

COURSE NAME: ES/ENGL 150 Asian Pacific American Literature and Cultural Expression

FACULTY NAME: Chellis Ying Hood & Adam Passion

DATE SUBMITTED: July 17, 2023

COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY RESPONSIVE CHANGES DESCRIPTION(S)	CULTURES ADDRESSED THROUGH THESE REVISIONS
<p>Syllabus</p>	<p>Summary This literature and Ethnic Studies course was created to meet the CSU category F category and provide AHC students an opportunity to gain understanding about the Asian American and Pacific Islanders perspectives with a focus on the critical examination of how colonialism has affected Asian Pacific Island Desi American Experience (APIDA). The most substantial revision was shifting this course to be more focused on Ethnic Studies concepts and to provide a community activism component. Also, we added the Pacific Island and Desi experience to the curriculum, encompassing more representation of authors and sources.</p> <p>PREVIOUS Course Title: Asian American Literature</p> <p>PREVIOUS Catalog Description: This course surveys the literature written by American authors of Asian descent, ranging from China, Japan, Korea, India, Pacific Islands and South East Asia. Course material offered will encompass a variety of genres, including memoir, fiction, poetry, drama, ethnographic studies, graphic novels and others, and will present a mosaic of stories representative of the Asian American experience. This course is not open to students who are enrolled in or have received credit for ES 150.</p> <p>PREVIOUS Course Content: The term “Asian American” encompasses diverse geographies, politics, languages, religions, journeys and experiences, and the literature written by Asian Americans reflects that deep complexity. While its texts are heterogenous, this genre has manifested recurring themes, such as: memory, cultural legacy, traditions vs. modernity, contextualizing “model minority” stereotypes, and reclaiming Asian American identities and experiences as legitimately American. This course will be structured thematically, representing a sampling of 150 years worth of historical narratives presented by a kaleidoscope of</p>	<p>NEW Course Title: Asian Pacific American Literature and Cultural Expression</p> <p>NEW Catalog Description Informed by conceptual frameworks, such as institutional oppression, immigrant survivalism, racial, gender and sexual identity, this course analyzes the cultural expressions and literature written by American authors of Asian and Pacific Island descent, ranging from China, Japan, Korea, India, South East Asia, Micronesia, Polynesia and other islands. Course material will encompass the literary and cultural achievements represented in a variety of genres, including memoir, fiction, poetry, drama, ethnographic studies, graphic novels, film, and others, and will present a mosaic of stories representative of the Asian Pacific Island Desi American (APIDA) experience.</p> <p>NEW Course Content: This course examines key Ethnic Studies concepts through the lens of the Asian Pacific Island Desi American (APIDA) experience and represents a sampling of 150 years of historical narratives that encompasses diverse geographies, politics, languages, religions, journeys and experiences. In order to understand these varied and complex stories, students will be provided a cultural, historical and political lesson on the countries of origins represented, and the journeys these communities and generations experienced in becoming American. While its texts are heterogenous, this genre has manifested recurring themes, such as: memory, cultural estrangement, traditions vs. modernity, contextualizing “model minority” stereotypes, and reclaiming APIDA identities and experiences as legitimately American.</p> <p>NEW Course Outline: Instructor’s approach to course content may be historical, thematic, or genre-based, but must include readings from each of the periods with attention to the long-term development of the APIDA experience.</p> <p>CCOs (Course Content Outline)</p>	<p>The previous version of this course represented “Asian Americans,” which is a term that mainly encompasses authors and cultures represented by China, Japan, Korea, Philippines, India, and SouthEast Asia. In expanding this course to “Pacific Island,” this course now represents indigenous groups in Micronesia, Polynesia and other islands. Instead of using the term “Asian American,” we have revised the course to use the term that broadens the representation to Asian Pacific Island Desi American Experience (APIDA).</p>

