problem of Race, Beginnings to 1900*. New York: Routledge, 2000.
- ———. 2010. “An American Health Dilemma: A History of Blacks in the Health System.” *Journal of the National Medical Association* 84(2): 189–200. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2637749/pdf/jnma008610073.pdf>.
- Chireau, Yvonne P. 2006. *Black Magic Religion and the African American Conjuring Tradition*. Berkeley: University of California Press.
- Jones, Camara Phyllis. 2000. “Levels of Racism: A Theoretic Framework and a Gardener’s Tale.” *American Journal of Public Health* 90(8): 1212–15. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1446334/pdf/10936998.pdf>.
- ———. 2002. “Confronting Institutionalized Racism.” *Phylon* 50 (1–2): 7–22. <https://www.jstor.org/stable/4149999?origin=crossref&seq=1>.
- **Presentations/lectures:**
- Byrd, W. M., and L. A. Clayton, *Racial and Ethnic Disparities in Health and Health Care: Historical and Contemporary Issues*. Review from Boston University of School of Health, <https://www.youtube.com/watch?v=5JPyo7ieyes>.

- Jones, Camara. *Allegories on Race and Racism*. TEDxEmory. <https://www.youtube.com/watch?v=GNhcY6fTyBM>.
- Smedley, Brian D., Adrienne W. Stith, and Alan R. Nelson, eds., *Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care*. Review from National Library of Medicine, <https://pubmed.ncbi.nlm.nih.gov/25032386/>.
- Sullivan Commission. *Missing Persons: Minorities in the Health Professions. A Report of the Sullivan Commission on Diversity in the Healthcare Workforce*. https://drum.lib.umd.edu/bitstream/handle/1903/22267/Sullivan_Final_Report_000.pdf?sequence=1&isAllowed=y_

Reports

- Healthy People 2030. Five Domains of the Social Determinants of Health. https://health.gov/healthypeople/objectives-and-data/social-determinants-health_
- ———. Health Care Access and Quality. https://health.gov/healthypeople/objectives-and-data/browse-objectives/healthcare-access-and-quality_
- Heckler, Margaret M. 1985. *Report of the Secretary's Task Force on Black and Minority Health*. U.S. Department of Health and Human Services. Washington D.C.: GPO, 1985. <https://minorityhealth.hhs.gov/assets/pdf/checked/1/ANDERSON.pdf>.
- Centers for Disease Control and Prevention (CDC). Chronic Disease Indicators: https://nccd.cdc.gov/cdi/rdPage.aspx?rdReport=DPH_CDI.ExploreByLocation&rdRequestForwarding=Form.
- ———. Social Determinants of Health: Know What Affects Health. <https://www.cdc.gov/socialdeterminants/index.htm>.
- U.S. National Library of Medicine. *Health, United States 2019* (most recent). Hyattsville, Md.: National Center for Health Statistics, 2021. <https://www.ncbi.nlm.nih.gov/books/NBK569306/>.

Assignment Instructions

Part 1: Students will reflect on the concept/topic of systemic and structural racism (history and current day).

1. Students will view: Camara Jones, *Allegories on Race and Racism*, <https://www.youtube.com/watch?v=GNhcY6fTyBM>.
2. Students will be separated into three groups based on the three levels of racism described by Camara Jones: institutionalized, personally mediated, internalized.
3. Each group will pick one of the levels for discussion. One student from the group will give an example on the board on how to dismantle the levels of racism.
4. Utilizing the assignment Resources list provided, students will read:
 - Byrd and Clayton's *An American Health Dilemma: A Medical History of African Americans and the Problem of Race*.
 - Byrd and Clayton's "An American Health Dilemma: A History of Blacks in the Health System."

- Yvonne Chireau's *Black Magic Religion and the African American Conjuring Tradition*.
- Camara Jones's "Confronting Institutionalized Racism."
- Sullivan Commission, *Missing Persons*, Chapters 2–4.
- Smedley et al., *Unequal Treatment* review.

Part 2: Students will discuss the concept/topic of systemic and structural racism as it relates to the healthcare system through critically analyzing and making connections among the following:

1. The Eurocentric model in the healthcare system and the historical mistreatment of African Americans.
2. The alternative medical/healing solutions for African Americans through spiritual beliefs and healing practices – connected through the practice of conjuring, Christianity, and/or spiritualism because of the racial exclusion of healthcare to Black Americans as well as the mistrust of ethnic minorities toward the healthcare system and white physicians.
3. The levels of racism as described by Camara Phyllis Jones.

Part 3: Students will research official data on healthcare disparities.

1. Students will research current disparities affecting ethnic minorities in the healthcare system. They may use the link below to research chronic disease indicators by year for the state of Texas. The link was created by Center for Disease Control (CDC).

- Chronic Disease Indicators:
https://nccd.cdc.gov/cdi/rdPage.aspx?rdReport=DPH_CDI.ExploreByLocation&rdRequestForwarding=Form

Students can research the leading cause of death for women and men in the U.S. utilizing the following sources provided by the CDC.

