Executive Board

(Second Systemwide Senate Review) Proposed Revision to Senate Regulation 424.A.3

Table of Contents

Exec Second Review of Proposed Senate Regulation 424.A.3 (Area H)_2024-02-14 1
---JS-systemwide-senate-review-area-h 1
---BOARStoCouncil_Area H proposal packet_1.11.2024.v2 5
Exec Divisional Response - UCLA Academic Senate re SR 424.A.3 2022 Mar 21 63
---Dear Chair Horwitz, 63
---Sincerely, 63
CODEI Final Response - CODEI to EB- Senate Response 424.a.3 64
CUARS Final Response - 2022-02-16 CUARS to EB re Systemwide Proposed Revision to Senate Regulation 424.A.3 78
UgC Final Response - 2022-01-21 UgC to EB re Systemwide Proposed Revision to Senate Regulation 424.A.3 79
Exec (Systemwide Senate Review) Proposed Revision to Senate Regulation 424.A.3 80
---BOARS2AC re UG A-G ES Req Nov 2021 d2 81
---BOARS2AC re A-G Ethnic Studies Dec 2020 82

James Steintrager
Telephone:(510) 987-9983
Email: james.steintrager@ucop.edu

Chair of the Assembly of the Academic Senate
Faculty Representative to the Regents
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

February 14, 2024

CHAIRS OF SENATE DIVISIONS AND SYSTEMWIDE COMMITTEES:

Re: Second Systemwide Senate Review of Proposed Senate Regulation 424.A.3 (Area H)

Dear Colleagues,

I am forwarding a proposed revision to Senate Regulation (SR) 424.A.3 presented by the Board of Admissions and Relations with Schools (BOARS) for a second systemwide Senate review. The amendment introduces an A-G ethnic studies requirement for freshman admission to the University.

The addition of Area H aligns the University with the state of California's new ethnic studies graduation requirement[1] for all public high school students by incorporating Area H into the existing A-G subject requirements. It does not increase the overall number of required courses in the A-G pattern, but rather stipulates that at least one high school course used to fulfill another A-G area must be an approved half-unit course (one semester) in ethnic studies.

The proposal has been revised in response to Academic Council comments following an initial systemwide Senate review in winter 2020-21. The revised proposal includes an updated set of course criteria and guidelines for Area H, developed by BOARS' Ethnic Studies Implementation Workgroup, which outlines UC's expectations for Area H.

BOARS members from 2020-21 voted unanimously in favor of the proposed new requirement. The current BOARS members were divided on the viability of the revised proposal. Reviewers are encouraged to consider BOARS' concerns—particularly those related to Area H course access and whether an ethnic studies requirement contributes to students' preparation for UC—as they review the proposed course criteria and guidelines for Area H. Also attached is a summary of key considerations, as well as a proposed revision to SR 424.3.

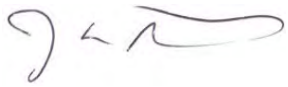
Please submit comments to the Academic Senate office at SenateReview@ucop.edu by May 14, 2024, to allow us to compile and summarize comments for the Academic Council's May 22

[1] State Assembly Bill 101 requires completion of a one-semester ethnic studies course for high school graduation, commencing with students graduating in the 2029-30 school year from any public high school, including charter schools.

meeting. As always, any committee that considers these matters outside its jurisdiction or charge may decline to comment.

Please do not hesitate to contact me if you have additional questions.

Sincerely,



James Steintrager, Chair
Academic Council

Cc: Senate Division Executive Directors
Executive Director Lin

Encl.

Proposed Revision to Senate Regulation 424.3

424. Candidates applying for freshman admission on the basis of a transcript of record from a secondary school in California must satisfy the course work requirements specified in this regulation. (Am 2 Jun 77; Am 26 May 82; Am 3 May 90; Am 24 May 00) (Am 17 June 2009)

A. Course Requirements

1. Unit Requirements

For the purpose of this Regulation, a unit consists of a year-long college preparatory course approved by the University at the applicant's high school, in one of the following subject areas: History/Social Science, English, Mathematics, Science, Language Other Than English, Visual and Performing Arts, and College-Preparatory Electives. A minimum of 15 units must be completed in grades 9-12 as specified in Paragraph A.3 of this Regulation. However, courses in Mathematics and Language other than English taken in grades 7 and 8 may be included in the required 15 units if the courses are accepted by the applicant's high school as equivalent to high school courses that meet the a-g requirements of SR.424.A.3. At least 7 of the 15 required units must be completed during the applicant's last two years in high school. A minimum of 11 units must be completed before the end of grade 11. (Rev 4 May 1995) (Am 17 June 2009) (Am June 2013) (Am 10 April 2019)

2. Exception to the Unit Requirements

Notwithstanding Paragraph A.1 of this Regulation, a campus may elect to admit an applicant who does not present the required minimum 15 units prior to high school graduation, provided that the applicant has completed 11 units before the end of the grade 11, including those specified in Paragraph A.3 of this Regulation. Campuses should exercise this option sparingly, and only when an applicant presents a strong overall record of academic achievement that is at least comparable to the records of other applicants admitted to the campus. (Am 17 June 2009) (Am June 2013)

3. Specific Subject Requirements

The following subject requirements must be satisfied through the completion of approved courses of study as provided in Bylaw 145.B.5.

a. History/Social Science, 2 units. One unit of world history, cultures, and historical geography; and, one unit of US History or one-half unit of US History and one-half unit of Civics or American government. (Am 17 June 2009)
b. English, 4 units. College-preparatory English composition and literature. (Rev 4 May 1995) (Am 17 June 2009)
c. Mathematics, 3 units. Four are recommended. Must include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. (Am 17 June 2009)
d. Science, 2 units. Three are recommended. Must provide basic knowledge in at least two of the fundamental disciplines of biology, chemistry, and physics. (Am 17 June 2009) (Am 10 April 2019)
e. Language other than English, 2 units. Three are recommended. Both units must be in the same language. (Am 17 June 2009)
f. Visual and performing arts, 1 unit. Must be a single, year-long course in dance, drama/theater, music, or visual art. (Am 17 June 2009)
g. College preparatory elective, 1 unit. Additional approved a-f courses beyond the minimum required, or courses that have been approved specifically in the 'g' subject area (Am 17 June 2009)
h. At least one of the courses used to satisfy the specific requirements of Paragraph A.3.a-g of this Regulation must be an approved course of study (one-half unit) in Ethnic Studies

Proposal for A-G Ethnic Studies (Area H):
Summary of Previous Actions

November 2020	▪ The Board of Admissions and Relations with Schools (BOARS) unanimously approved a proposal to include a one-semester high school course in ethnic studies among the minimum 15 A-G courses required for freshman admission to UC. ▪ The proposed requirement was intended to promote the importance of ethnic studies without requiring additional A-G courses. It supports that ethnic studies can be taught in various subject areas and allows flexibility in how students may fulfill the requirement. These conditions for the proposed requirement were conceived by BOARS members after multiple deliberations on various possibilities.
April 2021	▪ A 20-member A-G Ethnic Studies Faculty Workgroup was appointed and charged to develop new A-G ethnic studies course criteria and guidance for recommendation to BOARS.
November 2021	▪ BOARS approved the recommended A-G ethnic studies course criteria and guidelines by a vote of 10-1 with 1 abstention. ▪ The proposal was advanced to the Academic Council for consideration and the Council agreed that the proposal should circulate for systemwide Senate review.
March 2022	▪ Following comments received from the systemwide review, Academic Council returned the proposal to BOARS for further consideration and clarification of three issues: 1) the relationship of the UC criteria to the State's model curriculum for ethnic studies courses; 2) the means by which high school students can fulfill the requirement if they do not have access to qualifying courses; and 3) the crafting of language that would translate expert language in the criteria to be more accessible to the general public.
December 2022	▪ An Ethnic Studies Implementation Workgroup was appointed and charged to address key issues related to the ongoing development of the BOARS A-G ethnic studies proposal, including revised course criteria and guidelines.
June 2023	▪ BOARS approved the revised A-G ethnic studies course criteria and guidelines by a vote of 9-2 with 1 abstention.
November 2023	▪ BOARS voted against a motion to transmit the revised ethnic studies proposal to the Academic Council by a vote of 6-5 with 1 abstention, reflecting mixed opinions on going forward with the proposal based on concerns about course access and whether ethnic studies contributes to students' preparation for UC.
January 2024	▪ Responding to the March 2022 request from Academic Council to further consider the proposal, BOARS provided the results of their deliberations along with the revised A-G ethnic studies course criteria and guidelines. ▪ Academic Council agreed to distribute the proposal for a second systemwide review by a vote of 13-6 with 1 abstention.

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO  SANTA BARBARA • SANTA CRUZ

BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)
Barbara Knowlton, Chair
knowlton@psych.ucla.edu

Assembly of the Academic Senate
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200

January 11, 2024

JAMES STEINTRAGER, CHAIR
ACADEMIC COUNCIL

RE: REVISED CRITERIA FOR PROPOSED AREA H-ETHNIC STUDIES REQUIREMENT

Dear Jim,

With this memo, BOARS provides Academic Council with the attached revised criteria for a proposed revision to Senate Regulation 424. The amendment would establish a new requirement for admission to the UC (Area H). In addition to current areas A-G, under the proposed revision students would be required to complete a one semester course in ethnic studies for admission to the UC and CSU systems. The course would overlap with existing requirements in Areas A (History), B (English) or G (college prep elective). The proposal requires the ethnic studies course to meet the criteria described in the attached document which reflects revision from the original criteria endorsed by BOARS in a 10-1-1 vote in 2021 and considered in system-wide review in 2021-2022.

Following a discussion of a range of issues at the November 2023 BOARS meeting, a motion was made to transmit the revised Area H proposal to the Academic Council. Members voted against this motion 6-5-1, reflecting mixed opinions on going forward with the proposal. Upon further consideration and consultation with UCRJ, Chair Steintrager advised BOARS that the March 2022 request from Academic Council obligated communication of the results of the further consideration by BOARS of the proposal. Thus, BOARS is here providing these results of these deliberations along with the revised proposal.

Results of Initial Systemwide Review
Subsequent to system-wide review, Academic Council returned the proposed amendment to BOARS for further consideration in March 2022. The systemwide review summary (attached) stated, "All ten UC campuses expressed general support". However, several concerns were expressed by Senate divisions. According to the March 22 Academic Council meeting minutes, Council asked that BOARS reconsider the proposal to address the substantive concerns raised by the divisions

1) the relationship of the UC criteria to the State standards, and the relative narrowness and inclusiveness of each;
2) how high school students can fulfill the requirement if they do not have access to qualifying courses; and
3) ways to translate expert language in the criteria to be more accessible to the general public.

It was also noted by Council that the criteria would benefit from an introductory statement that grounds the content in the broader context of State educational and workforce goals.

Consultation with the Ethnic Studies Implementation Workgroup
To address these concerns, an Ethnic Studies Implementation Workgroup (ESIWG) was formed in Fall 2022. This workgroup was co-Chaired by Professor Christine Hong of UCSC and Prof Wallace Cleaves of UCR who was then the Vice Chair of BOARS. The ESIWG consisted of some of the UC ethnic studies faculty who served on the original workgroup as well as other faculty. The ESIWG met throughout the 2022-2023 academic year and with feedback from BOARS members, they crafted revised criteria that were discussed in detail at the June 2023 BOARS meeting.

The co-chairs of the implementation workgroup summarized their revisions to the criteria in the attached April 20, 2023 memo to BOARS. The April 20 Implementation Workgroup memo also provided the attached FAQs document regarding Area H access and implementation questions.

The revised criteria distill 6 course content guidelines and 5 skills guidelines for high school courses that could satisfy the Area H requirement. The content guidelines are 1) foregrounding ethnic studies pedagogy, 2) studying systems and their legacies, 3) applying critical analysis, 4) nuancing approaches to race, racism, and racialization, 5) teaching the struggles of Indigenous peoples and communities of color, and 6) enacting resilience. The skills guidelines are: 1) questioning norms, 2) understanding power, 3) working for justice for all, 4) centering marginalized people and practices, and 5) teaching civic engagement.

Discussion of the Revised Criteria by BOARS
Responding to the Academic Council request, the guidelines are more succinct and general but closely aligned with the State standards for the ethnic studies high school graduation requirement established by state Assembly Bill 101 in 2021. The alignment of each guideline with State standards is noted with footnotes citing the analogous passages in the 21-page introduction and overview of the longer California Department of Education ethnic studies model curriculum. BOARS members noted that the revised criteria employed language more accessible to the general public. Some members were concerned that the proposal fails to include the study of certain racialized minorities. A minority of faculty expressed concerns that the guidelines removed the autonomy of high schools to develop ethnic studies courses reflective of their communities that is a key element of AB101. It was also suggested that the criteria could be promoted as UC-endorsed guidelines/best practices for high school ethnic studies courses without denying admission to students who have not taken such a course. Other members reiterated the call for more information regarding school districts' abilities to implement courses meeting these standards, in terms of both financial and human resources. A motion was made to endorse the revised criteria so that those criteria can be used by UCOP to gather additional course articulation information for BOARS' future consideration. After such subsequent review, BOARS would consider submission of a recommendation to the Academic Council. This motion passed by a 9-2-1 vote.

Further Discussion of Proposal by BOARS
BOARS next considered the proposal in November 2023. This meeting involved input from divisional AVPs for enrollment management and admissions directors. A concern was expressed that some high schools were struggling to implement AB101 compliant-courses by 2025-2026 as required by law and would have even more difficulty with more restrictive standards imposed by

Area H. Another concern was that low-resourced private and parochial schools would have difficulty offering an Area H- compliant course.

BOARS examined courses currently offered in California High Schools identified by key words "ethnic studies". These included courses meeting criteria A (History), B (English) or G (College prep elective). These courses met the proposed area H requirements, indicating that the proposed criteria are feasible in the context of high school coursework. The courses highlighted are currently being offered in high schools in Arcata, Los Angeles, Pico Rivera, San Jose, and Watsonville. Nevertheless, some members were concerned that schools that have not yet developed ethnic studies courses may have difficulty developing a course that meets the proposed Area H requirements even if it meets the AB 101 mandated graduation requirement. It is the case that $50 million was allocated in 2021 towards financial support for schools to develop ethnic studies courses but it is unclear if any additional funding will become available.

Survey results conducted by UCOP indicated that 51% of the California high schools responding already offer an ethnic studies course. These were mostly urban and suburban schools in coastal areas of California. The majority of California school administrators indicated that their schools had developed plans for compliance with AB101, with 21% unsure of any plans. Survey results indicated that the biggest concern with complying with AB101 is staffing. These concerns may be more prevalent in regions of the state that are already low-sending to the UC.

Several members mentioned that leveraging online courses such as UC Scout or those provided by Community Colleges may be a way to provide access to Area H compliant courses for students who do not have access at their high school. These students may also be considered under Admit by Exception policies at each campus that allow a small number of students to be admitted who are missing some admissions requirements.

Following this discussion, the motion was made to transmit the revised Area H proposal to the Academic Council for systemwide review. As noted above, members voted against this motion 6-5-1, reflecting mixed opinions on going forward with the proposal. UCRJ and Chair Steintrager then advised BOARS that the March 2022 request from Academic Council obligated communication of the results of the further consideration by BOARS of the proposal.

Don't hesitate to contact me should you have any questions.

Sincerely,



Barbara Knowlton
BOARS Chair

cc: Members of the Board of Admissions and Relations with Schools (BOARS)
Executive Director Lin

April 20, 2023

Dear Members of the Board on Admissions and Relations with Schools,

As co-chairs of the Ethnic Studies Implementation Work Group, we write to submit a revised version of the proposed Area H ethnic studies course criteria. This fifth iteration of the proposed Area H ethnic studies course criteria is the result of a multi-year collective systemwide effort that has involved multiple rounds of review. As was broadly recognized in the April 7, 2023 BOARS meeting, the overhaul of the criteria has resulted in a substantially stronger and clearer set of guidelines. In the latest version, we endeavored to address the recommendations and concerns raised by each campus committee, while attempting to balance competing suggestions. We believe this document reflects the multi-stage, deliberative nature of the drafting process.