	<p>Asian races. In order to understand these varied stories, students will be provided a basic cultural, historical and political lesson on the countries of origin represented. Themes include: *NOTE: Each theme listed below is elaborated further under "Assignments" with sample writing assignments that delve deeper into content of the course.</p> <ol style="list-style-type: none"> 1. The Immigrant Experience: Assimilation and Memory 2. Intersectionality: The Evolving Identity 3. The Model Minority Stereotype: Anti-Racist and Equity Struggles 4. Racial Validation: The Use of Fantasy and Comedy to Dilute Racial Trauma 5. Dominant Perspective of Asian Bodies: Fetishization, Hypersexualization and Otherness <p>PREVIOUS Course Objectives: At the end of the course, the student will be able to:</p> <ol style="list-style-type: none"> 1. understand the basic history, politics and culture of varied Asian countries through reading stories from authors from those regions. 2. develop an awareness of an Americanness not conventionally focused on and broaden ones perspective and empathy on what it means to be American. 3. recognize the intersections of race, class, politics, gender, sexuality within the Asian American community through the synthesis of narratives. 4. engage with and write about ethnic studies concepts of struggle, resistance, racial and social justice, and how these concepts are central and specific to the Asian American experience. 5. apply anti-racist and anti-colonial concepts to critically analyze how racial categories of varied Asian races have been constructed and deconstructed in the U.S. the last 150 years. 6. through the study of Asian American literature, examine concepts such as racism, racialization, ethno-centrism, eurocentrism, decolonization and challenges specific to diasporic Asian communities, focusing on the complex factors that have led to an increase in AAPI hate crimes. 	<p>I. Introduction to APIDA Literature</p> <ol style="list-style-type: none"> 1. Overview of American racism and the effects of colonialism on APIDA communities 2. Definitions (e.g., race, racism, ethnicity, imperialism, feminism, sexual identity, intersectionality, anti-racism, immigration status, multilingualism and multiculturalism) 3. Connections with Latino/a, Indigenous, and African American writings and experience 4. Historiography of APIDA writings in context of the mainstream American canon <ul style="list-style-type: none"> • Fulfills CSU Area F Course Objectives 1, 2 & 3, and AHC ES/ENGL 150 Course Objectives 1, 2, 3, 5, 6 & 7 <p>II. Voices of Pre-20th Century Asian Pacific Immigrants and Settlers</p> <ol style="list-style-type: none"> 1. Letters, newspaper accounts, Angel Island poetry, railroad construction narratives, and other expressions of the early immigrants 2. Impact of the 1882 Chinese Exclusion Act 3. Achieving belonging through reclaiming ancestral identity and pre-colonial roots <ul style="list-style-type: none"> • Fulfills CSU Area F Course Objectives 1, 2 & 3, and AHC ES/ENGL 150 Course Objectives 1, 2, 3, 5, 6 & 7 <p>III. Voices during the Warring Years</p> <ol style="list-style-type: none"> 1. The Great Depression, World War I & II 2. Japanese American Incarceration (1942-46) 3. Decontextualized history that negatively impacted APIDA communities 4. Interpreting Photos: Historical and Critical Race Theory Analysis of Central Coast Asian Americans* <ul style="list-style-type: none"> • Fulfills CSU Area F Course Objectives 1, 2 & 3, and AHC ES/ENGL 150 Course Objectives 1, 2, 3, 5, 6 & 7 <p>IV: Literary Emergence and Racialization of Asian Americans, post 1965</p> <ol style="list-style-type: none"> 1. Asian American literary visibility 2. Asian American politicization, identification, and categorization 3. The Immigrant Experience: Assimilation and Memory* 	
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		<p>4. The Model Minority Stereotype: Anti-Racist and Equity Struggles*</p> <ul style="list-style-type: none"> ● Fulfills CSU Area F Course Objectives 1, 2 & 3, and AHC ES/ENGL 150 Course Objectives 1, 2, 3, 5, 6 & 7 <p>IV. Embracing an American Identity: Intersectionalities and Transnationalism of Contemporary APIDA authors</p> <ol style="list-style-type: none"> 1. Intersectionality: The Evolving Identity* 2. Fetishization, Hypersexualization and Othering AAPI Bodies* 3. Feminism, LGBT+ activism, environmentalism, journalism, etc. 4. Racial Validation: The Use of Fantasy and Comedy to Dilute Racial Trauma* 5. The Central Coast APIDA Community: Translating Scholarly Work to Local Activism* <ul style="list-style-type: none"> ● Fulfills CSU Area F Course Objectives 1, 2, 3 & 4, and AHC ES/ENGL 150 Course Objectives 1, 2, 3, 4, 5, 6 & 7 <p>*These topics include Sample Assignments below.</p> <p>NEW Course Objectives (CO)</p> <p>At the end of the course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Employ the theoretical constructs of Critical Race Theory and ethnic studies concepts of struggle, resistance, and social justice to evaluate the impact of historical and political events, such as The Chinese Exclusion Act (1882) and Japanese American Incarceration (1942-46). 2. Evaluate how APIDA authors and artists have responded to this history of oppression to highlight self-determination, liberation, anti-racism, and decolonization. 3. Apply anti-racist and anti-colonial theory to study the racialization of APIDA communities, and how these varied communities have been conceptually constructed and deconstructed in the U.S. the last 150 years. 4. Evaluate the intersectionalities of race, class, politics, gender, sexuality within the APIDA community through the synthesis of essays, fiction, poetry, graphic novel and film. 5. Compare and contrast APIDA experiences with that of Latino/a, Indigenous, African 	
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		<p>Americans, and others, relevant to current and structural issues, such as communal, national, international, and transnational politics, immigration, reparations, settler-colonialism, multiculturalism, and language policies.</p> <ol style="list-style-type: none"> 6. Examine APIDA literary concepts such as ethno-centrism, eurocentrism, decolonization and challenges specific to diasporic communities, focusing on the factors that have led to an increase in present day APIDA hate crimes. 7. Describe past and present activism and social justice efforts that advance APIDA regeneration and a stronger sense of belonging. 	
RESOURCES USED and where to find more information:			
Course Units	3 units		
RESOURCES USED and where to find more information:			
Reading Assigned/Textbook	<p>Texts and Other Instructional Materials</p> <ol style="list-style-type: none"> 1. Cathy Park Hong, <i>Minor Feelings: As Asian Pacific American Reckoning</i> (2020) 2. Frank Chin, Jeffrey Paul Chan, Lawson Fusao Inada, Shawn Wong, <i>The Big Aiiieeeee!: An Anthology of Chinese American and Japanese American Literature</i> (1991) 3. Rajini Srikanth and Min Hyoung Song, <i>The Cambridge History of Asian Pacific American Literature</i> (2015) 4. Margaret L. Andersen and Patricia Hill Collins, <i>Race, Class and Gender: Intersections and Inequalities, 10th edition</i> (2019) <p>Other Appropriate Texts:</p> <p>Gus Lee, <i>China Boy</i> Amy Tan, <i>The Joy Luck Club</i> Maxine Hong Kingston, <i>The Woman Warrior</i> Bharati Mukherjee, <i>Jasmine</i> Gene Luen Yang, <i>American Born Chinese</i> Jhumpa Lahiri, <i>Interpreter of Maladies</i> Adrian Tomine, <i>Shortcomings</i> Lysley Tenorio, <i>Monstress: Stories</i> Craig Santos Perez poetry Ha Jin, <i>A Free Life</i> Ye Chun, <i>Hao</i></p>	<p>In addition to the Previous texts, we added:</p> <p>Bruce Quan’s <i>Bitter Roots: Five Generations of a Chinese Family in America</i> Elaine Hsieh Chou’s <i>Disorientation</i> Teresa Williams-León and Cynthia L. Nakashima’s <i>The sum of our parts: mixed-heritage Asian Americans</i> Jeffrey O.G. Ogbar’s “Yellow Power: The Formation of Asian-American Nationalism in the Age of Black Power, 1966–1975” George Takei, Justin Eisinger and Steven Scott’s <i>They Called Us Enemy</i></p>	<p>The previous version of this course represented “Asian Americans,” which is a term that mainly encompasses authors and cultures represented by China, Japan, Korea, Philippines, India, and SouthEast Asia. In expanding this course to “Pacific Island,” this course now represents indigenous groups in Micronesia, Polynesia and other islands. Instead of using the term “Asian American,” we have revised the course to use the term that broadens the representation to Asian Pacific Island Desi American Experience (APIDA).</p>