- Leading Causes of Death in Males, United States:
<https://www.cdc.gov/healthequity/lcod/index.htm>
- Leading Causes of Death in Females, United States:
<https://www.cdc.gov/women/lcod/index.htm>

1. Students will read the current report by the U.S. National Library of Medicine on the health status of the United States. This can be part of their research for the assignment.

- U.S. National Library of Medicine. *Health, United States, 2019*:
<https://www.ncbi.nlm.nih.gov/books/NBK569306/>

Part 4: Students will pick a topic from their research and write a three-page essay in APA format. This must include three resources from their research. The reflection must include a proposed solution or strategy to bring awareness to the disparities of today's healthcare system as it affects on ethnic minorities.

Assignment Rubric

	Comments	Score
Identify: Today's disparities toward ethnic minorities in the healthcare system.	Students will research chronic diseases for the state of Texas indicated by year. Students will be provided with links to the CDC.	30 pts
Essay: 3- to 5-page essay (APA format) Double space, 12 pt font, Times Roman, heading	Students will pick a topic from their research and write a three- to five- page essay in APA.	20 pts
Content and Balance:	The essay is directly related to the essay topic. The essay strikes a successful balance between all the main aspects of the topic. Sentences are well-constructed and varied in length and structure.	20 pts
Outcome and Solution:	The essay must include a proposed solution or strategy to bring awareness to the disparities of today's healthcare system as it affects ethnic minorities.	20 pts
The final project will require three research references.	This must include three resources from their research.	10 pts
		Final Grade

Assignment 2: “Researching the Causes of Healthcare Disparities in Your Community”

This assignment focuses on a place-based exploration of the causes of negative health outcomes. Using the San Antonio Resolution as a framework, students will research healthcare disparities in their own communities, finding relevant data and collecting testimonios from their family members. Through this personalized research, students become intimately engaged with the topic of structural racism in the healthcare industry.

Student Learning Outcomes

1. Students develop critical thinking skills through a historical analysis of forces and events that make racism a public health crisis.
2. Students understand why a public resolution declaring racism a public health crisis is needed to combat race-based healthcare disparities.
3. Students use place-based learning and comparative analysis of social forces and determinants to understand negative health outcomes in their own community/county.
4. Students generate similar resolutions in their respective community/county that help counteract racism in the healthcare system.

Resources

- Centers for Disease Control (CDC). “About Social Determinants of Health (SDOH).” <https://www.cdc.gov/socialdeterminants/about.html>.
- Heckler, Margaret M. 1985. *Report of the Secretary’s Task Force on Black and Minority Health*. U.S. Department of Health and Human Services. Washington D.C.: GPO, 1985.
<https://minorityhealth.hhs.gov/assets/pdf/checked/1/ANDERSON.pdf>.
- U.S. National Library of Medicine. *Health, United States 2019*. Hyattsville, Md.: National Center for Health Statistics, 2021. <https://www.ncbi.nlm.nih.gov/books/NBK569306/>
- Centers for Disease Control (CDC). “Health, United States.” <https://www.cdc.gov/nchs/hus/index.htm>.
- “KSAT Explains: San Antonio's Hidden Black History” <https://youtu.be/iBmV6UH4dw>.
- “How Redlining Shaped Black America as We Know It | Unpack That” <https://youtu.be/2o-yD0wGxAc>
- Palacios, Joey. “San Antonio Declares Racism A Public Health Crisis, Some Find Proclamation Divisive.” <https://www.tpr.org/news/2020-08-20/san-antoniodeclares-racism-a-public-health-crisis-some-find-proclamation-divisive>.
- “Between Black And White: Race and Status among the Tejano Elite in 19th Century San Antonio.” <https://www.uiw.edu/sanantonio/blackandwhite.html>
- “Race, Diversity, and Ethnicity in San Antonio, TX.” <https://bestneighborhood.org/race-in-san-antonio-tx/>.

Assignment Instructions

Week 1

Step 1: Class reading of the resolution.

Step 2: Students are placed in groups and brainstorm possible causes of these outcomes.

Step 3: Students present their causes to the class.

Week 2

Step 4: The class develops a consensus of the top three reasons for these outcomes.

Step 5: The groups will go back and provide research to support their causes, validating their findings. Students can reach out to family members to explore whether their finding is reflective of their family's personal experiences. The groups should ideally be provided one focus question per group.

Week 3

Step 6: The students will meet and the groups will present their evidence to the class via a document and PowerPoint.

Step 7: The groups will then compare healthcare data in their county and identify whether they are finding comparable statistics. They then cross-apply the causes they found for San Antonio and see if the causes are the same for their county. If different, they will answer why there is a difference and provide evidence to support any new causes.

Week 4

Step 8: The groups will present their findings to the class and the class will create a consensus on the healthcare issues of their county and their causes.

Step 9: The students will then use a shared Google Doc to create a similar resolution for their county. Different groups can work on distinct parts of the resolution.