Bearing in mind that some of the raised concerns, including those around non-resident access and implementation logistics, are addressed by the enclosed FAQs, we will dedicate this space to a summary of our most recent revisions to the course criteria.

- In response to the request there be explicit mention of religion within the intersectional framework of ethnic studies, the definition of ethnic studies, where intersectionalities are elaborated, now reads: "[Ethnic studies] focuses on the histories, lived experiences, and epistemologies of Indigenous peoples and people of color through a lens attentive to gender, sexuality, class, religion, and other intersectionalities."
- Per the recommendation of multiple campuses, the six "Course Content" bullet-points have been rendered more flexible and adaptable with the addition of the phrase, "for example."
- Regarding the concerns raised about (a) the framing of racial capitalism (a concept theorized especially powerfully in Black studies scholarship) as a system that requires inequality and (b) the lack of specific historical context, we first note that last year, one of the campus committees specifically requested critical discussion of capitalism. We also maintain that the course criteria, as an abstracted set of guidelines, do not allow for a comprehensive or itemized list of historical particulars. That said, we took stock of the input and have removed the qualifier, "that requires inequality," and revised the relevant section of Content Guideline #3 as follows: "Examine race as a social construct with real-world effects and racialization as a historical and ongoing structural/systemic process.For example, contextualize ethnic studies within racial capitalism as a global system historically linked to transatlantic chattel slavery and the emergence of European and Euro-American colonialism."
- As was recommended, we included the term, "healing," in Content Guideline #6, and we removed the quotation marks from "discoveries" in Skills Guideline #1.

- With regard to the concern raised about the skills guideline on civic engagement, we note that the California Ethnic Studies Model Curriculum specifies that "[p]romoting self-empowerment for civic engagement" is identified as an intended outcome of K-12 ethnic studies.[1] We additionally fleshed out that guideline by including "voting" and "service learning" as examples of and pathways to civic engagement.

We have also included an updated annotated bibliography of relevant ethnic studies scholarship and the updated FAQs, which address concerns about evidence and specific comments from different university committees.

Sincerely,



Wallace Cleaves
Co-chair, Area H Implementation Workgroup



Christine Hong
Co-chair, Area H Implementation Workgroup

---

[1] *Ethnic Studies Model Curriculum* (Sacramento: California Department of Education, 2022) 18.

UNIVERSITY OF CALIFORNIA

Proposal for A-G Ethnic Studies

Prepared by UC Board of Admissions and Relations with Schools (BOARS)

Executive Summary

By equipping students with critical skills to analyze the world in which we live and deeper knowledge about the transformative power of community engagement, the interdisciplinary scholarly field of ethnic studies has been demonstrated to have broad educational and social benefits for all students. Qualitative studies show that ethnic studies improves students' overall academic performance, sense of empowerment and belonging, critical thinking skills, and likelihood of college enrollment, all of which can lead to a more successful student experience at the University of California.[1] In alignment with AB 101, the proposed A-G ethnic studies requirement requires that high school students, beginning with the 2029-30 graduating class, complete a one-semester, college-prep-level ethnic studies course. High school students can satisfy this non-additive requirement by completing an ethnic studies course that has been approved as meeting the A-G requirements.

Background

In November 2020, UC BOARS voted unanimously to amend Academic Senate Regulation 424.A.3 to require ethnic studies for first-year admission. The proposed requirement promotes the importance of ethnic studies without requiring additional A-G courses beyond the minimum 15. In keeping with AB 101, it supports the interdisciplinarity of ethnic studies as a scholarly field by ensuring that it can be taught in all subject areas, and it allows flexibility in how students can fulfill the requirement.

Signed into law in October 2021, AB 101 specifies that the new California high school ethnic studies requirement can be satisfied through four options: (a) a course based on the ethnic studies model curriculum, (b) an existing ethnic studies course, (c) an ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements of the University of California (UC) and the California State University (CSU), or (d) a locally developed ethnic studies course approved by the governing board of the school district or the governing body of the charter school. AB 101 prohibits courses that do not "use ethnic studies content as the primary content through which the subject is taught from being used to satisfy the ethnic studies course requirement." Thus far, California districts such as Los Angeles Unified School District (USD), San Diego USD, Compton USD, San Francisco USD, and Santa Ana USD already have ethnic studies graduation requirement policies.

An ethnic studies requirement for UC admissions is consistent with increased recognition of the value of ethnic studies as educationally essential, as reflected in the implementation of ethnic studies as a CSU undergraduate graduation requirement, as required by AB 1460, and in the inclusion of ethnic studies as a requirement in the California General Education Transfer Curriculum (Cal-GETC). To align CSU and UC's common Intersegmental General Education Transfer Curriculum (IGETC) with the new CSU ethnic studies graduation requirement, UC has already proposed and developed criteria for an ethnic studies IGETC subject area in collaboration with CSU.[2]

[1] See accompanying "Informational Supplement for Proposed A-H (Ethnic Studies) Course Criteria."
[2] Cal-GETC, Area 6. In December 2022, the Academic Assembly approved the amendment to Academic Senate Regulation 479. Prior to this, the Intersegmental Committee of the Academic Senates (ICAS) had approved the addition of Area 7 Ethnic Studies to the IGETC Standards.

UNIVERSITY OF CALIFORNIA

Proposal

Amend the California high school subject requirements (Academic Senate Regulation 424.A.3), commonly known as A-G requirements, with a non-additive one-semester course that engages the methods, concepts, and content of ethnic studies:

> Require at least **one-half unit** of an ethnic studies course among the minimum 15 A-G courses. High school courses across A-G subjects may earn an Ethnic Studies designation if they align with UC's ethnic studies course policy, to be determined by a UC faculty ethnic studies workgroup.

Ethnic studies is the critical, interdisciplinary, comparative/relational, and local/national/transnational study of formations of race, ethnicity, and indigeneity, as well as structures of power. It focuses on the histories, lived experiences, and epistemologies of Indigenous peoples and people of color through a lens attentive to gender, sexuality, class, religion, and other intersectionalities. Grounded in a structural critique of racism and a commitment to social transformation, ethnic studies is aimed at producing critical knowledge about power, inequality, and inequity as well as the efforts of marginalized and oppressed racialized peoples to challenge systemic violence and the institutional structures that perpetuate racial injustice. As an area of study, ethnic studies challenges the exclusion, marginalization, and cooptation of the histories, knowledge contributions, and worldviews of Indigenous peoples and people of color from and within the traditional curriculum.

Educational research points to the socially transformative effects of ethnic studies on all students, including underserved students, underrepresented students, students of color, and white students. A 2017 study on California high school students conducted by UC Irvine professor Emily Penner and Stanford professor Thomas Dee published in the flagship journal of the American Educational Research Association found that taking ethnic studies had a positive and significant causal effect on underserved students' academic outcomes, highlighting the importance of culturally relevant pedagogy.[3] Along similar lines, a more recent 2021 study showed positive longer-term impacts on underrepresented students from taking ethnic studies classes offered in San Francisco USD, including increased measures of engagement throughout high school (e.g., attendance) and the probability of postsecondary matriculation.[4] Christine Sleeter and Miguel Zavala's research on the impact of ethnic studies likewise supports the positive value of ethnic studies for students of color and white students. For white students, in particular, ethnic studies had a positive effect on cross-racial understanding.[5] By requiring all future UC applicants to take an ethnic studies course, UC can uplift the outcomes of all students, especially students of color and Indigenous students, and contribute to transforming the institutional structures that perpetuate racial injustice and diminished life chances.

[3] Thomas S. Dee and Emily K. Penner, "The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum," *American Educational Research Journal*, vol. 54, no. 1 (2017), 127-166, https://files.eric.ed.gov/fulltext/EJ1132535.pdf.

[4] Sade Bonilla, Thomas S. Dee, and Emily K. Penner, "Ethnic Studies Increases Longer-Run Academic Engagement and Attainment," *Proceedings of the National Academy of Sciences of the United States of America*, vol. 188, no. 37 (2021), e2026386118, https://doi.org/10.1073/pnas.2026386118.

[5] Christine Sleeter and Miguel Zavala, What the Research Says About Ethnic Studies, reprinted from Transformative Ethnic Studies in Schools: Curriculum, Pedagogy, and Research (New York: Teachers College Press, 2020), https://www.nea.org/resource-library/what-research-says-about-ethnic-studies.

Reflecting the history of the University of California as a transformative site in the emergence of ethnic studies as an interdisciplinary scholarly field, this proposed new requirement affirms the university's commitment to prepare its students to engage with the diversity of the student body at the University of California and the general California population.[6]

Overview and Purpose of A-G Ethnic Studies Course Criteria

From 2020 to 2022, a twenty-person UC Ethnic Studies Faculty Workgroup drafted the proposed course guidelines and criteria. During the 2021-22 academic year, the workgroup made recommendations to BOARS regarding the course criteria. In November 2021, BOARS approved these recommendations, which were then reviewed by UC systemwide faculty. In Fall 2022, BOARS convened an implementation workgroup to finalize the course guidelines and criteria, and to oversee the implementation of the UC ethnic studies requirement.

The revised criteria do the following:

- Establish UC's expectations for all A-G courses approved for the ethnic studies subject requirement to ensure they embody the foundational values of the field of ethnic studies;
- Provide guiding principles regarding A-G ethnic studies course content and pedagogical approaches; and
- Identify the repertoire of skills that students will develop for critical analysis and engagement with, and transformation of, society and the world.

UC's A-G ethnic studies criteria serve as a high-level guiding document for the primary target audience of those preparing and submitting new A-G courses to the UC: namely, K-12 ethnic studies educators, high school counselors, and school/district administrators. The BOARS High School Articulation team will provide additional guidance documents to school district course development teams.

Timeline

The next steps for the proposal for both the A-G ethnic studies requirement and the course criteria are the following:

1. Approval of the revised final draft of the criteria by the BOARS Ethnic Studies Implementation Workgroup
2. Review and approval by BOARS
3. Review and approval by Academic Council for 2nd systemwide review
4. A 90-day UC systemwide faculty review, providing feedback to Academic Council and BOARS
5. Review and approval by Academic Council for consideration by Assembly
6. Review and approval by Academic Assembly

[6] https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2013-2014/3164.pdf

UNIVERSITY OF CALIFORNIA

A-G Ethnic Studies Course Criteria

Approved by BOARS, June 2, 2023

A-G Ethnic Studies

At least one-half year of an ethnic studies course among the minimum 15 A-G courses is required. High school courses across the A-G subject areas may be eligible for approval for UC's ethnic studies requirement, provided they are sufficiently designed. Courses focused on a single group as well as courses focusing on multiple groups are acceptable.

Course Criteria & Guidance

All A-G courses approved for the ethnic studies subject requirement will embody the foundational values and engage the critical methods, concepts, and content of ethnic studies, an interdisciplinary scholarly field that emerged from the grassroots struggle of students of color and Indigenous students for self-determination and liberation within institutionalized educational settings. Even as the ethnic studies subject requirement can be satisfied by A-G high school courses, ethnic studies content cannot merely be tacked onto preexisting subject areas but stands in potentially transformative relationship to established disciplines, bodies of knowledge, research methods, and academic norms. As a field grounded in a critique of power and inequality, ethnic studies equips students to inquire into how knowledge is produced and how the production of knowledge is conditioned by race, racism, and racialization. Ethnic studies courses ask, among other questions, the following:

- Who are centered as producers and holders of knowledge? How is knowledge produced and by whom? How is the production of knowledge itself analyzed?
- How are systems of power analyzed?
- How do race, racism, and racialization shape and inform bodies of knowledge, areas of study, and fields of thought?
- How might inquiry into and analysis of racially oppressive conditions enable efforts to change those conditions?

Course Content Guidelines

Courses approved for the ethnic studies requirement will need to satisfy both the course criteria for the relevant A-G subject area and all of the following criteria specifically for ethnic studies. A-G ethnic studies courses, teaching, and learning will fulfill each of the bolded guidelines below. Non-bolded text following each bolded guideline title represents a non-exhaustive list of possible ways the primary (bolded) guideline can be fulfilled:

1. **Foregrounding ethnic studies pedagogy:** Explain how ethnic studies pedagogy will be used throughout the course (for example, community responsive pedagogy,[7] youth participatory action research,[8] community cultural wealth,[9] culturally relevant pedagogy,[10] culturally sustaining pedagogy,[11]

[7] Tintiangco-Cubales, A., Kohli, R., Sacramento, J., Henning, N., Agarwal- Rangnath, R., & Sleeter, C. (2015). Toward an Ethnic Studies pedagogy: Implications for K-12 schools from the research. *Urban Review.* doi: 10.1007/s11256-014-0280-y

[8] Cammarota, J. (2016).The praxis of ethnic studies: transforming second sight into critical consciousness. *Race Ethnicity and Education, 19*(2), 233-251, DOI:10.1080/13613324.2015.1041486

[9] Solórzano, D.G. & Yosso, T.J. (2002). Critical race methodology: Counter-storytelling and as an analytical framework for education research. Qualitative Inquiry, 8(1), 23-44. https://journals.sagepub.com/doi/pdf/10.1177/10778004020080010; Yosso, T.J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. Race Ethnicity and Education, 8(1), 69-91.DOI: 10.1080/1361332052000341006

[10] Ladson-Billings, G. (1994). The dreamkeepers: Successful teachers of African American children. San Francisco: Jossey-Bass.

