

Progression of Korean American Ethnic Studies Teaching Resource Materials Development

Grace Cho, Ph.D.

Professor, Secondary Education Department
California State University, Fullerton

Overview

- ❖ **What happened in California about Ethnic Studies?**
- ❖ **Ethnic Studies Values and Principles** incorporated in this Teaching Resource Materials
- ❖ **Suggestions** on How Ethnic Studies can be taught in K-12 classrooms
- ❖ **Sample Core Competencies** for the Ethnic Studies Requirement at CSU
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What happened in California about Ethnic Studies?

- ❖ **AB 1460:** approved by the *Governor Newsom* on **Aug 17, 2020**, requires each of 23 CSU (California State University) campus to offer courses in ethnic studies as a graduation requirement.
 - Students *graduating in 2024-25 and beyond* shall take at minimum, **one 3-unit course** in ethnic studies as an undergraduate graduation requirement.
- ❖ The *California State Board of Education* approved **K-12 Ethnic Studies Model Curriculum** on **March 18, 2021**.
- ❖ **AB 101:** California becomes 1st state to require ethnic studies for graduation from high school when Governor signed the bill on **Oct 8, 2021**.
 - Public high schools **must begin offering** semester-long ethnic studies courses with the graduating class of **2029-30** school year.
 - Schools will still be able to **locally develop** their own plan.

Ethnic Studies Values and Principles incorporated in this Teaching Resource Materials

What is Ethnic Studies?

- Ethnic studies is “the *critical* and *interdisciplinary study of race, ethnicity, and indigeneity* with a focus on the experiences & perspectives of people of color within and beyond the U.S.” (UC Berkeley)

Why teach Ethnic Studies in K-12 classrooms?

- Allows students to “grapple with **multiple perspectives**” and “produces a **higher level of thinking.**” (Christine Sleeter)
- Address racialized experiences & ethnic differences yet build **greater understanding & communication across ethnic differences.**
- **Empower all students** (especially marginalized/voiceless groups) to engage socially and politically to **think critically** about the world around them.
- Prepare students to have a **bigger worldview and be able to articulate, challenge systems & ideologies that are not inclusive of all people** (i.e., the struggle of communities of color, challenge racism, discrimination, and oppression: celebrate contributions of diverse groups.

Suggestions on How Ethnic Studies can be taught in K-12 Classrooms

“Ethnic Studies highlights the **importance of untold stories** and emphasizes the **danger of a single story.**”

(Chimamanda Ngozi Adichie–Nigerian writer)

- ❖ Focus on how each ethnic community has its own **unique history, struggles, and contributions**, which should be taught, understood, and celebrated.
- ❖ Emphasize how “Diversity & diverse perspectives within an ethnic group” should be taught to **avoid reducing a group to a single story** and **strengthen our understanding** of diversity, equity, and justice.
- ❖ Treat **students as intellectuals, critical questioners/thinkers**
- ❖ **Connect with other ethnic groups** and use **community - responsive pedagogy** that addresses community needs and issues.

Sample Core Competencies for the Ethnic Studies Requirements

Ethnic Studies is...


- An **interdisciplinary and comparative study of race and ethnicity** with a special focus on 4 historically defined racialized core groups: *Native Americans, African Americans, Asian Americans, and Latina & Latino Americans*.
- **Intent of the Legislature:** CSU students “acquire the knowledge and skills that will help them comprehend the **diversity and social justice history** of the U.S. and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens.” (ED Code: 89032)

Core competencies for the ES requirement (CHS Dept. Curriculum & Assessment Committee, 2021)

- *Analyze and articulate* concepts such as **race, racism, ethnicity, ethnocentrism, eurocentrism, white supremacy, decolonization, anti-racism** as analyzed in the 4 ES.
- *Apply* theory and knowledge produced by 4 ES group communities to describe the **critical events, histories, cultures, contributions, lived experiences, and social struggles** of those groups.
- *Critically analyze* the **intersection of race & racism** as they relate to class, gender, sexuality, religion...etc.
- *explain and assess* how **struggle, resistance, racial & social justice, solidarity & liberation** are relevant to current and structural issues
- *Describe and actively engage* with **anti-racist and anti-colonial issues and the practices and movements** in 4 core ethnic communities to build a just and equitable society.

CSU Ethnic Studies course is approved for *General Education* breadth.

Progression of this Korean American Ethnic Studies Curriculum Development (Sample lesson #7)

Korean Ethnic Studies Model Curriculum	Supplementary Curriculum	Teacher Resource materials (Edited by Dr. Grace Cho & Dr. Vikki Costa)
<p>ESMC Sample Lesson 21:</p> <p>Korean American Experiences and Interethnic Relations</p> <p>(Developed by: Dr. Edward Chang)</p>	<p>Supplementary Curriculum:</p> <p>Developed by Dr. Grace Cho</p> 	<p>Lesson 7: Saigu and Social Justice</p> <ul style="list-style-type: none"> ● Teacher's Guide (lesson features, lesson overview, content standards, learning objectives, vocabulary, resources) ● Presentation PPT ● Activity 7.1: A Cry for Justice (Timeline, T-chart) ● Activity 7.2: Experiences of Korean Americans during the 1992 LA Civil Unrest (video activity, website analysis, additional reference) ● Activity 7.3: The Legacy of Saigu (newspaper articles) ● Assessments (Causes and Effects of the 1992 LA Civil Unrest)

Korean American Ethnic Studies: Curriculum & Teaching Resources for K-12 Classrooms

(Contents for the first edition)

- ❖ **Lesson 1:** The Korean Diaspora and Korean Americans
- ❖ **Lesson 2:** Early Korean Immigrants and the Legacy of *Dosan Ahn Chang Ho*
- ❖ **Lesson 3:** Immigrant Experiences of Korean Americans: *Dr. Sammy Lee's Story*
- ❖ **Lesson 4:** The Korean Independence Movement
- ❖ **Lesson 5:** *Young Oak Kim*: Hero and Humanitarian
- ❖ **Lesson 6:** Aftermath of the Korean War and Korean Transnational Adoptions
- ❖ **Lesson 7:** *Saigu* and Social Justice
- ❖ **Lesson 8:** Korean Americans in the 21st Century

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