Grading Rubric:

	Proficient <i>100 points</i>	Emerging <i>75 Points</i>	Beginning <i>50 Points</i>
Presentation	The presentation provided all relevant supporting data, which was delivered in a well-organized, easy to understand form containing the following: historical research, clear causes, interviews, and proper citation for their research.	The presentation provided some supporting data, which was delivered in an organized form containing the following: historical research, causes, interviews, and proper citation for their research.	The presentation provided some supporting data, which contained the following: historical research, causes, interviews, and proper citation for their research.

Assignment 3: “Food Sovereignty, Food Apartheid and Geographic Segregation”

This assignment focuses on the topic of racial inequality through food accessibility or inaccessibility caused by geographic racism. The inextricable relationship between race and socioeconomic status is a key factor in the disparity in accessibility of healthy and affordable food to ethnic groups. Using the City of San Antonio’s *Resolution Declaring Racism a Public Health Crisis*, students will explore the relationship between race and socioeconomic status in relation to marketing and city planning and development with regard to food accessibility, with a specific focus on the following section of the resolution:

WHEREAS, the American Public Health Association deems racism a barrier to health equity and has named racism a driving force of how the social determinants of health are distributed. The social determinants of health—defined as the social, environmental, and economic factors that influence health, including employment, housing, education, access to health care, nutritious food, and public safety—impact life-long health outcomes even before birth.

San Antonio is one of the most racially and ethnically segregated cities in the United States, making it a food apartheid city. Access to food is class-based and racialized, and contributes to racism as a public health crisis in San Antonio. By examining San Antonio city development and how San Antonio city structure has been affected – from city planning to expand northward toward white and white-identified communities (Rosales, 2000), to environmental racism (toxic triangle, grocery store zones based on demographics), to food apartheid – students can understand how different institutional structures create barriers for equitable health.

This assignment asks students to question why San Antonio is considered a food apartheid city, how different food and media are marketed to various demographics across town, and how access or in-access (lack of access) to food can affect an understanding of the world.

Student Learning Outcomes

1. Identify and Apply: Food apartheid, barrio foodscapes, and critical media literacies.
2. Locate and Map: A barrio foodscape of their own neighborhoods.
3. Critique: Food media in the barrio foodscape (such as grocery circulars, billboards, signage, linguistic landscape, etc.)
4. Envision: How can we make equitable changes that challenge food apartheid?

Resources for Unit Assignment

- Carnett, Lindsay. “Group Blames Racism for Struggles in Bringing Food Relief to the East Side.” *San Antonio Report*, October 3, 2020.
<https://sanantonioreport.org/group-blames-racism-for-struggles-in-bringing-foodrelief-to-the-east-side/>.

- National Human Genome Research Institute. "Race: Definition." <https://www.genome.gov/genetics-glossary/Race>.
- Schwartz, Greg M. "Toxic Triangle Research Mystery Deepens." *San Antonio Current*, April 9, 2009. <https://www.sacurrent.com/news/toxic-triangle-researchmystery-deepens-2377186>.
- USDA. *Food Environment Atlas*. <https://www.ers.usda.gov/data-products/foodenvironment-atlas/>.
- UTSA Libraries. "1914–1929 WW I & the Twenties," "1929–1945 Depression & WW II." San Antonio History Matrix, <https://libguides.utsa.edu>.
- "Why These Activists use the Term 'Food Apartheid' Instead of 'Food Desert'." NBC LX News, May 16, 2022. <https://www.nbcchicago.com/lxnews/why-theseactivists-use-the-term-food-apartheid-instead-of-food-desert/2836072/>.
- Younge, Kate. "Food Desert or Food Apartheid?" *Eartheats, Indiana Public Media*, December 18, 2020. <https://indianapublicmedia.org/eartheats/food-desert-orfood-apartheid.php>

Resources for class discussion Texts:

- Rosales, Rodolfo. 2000. *The Illusion of Inclusion: The Untold Political Story of San Antonio*. Austin: University of Texas Press.
- Lakhani, Nina. 2021. "The Food System is Racist": An Activist Used a Garden to Tackle Inequities." *Guardian*, May 25, 2021. <https://www.theguardian.com/environment/2021/may/25/karen-washingtongarden-of-happiness-us-food-system>

Videos:

- *Truly Texas Mexican*, directed by Anibal Capoano, and accompanying Study Guide. <https://trulytexasmexican.com/>.
- *Unnatural Causes: Bad Sugar* (Tohono O'odham and Pima communities). Transcript: https://unnaturalcauses.org/assets/uploads/file/UC_Transcript_4.pdf.
- *Unnatural Causes: Latino Health Paradox*. South Central Farm (24 min.). <https://youtu.be/Qs-3f678vys>.
- Ron Finley: A Guerrilla Gardener in South Central LA. TED Talk (10:29 min.). https://www.ted.com/talks/ron_finley_a_guerrilla_gardener_in_south_central_la?language=en.
- *A Strike and an Uprising in Texas*, written and directed by Anne Lewis, 2018 (1hr. 5:39 min). <https://vimeo.com/268687305>.