[11] Caraballo, L., Martinez, D.C., Paris, D., & Alim, H.S. (2020.) Culturally sustaining pedagogies in the current moment: A conversation with Django Paris and H. Samy Alim. Journal of Adolescent & Adult Literacy, 63(6), 697-701.

reality pedagogy,[12] abolitionist teaching[13]).[14] In designing and teaching the course, consider not only how to incorporate ethnic studies content but also how to apply ethnic studies methods to a range of objects of study, including within other disciplines. Ultimately, the content, methods, and assignments of the course should reflect a commitment to racial justice.[15]

2. **Studying systems and their legacies**: In addition to naming Indigenous dispossession[16] and migrant labor exploitation in the local context, grapple with how the structural violence of racism and colonialism has shaped and continues to shape the site in which learning is taking place. For example, in cases where ethnic studies is articulated within a traditional discipline, consider how the structural violence of racism and colonialism informs the methods, concepts, and content area of the course. Reflect that reckoning with racial injustice in the course design, critical questions, and assignments.[17]

3. **Applying critical analysis:** Examine race as a social construct with real-world effects and racialization as a historical and ongoing structural/systemic process. For example, contextualize ethnic studies within racial capitalism as a global system historically linked to transatlantic chattel slavery and the emergence of European and Euro-American colonialism. Study histories of imperialism, dehumanization, and genocide to expose their continuity to present-day laws, ideologies, knowledge systems, dominant cultures, institutions, and structures that perpetuate racial violence, white supremacy, and other forms of oppression.[18]

4. **Nuancing approaches to race, racism, and racialization:** Challenge monolithic, one-dimensional approaches to race and racism by examining, for example, how multiple oppressions intersect and how categories, ideas, and experiences not typically understood as implicated in racialization are intrinsic to systems of racial exploitation and subjugation. Consider the impact of racism on multiple scales, including the intimate and the everyday.[19]

5. **Teaching the struggles of Indigenous peoples and communities of color:** Center the self-determined perspectives, experiential knowledge, culturally sustaining practices, lifeways, and worldviews of Indigenous peoples and communities of color.[20] Recognize the ways, for example, that oppressed peoples have resisted and continue to resist racist and colonial violence in order to survive. Teach local and global struggles against racism, imperialism, and state violence. [21] Animate the concepts and practices of anti-racism, anti-imperialism, solidarity, and justice throughout the course.[22]

6. **Enacting resilience**: Foster space, for example, to honor and enact the joy, knowledge, agency, strength, healing, and endurance of Indigenous communities and communities of color.[23]

Skills Guidelines

Because ethnic studies requires that students develop a repertoire of skills for critical analysis and engagement with and transformation of society and the world,[24] approved courses will support them to

[12] Emdin, C. (2020). A ratchedemic reality pedagogy and/as cultural freedom in urban education. Educational Philosophy and Theory, 52(9), 947-960.
[13] Love, B. L. (2019). We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom. Beacon Press.
[14] Ethnic Studies Model Curriculum (2021). California Department of Education. Chapter 1: Introduction and Overview, p. 10, para 3.
[15] Ethnic Studies Model Curriculum (2021). California Department of Education. Chapter 1: Introduction and Overview, p. 9, para. 1.
[16] Ibid., p. 15, para 5.
[17] Ibid., p. 16, para 1-2.
[18] Ibid., p. 16, para. 1.
[19] Ibid., p. 9, para. 8.
[20] Ibid., p. 15, para. 4.
[21] Ibid., p. 16, para. 3.
[22] Ibid., p. 16, para. 1.
[23] Ibid., p. 15, para. 3.
[24] Ibid., p. 10, para. 3.

accomplish each of the bolded skills below. Non-bolded text following the bolded skill title represent a non-exhaustive list of possible ways the primary (bolded) skills can be achieved:

1. **Questioning norms:** Critically examine claims of objectivity, neutrality, and freedom from bias with regard to sources, methods, and bodies of knowledge. ● Identify, analyze, contextualize, and corroborate sources, with attention to epistemologies, histories, explicit and implicit biases, as well as insider and outsider perspectives relative to all course materials and objects of study (e.g., books; articles; films; primary documents; artwork; performances; media; websites; archaeological "finds"; scientific and mathematical theories, methods, and discoveries; mathematical applications).[25] ● Critique dominant narratives of power and their claims to neutrality, objectivity, color-blindness, freedom from bias, and meritocracy in order to examine their violence and harm to Indigenous communities and communities of color.[26]
2. **Understanding power:** Analyze and assess power and oppression along ideological, institutional, interpersonal, and internalized lines, with attention to intersectionalities.[27]
3. **Working for justice for all:** Develop skills, including dialogue and self-reflection, to recognize, address, and dismantle systems of racialized and colonial oppression and dehumanization in the many forms in which they appear.[28]
4. **Centering marginalized people and practices:** Learn from Indigenous and people of color-centered histories, knowledge systems, and pedagogical practices that traditional Western educational approaches and practices disregard, obscure, marginalize, and/or coopt.[29]
5. **Teaching civic engagement:** Learn about racial injustice in order to enact justice.[30] Connect study with action, and theory with praxis.[31] Nurture community engagement/participation/care, voting, service learning, public scholarship, grassroots leadership, and accountability in order to foster anti-racist and anti-imperialist futures and solidarity across all communities.[32]

A-G Implementation Team (2022-2023)

- Co-Chair Wallace Cleaves, BOARS Vice Chair and Associate Director of the University Writing Program, Riverside
- Co-Chair Christine Hong, Associate Professor and Chair of Critical Race and Ethnic Studies, Santa Cruz
- Anne Britt, Professor of Plant Biology and former BOARS member, Davis
- Louis DeSipio, Chair of UC Committee on Affirmative Action, Diversity, and Equity (UCAADE) and Professor of Political Science and Chair of Chicano/Latino Studies, Irvine
- Andrew Jolivétte, Professor and Chair of Ethnic Studies, San Diego
- Darlene Lee, Teacher Education Program Faculty Advisor, Los Angeles

[25] Ethnic Studies Model Curriculum (2021). California Department of Education. Chapter 1: Introduction and Overview, page 19, para. 4.
[26] Ibid., page 13, lines 272-273.
[27] Ibid., p. 18, para 4-6.
[28] Ibid., page 16, para. 5.
[29] Ibid., page 19, para. 2-3.
[30] Ibid., page 18, para. 7.
[31] Ibid., p.17, para. 2.
[32] Ibid., pp. 18-18, para. 7, 1.

- Daniel Solorzano, Professor of Social Science and Comparative Education and Chicana/o and Central American Studies, and Director, Center for Critcal Race Studies in Education, Los Angeles
- Daniel Widener, Associate Professor of History, San Diego

A-G Ethnic Studies Faculty Workgroup (2020-2022)

- Co-Chair Eddie Comeaux, BOARS Chair and Professor of Higher Education, Riverside
- Co-Chair Monica Lin, Director of A-G and Transfer Policy Analysis and Coordination, UC Office of the President (UCOP)

Writing Team:

- Verónica Castillo- Muñoz, Associate Professor of History, Santa Barbara
- Tricia Gallagher-Geurtsen, Lecturer in Education Studies, San Diego
- Christine Hong, Associate Professor and Chair of Critical Race and Ethnic Studies, Santa Cruz
- Andrew Jolivétte, Professor and Chair of Ethnic Studies, San Diego
- Darlene Lee, Teacher Education Program Faculty Advisor, Los Angeles
- Kimberly Woo, Undergraduate Student, Berkeley

Workgroup Members:

- Courtney Bonam, Assistant Professor of Psychology and Critical Race and Ethnic Studies, Santa Cruz
- Dolores Inés Casillas, Associate Professor of Chicana/o Studies, Santa Barbara
- Keith Feldman, Associate Professor of Ethnic Studies, Berkeley
- Genavieve Koenigshofer, Undergraduate Student, San Diego
- Inés Hernández-Ávila, Professor of Native American Studies, Davis
- Julia Lee, Associate Professor and Chair of Asian American Studies, Irvine
- Jennifer Nájera, Associate Professor and Chair of Ethnic Studies, Riverside
- Arturo Nevárez, Graduate Student, Riverside
- Bettina Ng'weno, Associate Professor of African American and African Studies, Davis
- Emily Penner, Assistant Professor of Education, Irvine
- Laura Pérez, Professor of Ethnic Studies-Chicano/Latino Studies, Berkeley
- Lee Ann Wang, Assistant Professor of Asian American Studies, Los Angeles
- Daniel Widener, Associate Professor of History, San Diego
- Chris Zepeda-Millán, Associate Professor of Chicana/o Studies, Los Angeles

UCOP Staff Support:

- Kimberly Boral, Project and Policy Analyst
- Chase Fischerhall, Associate Director of A-G and Transfer Policy Analysis and Coordination
- Danyale Willingham, High School Articulation and Policy Analyst

DRAFT

Informational Supplement for Proposed A-H (Ethnic Studies) Course Criteria

Frequently Asked Questions

How did we get here, process-wise? And what's next?

Remind us of the academic justification behind this new requirement?

How does this proposal interact with the state's Ethnic Studies Model Curriculum (ESMC)?

How can we ensure quality across courses?

How can we ensure under-resourced schools aren't overwhelmed? Will UC provide training to instructors?

A-G is already a barrier for many CA students. Will this really be non-additive?

What about non-residents and others without access to an articulated course? Will on-campus courses be available?

How did we get here, process-wise? And what's next?

- First, the UC Board on Admissions and Relations with Schools (BOARS) voted to adopt ethnic studies as an admission requirement in response to advocacy from UC student leadership, and a systemwide faculty expert work group was formed to draft the course criteria. Once its charge was fulfilled, this group was released.
- Meanwhile, AB 101 was passed, establishing a CA public high school graduation requirement in ethnic studies. Emphasizing that courses must use ethnic studies content as their primary content, the bill specifies that the requirement can be satisfied through completion of one of the following four options:

  > (A) a course based on the model curriculum in ethnic studies developed by the commission, (B) an existing ethnic studies course, (C) an ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements of the University of California and the California State University, or (D) a locally developed ethnic studies course approved by the governing board of the school district or the governing body of the charter school.

- Then, a proposal to create a UC ethnic studies admission requirement underwent systemwide review, and BOARS was asked to consider specific campus-level feedback, given general support for the requirement.

  Meanwhile,

  - AB 928 called for the creation of a singular general education transfer pathway.
  - In response to AB 1460, CSU adopted a graduation requirement in ethnic studies.
  - Last year, the Intersegmental Committee of Academic Senates (ICAS) developed Cal-GETC to fulfill both the singular general education pathway and include ethnic studies in that general education sequence.

- This past academic year, a subset of the UC ethnic studies faculty expert work group was convened to finalize the draft course criteria, as was an interdisciplinary implementation work group, which was tasked to advance the work of implementation. Both report to BOARS. The implementation work group is made up of ethnic studies scholars, education researchers, and experts in affiliated fields (e.g., writing, history, literature, biology).
- The proposal before you is a complete overhaul of previous drafts. Simpler and more inclusive, it clearly defines ethnic studies, suggests teaching methods, and identifies learning outcomes. It complements the state's Ethnic Studies Model Curriculum (ESMC).
- From here, feedback from divisional committees will be considered by BOARS, which may in turn give guidance to the implementation work group. Depending on the suggestions, further consultation with divisional committees could occur, or BOARS could advance the item to the Academic Council.
- When the Academic Council advances the item, it will go for the customary 90-day systemwide review.

- ➢ Upon passage of systemwide review, the item will go to the Academic Assembly for approval.
- ➢ The UC President and Provost will then review the item.
- ➢ Once endorsed by the administration, the item will go to the Regents.

Remind us of the academic justification behind this new requirement?

- ➢ Ethnic studies emerged as an academic discipline at San Francisco State and UC Berkeley in the 1960s as a field of study and research that centers a critique of race-based systems of oppression, especially those prevalent in the United States. Since then, it has become an established field of study across the nation at the college and university level. In the 1990s, secondary schools began offering ethnic studies courses. Recently legislative mandates have been issued.
- ➢ Research on the impact of widespread enrollment in ethnic studies courses in secondary schools is emerging and longitudinal studies are necessary. Over the last 10-12 years, studies on implementation at the school and district levels indicates a positive correlation between Ethnic Studies courses and high school graduation and college enrollment (Cammarota, 2007), improved test scores and engagement and student achievement measured by GPA (Sleeter and Zavala, 2020 and 2021; Cabrera, Milem, and Marx, 2012). Causal evidence also indicates that Ethnic Studies increased GPAs, attendance, and credits earned throughout high school, high school graduation, and post-secondary enrollment among academically marginalized students who were assigned to take the course in ninth grade (Dee and Penner, 2016; Bonilla, Dee, and Penner, 2021). In addition to the impact on academically-oriented performance indicators, enrollment in ethnic studies is also associated with a sense of identity and belongingness (Sleeter and Zavala, 2020; Sleeter, 2011), civic engagement (De los Rios, Lopez, and Morrell, 2015), and an increased capacity to navigate schooling and experiences with race and racism (Acevedo and Solorzano, 2021).
- ➢ The findings of this research point to the broad educational and social benefits of ethnic studies for all students, preparing them to succeed at the University of California.
- ➢ For an overview of the educational benefits of ethnic studies, please see this report by the National Education Association.
- ➢ For a more detailed survey of a sampling of the scholarly research on the positive impacts of ethnic studies pedagogy, please see Appendix A (annotated bibliography).

How does this proposal interact with the state's Ethnic Studies Model Curriculum (ESMC)?

- ➢ By clearly defining ethnic studies, suggesting teaching methods, and identifying learning outcomes, the proposed course criteria serve as a complement to the state model curriculum while also articulating college-preparatory guidelines for ethnic studies. These course criteria can be matched with the ESMC's sample syllabi.

How can we ensure quality across courses?

- ➢ UCOP has a professional A-G/H course articulation team that is responsible for reviewing all submitted course syllabi on a regular basis. The articulation team has compiled a list of sample syllabi (Appendix B) for high school courses that would fulfill the proposed H requirement.

- Over 3,000 institutions that serve California students submit course outlines for review in A-G subject areas and the disciplines within them annually. A-G subject area approval is granted or denied upon close review of each specific course outline. The UCOP A-G/H articulation office reviews, assesses, and norms each submitted outline and identifies whether it fulfills the relevant course criteria as laid out by UC faculty policy (e.g., whether it reflects the desired content, skills, and learning objectives for the requested subject area).
- BOARS asked the UC ethnic studies faculty writing group to develop the ethnic studies requirement as a non-additive for a few reasons, including the following: first, this is true to the discipline - ethnic studies is interdisciplinary and includes an emphasis on method and pedagogy - and second, practically, a non-additive requirement enables UC to refrain from raising the number of A-G courses needed for first-year eligibility. Therefore, under the proposed Ethnic Studies criteria, a course would be submitted for simultaneous review for History/Social Sciences (A), for example, and Ethnic Studies.
- The UCOP high school articulation team has considered the applicability and utility of this type of cross-listed review with the proposed criteria, and determined that it will work. Courses potentially fulfilling the proposed Ethnic Studies criteria, in addition to the relevant A-G subject area criteria, have already been identified across all A-G subject areas. See Appendix C (survey report).

How can we ensure under-resourced schools aren't overwhelmed? Will UC provide training to instructors?

- AB 101 is funded. According to the Senate Appropriations Committee:

  > The California Department of Education (CDE) estimates that adding a new graduation requirement in ethnic studies on top of other existing requirements, rather than replacing an existing course, this bill could result in ongoing General Fund costs of approximately $276 million each year for school districts to comply. This estimate assumes that 1,686 additional teachers would need to be hired at an average salary of $83,000 (plus benefits). This estimate also assumes indirect costs of about $37 million and an additional $54.3 million for instructional materials. Staff notes that the activities necessary for school districts to comply with this measure could be deemed to be reimbursable by the Commission on State Mandates. These activities include the hiring of new teachers, providing additional training for teachers, facilities related expenses, and the purchase of instructional materials. However, actual costs would depend upon a determination by the Commission regarding specific elements of the bill that may be deemed reimbursable, should school districts file a successful mandate claim. To the extent that school districts are already requiring an ethnic studies course as a local graduation requirement, the related costs could still be eligible for reimbursement from the state.

- Cross-listing courses is possible, even recommended.

  See Appendix B (i.e., sample syllabi).

- Adapting current high school courses to match UC college-preparatory course criteria may pose a challenge. This is one reason why it would better serve both local school districts and boards

as well as UC to define and release Ethnic Studies criteria as soon as possible. This would allow public California institutions serving grades 9 to 12 to consider UC A-G criteria as they work to develop ethnic studies courses that will enable them to comply with AB 101 (which requires CA high schools to offer ethnic studies courses by 2025–2026, and implement it as a graduation requirement by 2029–2030). It will also allow private California institutions serving grades 9 to 12 to strategize and consider their plans for developing ethnic studies courses. Many high schools already offer courses intended to meet the graduation requirement. However, it is not possible to assess systematically what changes may be needed to existing high school courses to adapt them to meet UC criteria because: UC does not have a clear system wide definition of ethnic studies in an A-G context (aside from the proposed area H); AB 101 does not advance a clear definition of ethnic studies; and AB 101 is in the early stages of implementation.

- ➢ If called to serve further, including by facilitating implementation workshops, UC's ethnic studies faculty and education faculty who specialize in ethnic studies are willing to help.

A-G is already a barrier for many CA students. Will this really be non-additive?