	<p>Michelle Zauner, <i>Crying in H Mart</i> Yi Yun Li, <i>A Thousand Years of Good Prayers</i> Gish Jin, <i>Who's Irish?</i> Celeste Ng, <i>Little Fires Everywhere</i> Chang-Rae Lee, <i>My Year Abroad</i> Andrew X. Pham, <i>Catfish and Mandala: A Two-Wheeled Voyage Through the Landscape and Memory of Vietnam</i> Jenny Zhang, <i>Sour Heart</i> Jean Kwok, <i>Girl in Translation</i> Amy Chua, <i>Battle Hymn of the Tiger Mom</i> Gary Okihiro "Is Yellow Black or White?" Ocean Vuong, <i>On Earth We're Briefly Gorgeous</i> Hisaye Yamamoto, <i>Seventeen Syllables</i> Erika Lee's <i>The Making of Asian America</i>, C. Pam Zhang <i>How Much of These Hills Is Gold</i></p>		
<p>RESOURCES USED and where to find more information:</p>			
<p>Instructional Methods</p>	<p>Total Hours per Term (Based on 16-18 Weeks)</p> <p>Hours per Week:</p> <p>Lecture 3.000 48.0 - 54.0</p> <p>Lab 0.000 0.0 - 0.0</p> <p>Outside-of-Class Hours 6.000 96.0 - 108.0</p> <p>Total Student Learning Hours 9.0 144.0 - 162.0 3.0</p>		
<p>RESOURCES USED and where to find more information:</p>			
<p>Assignments</p>	<p>PREVIOUS Sample Assignments Sample Writing Assignment #1: The Immigrant Experience: Assimilation and Memory</p> <p>Sample Writing Assignment #2: Intersectionality: The Evolving Identity</p>	<p>NEW Sample Assignments</p> <p>Sample Writing Assignment #1: <u>The Immigrant Experience: Assimilation and Memory</u> Maxine Hong Kingston's <i>The Woman Warrior</i> braids talk-stories from China with life in the U.S., balancing the</p>	<p>The previous version of this course represented "Asian Americans," which is a term that mainly encompasses authors and cultures represented by China, Japan, Korea, Philippines, India, and SouthEast Asia. In expanding this course to "Pacific</p>