Podcasts:

- *Finding Our Way* with Prentis Hemphill. "S2 Ep6: Seeds, Grief, and Memory with Rowen White."

Assignment Instructions

Review the Resolution's policies and procedures aimed at advancing racial equity on the topic of food in-access and geographic racism.

Explore the historical background of this topic within the context of systemic and structural racism by examining the history of San Antonio's city design, which has developed educational and business institutions northward while underdeveloping the west side, east side, and south side of the city by design. Use excerpts from Rodolfo Rosales's *The Illusion of Inclusion: The Untold Political Story of San Antonio* (2000).

Introduction/Reflection

Have students reflect on the concept/topic of systemic and structural racism (history and current day).

Discussion Prompts/Ideas

1. Ask students about who lives on the west side, east side, south side, and north side of San Antonio.
2. What does their barrio foodscape look like? A mapping of the foodscape can function as a reflection of location/space in proximity to their living environments.
3. Provide a presentation on the history of grocery stores in San Antonio from Market Square to the grocery wars of Centeno's and HEB's monopoly, to present day access.

Activity

1. Students will read selected materials before class and in class will examine two sets of grocery circulars.
2. Students will discuss a descriptive reading of what they see and "read" based on images, colors, layouts, and language of the circulars.
3. Students will research the demographics of each of the zones or zip codes of each of the communities to understand which groups the marketing aims to reach.
4. Students will complete a comparative analysis of two different grocery store circulars to understand which foods are featured more prominently, which foods are priced differently, and the underlying presumptions about what the corporation believes the community values.
5. Unit/Module Project: Students will map a barrio foodscape of their zip code:

Barrio Foodscape Project

Context: The U.S. Department of Agriculture (USDA) Economic Research Service has an interactive food access research atlas: USDA, *Food Environment Atlas*

(<https://www.ers.usda.gov/data-products/food-environment-atlas/>), formerly called the Food Desert Locator. While official government websites still use the term “food desert,” the phrasing is a misnomer, as desert landforms are rich biomes full of life and thriving organisms. To examine food in-access, Karen Washington uses the term “food apartheid,” which implicates social structures such as race as part of the inaccessibility of food.

Rationale: In order to gain insight into our lived experiences and environments, we can use the San Antonio *Resolution Declaring Racism a Public Health Crisis* to help prompt us to investigate a visual mapping of how race affects residents in San Antonio.

Instructions

1. For the initial assessment of your own neighborhood, take a walk or drive, if safe and possible, of approximately a 1-mile radius. Make a detailed list of your observations in a field notes format. For example: What do you observe? What kinds of homes/apartments are you passing? What types of businesses surround the area? Are there other pedestrians running, walking dogs, pushing strollers? Are there sidewalks? What are any billboards advertising? Is there a highway within the 1-mile radius? Where is the nearest grocery store? Convenience store? Dollar store? Restaurants? Where would someone purchase fresh vegetables in your area?
2. After you have your field notes, go to the USDA's *Food Environment Atlas* and search for Bexar County. Take a look at the data sets and information in the left menus. How does the physical observation of your neighborhood match county data? Was there anything missing or different?
3. Compare your field notes with *one* different neighborhood such as:
 - Alamo Heights
 - Stone Oak
 - Olmos Park
 - Loma Vista
 - Thompson Community
 - Denver Heights

You may use Google Maps or other technologies to compare the access to locations that sell foods in these neighborhoods. What are three or more differences you observe?

1. In a 3- to 5-page (750- to 1,250-word) comparative essay discuss three (3) observations that are different between your neighborhood and the neighborhood selected for comparison. Your essay should have a clear thesis statement explaining in brief what the three observations will be, followed by paragraphs of each observation with clear, concrete examples. Conclude with what changes the city and communities could make to ensure that food access is more equitable.
2. Students will need to submit both sets of field notes with the essay.

Conclude by leading students in a reflection about:

1. The effects of systemic and structural racism in the lives of historically marginalized groups and the impact of this on public health.
2. Methods or strategies to address systemic and structural racism and its negative impact on public health.

Essay Rubric:				
Criteria	Ratings			Max. Points
Field notes	25 pts Both sets of field notes	10 pts One set of field notes	0 pts No field notes included	25 pts
Thesis	25 pts Clear thesis expressing three observations	10 pts Unclear thesis, or does not express all three observations	0 pts No recognizable thesis statement	25 pts
Concrete Support	25 pts Concrete and specific examples of each observation between both communities	10 pts Unclear examples of each observation between both communities or less than three observations	0 pts No observations of differences between communities included in the essay/analysis	25 pts
Conclusion with viable solutions	25 pts Concludes with possible solutions	10 pts Concludes without possible solutions	0 pts No conclusion and no solutions presented	25 pts

APPENDIX

A RESOLUTION DECLARING RACISM A PUBLIC HEALTH CRISIS AND TO ESTABLISH STRONGER EFFORTS TO PROMOTE RACIAL EQUITY IN SAN ANTONIO.