- ➢ Offering courses approved in all A-G areas is a central priority for most if not all California school boards since the successful completion of specific A-G courses is used to determine eligibility for first-year entry into both the UC (i.e., the 9 campuses serving undergraduates) and CSU (23 campuses, over 500,000 students) systems. Even private schools (which are not required to comply with AB 101) serving California students have a strong interest in offering A-G curriculum to enable their students to be eligible to go to one of California's flagship universities. When A-G requirements change, public and private schools alike develop strategies to meet them wherever possible. There are existing courses in the Course Management Portal (CMP) across A-G areas that already meet the proposed requirements. There are likely also courses that do not already meet them. Based on recent survey results, many schools across the state are in search of additional guidance and professional development to help them formulate ethnic studies courses that will comply with the requirements of AB 101, while also successfully preparing their students for college. If UC course criteria in Ethnic Studies are approved and publicized, we will likely see a strong majority of public California institutions serving 9 – 12 grades develop courses in line with those criteria, and an increased number of private schools with ethnic studies course offerings on their A-G lists.
- ➢ The Ethnic Studies proposal being considered is a non-additive requirement (e.g., fits within the current 15 A-G courses required for first year admissions eligibility at UC). Courses fulfilling this Ethnic Studies requirement will also be required to fulfill subject area criteria in an existing A-G area. By definition, this means that all ethnic studies courses on A-G lists will be cross-listed. In contrast to what the question suggests, this in fact will make the task of adding ethnic studies coursework to their school's offerings (which all California public schools, including public charters, must do anyway by 2025 – 2026 per AB 101) much more straightforward.
- ➢ It seems likely that high schools that do not currently participate in A-G will continue not to participate under a possible A-H. We are not currently aware of any high schools that have threatened to drop out of A-G were it to become A-H. So the number of students facing the A-G/H barrier will remain the same.

What about non-residents and others without access to an articulated course? Will on-campus courses be available?

- ➢ Under Comprehensive Review and Admission-by-Exception, no worthy applicant would be displaced, regardless of CA geographic location or locally available courses, nor indeed of CA residency status or even of US citizenship status. (Reminder- A-G only applies to CA residents; no other state has A-G. Non-residents (domestic or international) are admitted *in addition to* state-funded CA HS graduates and do not displace Californians.)
- ➢ Campuses will reach that decision independently.

Key Research on K-12 Ethnic Studies
Annotated Bibliography

Acevedo, N., and Solorzano, D. G. (2021). An Overview of Community Cultural Wealth: Toward a Protective Factor against Racism. *Urban Education*, 00420859211016531.

The authors theorize that "Ethnic Studies courses represent a key space in education that can support a student acknowledging and accessing CCW to navigate and protect against moments of everyday racism." Because ethnic studies courses explicitly center the experiences, expertise, and knowledge of communities of color, these courses can serve as protective factors for students of color as they navigate their schooling experiences.

Bonilla, S., Dee, T.S., and Penner, E.K. (2021). Ethnic Studies Increases Longer-run Academic Engagement and Attainment. Proceedings of the National Academy of Sciences of the United States of America, 118(37), 1-10.

The authors report the results of a pre-registered regression-discontinuity study to examine the longer-run impact of a ninth-grade ethnic studies course on high school graduation and for students who had a GPA of 2.0 or less. Findings show that students who took the course were significantly more likely to graduate as well as have better attendance during high school and more likely to matriculate in postsecondary education.

Cabrera, N. L., Milem, J. F., Jaquette, O., and Marx, R. W. (2014). Missing the (Student Achievement) Forest for All the (Political) Trees: Empiricism and the Mexican American Studies Controversy in Tucson. *American Educational Research Journal*, *51*(6), 1084-1118.

The authors use administrative data from Tucson Unified School District's scores on the Arizona Instrument to Measure Standards (AIMS) to run regression analysis models on the correlations between these scores and enrollment in Mexican American Studies (MAS) Courses. They found a statistically significant connection between MAS enrolment and AIMS scores. When they ran similar regression analysis between MAS enrollment and graduation rates, they also found an increased likelihood for graduation for students who took MAS.

Cabrera, N. L., Milem, J. F., and Marx, R. W. (2012). An Empirical Analysis of the Effects of Mexican American Studies Participation on Student Achievement within Tucson Unified School District. University of Arizona.
https://www.coe.arizona.edu/sites/default/files/MAS_report_2012_0.pdf

The authors report the results of logistic regression models to assess the relationship between taking ethnic studies courses (i.e., Mexican American Studies (MAS)) and passing a standardized test (i.e., the Arizona Instrument to Measure Standards) and high school graduation. MAS participation was significantly related to an increased likelihood of both passing a standardized test and probability of high school graduation.

Cammarota, J. (2007). A Social Justice Approach to Achievement: Guiding Latina/o Students toward Educational Attainment with a Challenging, Socially Relevant Curriculum. *Equity & Excellence in Education*, *40*(1), 87-96.

The authors studied a program (the Social Justice Education Project) for Latinx students who had been identified as "at risk" for dropping out. This program took place in Tucson, AZ, with 14 "at risk" students (17 total in the class). By offering these students a challenging college-level relevant curriculum, the authors found that 88% of the students (compared to 59% nation-wide) graduated from high school and 58% (compared to 26% nation-wide) enrolled in college.

Dee, T., and Penner, E. (2016). The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum. National Bureau of Economic Research Working Paper No. 21865. doi: 10.3386/w21865

The authors carry out a quasi-experimental evaluation of the effects of San Francisco Unified School District's pilot ninth-grade ethnic studies course. Using regression-discontinuity, the authors found that ethnic studies participation increased high school student attendance by 21 percentage points, cumulative ninth-grade GPA by 1.4 grade points, and credits earned by 23 credits.

De los Ríos, C. V., López, J., and Morrell, E. (2015). Toward a Critical Pedagogy of Race: Ethnic Studies and Literacies of Power in High School Classrooms. *Race and Social Problems*, *7*, 84-96.

This article explores the potential of a critical pedagogy of race in high school classrooms to foster civic engagement and academic development. Through the analysis of three case studies involving the implementation of ethnic studies in high schools, the authors make connections between the teaching of ethnic studies and the development of literacies of power, agency, social awareness, civic engagement, and academic achievement.

Seider, S., Clark, S., and Graves, D. (2020). The Development of Critical Consciousness and Its Relation to Academic Achievement in Adolescents of Color. *Child Development*, *91*(2), e451-e474.

The authors discuss the connection between the development of critical consciousness (in this study defined as the extent to which "individuals can understand, analyze, and take action against systems of oppression" (Freire, 1970)) and academic achievement measured by high school GPA and SAT scores. Results demonstrated that adolescents' critical reflection and critical action intercepts predicted SAT scores whereas critical reflection and critical action slopes predicted GPAs.

Sleeter, C. E. (2011). *The Academic and Social Value of Ethnic Studies: A research review.* National Education Association. https://files.eric.ed.gov/fulltext/ED521869.pdf

The author reviews research that found ethnic studies had academic, cognitive, social, and emotional value for students. Sleeter reports findings that students of color, Indigenous students and white students benefited socially from ethnic studies with increased acceptance and understanding of one another. The review concludes that ethnic studies may facilitate identity development through explicit discussion of racism, thus validating the experiences of students of color, and by offering a historical context for racial inequities while providing coping strategies.

Sleeter, C. E. and Zavala, M. (2020). ***Transformative Ethnic Studies in Schools: Curriculum, Pedagogy, and Research*****. Multicultural Education Series.**

The authors review numerous qualitative studies that present evidence that ethnic studies courses had positive effects on student engagement (i.e., sense of identity, school belongingness), student achievement, and high school graduation.

Sleeter, C. E., and Zavala, M. (2021). What the Research Says About Ethnic Studies. ***Transforming Multicultural Education Policy and Practice: Expanding Educational Opportunity*****, 209. https://www.nea.org/sites/default/files/2020-10/What%20the%20Research%20Says%20About%20Ethnic%20Studies.pdf**

The authors review research that presents evidence of the academic and personal impact of ethnic studies on students of color including student identity, sense of self, and achievement. Further, the authors review impacts of ethnic studies on diverse students and white students at early childhood, elementary, secondary, and higher education levels.

UNIVERSITY OF CALIFORNIA

Title: World History Ethnic Studies
Subject Area: History / Social Science
Grade Levels: 10th
Honors Type: None
Length of Course: Full Year
Institution: Pajaro Valley Joint Unified School District (69799) Watsonville, CA
Course ID: CCJMZW

Course Overview:

This World History Ethnic Studies course is a non-traditional look at modern world history (1700-present) by focusing on systems of power, how they were created, and how they impact the world, students' local communities, and individual identities. This course aims to educate students to be politically, socially, and economically conscious about their personal connections to local and global histories. Students will be able to answer the following questions at the completion of the course: How do the dominant power structures within society impact communities? How can people participate in self-reflection and critical analysis to build solidarity and take action that transforms society to meet the needs for all?

Course Content:

Taking transformative action to challenge society's dominant power structures

This unit explores transformative action that can be created to address the oppressive impacts on communities as a result of the hegemonic power structures studied in previous units. Students will work independently and collectively to identify the social constructs, power structures, and "isms" they specifically are oppressed and empowered by in order to create transformative actions that uplift communities. By the end of this unit, students will showcase their corroboration skills, contextualization skills, and writing skills to write a reflective essay in response to the year-long essential question: How do the dominant power structures within society impact our communities? How can we participate in self-reflection and critical analysis to build solidarity and take action that transforms society to meet the needs for all?

Unit Assignment(s)

Essential Questions: How can we participate in self-reflection and critical analysis to transform the power structures at play within society to meet the needs for all?

Learning Objectives:

Students will be able to...

1) Identify the connections between the previously explored social constructs and multiple "isms" that exist in students' lives today; such as capitalism, sexism, racism.

2) Identify the social constructs, power structures, and "isms" that students are oppressed and empowered by.

3) Describe how the classroom community is affected by these social constructs, power structures, and "isms" and then create transformative actions to uplift communities in an inclusive way.

Core Texts: Beyond Race: Cultural Influences on Human Social Life excerpts

Supplemental Texts: Reveille for Radicals – Saul Alinsky, "Praxis of Empowerment: Mistica and Mobilization in Brazil's Landless Rural Workers' Movement" by Daniela Issa, "Letters from Young Activists" Edited by Dan Berger, Chesa Boudin, and Kenyon Farrow, "Action-Oriented Community Diagnosis Procedure" by Eugenia Eng and Lynn Blanchard, History Alive! World Connections

Assignments:

1. Students will take the same series of Harvard Implicit Bias tests from the beginning of the course as an entry point to critical self- reflection and a means of identifying the social constructs, power structures, and "isms" influencing their own lives.

2. Students will create a photovoice project that will analyze power structures that oppress and empower them. They will answer the questions: What is the power structure, how does it work, and who does it serve?

3. After viewing each others' projects, students will create a proposal that answers the question: What is something that can be done to transform society?

4) Students will write a reflection essay answering the year long essential questions.

Understanding the impact of society's dominant power structures

This unit explores the effects of hegemonic power structures: oppression, violence, war/revolution. Students will learn about these effects by exploring primary sources from the master narrative and counter narrative perspectives. By the end of this unit, students will practice the corroboration of historical narratives and citation skills in developing a written analysis about the impact of hegemonic power structures on the students' communities.

Unit Assignment(s)

Essential Questions: How do the dominant power structures within society impact our communities?

Learning Objectives:

Students will be able to...

1) Identify the types of oppression that are caused by hegemony.

2) Explain the experiences of oppression caused by hegemony.

3) Describe the effects of oppression on society as a whole.

Core Texts: Beyond Race: Cultural Influences on Human Social Life excerpts

Supplemental Texts: Maslow's Hierarchy of needs. History Alive! World Connections

UNIVERSITY OF CALIFORNIA

Assignments:

Students will write an argument essay answering the question: How do the dominant power structures within society impact our communities?

Understanding society's dominant power structures

Students will identify and define hegemonic power structures as well as identifying the critical components of a hegemonic power structure by looking at a case study as a class. In groups, students will analyze additional case studies to answer the essential questions. Then, students will participate in a group project to identify these structures in historical events that have occurred around the world. Afterwards, students will participate in a socratic seminar answering the question: To what extent are the power structures seen in our case studies empowering communities?

Unit Assignment(s)

Essential Questions: What are the dominant power structures? How are they maintained?

Learning Objectives:

Students will be able to...

1) Identify and define hegemony.

2) Identify the components present in hegemony.

3) Recognize that the disparities created by these power structures are intentional.

4) Describe how the social constructs explored in the previous unit were created by the dominant power structures and continue to be used to maintain them.

Core Texts: Beyond Race: Cultural Influences on Human Social Life excerpts

Supplemental Texts: SHEG website and A People's History of the World: From the Stone Age to the New Millennium by Chris Harmon, The Black Legend, by Bartolome de las Casas, Open Veins of Latin America by Eduardo Galleano, History Alive! World Connections

Assignments:

Students will participate in a group jigsaw analyzing hegemonic power structures being imposed on various countries around the globe

Class Socratic discussion answering the question: To what extent are the power structures seen in our case studies empowering communities?

Identity and Exploring Personal Histories

Students will explore the social constructs that create identity, such as race, ethnicity, gender, religion, and citizenship. Students will analyze the historical, societal, and cultural factors that create these social constructs by practicing close reading skills and oral literacy skills. By the end of the unit, students will analyze and explain the social constructs affecting their own identity and present their own Personal

UNIVERSITY OF CALIFORNIA

Oral History; this culminating assignment will practice citation skills and developing summaries of sources.

Unit Assignment(s)

Essential Questions: What is my identity? How does my identity impact the way I view myself?

Learning Objectives:

Students will be able to...

1) Identify the social constructs that affect people's identities.

2) Identify that an identity is the product of an intersection of multiple factors.

3) Explore how their self- image is a product of those social constructs and factors.

4) Determine and describe the current social constructs influencing their identity.

Core Texts: Beyond Race: Cultural Influences on Human Social Life excerpts and Harvard Implicit Bias tests

Supplemental Texts: "The urgency of intersectionality" by Kimberlé Crenshaw, "White Privilege: Unpacking the Invisible Knapsack" by Peggy McIntosh. "Anti Essentialism and Intersectionality: Tools to Dismantle the Master's House" by Trina Grillo, History Alive! World Connections

Assignments:

Students will take a series of Harvard Implicit Bias tests at the beginning of the course as an entry point to exploring what factors are influencing their identities. Personal Oral History- Students will create a self-reflective oral history presentation after interviewing people about specific factors relating to the student's identity.

UNIVERSITY OF CALIFORNIA

Title:10th Grade Ethnic Studies Literature
Subject Area: English
Grade Level: 10th
Honors Type: Honors
Course Length: Full Year
Institution: San Jose Unified School District (69666) San Jose, CA
Course ID: PPLFY8

Course Overview:

The year-long 10th grade Ethnic Studies Literature course centers the experiences of historically marginalized communities, voices, and identities. The course is built around essential questions related to the issues and intersections of gender, race, ethnicity, class, language, tradition, colonization and colonialism. The course essential questions are:

- How do cultural experiences shape, impact or influence our identity and perceptions?
- How do narratives and counter-narratives act as cultural artifacts?
- How does the process of colonization impact the colonizer and the colonized?
- How does literature reflect the tensions between alienation, assimilation and acculturation?
- How and why does the vocalization of grievances empower those who have been marginalized?

The course begins with a study of the academic discipline of Ethnic Studies and its local origins and development overtime so that students have a historical context for their learning. As part of this introduction, students are presented with the idea of critical hope and civic action, core concepts of Ethnic Studies as an academic discipline. As identity is a key concept to the discipline of Ethnic Studies, the course centers an extensive exploration and reflection on personal identities and the identity formation process. Students will be provided extensive opportunities to collaborate as they explore these key concepts. Students will be asked to analyze, critique and challenge narratives of power and privilege and will cultivate an understanding of the counternarrative. The content of the course will be structured with paired readings, with non-fiction and historical texts providing context for the narratives and literature that are also read. This structure aligns with the interdisciplinary nature of Ethnic Studies. This structure is rooted in the Ethnic Studies Model Curriculum (ESMC, adopted by SBE on March 18th, 2021) and as such, students will "see themselves represented as empowered individuals and experience a diverse range of complex stories to help them understand themselves, as individuals and as members of group identity, and the lived experiences of others different from them"(ESMC, Chapter 3, p.6). From their analysis of such readings, students will cultivate and strengthen their own agency. Towards the end of the course, students will actualize the concept of Critical Hope and will apply their agency to a community-based civic action project. The course engages with the range of CCSS for 10th grade ELA, as students are provided instruction and assessed in skill areas such as research, argumentation and rhetorical analysis, synthesis, and literary analysis. Students will engage with all stages of composing (pre-writing, drafting, revising, publishing and presenting) as they will complete at least 7 summative

multi-paragraph writing assessments of multiple genres. Students will have daily opportunities to develop their speaking and listening skills, as they will critique and possibly challenge texts, evaluate language choices and provide feedback to their peers in various contexts. Over the course of the year, students will create at least 6 academic presentations aligned to the course's intended outcomes.