	<p>Sample Writing Assignment #3: The Model Minority Stereotype: Anti-Racist and Equity Struggles</p> <p>Sample Writing Assignment #4: Racial Validation: The Use of Fantasy and Comedy to Dilute Racial Trauma</p> <p>Sample Writing Assignment #5: Dominant Perspectives of Asian Bodies: Fetishization, Hypersexualization and Otherness</p>	<p>delicate relationship between the desire to assimilate and accept cultural lineage. Utilizing this theme common among Asian Pacific American literature, compare and contrast this with other sources read in this course. How do the protagonists in these stories accept dual realities and identities?</p> <p>Sources:</p> <ol style="list-style-type: none"> 1. Maxine Hong Kingston, <i>The Woman Warrior: Memoirs of a Girlhood Among Ghosts</i> 2. Amy Tan, <i>The Joy Luck Club</i> 3. Frank Chin, Jeffery Paul Chan, Lawson Fusao Inada and Shaw Wong, <i>Aiiieeeee! An Anthology of Asian-American Writers</i> 4. Gus Lee, <i>China Boy</i> 5. Bharati Mukherjee, <i>Jasmine</i> 6. Andrew X. Pham, <i>Catfish and Mandala: A Two-Wheeled Voyage Through the Landscape and Memory of Vietnam</i> 7. Jhumpa Lahiri, <i>Interpreter of Maladies</i> 8. Yi Yun Li, <i>A Thousand Years of Good Prayers</i> 9. Zavala, Cuauhtin, Sleeter, et al., <i>Rethinking Ethnic Studies</i> <p>Sample Writing Assignment #2: <u>Intersectionality: The Evolving Identity</u></p> <p>In a 750- to 1000-word research paper with proper MLA citations, analyze two of the assigned readings that represent APIDA intersectionality. Intersectionality refers to the experience in which APIDA marginalization or oppression is intensified when an individual identifies with an additional category of difference that is also marginalized, such as gender, sexuality, social class, or disability.</p> <p>In this essay you will analyze two of the assigned readings that represent Asian Pacific American intersectionality. You will clearly state what intersectionality is represented in each text, and make a claim—by way of a thesis statement—about how those intersections function similarly or differently in the two texts.</p> <p>Sources:</p> <ol style="list-style-type: none"> 1. Adrian Tomine, <i>Shortcomings</i> 2. Ye Chun, <i>Hao</i> 3. Celeste Ng, <i>Little Fires Everywhere</i> 4. Jenny Zhang, <i>Sour Heart</i> 5. Jean Kwok, <i>Girl in Translation</i> 	<p>Island,” this course now represents indigenous groups in Micronesia, Polynesia and other islands. Instead of using the term “Asian American,” we have revised the course to use the term that broadens the representation to Asian Pacific Island Desi American Experience (APIDA).</p>
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		<p>Sample Group Assignment #5: <u>Fetishization, Hypersexualization and Othering AAPI Bodies*</u></p> <p>With group members, present a 15-minute video or slide presentation comparing a textual example of the fetishization, hypersexualization, or othering of AAPI bodies with a real-life example from a reputable news source.</p> <p>We learned from our assigned readings that for over 100 years Asian bodies have been fetishized in popular western culture. Historically, American and European men fighting wars in Asia spiked demand for Asian sex workers, which gave rise to the trope of the hypersexual but docile Asian woman who is the object of white men’s desire.</p> <p>Selecting one text from the list below, identify one textual example of fetishization, hypersexualization or othering of AAPI bodies. Compare your selected example to a real-life example of the fetishization, hypersexualization or othering of another marginalized people group.</p> <p>Sources:</p> <ol style="list-style-type: none"> 1. Ocean Vuong, <i>On Earth We’re Briefly Gorgeous</i> 2. Lysley Tenorio, <i>Monstress: Stories</i> 3. Patricia Park’s “The Madame Butterfly Effect: Tracing the History of a Fetish” 4. Current article from a reputable news outlet (e.g., <i>National Public Radio</i>, <i>The New Yorker</i>, <i>New York Times</i>) 	
<p>RESOURCES USED and where to find more information:</p>			
<p>Activities</p>	<p>We added group activities and two Social Justice and Community Engagement Assignments.</p>	<p>Sample Social Justice and Community Engagement Assignment #1: <u>The Central Coast APIDA Community: Translating Scholarly Work to Local Activism</u> According to the 2023 US Census Bureau, the Asian Pacific American community on the Central Coast, which includes Santa Barbara, San Luis Obispo, Monterey and Ventura, is roughly 6%, significantly less than the state average of 17%. Utilizing the scholarly and historical information studied in this course, students will lead the discussion with local guest authors and community leaders to address the pressing issues that affect the APIDA community on the Central Coast. Students will</p>	<p>The previous version of this course represented “Asian Americans,” which is a term that mainly encompasses authors and cultures represented by China, Japan, Korea, Philippines, India, and SouthEast Asia. In expanding this course to “Pacific Island,” this course now represents indigenous groups in Micronesia, Polynesia and other islands. Instead of using the term “Asian American,” we have revised the course to use the term that broadens the representation to Asian Pacific Island Desi American Experience (APIDA).</p>