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WHEREAS, the City of San Antonio has made a commitment to advancing racial equity in government with the formation of the Office of Equity in August 2017, which has since developed the Equity Indicators Report, the Budget Equity Tool, an internal Citywide Equity Committee and numerous Department Equity Assessments designed to ensure racial equity in the delivery of City services; and

WHEREAS, the City of San Antonio's Metro Health Department established an Office of Health Equity in 2017 to implement policies, practices, systems and changes to the environment that reduce health disparities and improve the health outcomes for marginalized communities in San Antonio; and is committed to operationalizing health equity and to applying an equity lens to its plans, practices and policies; and

WHEREAS, the City of San Antonio recognizes the persistent health inequities experienced by groups in our community that are marginalized based on race/ethnicity, income level, ability or disability status, immigration or refugee status, educational level, geographic area, or any combination of these factors. The City leads with race explicitly, but not exclusively in its Health Equity approach because racial inequities in outcomes persist in every system, including health; and

WHEREAS, the American Public Health Association (APHA) has declared racism an ongoing public health crisis that needs our attention now; and institutions including the American Medical Association, American Association of Pediatrics and American College of Emergency Physicians have also recognized racism as an urgent threat to public health; and

WHEREAS, the San Antonio community has experienced a history of structural, institutional, interpersonal, and individual racist practices and laws including slavery, Jim Crow, segregation, and redlining, which provided preferential opportunity to some and barriers to Black/African Americans and other people of color; and these racist practices and laws resulted in unequal educational attainment, health outcomes, housing status, economic security, and wealth building opportunities for Black/African American, Latinx and other people of color not only in their lifetimes but across subsequent generations; and

WHEREAS, federal redlining policies designed into San Antonio and other cities across the United States, and sanctioned by federal and local government, deemed Mexican and Black/African American communities in San Antonio unfit for investment based on racist characterizations, such as having “an unproductive class which constitutes a burden to the community”. This type of institutional racism further segregated San Antonio and reproduced racially divided communities, and left a legacy in which communities of color often still have less access to jobs, services, high-quality education, safe streets, reliable transportation, and other essential ingredients of economic and social success; and

WHEREAS, up until March 16, 1960, San Antonio lunch counters were racially segregated, and Black/African American residents were refused service at many businesses, such as the Woolworth's lunch counter downtown. Since the integration of lunch counters was an initial step in desegregation, the San Antonio Interracial Committee was founded the next month with the goal of swaying public opinion against segregation. Five years after the first movement of integration, City Council integrated all public areas with the passing of an ordinance; and

WHEREAS, Texas enshrined white supremacy in its 1836 constitution when Anglo slaveholders seceded from Mexico, and the people of Mexican descent experienced mob violence, lynchings, whippings, being burned alive, and being shot at close range, well into the 20th Century. In the 1850s, several counties in Texas expelled Mexicans, and in 1854, the city of Austin ordered every Mexican to leave unless vouched for by Anglos. On January 28, 1918, a group of Anglo cattlemen, Texas Rangers and United States Army cavalry soldiers descended on a village in West Texas as families slept. They seized 15 men and boys, the youngest of whom was 16, marched them to a bluff overlooking the river and fatally shot them at close range and then burned the village; and

WHEREAS, the fight against racism and its adverse impacts on our community has long been championed Black/African Americans, Latinx and other people of color, and other allies fighting for racial justice through historic and present-day protests, actions, and petitions; and

WHEREAS, the World Health Organization defines “public health” as “the art and science of preventing disease, prolonging life and promoting health through the organized efforts of society,” and public health activities range from researching disease and injury prevention to educating people about health, and the field of public health ultimately works to create the conditions in which people can be healthy; and

WHEREAS, the American Public Health Association deems racism a barrier to health equity and has named racism a driving force of how the social determinants of health are distributed. The social determinants of health—defined as the social, environmental, and economic factors that influence health, including employment, housing, education, access to health care, nutritious food, and public safety—impact life-long health outcomes even before birth; and

WHEREAS, the non-partisan National Partnership for Women and Families and

American Public Health Association have found that in the United States, health and racism are inextricably linked, creating a harmful impact on individuals and communities of color and their social determinants of health, including unequal access to quality education, employment, livable wages, nutritious food, access to healthcare, stable and affordable housing, and safe and sustainable communities; and

WHEREAS, The American College of Physicians has found that Black/African Americans in particular are at risk of being subjected to discrimination and violence against them because of their race, endangering them and even costing them their lives; and

WHEREAS, over 100 studies have linked racism to negative health outcomes, such as an increase in stress hormones and activation of the immune and inflammatory systems; changes in brain structure; elevation of blood pressure and blood sugar; and epigenetic changes, which are associated with increased risk for numerous mental and physical chronic health conditions, including heart disease, cancer, asthma, stroke, Alzheimer's, diabetes, depression, and suicide; and

WHEREAS, research shows that adverse experiences in childhood are disproportionately experienced by Black/African American children, Latinx children and other children of color when compared to white children, and result in negative impacts on physical, mental, and behavioral health as well as poor academic performance; and