Course Content:

Synthesizing Our Learning, Reflection and Looking Forward

The culminating unit for the year asks students to return to the course level questions to synthesize their learning. Students will be asked to select two of the five course level questions and craft a full response to each by applying the knowledge gained during the year. Students will present their learnings to the whole class.
Unit Assignment(s)

Sample Unit Assignment: Reflective Presentation

After students select their two questions and provide a full written response to both, they will then be asked to select one of the two to create a presentation. Students will be grouped by their selected questions and will create collaborative presentations that respond to the questions. They will work with the full support of their peers to synthesize their responses and create a formal presentation to be presented to the entire class.
Cultures in Conflict and the Impact of Colonization and Colonialism

Students will read a full-length text that depicts the impact of colonization and will analyze the community presented and how its institutions were changed by colonization. Students will first research the pre-colonial and post-colonial culture presented in the text. Then students will examine a character's responses to the cultural collision caused by colonization and analyze how the collision changes the character's sense of identity. Students will write a literary analysis essay to demonstrate their understanding of the impact of this cultural collision. Students will then apply their understanding of the impact of colonization and colonialism to a local community by continuing to explore and research an area in need of transformation identified in previous units. Students will end the unit by engaging with a collaborative research project that responds to the question of "How does the process of colonization impact the colonizer and the colonized?" Students will present their research findings to the whole class.

Unit Assignment(s)

Sample Unit Assignment: Literary Analysis Essay

To demonstrate their understanding of the impact of colonization and colonialism, students will write a literary analysis essay examining a character's response to the cultural collision caused by the introduction of Western ideas into the culture. In the essay, students will analyze how the collision challenges the character's sense of identity and explain how his or her response shapes the meaning of

the work as a whole. During the planning and prewriting stages, students will respond to a series of questions to support their analysis. Such questions ask students to identify which characters had a strong positive or negative response to the cultural collision in the novel and what was this character's sense of identity before encountering Western influence. Students will also be asked to explore the character's response to the new culture and how his or her role and/or perspective may have shifted and what statement about culture the author is making through this fictional character. During the drafting and revising of the essay response, students will be guided through the process of how to introduce a topic, organize ideas, and provide a thoughtful conclusion. Students will also integrate textual evidence from the novel. During the revision process, students will focus on how to use precise language and academic voice while also experimenting with syntax and the use of a variety of different sentence structures and transitions. Students will give and provide feedback in collaborative writing groups and will share a part of their essay with the whole class once it is published. At the end of the writing process, students will have the opportunity to reflect on how the research they did regarding pre-colonial and post-colonial culture helped them understand their character's reaction to the cultural collision. The final reflective question will ask students to think about why it is important to read literature from the perspective of another culture.

Narratives, Counternarratives and Civic Action

Students will apply a critical literacy lens to the reading of poetry, short stories, non-fiction texts and an extended work (such as a novel, memoir, etc.) to examine the construct of narratives and counternarratives. To support this goal, students will examine the Ethnic Studies Praxis story plot and use it to analyze the texts read. Students will also analyze oral histories to develop an understanding of how narrative and counternarratives act as cultural artifacts. Students then return to the research they did during unit 1 about opportunities for civic action within their communities. Students will identify the focus for their civic action project and will analyze the problem using the Ethnic Studies Praxis Story Plot. Students will analyze how the "story" of the community problem is often told, whose voices are the loudest, whose are heard and whose voices are often muted, manipulated, distorted or absent. After this level of analysis, students will gather more research to support why their identified problem is something in need of transformation. Students will end the unit by writing an argumentative essay and then do a presentation that conveys an argument to support that their identified problem is an area of need of transformation within their community.

Unit Assignment(s)

Sample Unit Assignment: Creating an Argument

To apply their understanding of how narratives and counternarratives exist within their local communities and build towards the final civic-action project, students will develop an argument that supports the need to focus on their identified problem. Students will conduct research and develop a claim and identify counterclaims. They will determine their intended audience and their concerns that must be addressed as counterclaims. Students will compose their argument and integrate their research in a formal argumentative essay that will follow all stages of the writing process. With the support of their peers, students will draft, edit, revise, publish and present their papers within collaborative groups. After students have presented their papers, they will then be provided the opportunity to reflect on what they learned about the importance of the audience in determining the way an argument is

developed and how logic and reasoning are an important part of creating an effective argument. Students will debrief the reflections as a whole class.

Cultural Conversations and Our Intersecting Identities

Students will explore and reflect on the identity formation process and components of culture such as nationality, family, ethnicity, gender, race and language. Students will analyze concepts of power and privilege and how they impact communities on the local and global levels. Students will synthesize various texts to respond to the question of "How does literature reflect the tensions between alienation, assimilation and acculturation?" To support these goals, students will apply the concepts of Community Cultural Wealth (Yasso, 2005) to various genres of literature including poetry, spoken word, prose, memoir, autobiography, biography, informational text, narratives and self-portrait paintings. Students will analyze readings as mentor texts in preparation to write their own Community Cultural Wealth poetic personal narrative. Students will present their poetic personal narrative within collaborative groups during the drafting process to receive and provide feedback. Students will select an aspect of their poetic personal narrative final draft to present in both small groups and to the whole class. The poetic personal narrative aligns to the summative assessment for the unit, which is a cultural autobiography that responds to one of the course level questions of "How do cultural experiences shape, impact or influence our identity and perceptions?"

Unit Assignment(s)

Sample Unit Assignment: Cultural Autobiography

To deepen their understanding of the identity formation process, students will write a cultural autobiography that is a reflective and self-analytic story of their own identity development. In preparation, students will be provided opportunities first to analyze various texts across different genres and how the identity formation process is presented. They will then reflect on their own lives through a cultural and historical lens which may include exploring family histories. Students will interpret and analyze how key aspects of their life (family histories, experiences, culture, language, etc.) have shaped them. Students will develop a consistent theme for the essay, as they will include descriptive scenes, dialogue, and memories to develop their autobiography. Students will begin the drafting process in part when they write their Community Cultural Wealth poetic personal narrative. In collaborative teams, students will share content for their draft and work together to help each other identify a consistent theme for their autobiography. Students will workshop their autobiography during the drafting process and use the feedback for their final revisions and edits. Students will select either a part or the entirety of their final autobiography to share with the whole class. At the end of this assessment, students will reflect on the role of the writing process and how it impacted the overall outcome of their autobiography.

Defining Ethnic Studies and Framing Our Learning for the Year

Students will explore the history of Ethnic Studies as an academic discipline and its local origins (TWLF, SFSU and UC Berkeley) and the role of student movements in establishing Ethnic Studies departments. Students will be provided the foundational knowledge of Critical Hope and civic engagement and action. To achieve these goals, students will read or view texts and documentary footage and analyze the

driving forces behind the establishment of Ethnic Studies as an academic discipline. Students will engage in collaborative conversations with their peers about the role of student activism in Ethnic Studies both during the 1960s and now. Students will learn about the culminating civic action project for the year and will begin the research process by researching their local communities and start to identify opportunities for their civic-action project. At the end of the unit, students will write a reflective essay that asks them to consider their role in their local communities and how they can serve as an agent of change.
Unit Assignment(s)

Sample Unit Assignment: Reflective Essay

To deepen their understanding of the concepts of Critical Hope and civic action, students will reflect on their own capacity for agency and how they can serve as an agent of change within their communities. To prepare for this, students will analyze the student movements that initiated the establishment of Ethnic Studies as academic departments on university campuses. They will then analyze more recent student movements and from this analysis, students will determine the criterion for effective civic action. In collaborative groups, students will reflect on how they can be an agent of change within their community to address an area of need. Students will then write a reflective essay that asks them to consider their role in their local communities and how they can serve as an agent of change. Students will have the support of their peers throughout the entire writing process, from brainstorming, outlining, drafting, editing, revising and presenting their final draft.
Critical Hope and Civic Action

This unit asks students to synthesize and apply the core concepts of Ethnic Studies with a focus on Critical Hope and Civic Action. The unit builds on the historical and literary analysis students have engaged with over the entirety of the year. Students will first examine how collective leadership, especially involving youth, supports contemporary social movements in achieving their intended goals. Students will analyze how youth currently are engaging in contemporary social movements at the global, national, and local levels. Students will return to the community issue they identified earlier in the year that needs transformation and will be guided through the process of developing a Civic Action research project. Students will present their project to a local policy making body such as a School Site Council, Community Commission, City Council, the local School Board, or other policy making body that has some role in creating policies that directly impact the community issue at the core of the Civic Action research project. At the end of the unit after presenting their projects, students will return to one of the essential questions of the class of how and why the vocalization of grievances empower those who have been marginalized. Students will present their reflections to this question in both collaborative groups and to the whole class.
Unit Assignment(s)

Sample Unit Assignment: Civic Action Research Project

Students will continue to develop the content for their civic action research project by first engaging with a cause and consequence tree to better analyze the community issue they have identified. From there, students will then do a power and stakeholder analysis to determine who within the community has some form of power regarding the community issue. Students will then be guided through the

process of using a transformation planner where they identify exactly what they are proposing to be done to transform the community issue. These analytical learning experiences all culminate in the civic action research project where students present their community issue, provide the research that supports why there is need for transformation in relation to this issue and propose specific solutions and policies to support this transformation.

Final Exam/Project Details:

The culminating project for this course that asks students to exhibit depth of knowledge and sustained mastery of subject material are found in Units 5 and 6. In unit 5, students apply the concepts studied during the year to a Civic Action Research Project. After this, in the final unit of the year, students return to the course level essential questions to demonstrate their sustained and enduring mastery of the course concepts. Both projects are described below:

Civic Action Research Project

Students will continue to develop the content for their civic action research project by first engaging with a cause and consequence tree to better analyze the community issue they have identified. From there, students will then do a power and stakeholder analysis to determine who within the community has some form of power regarding the community issue. Students will then be guided through the process of using a transformation planner where they identify exactly what they are proposing to be done to transform the community issue. These analytical learning experiences all culminate in the civic action research project where students present their community issue, provide the research that supports why there is need for transformation in relation to this issue and propose specific solutions and policies to support this transformation.

The culminating unit for the year asks students to return to the course level questions to synthesize their learning. Students will be asked to select two of the five course level questions and craft a full response to each by applying the knowledge gained during the year. Students will present their learnings to the whole class.

Sample Unit Assignment: Reflective Presentation

After students select their two questions and provide a full written response to both, they will then be asked to select one of the two to create a presentation. Students will be grouped by their selected questions and will create collaborative presentations that respond to the questions. They will work with the full support of their peers to synthesize their responses and create a formal presentation to be presented to the entire class.

UNIVERSITY OF CALIFORNIA

Title: Am I an Ethnic Statistic?
Subject Area: Mathematics
Grade Levels: 11th, 12th
Honors Type: None
Length of Course: Full Year
Institution: El Rancho High School (052655) Pico Rivera, CA
Course ID: DFBAEY

Course Overview:

Centering around Statistics and Probability, AIES will investigate reasons to the big question: Why do students of color and girls consistently do worse in mathematics than white males, including those who come from affluent families? What are the implications of these issues in adult life? Students will hone in on the issues of mathematical knowledge attainment in relation to disadvantaged students and the effects that occur in adult life that stem from being part of a minority in the United States. Students will use statistical concepts to determine whether data they find is statistically significant to make conclusions that are worthy of publication.

Course Content:

In this last unit, students will utilize all the knowledge they have attained to proficiently calculate expected values and use them to solve problems in their community. In order to do this, they will develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned and they will find the expected value. For example, students will conduct their own research where their sample space will be students at our high school. They will develop their own probability distribution for whatever variable they want to focus on, that relates to the topics already discussed before in our course. Furthermore, students will use probability to evaluate outcomes of decisions that students will face.

At the end of the first unit and up until this last unit, students will be required to be a mentor to a 9th grade student in Integrated Math 1. The students will spend time, minimum once a month, with their mentee to give them positive reinforcements and teach them to have an open mind in their mathematical progress in their course. In addition to helping a freshman attain a growth mindset, my students will also be surveying the students to discover background information about them, their families, and living conditions. Students will be made available the test scores (Midterms and Finals) of the students whom they have built relationships with. Students will use these data to compare the test scores, of those who have been encouraged mathematically, to those who have not been taught about the effects of an open mind. The results and conclusions will be drawn up into a presentation to teachers, students, parents, and other community members displaying the realities of our students and the issues they are currently facing. The student research showcase will include a proposal to the school and the community of an outreach opportunity, as well as a way to take action in Pico Rivera schools, to combat any or all issues they learned about. Their outreach opportunity will also touch upon the issues that students face being Latino and the issues that stem from the school to prison pipeline for minority and disadvantaged populations.

UNIVERSITY OF CALIFORNIA

Course Materials:
Pedagogy of Hope
Engaging the Hispanic Learner: Ten Strategies to Increase Achievement
Schools, Prisons, and Social Implications of Punishment: Rethinking Disciplinary Practices

Unit 3: What Are the Chances?

*In the third unit, students will learn the standards S-CP.1 through S-CP.9.

In this unit, the overarching goal is for students to understand independence and conditional probability and use them to interpret data. Students will look at their possible life outcomes as Latinos and/or females. Being female and/or Latino has its own implications based on stereotype threat in the classroom, and there are further implications on how having low math skills and grades will have on their adult life. Since grades and skills in high school prepare students for college, if those are low, then their chances of going to a 4-year university are lower than those with higher grades/skills. They will step into a specific pathway of possibilities, ranging from attending an Ivy League to the school to prison pipeline. Students will learn about the school to prison pipeline for Latino/as in Los Angeles County and then make predictions about how that rate looks all over the country. Lastly, students will use the rules of probability to compute probabilities of compound events they have studied, in a probability model (such as, the conditional probabilities of being sucked into the school to prison pathway, and others similar, vs. a pathway towards success.)

In "What Are the Chances?" students will complete a group video project. Their videos will be a culmination of all the statistics they have studied, and the conditional probabilities they have calculated to demonstrate "What Are the Chances?" of either: the school to prison pipeline, ending up in a cycle of poverty, breaking the cycle, or all of the above. The video will include music, song, rap, data, visual representations, and any appropriate graphics the students utilize. Students will be completing this project using all the assignments, data, and information they will be given throughout this course. Through the completion of their group video, they will have learned to understand independence and conditional probability, and how to use them to interpret data about being a Latino and/or female in a United States high school. Furthermore, students will proficiently compute probabilities of compound events and present that information clearly in their video.

Course Materials:

13th the documentary
The School to Prison Pipeline
They Got Me Trapped: Structural Inequality and Racism in Space and Place Within Urban School System Design
Debate on Black Students' Rages: A Pasadena teacher's note blaming disruptive African Americans for low test scores has stirred anger

Unit 1: What it Means to be Dark and a Minority in Math Class

*I will be teaching the Common Core Statistics Standards throughout each unit. In the first unit, students will learn S-ID.1 through S-ID.9.

