

Villarreal Clip 3 Transcript

STUDENT: So one of the questions I have, and we've kind of, I guess, answered this in part, but I just want to know why. Like, what is the fear around having ethnic studies? So we saw in the documentaries, obviously there were protests, but that is in response to not having the program. So I just don't-- it just is really perplexing to me. What do policymakers fear?

I guess, like in the case of the college, what is the fear surrounding teaching in an alternative perspective of history? I just don't understand. Is it, like, the truth that these people themselves feel like, oh, if we start teaching them this, it can become violent? Or they're these-- I don't know. These poor minority children become too powerful because they're going to feel empowered by the curriculum? I just don't understand. Why is just teaching another version of history so radical?

I would feel like that's just-- yeah, you taught me white history, and then now I get to tell my story. And I just-- what is the fear around that? I just think it should be something so normal and commonplace, and I don't know why it's so political. So if anyone-- yeah.

[WHISPERING]

[LAUGHTER]

STUDENT: Go ahead.

STUDENT: So I was thinking about *Precious Knowledge*, that we watched yesterday, and watching some of the trials. And these are not my viewpoints by any means, but there were a lot of inflammatory remarks made about it being fundamentally anti-American, and really focusing on the Marxist sort of undertones to a lot of what

ethnic studies was based upon. And I think that that's a really easy go-to argument in that sort of fear, beyond the systemic oppression of the minoritized voice, right? Like, they're claiming that it's fundamentally anti-American to teach against anything.

STUDENT: Yeah, I think I agree, that I thought the *Precious Knowledge* viewing was illuminating in that, because one, we got to see what was happening in the classroom, which was great. Whereas *On Strike*, we kind of saw all-- it was all around the classroom, but we got to see in the classroom, which was good, or helpful, for me, I think. And then we also got to hear the people who were against it.

But I also wonder how-- we touched on this a little bit in our discussion last night, of like, how does-- because there are spaces, like you said, where these kind of things are being taught without the label of ethnic studies. There are venues where that's happening without the label. So just, I'm curious about that more, and learning about where that's happening and how that's happening. And the importance of having the name or not is an interesting question. And I'm also-- I had forgot my other question, so I'll stop there.

STUDENT: No, go ahead.

[LAUGHTER]

CREW: Do you have a question?