WHEREAS, Black/African Americans and people of color in San Antonio experience worse outcomes in health, education, employment, housing, and across many other metrics, according to the City of San Antonio's Office of Equity's 2019 Racial Equity Indicator Report; and

Indicator	Black	Latinx	White
Bexar County average median household income	\$44,964	\$46,329	\$70,019
Percent of San Antonio residents living in poverty	22.5%	21.3%	11.2%
Percent of San Antonio renters/homeowners that spend more than 30% of household income on housing	56.7%	53.0%	30.1%
Percent of San Antonio residents 25 or older that have less than high school education attainment	9.6%	25.7%	4.8%
Percent of San Antonio residents 25 or older that have a bachelor's degree or higher	24.1%	16.2%	43.4%
Percent of San Antonio residents that do not have health insurance ¹ coverage	14.4%	19.7%	9.4%
Percent of Bexar County residents who have delayed health care in the past 12 months because of cost	17.9%	24.1%	10.6%

Source: City of San Antonio's 2019 Racial Equity Indicator Report

WHEREAS, the rate of infant mortality among Black/African Americans in Bexar County is 9.5/1,000 births, which is almost 50% higher than that of Latinx and whites, and the rate of low

birthweight births among Black/African Americans in Bexar County is 14.6%, or nearly 60% higher than that of Latinx and whites; and

WHEREAS, Black/African Americans, Latinx and other people of color in Bexar County face disparate economic and educational outcomes as illustrated below; and

WHEREAS, there is a need for additional measures to address these issues and to actively engage the community in the search for solutions, to continue to build alliances with organizations that are working against racism and to continue to promote equitable practices in health, education, employment, and in all government programs.

NOW THEREFORE, BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF SAN ANTONIO:

Section 1. That this Council declares racism is a public health crisis, acknowledges that the effects of systemic and structural racism are a public health crisis in San Antonio and commits to advocating for racial justice as a core element of all policies, programs, and procedures. In support of this, Council will increase advocacy to include state and federal legislative priorities for City efforts to further racial equity, and to eliminate all forms of racism, from systemic, to structural, to institutional, to interpersonal, and individual.

Section 2. That this Council supports community-based groups and initiatives that promote racial equity and will work with the community to educate and find innovative solutions to address systemic and institutional racism and provide additional resources to specific efforts to dismantle racism.

Section 3. That City Staff will provide bi-annual presentations updating the community about solution-oriented policies and programs implemented by the City to improve racial equity.

- Reviewing policies and procedures for the purposes of eradicating implicit and explicit racial bias and promoting policies and procedures that advance racial equity, including policies and procedures that govern boards and commissions; and
- Engaging historically marginalized communities in the development of policy solutions for local issues related to health equity; and
- Improving data systems in order to disaggregate health data by race/ethnicity and income and facilitate data-informed decision-making processes to address the health disparities in our community; and
- Advancing health equity and supporting historically marginalized communities; and
- Working to mitigate housing and job displacement from driving further racial and income segregation by developing strategic initiatives such as land use and affordable housing finance regulations and housing stability programs, while improving City services that strengthen historically marginalized communities in place; and

- Promoting racially equitable City services, programs and policies in all realms, from neighborhood investment to infrastructure and transportation to economic and workforce development.

CO-CREATORS

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Dr. Christopher Carmona is the Chair of the NACCS-Tejas Foco Committee on Implementing Mexican American Studies in pre K-12 Education. He served as a member of the Ad Hoc Committee for the Texas State Board of Education for MAS textbooks. He was on the Responsible Ethnic Studies Textbooks Committee (REST) committee that was awarded the "Float Like a Butterfly, Sting Like a Bee" award for excellence in educational leadership from the Mexican American School Board Association (MASBA). He is the interim director of the Mexican American Studies Program and teaches in the Creative Writing Programs at the UT-Rio Grande Valley. He is an author of three books of poetry, a collection of short stories, and is working on a series of YA novellas featuring a Chicanx superhero fighting Texas Rangers in the Rio Grande Valley from 1905-1920 entitled *El Rinche: The Ghost Ranger of the Rio Grande*.

Juan P. Carmona

Juan P. Carmona is currently a Social Studies teacher and Department Head at Donna High School and a dual enrollment History Instructor for South Texas College. He is an active member of the NACCS-Tejas Foco Committee on Implementing Mexican American Studies in pre K-12 Education and Social Studies Coordinator for the Rio Grande Valley Coalition for Mexican American Studies. He was named Donna I.S.D.'s Secondary Teacher of the year in 2018 and was the recipient of the 2018 James F. Veninga Outstanding Teaching Humanities Award by Humanities Texas. He has been teaching Mexican American Studies for dual enrollment for the past 7 years at Donna High School and has been engaging with students in creating presentations on local historic events. Mr. Carmona has also created a free curriculum for a MAS class which covers a school year along with all related TEKS. He is also the author of *The Alton Bus Crash* (2019).