In this unit, students will learn to summarize, represent, and interpret data on a single measurement variable, through given data about student performance in math classes based on race and ethnicity, social class, and parent education levels. Upon satisfactory understanding of data on a single measurement, students will then move on to interpreting data on two categorical and quantitative variables. Students will summarize, represent, and interpret through the same lenses, but broaden the statistics to not only California but the rest of the United States. Lastly, before moving forward to the next unit, students must proficiently interpret linear models that deal with academic outcomes of disadvantaged ethnicities and females. This unit is a brief introduction to some of the statistics available that demonstrate that your color does matter when it comes to mathematical achievements (stereotype threat).

What it Means to be Dark and a Minority in Math Class requires students to complete a group project where they create their own visual representations of single measurement data and two categorical and quantitative variables based on the populations found at our high school. Each group will present their data along with their interpretations of what they found, by highlighting their results as a potential issue for minorities. This project will be made possible using math grades available at the high school, students will be able to connect these data findings to something they can directly relate to: their peers. In completing this unit project and presenting what they found, students will have achieved the learning target for the unit: to summarize, represent and interpret data.

Course Materials:

Stereotype Threat and Women's Math Performance
A Threat in the Air
Factors Impacting Women's Participation in STEM Fields

Unit 2: Rationale Behind Reality

*In the second unit, students will learn the standards S-IC.1 through S-IC.6.

In this unit, students will use the 'potential issues' they found in their previous units' culminating project. Using the previous unit as a base, the goal of this unit is for students to understand and evaluate random processes underlying statistical experiments through studying the different factors that Latinos face as students. Students will also make inferences and justify conclusions from sample surveys, experiments and observational studies, including those conducted by themselves. All of the information and data that students will be using will have a focus on the issues that Latinos have including: immigrant parents that lead to low-wage jobs, effects of political policies, poverty, lack of education, low English academic language skills, drugs, gangs, etc.

Students must demonstrate proficiency on a computerized unit exam that requires students to look at and understand relationships between variables. Students must be able to come to conclusions about

correlation, association, and causation in scatter plots and explain their findings. Furthermore, students will need to be able to create a line of best fit, while explaining any residuals and outliers. Lastly, they will be given a random set of data having to do with stereotype threat and explain the data.

Course Materials:
Pedagogy of the Oppressed
Money, Race, and Success: How Your District Compares
They Got Me Trapped: Structural Inequality and Racism in Space and Place Within Urban School System Design
Culture as a Disability
Transforming Deficit Myths about Learning, Language, and Culture

UNIVERSITY OF CALIFORNIA

Title: Native American Studies
Subject Area G: College-Preparatory Elective
Grade Levels: 10th, 11th, 12th
Honors Type: None
Length of Course: Full Year
Institution: Arcata High School (050135) Arcata, CA
Course ID: WQNEHK

Course Overview:

This course will serve as an introductory course in Native American studies, which seeks to foster understanding, knowledge, and a multicultural approach to the study of history. The main portion of the class will cover the history and present circumstances of Native peoples in relation to the local, state, and federal systems. Knowledge of Native relations within the historical context of U.S. history is fundamental to explore. This course seeks to dispel stereotypes and misinformation; develop an appreciation for the ways in which Indigenous people have sustained, transmitted, and adapted their cultural traditions; build awareness of the vitality and diversity of Native Nations in the Northwest California region, and inspire appreciation and the desire to learn more about Native perspectives.

Students will analyze the history and changing interpretations of Native policies, and examine the impact of these policies on generations of Native peoples. Students will analyze the relationships among federal, state, and local governments with Native Nations and evaluate issues of tribal sovereignty in a variety of situations. Evaluation of the rights and responsibilities of citizenship, land and cultural stewardship, and social justice as it applies to local and statewide Native issues is key and will require critical thinking and a case study approach.

Native authors, scholars, and artists will serve as a major focus for instruction and interpretation of historical events and provide a meaningful connection between history, current and local events.

Course Content:

Tribal Sovereignty

This unit is designed to help students understand the complex issues associated with tribal sovereignty. Students will explore several parts of the U.S. Constitution as it relates to Native Nations including Article I and the 14th Amendment. Various Supreme Court cases, including the Marshall Trilogy, and other federal policies impacting the principle of nation-to-nation status will be evaluated. Students will examine various historical and current challenges by analyzing primary source documents, as well as Native perspectives and interpretations. Evaluation of federal limitations that have occurred throughout U.S. history will be debated. Sovereignty will also be examined at the state level by analyzing the power of state governments when dealing with Native Nations. Case studies will allow for the interpretation and application of sovereignty in several modern-day and local contexts. Summary projects will serve to heighten critical thinking and the importance of case law study on Native history and sovereignty. Students will identify key aspects of sovereignty and be able to explain its application through U.S. history as it relates to land and resource policy, and court systems.

<u>Unit Assignment(s)</u>

In the 1970s and 80s, a dispute arose between the U.S. Forest Service and members of several Native Nations in Northern California over the building of a service road that would allow for timber harvests, recreation, and fire suppression. The road would be built through Native areas central to religious beliefs and practices. This situation would ultimately lead to a Supreme Court Case, Lyng v. Northwest Indian Cemetery Protective Association (1988). Students will research the case by evaluating different perspectives on the issue, including that of the Forest Service, Native Nations, timber interests, recreationists, and the community at large. Students will read primary sources, including the reports from several agencies, examine media reports, and writings from tribal groups who formed to oppose the road. Students will work in pairs to research and create position papers outlining the key aspects of their assigned position while citing evidence. Each paper will include a written summary of their assigned position, two primary source quotes, a graphic or image that helps explain the position, and a list of eight sources used to create their position paper. Both primary and secondary sources must be cited. After evaluating those positions, students will debate key questions including the right to build the road and the application of sovereignty, plenary powers, and trust relationships. Students will then be asked to read all five position papers and write a response to one of the papers outlining a rebuttal argument. Students will then examine several of the court cases that ultimately lead to the Supreme Court case. After listening to the oral arguments presented in the court, students will predict the final decision. Finally, students will read and evaluate the decision. Students will learn about how the situation was resolved with further state and federal government action. Lastly, students will write a reflection on the case and how it demonstrates the complexity of Native issues and in the interplay of federal, state, and local concerns.

Local Native Nations

This unit is designed to help students understand the diversity of tribal peoples in the Northwestern portion of California. Students will study the various tribes, their tribal boundaries, the history of each tribe as told by that tribe, and the important issue each tribe faces. For some Native Nations, the issues will be allocation of resources, for others, it might be access to natural resources and yet for others, it may be relationships with the federal government or state agencies. Elders and liaisons will be brought in to discuss and present information on their tribal cultures, languages, and activities.

Unit Assignment(s)

Mapping the Northwest Region

Students will study the physical geography of the Northwest region of the continental United States (States of California and Oregon in particular) and become familiar with the major mountain ranges, river systems, and other physical features without reference to any of the recognized political boundaries imposed by the federal government or state. The idea is to have them see the world as Native peoples did, one without the political systems that would later be imposed, as they were here long before those imposed boundaries and thus created cultural norms based on the geography of regions. Students will then learn about the major food sources and access to resources that were available and assess where the best possible location for settlements might be. Later the tribal boundaries of local tribes will be discussed with a focus on the effects of colonization on those boundaries. In particular a discussion on how the remote nature of our area affected tribal nations interactions with colonizing peoples. Later in the course, there will be similar activities that show the changes that occurred around the state of California and tie into U.S. federal policies.

UNIVERSITY OF CALIFORNIA

Current Native Issues

This unit is based on both the local and national issues that Native Nations face in the modern context.

Students will research and analyze the various environmental issues faced by local tribes including access to salmon and the importance of viable ecosystems. Another issue that is important for this region is the use of TEK (Traditional Ecological Knowledge) and the massive fires that have swept through the region. Students will assess the impact of various historical practices and explore the importance of tribal knowledge and stewardship of their lands. Other issues that will be examined on both a local and national scale include, but are not limited to, applications of NAGPRA (Native American Graves Protection and Repatriation Act), land and water rights, violence against Indigenous women, return of native lands, discrimination and stereotypes in society, food sovereignty, and revitalization of cultural practices, languages, and art forms.

Unit Assignment(s)

Students will assess the importance of salmon and healthy river systems here in Northwest California. Using a project-based learning approach students will learn about water policies on three major waterways in Northern California; the Klamath, Eel, and Sacramento River watersheds, and the interaction of those policies with Native Nations. A discussion of the “Water Wars” that exist on the Klamath and Trinity Rivers will be a primary focus where students will be asked to make policy decisions based on several points of view- including farmers, fisheries, environmentalists, and Native Nations. They will then be asked to create flyers and talking points for a hypothetical meeting. Using a Socrate seminar model, students will present and be asked questions based on their talking points. Students will be encouraged to seek interviews and access primary source materials to help integrate ideas and advocacy into a final presentation. Finally, students will be asked to write letters to representatives, both local and state level, to advocate for the removal or maintenance of the Eel River Dam.

UC Area H Draft Criteria	LAUSD "Introduction to Ethnic Studies" Semester Course (#370733)
Course Content Guidelines Courses approved for the ethnic studies requirement will need to satisfy both the course criteria for the relevant A-G subject area and *all* of the following criteria specifically for ethnic studies. A-G ethnic studies courses, teaching, and learning will do the following:	
1. **Foregrounding ethnic studies pedagogy:** Explain how ethnic studies pedagogy will be used throughout the course (e.g., community responsive pedagogy,[1] youth participatory action research,[2] community cultural wealth,[3] culturally relevant pedagogy,[4] culturally sustaining pedagogy,[5] reality pedagogy,[6] abolitionist teaching[7]).[8] In designing and teaching the course, consider not only how to incorporate ethnic studies content but also how to apply ethnic studies methods to a range of objects of study, including within other disciplines. Ultimately, the content, methods, and assignments of the course should reflect a commitment to racial justice.[9]	**EXCEEDS CRITERIA** "Ethnic Studies centers holistic humanization and critical consciousness, providing every student the opportunity to enter the content from their own space, positionality, and perspective. Ethnic Studies affirms the student identity, experience, and the building of empathy for others. This includes the self-determination of those who have ancestral roots and knowledge who have resisted and survived settler colonialism, racism, white supremacy, cultural erasure, as well as other patterns, structures, and systems of marginalization and oppression. The discipline uses culturally and community-responsive pedagogical practices to empower students to become anti-racist leaders." (p. 1) "Courses are grounded in the concrete situations of people of color and use a pedagogical framing that emphasizes the structural dimensions of oppression, racial trauma and community cultural knowledge associated with cultural and ancestral

[1] Tintiangco-Cubales, A., Kohli, R., Sacramento, J., Henning, N., Agarwal- Rangnath, R., & Sleeter, C. (2015). Toward an Ethnic Studies pedagogy: Implications for K-12 schools from the research. *Urban Review*. doi: 10.1007/s11256-014-0280-y

[2] Cammarota, J. (2016).The praxis of ethnic studies: transforming second sight into critical consciousness. *Race Ethnicity and Education, 19*(2), 233-251, DOI:10.1080/13613324.2015.1041486

[3] Solórzano, D.G. & Yosso, T.J. (2002). Critical race methodology: Counter-storytelling and as an analytical framework for education research. Qualitative Inquiry, 8(1), 23-44. https://journals.sagepub.com/doi/pdf/10.1177/107780040200800l0; Yosso, T.J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. Race Ethnicity and Education, 8(1), 69-91.DOI: 10.1080/1361332052000341006

[4] Ladson-Billings, G. (1994). The dreamkeepers: Successful teachers of African American children. San Francisco: Jossey-Bass.

[5] Caraballo, L., Martinez, D.C., Paris, D., & Alim, H.S. (2020.) Culturally sustaining pedagogies in the current moment: A conversation with Django Paris and H. Samy Alim. Journal of Adolescent & Adult Literacy, 63(6), 697-701.

[6] Emdin, C. (2020). A ratchedemic reality pedagogy and/as cultural freedom in urban education. Educational Philosophy and Theory, 52(9), 947-960.

[7] Love, B. L. (2019). We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom. Beacon Press.

[8] Ethnic Studies Model Curriculum (2021). California Department of Education. Chapter 1: Introduction and Overview, p. 10, para 3.

[9] Ethnic Studies Model Curriculum (2021). California Department of Education. Chapter 1: Introduction and Overview, p. 9, para. 1.

	knowledge that has sustained the resilience of the aforementioned groups." (p. 1) "This course will have a community building/identity section where students are encouraged to consider concepts related to their own personal, group, and/or identity." (p. 2)
2. **Studying systems and their legacies**: In addition to naming Indigenous dispossession[10] and migrant labor exploitation in the local context, grapple with how the structural violence of racism and colonialism has shaped and continues to shape the site in which learning is taking place. In cases where ethnic studies is articulated within a traditional discipline, consider how the structural violence of racism and colonialism informs the methods, concepts, and content area of the course. Reflect that reckoning with racial injustice in the course design, critical questions, and assignments.[11]	**EXCEEDS CRITERIA** "It is important to remember that because of colonial/imperial hegemony, students often have little knowledge of their own historical legacy. The little knowledge they may have of their culture, language, and past is often passed down from ancestors, parents, or older siblings. It is important to remember that the historical lessons of racialized communities of color are either invisible or misrepresented in traditional texts." (Unit 2) "Thematic Pathways" (Los Angeles-Based, Unit 2A) "We understand the impact settler colonialism, imperialism, genocide and hegemony have had on the historical and contemporary experiences of our people." (Unit 3A, EU 1)
3. **Applying critical analysis:** Examine race as a social construct with real-world effects and racialization as a historical and ongoing structural/systemic process. Consider racial capitalism as a system that requires inequality. Study histories of imperialism, dehumanization, and genocide to expose their continuity to present-day laws, ideologies, knowledge systems, dominant cultures, institutions, and structures that perpetuate racial violence, white supremacy, and other forms of oppression.[12]	**EXCEEDS CRITERIA** "Students learn the history of the social construction/constructs of race and collect documents pertaining to their own history. ● Students investigate the social construction of race and its impact on systems as well as patterns and practices of oppression that influence the lives of communities of color. ● Students learn about racial microaggression as well as how to respond to them." (Unit 2) "Students will research the impact settler colonialism, imperialism, genocide and hegemony have had on the historical and contemporary experiences on people of color in the U.S." (Unit 3A) "Students will gain a deeper understanding of systemic oppression and the manifestations of several forms of oppression (racism, ableism,

[10] Ibid., p. 15, para 5.

[11] Ibid., p. 16, para 1-2.