		<p>prepare the questions to present to the guest, as well as follow up with projects that encourage local activism.</p> <p>Sample Social Justice and Community Engagement Assignment #2: <u>Interpreting Photos: Historical and Critical Race Theory Analysis of Central Coast Asian Americans</u> Explore and analyze with a Critical Race Theory lens, the University of California’s photography exhibit that features historical photographs of Chinese American, Filipino American and Japanese American communities prior to 1949, represented in San Luis Obispo, Santa Barbara and Ventura counties. Interpret these historical images to analyze how past struggles resonate in present times locally.</p>	
RESOURCES USED and where to find more information:			
Instructional Methods	We added group activities and two Social Justice and Community Engagement Assignments.	<p>Sample Social Justice and Community Engagement Assignment #1: <u>The Central Coast APIDA Community: Translating Scholarly Work to Local Activism</u> According to the 2023 US Census Bureau, the Asian Pacific American community on the Central Coast, which includes Santa Barbara, San Luis Obispo, Monterey and Ventura, is roughly 6%, significantly less than the state average of 17%. Utilizing the scholarly and historical information studied in this course, students will lead the discussion with local guest authors and community leaders to address the pressing issues that affect the APIDA community on the Central Coast. Students will prepare the questions to present to the guest, as well as follow up with projects that encourage local activism.</p> <p>Sample Social Justice and Community Engagement Assignment #2: <u>Interpreting Photos: Historical and Critical Race Theory Analysis of Central Coast Asian Americans</u> Explore and analyze with a Critical Race Theory lens, the University of California’s photography exhibit that features historical photographs of Chinese American, Filipino American and Japanese American communities prior to 1949, represented in San Luis Obispo, Santa Barbara and Ventura counties. Interpret these historical images to analyze how past struggles resonate in present times locally.</p>	
RESOURCES USED and where to find more information:			
Classroom Environment			
RESOURCES USED and where to find more information:			