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Lee Ann Epstein is a Chicana Tejana from San Antonio, Texas. She completed her Ph.D. in Culture, Literacy, and Language from the Bicultural-Bilingual Studies Department at the University of Texas at San Antonio. Her research interests include food epistemologies, food apartheid, critical media studies, and challenging deficit paradigms toward Chicanx communities. She reclaims power with plants and seeds as a practice of healing from colonial wounds and reconnecting to ancestors, community, and land. She is an instructor of Mexican American Studies (MAS) in the Humanities Department at Northwest Vista College teaching courses including Introduction to MAS and MAS Fine Arts Appreciation. Previously, she taught Humanities courses and codeveloped the Mexican American Studies Program at St. Philip's College, the

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Sandra Galindo

Dr. Sandra Galindo is a college distance educator who has taught face-to-face and online Mexican American and Ethnic Studies courses at Alamo Colleges District (San Antonio College and Palo Alto College), California State University East Bay (CSUEB), and San Francisco State University (SFSU). Dr. Galindo has a Ph.D. in Culture, Literacy, and Language, an M.A. in Bicultural-Bilingual Studies, both from the University of Texas at San Antonio, an M.Ed. in Lifelong Learning and Adult Education (Global Online and Distance Education Option) at Penn State University and a B.A. in Communications. Her doctoral dissertation titled "Media representation of immigration in a migrant provider and migrant receptor country: A critical discourse analysis" was a semifinalist at the American Association for Hispanics in Higher Education (AAHHE), receiving an Honorable Mention as a finalist in the Kurt M. Landgraf Outstanding dissertation award in 2014. Dr. Galindo worked for 16 years in Mexico and the United States in Spanish language media.

Annette Portillo

I am a Mama-Scholar-Activist whose research is grounded in Ethnic and Women's Studies, with an emphasis in Chicana and Indigenous literature, history and culture. I was born in the borderlands of San Diego, California and Baja, California/Mexico, where I attended San Diego State University and the University of California, San Diego (B.A.) and Cornell University where I received my M.A. and Ph.D. My scholarly work is directly informed by my life experiences as a working-class first-generation woman of color. My interdisciplinary research focuses on life stories, testimonios, autobiographies and memoirs that also includes oral histories, blogs, archives, visual works, social media sites and experimental multi-genre narratives. My book: *Sovereign Stories and Blood Memories: Native American Women's Autobiography* (2017) argues that the legacies of colonization, displacement and traumatic memories of genocide are inscribed on the bodies of Indigenous women whose life stories become acts of survival that not only resist the silences and silencing that are part of genocidal legacies, but also recuperate indigenous-centered epistemologies. Throughout my academic career I have prioritized the mentorship of underrepresented students, and my student-centered, holistic pedagogical approach provides a safe space for collective dialogue, consciousness raising, healing and reflection. I have learned that what matters most is always speaking truth to power. I am currently an associate professor at the University of Texas, San Antonio and have taught at multiple institutions including Cornell University, Mount Holyoke College, Oberlin College, and Nevada State College.

Adrien Sebro

Adrien Sebro is an assistant professor of media studies at the University of Texas at Austin. He specializes in critical media studies at the intersections of comedy, gender,

and Black popular culture. He is currently completing his first book manuscript with Rutgers University Press, *Scratchin' and Survivin': Hustle Economics and the Black Sitcoms of Tandem Productions*, which explores a production history of Black economics in the all-Black cast sitcoms of Tandem Productions: *Sanford and Son* (1972-1977), *Good Times* (1974-1979), and *The Jeffersons* (1975-1985). Dr. Sebro writes and teaches on U.S. Black television sitcoms, television history, filmmakers of the African Diaspora, and the media's role in initiating social change and activism. In the classroom, he aims to instruct his students on the roles, responsibilities, and powers (social and political) of media over time as a reflection of its temporal moment.

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Dr. Kerry Sinanan is Assistant Professor in Transatlantic Literature in the Eighteenth and Nineteenth Centuries at the University of Texas at San Antonio (UTSA). She has published widely on the literature and culture of the Black Atlantic, Caribbean slavery and race, and the global dimensions of Black resistance and abolition up to the present. Dr Sinanan is under contract with Broadview Press to produce a new edition of *The History of Mary Prince* (1831), due 2023. Her current monograph, "Myths of Mastery in the Black Atlantic, 1750-1834," examines the writings in various genres by slave traders and slave owners from the mid-eighteenth century up to British emancipation (1834). As an Anti-racist pedagogy practitioner, she runs regular teach-ins and workshops on undisciplining 18th and 19th century studies and on decolonial curricula. She is Director of a new Black, Indigenous and Latina/x Studies Certificate in English at UTSA.