[12] Ibid., p. 16, para. 1.

	etc.), and describe the impact these forms of oppression have had on communities of color in the U.S."(Unit 3A) "We understand the importance of continuously analyzing and assessing the impact of systems of power and forms of oppression, including: empire, white supremacy, white supremacist culture, racism and its specific forms of anti-Blackness, anti-Indigeneity, anti-Asian hate; xenophobia; linguicism; patriarchy, cisheteropatriarchy, capitalism; misogyny, heterosexism, transphobia, classism; ableism; sizeism/anti-fatness; ageism; anthropocentrism; across race, class, gender, sexuality, disability, and additional intersections of identity." (Unit 3A, EU 3)"We understand and critique the relationship between white supremacy, racism, anti-Blackness, anti-Indigeneity, xenophobia, patriarchy, cisheteropatriarchy, capitalism, ableism, ageism, anthropocentrism, and other forms of power and oppression." (Unit 3A, EU 2)
4. **Nuancing approaches to race, racism, and racialization:** Challenge monolithic, one-dimensional approaches to race and racism by examining how multiple oppressions intersect and how categories, ideas, and experiences not typically understood as implicated in racialization are intrinsic to systems of racial exploitation and subjugation. Consider the impact of racism on multiple scales, including the intimate and the everyday.[13]	**EXCEEDS CRITERIA** "Racialized intersectional identity" (Unit 2, key concept) "We understand our racialized selves and the complexities, intersectionality and beauty associated with them." (Unit 2, EU 1) "We embark on a journey to decolonize as holistic human beings through critical consciousness, radical hope and self-love." (Unit 2, EU 3) "We understand the impact settler colonialism, imperialism, genocide and hegemony have had on the historical and contemporary experiences of our people." (Unit 3A, EU 3)
5. **Teaching the struggles of Indigenous peoples and communities of color:** Center the self-determined perspectives, experiential knowledge, culturally sustaining practices, lifeways, and worldviews of Indigenous peoples and	**EXCEEDS CRITERIA** "What structural or systemic oppressions have the four major groups in Ethnic Studies experienced?" (Unit 2, EQ 3)"Why does it matter for our marginalized communities to know of their pre-contact histories?" (Unit 2, EQ 4) "Community-

[13] Ibid., p. 9, para. 8.

communities of color.[14] Recognize the ways that oppressed peoples have resisted and continue to resist racist and colonial violence in order to survive. Teach local and global struggles against racism, imperialism, and state violence. [15] Animate the concepts and practices of anti-racism, anti-imperialism, solidarity, and justice throughout the course.[16]	based social movements in the 1950's-1970's: In this unit, students will be able to identify pivotal historical moments of the social and political movements of the 1950-1970's. Students will be able to analyze, discuss and present concrete policies, practices and laws that emanated from these movements and describe the impact on the social conditions in communities of color." (Unit 4) "We understand that it is essential to analyze and study significant social movements and their impact on inequitable and oppressive systems." (Unit 4, EU 2) "We will be able to define and explain the positive role of community and resistance; We will learn about and be able to describe how other racial and ethnic groups were influenced by the Black Power and African American civil rights movements; We will be able to identify the multiracial movements of solidarity that contributed to the founding of Ethnic Studies, past and present." (Unit 5)
6. **Enacting resilience**: Foster space to honor and enact the joy, knowledge, agency, strength, and endurance of Indigenous communities and communities of color.[17]	**EXCEEDS CRITERIA** "We have mutual respect and love for ourselves and each other, and we center the experiences and histories of Native Americans/American Indians, African Americans/Black Americans, Chicanx/Latinx, and Asian Pacific Islander Desi Americans have experienced, survived, and resisted settler colonialism, racism, white supremacy, cultural erasure, and other patterns, structures, and systems of marginalization and oppression." (Unit 1, EU 1) "We recover and reconstruct the counternarratives, perspectives, epistemologies, and cultures in a process of ongoing struggle for those who have been historically neglected and denied citizenship or full participation within traditional discourse and institutions, particularly highlighting the contributions people of color have made in shaping US culture and society." (Unit 1, EU 3) "We embark on a journey to decolonize as holistic human beings through critical

[14] Ibid., p. 15, para. 4.

[15] Ibid., p. 16, para. 3.

[16] Ibid., p. 16, para. 1.

[17] Ibid., p. 15, para. 3.

	consciousness, radical hope and self-love." (Unit 2, EU 3) "We understand and place a high value on the stories of resilience, survival and resistance of our people." (Unit 2B, EU 4) "Given the intergenerational trauma carried by marginalized communities, what does healing look like?" (Unit 3A, EQ 1) "We will engage in transformative projects to reimagine a better world that requires unity and organizing between BIPOC and White allies and amongst members of BIPOC communities." (Unit 5)

Skills Guidelines Because ethnic studies requires that students develop a repertoire of skills for critical analysis and engagement with and transformation of society and the world,[18] approved courses will support them to do the following:	
1. **Questioning norms:** Critically examine claims of objectivity, neutrality, and freedom from bias with regard to sources, methods, and bodies of knowledge. ● Identify, analyze, contextualize, and corroborate sources, with attention to epistemologies, histories, explicit and implicit biases, as well as insider and outsider perspectives relative to all course materials and objects of study (e.g., books; articles; films; primary documents; artwork; performances; media; websites; archaeological "finds"; scientific and mathematical theories, methods, and "discoveries"; mathematical	**MEETS CRITERIA** Students learn the concepts of "historical perspective", "historiography as power", and "critical consciousness" (Unit 1, p. 2) "Why is it important to recover and reconstruct counternarratives, perspectives, epistemologies, and cultures? What does this add to the national narratives of the United States?" (Unit 1, EQ 3) "Lesson on Questioning "Common Sense," Hegemony & Normalization" (Unit 1) "Describe the practices and policies reflecting hegemonic and normalized beliefs and articulate the negative impact on the racialized experiences of communities of color." (Unit 1)

[18] Ibid., p. 10, para. 3.

applications).[19] ● Critique dominant narratives of power and their claims to neutrality, objectivity, color-blindness, freedom from bias, and meritocracy in order to examine their violence and harm to Indigenous communities and communities of color.[20]	
2. **Understanding power:** Analyze and assess power and oppression along ideological, institutional, interpersonal, and internalized lines, with attention to intersectionalities.[21]	**EXCEEDS CRITERIA** "Four I's of Oppression" (Unit 3A) "Anti-racist and decolonial pedagogy requires that students study the positionality of their people in the social hierarchy of the United States. Students study the historical and contemporary effects of imperialism, racism, linguicism, sexism, heteropatriarchy, heterosexism and other forms of discrimination." (Unit 3A) "We understand the impact settler colonialism, imperialism, genocide and hegemony have had on the historical and contemporary experiences of our people. "We understand and critique the relationship between white supremacy, racism, anti-Blackness, anti-Indigeneity, xenophobia, patriarchy, cisheteropatriarchy, capitalism, ableism, ageism, anthropocentrism, and other forms of power and oppression; We understand the importance of continuously analyzing and assessing the impact of systems of power and forms of oppression, including: empire, white supremacy, white supremacist culture, racism and its specific forms of anti-Blackness, anti-Indigeneity, anti-Asian hate; xenophobia; linguicism; patriarchy, cisheteropatriarchy, capitalism; misogyny, heterosexism, transphobia, classism; ableism; sizeism/anti-fatness; ageism; anthropocentrism; across race, class, gender, sexuality, disability, and additional intersections of identity; We understand and challenge all forms of oppression and their manifestations by conceptualizing and enacting transformative projects of agency and resistance." (Unit 3A, EUs)

[19] Ethnic Studies Model Curriculum (2021). California Department of Education. Chapter 1: Introduction and Overview, page 19, para. 4.

[20] Ibid., page 13, lines 272-273.

[21] Ibid., p. 18, para 4-6.

3. **Working for justice for all:** Develop skills, including dialogue and self-reflection, to recognize, address, and dismantle systems of racialized and colonial oppression and dehumanization in the many forms in which they appear.[22]	**EXCEEDS CRITERIA** "Using the 4 I's of Resistance, student groups think about the ways in which agency is used to create ideological resistance, institutional resistance, interpersonal resistance, and internalized resistance. In the social movement that each student group selects, with evidence, they identify the forms of resistance present, and describe how these forms of resistance are enacted in the movement." (Unit 4, Assignment) "We will be able to define and explain the positive role of community and resistance. We will learn about and be able to describe how other racial and ethnic groups were influenced by the Black Power and African American civil rights movements; We will be able to identify the multiracial movements of solidarity that contributed to the founding of Ethnic Studies, past and present; We will engage in transformative projects to reimagine a better world that requires unity and organizing between BIPOC and White allies and amongst members of BIPOC communities." (Unit 5, EUs)
4. **Centering marginalized people and practices:** Learn from Indigenous and people of color-centered histories, knowledge systems, and pedagogical practices that traditional Western educational approaches and practices disregard, obscure, marginalize, and/or coopt.[23]	**EXCEEDS CRITERIA** "Students learn the importance of oral history traditions. Students examine the histories of racialized communities of color by examining their own ancestral and cultural knowledge and the historical contributions and experiences of people of color and native people; We will understand and be able to articulate the meaning of indigeneity, colonization/white supremacy/white supremacy culture, community cultural wealth, intersectionality, and deficit theories; We will learn how to honor indigenous ways of knowing and their importance to the earth, humanity and self-preservation; We will design projects that demonstrate how stories of resistance and survival of communities of color have contributed to the nation's history." (Unit 2B) "How do we honor different ways of knowing?" (Unit 2B, EQ1)"What histories or knowledge can we gather from our families and

[22] Ibid., page 16, para. 5.

[23] Ibid., page 19, para. 2-3.

	our communities?" (Unit 2B, EQ 2) *Ethnic studies content in Units 1-5 is centered on marginalized people.*
5. **Teaching civic engagement:** Learn about racial injustice in order to enact justice. Connect study with action, and theory with praxis.[24] Nurture community engagement/participation/care, public scholarship, grassroots leadership, and accountability in order to foster anti-racist and anti-imperialist futures and solidarity across all communities.[25]	**EXCEEDS CRITERIA** "Students will engage in constructive projects of reclaiming hope and healing, improving cross-cultural relationships, and transformative projects that improve our communities." (Unit 3A) "We understand and challenge all forms of oppression and their manifestations by conceptualizing and enacting transformative projects of agency and resistance." (Unit 3 A, EQ 4) "A well-researched, multimedia, community responsive public service campaign that challenges particular stereotypes in terms of ideological, institutional, interpersonal, and internalized oppression. In the final project, students will include tools and strategies for reclaiming hope and healing." (Unit 3B, Assignment) "We recognize the importance of agency and taking political stances against oppression and the impact this has on People of Color." (Unit 4, EU 4) "How is agency instrumental in understanding the structures of oppression and liberation?" (Unit 4, EQ 2) "What are the key components of successful social movements?" (Unit 4, EQ 1)"Ethnic Studies also encourages students to make links across racial and ethnic lines. Engaging in transformative projects to reimagine a better world requires unity and organizing between BIPOC and white allies and amongst members of BIPOC communities." (Unit 5)"We will engage in transformative projects to reimagine a better world that requires unity and organizing between BIPOC and White allies and amongst members of BIPOC communities." (Unit 5) "Building on students' knowledge of communities (Unit 5) and community organizing (Unit 6) to design and implement a community responsive project/Civic Engagement Project with a community organization in their neighborhood." (Unit 5B) "We critique systems of oppression and actively do something about it together. We

[24] Ibid., p.17, para. 2.

[25] Ibid., pp. 18-18, para. 7, 1.

	understand that cross-ethnic unity is required to make links across racial and ethnic lines engaging in transformative projects to reimagine and build a better world. We understand and can articulate historical and contemporary projects among BIPOC that promote solidarity between groups; We understand that only through solidarity and allyship is deep and real liberation possible." (Unit 5B, EUs)

UNIVERSITY OF CALIFORNIA

Graduate, Undergraduate and Equity Affairs

Ethnic Studies Survey Report

SUMMARY

The UC High School Articulation team administered a survey in February 2023 to begin understanding the landscape of ethnic studies in California high schools since the approval of Assembly Bill (AB) 101 in October 2021. AB 101 requires California students, commencing with students graduating in the 2029-30 school year, to complete a one-semester course in ethnic studies. AB 101 also requires local education agencies, including charter schools, to offer at least a one-semester ethnic studies course commencing with the 2025-26 school year.

The survey is a first step in gathering information about institutions' actions taken in the early stages of AB 101 implementation, as well as their current ethnic studies offerings, and the development and implementation of future ethnic studies courses.

Key findings

- About 57 percent of respondents reported their institution has developed plans to implement or expand ethnic studies course offerings to meet AB 101 requirements. Of those who indicated their institution has developed plans, 53 percent reported their institution plans to offer ethnic studies courses that are A-G approved.

- The most common themes amongst respondents who shared what influenced their institution's successful development and implementation of ethnic studies were collaboration, staff with ethnic studies expertise, and support from the school, district, and community.

- The most reported challenges with developing and implementing ethnic studies were teaching staff availability (49 percent), a lack of ethnic studies expertise among current staff (48 percent), and heavy student course loads (37 percent).

- The most reported types of support needed to develop and implement ethnic studies were professional development (64 percent) and course development (53 percent).

SURVEY RESPONDENTS

A representative sample was not used for this survey. The survey was sent to all A-G Course Management Portal (CMP) users affiliated with a school and/or district/school network. 388 respondents completed the survey and included teachers, administrators, and counselors (see Appendix 1).

Respondents' institution affiliations included 278 different schools and 64 different districts/school networks located in 43 of the 58 California counties. Institutions in Los Angeles County had the largest number of respondents (n=94).

Most respondents were affiliated with schools and public institutions. 82 percent were affiliated with a school and 18 percent were affiliated with a district/school network. 83 percent of respondents were affiliated with public institutions and 17 percent were affiliated with private institutions.

FINDINGS

Current ethnic studies courses and graduation requirements

197 respondents (51 percent) reported that their institution currently offers ethnic studies courses. Of those who reported their institution has ethnic studies courses that are A-G approved, the most reported subject area was college-preparatory elective (G), followed by history/social science (A), and English (B). This pattern held for both public and private institutions. This pattern also aligns with previous estimates of proportional approvals by A-G subject area based on course title searches.

Table 1. Number of institutions with existing ethnic studies courses by A-G subject area

Governance	Area A	Area B	Area C	Area D	Area E	Area F	Area G	Not on A-G list
Public	61	34	6	0	9	10	112	21
Private	9	5	0	0	0	1	11	5
Total	70	39	6	0	9	11	123	26

Most respondents, 56 percent, reported their institution does not have a local ethnic studies graduation requirement, while 24 percent reported an ethnic studies graduation requirement is being considered or undergoing the approval process. 23 percent of respondents reported their institution has a local ethnic studies graduation requirement. When looking at respondent's answers by governance the percentages are significantly different. 5 percent of respondents from private institutions versus 23 percent of respondents from public institutions reported having a local ethnic studies graduation requirement.

Table 2. Reported local ethnic studies graduation requirements by governance

Governance	Yes	No	No, but being considered	Total	Yes	No	No, but being considered	Total
Public	73	166	84	323	23%	51%	26%	100%
Private	3	52	10	65	5%	80%	15%	100%
Total	76	218	94	388	20%	56%	24%	100%

Ethnic studies implementation plans

220 respondents (57 percent) selected “Yes” when asked if their institution has developed plans to implement or expand ethnic studies course offerings to meet AB 101. Most respondents who answered “Yes” were affiliated with public institutions. This is expected because private institutions are not required to comply with AB 101.

In responses to an open-ended question asking what worked well for their institution with developing and implementing ethnic studies the most common themes were:

- Collaboration
- Support from the school, district, and community
- Having teachers with experience and expertise in ethnic studies

Respondents also mentioned using existing courses and curriculums as models, professional development, and the leadership of an organized group, such as committee or task force.

86 respondents (22 percent) selected “No” when asked if their institution has developed plans to implement or expand ethnic studies course offerings to meet AB 101. When asked to explain why their institution does not have plans, the most common responses were that the institution is private and that plans were still in progress or early stages.

Table 3. Has your institution developed plans to implement or expand ethnic studies course offerings to meet AB 101 requirements?

Governance	Yes	No	I don't know	Total	Yes	No	I don't know	Total
Public	202	56	65	323	63%	17%	20%	100%
Private	18	30	17	65	28%	46%	26%	100%
Total	220	86	82	388	57%	22%	21%	100%

The survey results indicated a correlation between respondent role and what respondents reported when asked if their institution has developed plans to implement ethnic studies to meet AB 101 (see Appendix 2). 85 percent of district administrators and 77 percent of curriculum directors answered “Yes”, while 55 percent of high school teachers, 52 percent of high school administrators, and 32 percent of high school counselors answered “Yes”.

The 220 respondents who indicated their institution has developed plans to meet AB 101 were asked to select the types of courses their institution currently offers or plans to offer from the four options listed in AB 101:

1. A course based on the ethnic studies model curriculum (ESMC)
2. An existing ethnic studies course
3. An ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements of the University of California and the California State University
4. A locally developed ethnic studies course approved by the governing board of the school district or the governing body of the charter school

These types of courses are not mutually exclusive, and respondents were asked to select all that apply.