1) CCC Title 5 Implementation of Ethnic Studies: Are You Ready? : <https://www.cccco.edu/-/media/CCCCO-Website/docs/curriculum/202355ethnicstudieswebinararticle5implementationa11y.pdf?la=en&hash=369BED13D16BD79A76A40411AAFDDC8646C66FEA>

2) Pasadena City College Course Outline of Record: <https://drive.google.com/file/d/1i6wUdJySwnTSJXVhYkLTyNMC8N7jQ0wu/view?usp=sharing>

3) CSU Ethnic Studies Task Force on the Advancement of Ethnic Studies: <https://www.calstate.edu/impact-of-the-csu/diversity/advancement-of-ethnic-studies>

4) Ethnic Studies Model Curriculum: <https://www.cde.ca.gov/ci/cr/cf/documents/esmcchapter6.pdf>

5) Garg, Neil and Kevin D. Dougherty. "Education Surges When Students Learn Together," *Inside Higher Ed*, 2022, <https://www.insidehighered.com/advice/2022/05/25/how-build-classroom-community-increase-student-learning-opinion>

Grading Policies	Grading Method: Letter Grade or Pass/No Pass Requisites: English 101: Freshman Composition Entrance Skills: Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed: 1) Ability to effectively read and compose college-level texts		
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RESOURCES USED and where to find more information:

Learning Goals			
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RESOURCES USED and where to find more information:

***Things to keep at the forefront of your mind while modifying curriculum to be culturally responsive and humanizing:
<ul style="list-style-type: none"> ● Seek-out, recognize, and address bias within the curriculum components.
<ul style="list-style-type: none"> ● Seek insights from students to assist in the designing of curriculum and accuracy of portrayals.
<ul style="list-style-type: none"> ● Bring real-world and community issues into the curriculum and seek ideas from students regarding actions.
<ul style="list-style-type: none"> ● Highlight power dynamics, privilege, and historical oppression.
<ul style="list-style-type: none"> ● Utilize multiple perspectives from different cultural groups.