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Born en Mexico, Natalia works as Professor of English as well as an affiliate faculty member of the Mexican American Studies Program at Northwest Vista College. She is a member of the Macondo Foundation, a Homeland for Writers, and the author of the poetry collections, *Lavando La Dirty Laundry* (Mongrel Empire Press) and *VirginX* (Finishing Line Press). Natalia completed her master's degree in English at the University of Texas San Antonio and her MFA at the University of Nebraska at Omaha. Her poems have won the Alfredo Cisneros de Moral Award, the Dorothy Sargent Rosenberg Poetry Prize, the San Antonio Artist Foundation Literary Prize and several other awards. Her work appears in several publications including *Chamisa* (University of New Mexico), *The Taos Journal of Poetry and Art*, *Plume*, *Bordersenses*, *Borderlands*, *Texas Poetry Review*, *The Houston Literary Review*, *Sugar House Review*, and others.

Magdalena Yznaga

Magdalena Yznaga holds a Master's in Bilingual and Bicultural Studies from the University of Texas at San Antonio and is a Fulbright scholar. She is currently an adjunct professor in the Humanities Program at Palo Alto College (PAC) in San Antonio, Texas where she teaches courses in Mexican American Studies. She is also affiliated faculty for the Catch the Next program. She has been teaching at PAC for six years, is co-advisor for PAC Somos MAS student organization, and is currently serving as Interim Coordinator for the Center for Mexican American Studies. She is a member of

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Content Contributors

Carolina Arango-Vargas

Carolina Arango-Vargas is a Feminist Anthropologist and a Postdoctoral Fellow in the Department of Race, Ethnicity, Gender, and Sexuality Studies at the University of Texas at San Antonio. She holds a Ph.D. in Anthropology and a Certificate in Advanced Studies in Women's and Gender Studies from Syracuse University (2018) and was a Visiting Assistant Professor at Drew University until 2021. She works at the intersection of the humanities and the social sciences to study political agency among organized urban and rural grassroots women of Colombian Women's Movement. In her work, she employs anthropological and women of color feminist methodologies to explore how marginalized women craft and use their own feminisms as a political tool to resist multiple forms of violence and discrimination. Carolina's research interests extend to the significance of *feminismo popular* in Latin America and the Global South through a transnational and decolonial feminist lens. As a Latin American working in US academia, Carolina is invested in understanding epistemic displacement, decolonizing academia, and building solidarity and coalitions across borders. She is the author of "Perched on a Parched Hill; Popular women, Popular Feminism, and the Struggle for Water in Medellin" (2021) published in *Latin American Perspectives*, and the book chapter "No poder nombrar la violencia: posicionalidad y emociones en el campo y en la escritura etnográfica", (forthcoming 2022). She is currently working on her book project "Political agency, Violence and Subjectivity among Popular women and Feminist Organizations in Antioquia, Colombia."

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C. Alejandra Elenes is Professor and Chair of the Department of Race, Ethnicity, Gender and Sexuality Studies at the University of Texas at San Antonio. She is the Principal Investigator for the Democratizing Racial Justice Project funded by the Andrew W. Mellon Foundation. Her interdisciplinary scholarship centers on the application of Anzaldúan philosophy to examine Chicana feminist epistemologies, methodologies, spirituality, and social justice. Currently she is conducting two research projects. One studies the experiences of Chicanas in women's, gender and sexuality studies and the formation of Chicana intellectual thought. In this research project she is conducting genealogical, archival and ethnographic research. The other project is book project on Mario Compeán, Chicano Movement organizing, and social justice. The book is based on oral histories with Compeán, his family, and movement activists and archival research. She is former co-lead editor of *Chicana/Latina Studies: The Journal of Mujeres Activas en Letras y Cambio Social*. Her recent publications have appeared in a variety of journals such as, *Aztlán*, *Frontiers*, and *Journal of Latino/Latin American Studies*. She has published chapters in anthologies on the history of women's studies, Chicana/o studies, and Latin American studies.

Sandra D. Garza

Sandra D. Garza was born and raised in the ancient place called, Texas, and spent her formative years in the Lower Rio Grande Valley, a militarized border zone. Garza was pushed out of high school in Harlingen, Texas, and credits Mexican American Studies, the Alamo Colleges District, and the University of Texas at San Antonio (UTSA) for helping her go from G.E.D. to Ph.D. in San Antonio. Garza's scholarship focuses on examining racism, racialization, colorism, and skin-color consciousness, particularly anti-Black and anti-Native practices across dominant social structure and in Mexican American and Latino communities. From 2009-2014, Garza was the Managing Editor and Review Coordinator for *Chicana/Latina Studies: The Journal of MALCS* (Mujeres Activas en Letras y Cambio Social) and served on the Editorial Review Board from 2014-2022. Garza also works as an accuracy reader and has consulted on two historical books written in verse by National Young People's Poet Laureate, Margarita Engle, *Jazz Owls: A Novel of the Zoot Suit Riots* (2018) and *Dreams From Many Rivers: A Hispanic History of the United States Told in Poems* (2019). Garza holds a Ph.D. in Culture, Literacy, and Language and over 14 years of experience working in Ethnic Studies. She currently serves as Program Coordinator and Assistant Professor for the Mexican American Studies Program at Northwest Vista College.

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