116 of the 220 respondents reported that their institution currently offers or plans to offer ethnic studies taught as part of a course that has been approved as meeting A-G requirements. Of those 116, 96 (83 percent) also selected at least one other type of course. Appendix 3 provides further detailed information about the types of ethnic studies courses respondents reported their institution currently offers or plans to offer.

Table 4. Types of ethnic studies courses institution currently offers or plans to offer

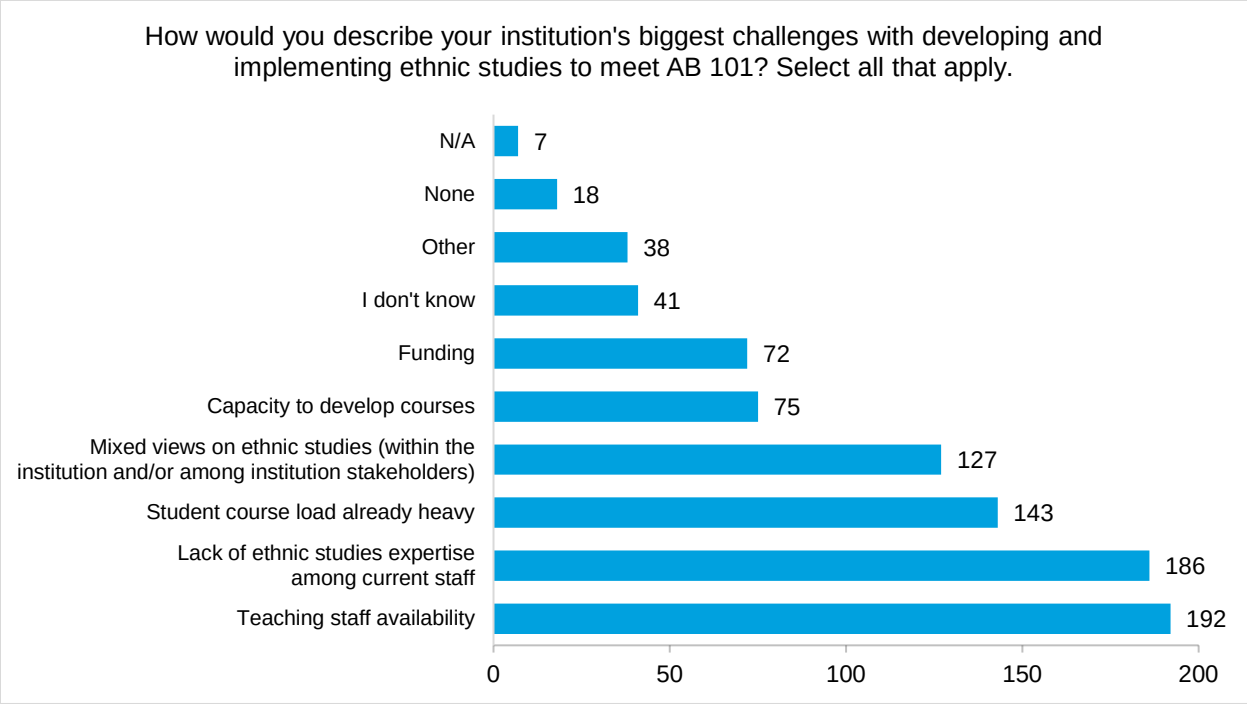
Governance	Based on ESMC	Existing course(s)	A-G approved	Locally developed	I don't know
Public	90	79	105	102	25
Private	7	5	11	2	2
Total	97	84	116	104	27

Challenges and support

As indicated as part of key findings, when respondents were asked about their institution's challenges with developing and implementing ethnic studies to meet AB 101, almost half of respondents reported that teaching staff availability (49 percent) and lack of ethnic studies expertise among current staff (48 percent) as two of their biggest challenges. About a third of respondents also reported challenges with student course load (37 percent) and mixed views on ethnic studies (33 percent).

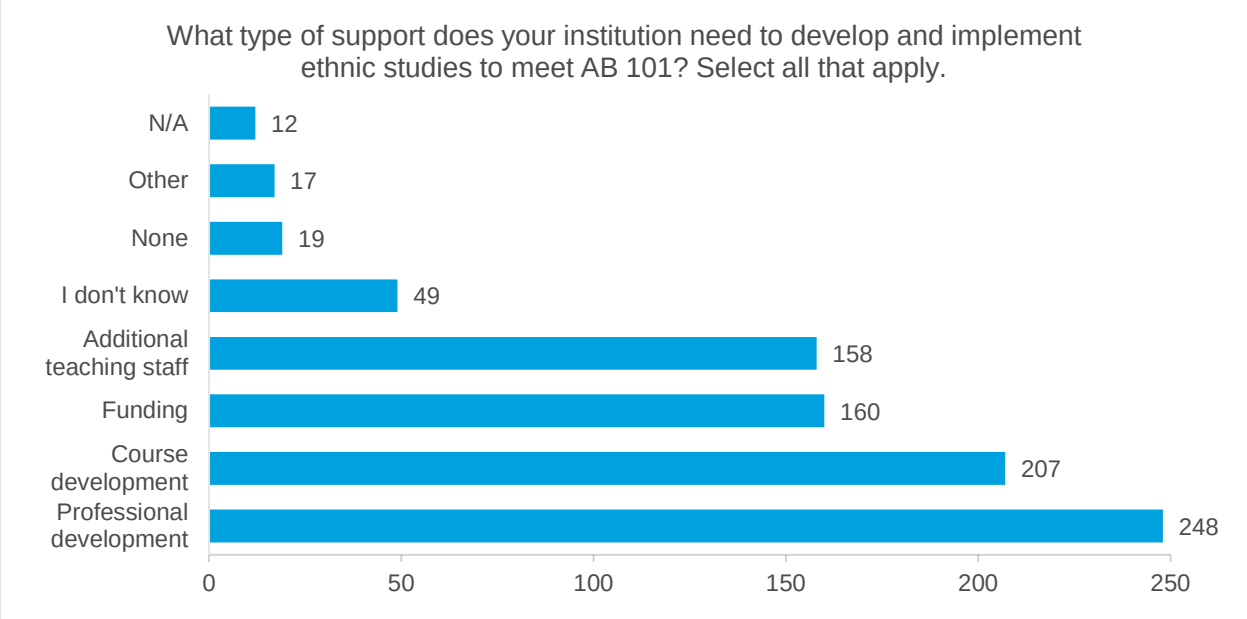
Responses to an open-ended question asking for additional information about institutions' challenges revealed more information regarding issues with student course load and scheduling, citing issues with students wanting to take other electives and AP courses and figuring out how to fit the course into the master schedule.

Figure 1. Challenges in developing and implementing ethnic studies



When respondents were asked about the type of support their institution needs to develop and implement ethnic studies to meet AB 101, 64 percent reported needing professional development and 53 percent reported needing support with course development.

Figure 2. Support needed to develop and implement ethnic studies



When asked to share any additional information about the support their institution needs, about a third of the comments expanded on course and curriculum development support needs, including needing more model courses and curriculum.

Other findings

Respondents shared information about working and partnering with higher education institutions for support, including course and curriculum development. The partner institutions reported were:

- LA Community College District (for dual enrollment courses)
- Citrus Community College (for dual enrollment courses)
- CSU Channel Islands
- Cal Poly, San Luis Obispo
- UC Berkeley History-Social Science Project (part of the California Subject Matter Project)
- UC Davis History Project (part of the California Subject Matter Project)
- UCLA
- UC Santa Barbara

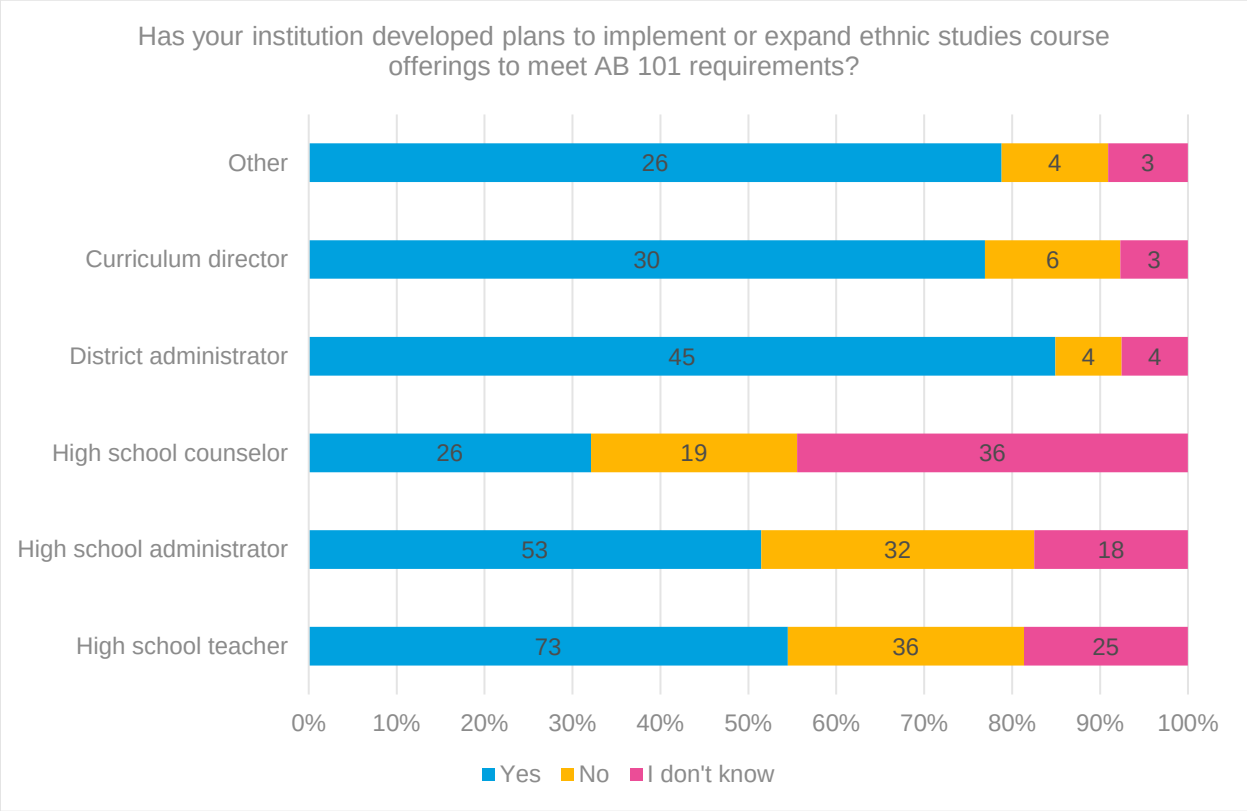
APPENDIX

Appendix 1. Respondent roles

Role	# of respondents
High school teacher	134
High school administrator	103
High school counselor	81
District administrator	53
Curriculum director	39
Other	33

Note: Respondents could select multiple roles.

Appendix 2. Has your institution developed plans to implement or expand ethnic studies course offerings to meet AB 101? (by respondent role)



Note: Respondents could select multiple roles.

Appendix 3.1 Respondents who reported institution is currently offering or planning to offer A-G approved ethnic studies courses by governance

Governance	A-G approved and 1+ other type of course	A-G approved only	Did not select A-G approved	Total
Public	91	14	97	202
Private	5	6	7	18
Total	96	20	104	220

Appendix 3.2 Respondents who reported institution is currently offering or planning to offer A-G approved ethnic studies courses and other course type(s)

Course type(s)	# of respondents	%
A-G approved only	20	17%
A-G approved and ESMC based	14	12%
A-G approved and existing	11	9%
A-G approved and locally approved	9	8%
A-G approved, ESMC based, and locally approved course	19	13%
A-G approved, ESMC based, existing, and locally approved	18	16%
A-G approved, ESMC based, and existing course	15	9%
A-G approved, existing, and locally approved	10	16%
Total	116	100%

UCLA Academic Senate
Executive Board

March 21, 2022

Robert Horwitz
Chair, UC Academic Senate

Re: **(Systemwide Senate Review) Proposed Revision to Senate Regulation 424.A.3**

Dear Chair Horwitz,

At its meeting on March 3, 2022, the Executive Board reviewed the proposed revision to Senate Regulation 424.A.3 and the range of divisional feedback. A majority of Executive Board members voted to endorse the proposed revision with the suggestion to consider an on-campus option for first-year students to fulfill the requirement if they could not do so at their high schools and the creation of an independent subject area of ethnic studies.

Sincerely,

Jessica Cattelino
Chair
UCLA Academic Senate

Encl.

Cc: April de Stefano, Executive Director, UCLA Academic Senate
Shane White, Immediate Past Chair, UCLA Academic Senate

February 24, 2022

To: Jody Kreiman, Chair
UCLA Academic Senate

Re: Senate Regulation 424.A.3 - Ethnic Studies requirement for UC admission

Dear Chair Kreiman,

At its meeting on February 11, 2022, the UCLA Committee on Diversity Equity and Inclusion (CODEI) reviewed and discussed the proposed revision to Senate Regulation 424.A.3, which deals with the addition of an Area "H" Ethnic Studies course to the existing A-G requirements for first year admission to the University.

The proposed revision to 424.A.3 indicates its course satisfaction by a document appended to the proposed revisions, entitled A-G Ethnic Studies Course Criteria, authored by a UC Faculty Workgroup on A-G Ethnic Studies and approved by the BOARS on November 5, 2021. This workgroup included a 6 member writing team of faculty in: History (1), Education (1), Teacher Education (1), Critical Race & Ethnic Studies (1), Ethnic Studies (1), and an undergraduate student. The Workgroup faculty members included 12 faculty and 2 students, in the following disciplines: Critical Race & Ethnic Studies (1), Ethnic Studies (2), Ethnic Studies-Chicano / Latino Studies (1), Chicana/o Studies (2), Native American Studies (1), Asian American Studies (2), African American & African Studies (1), Education (1), and one undergraduate and one graduate student (no major or discipline identified).

The BOARs document outlined the proposed revision to 424.A.3 A-G piggy-backing Ethnic Studies: "At least one-half year of an ethnic studies course among the minimum 15 A-G courses required. High School courses across the A-G subject areas may be eligible for approval for UC's ethnic studies requirement. Courses focused on a single group as well as courses focusing on multiple groups are acceptable."

The Course Criteria & Guidance, Course Content Guidelines, and Skills Guidelines are proposed in the appended document from the Workgroup. These latter 3 sections are taken principally from the Ethnic Studies Model Curriculum adopted by the State Dept of Education on March 18, 2021, from the sections on "Defining Ethnic Studies" and "The History of Ethnic Studies," both of which focus on reductive "commonalities across the four disciplines, and prioritize Race and Racism as the primary motive content of Ethnic Studies.

We should also keep in mind four points about the Model Curriculum: (1) the Ethnic Studies High School Graduation Requirement may be satisfied in one of several ways, only one of them being the piggy-back on A-G subject requirements; (2) the Ethnic Studies Model Curriculum is for K-12 curricular reform that is age appropriate and so for the UC purposes is contextualized within a secondary framework; (3) single group or multi-group courses may satisfy the graduation requirement; and (4) the State curriculum is not the only specification of the course content, as school districts have long adopted similar courses, some of which have been accepted to meet the A-G requirements.

1. As proposed by BOARS, the Subject Area H-Ethnic Studies is supposed to align with a new ethnic studies graduation requirement for California K-12 without adding to the total number of required courses to the existing A-G pattern. It is useful to compare these to those proposed for the Inter-segmental articulation and transfer requirements to see the similarity. As with the discussion about the Ethnic Studies articulation revisions, we felt that in the spirit of the educational reform intended by the State

that there should be an independent unit (full year course) for the Ethnic Studies requirement, and at a minimum there should be a Recommendation of a one year (unit; course), rather than one semester, given the intent of the Model Curriculum was a K-12 reform, spearheaded by a high school graduation requirement. It would also be in synchrony with the proposed Ethnic Studies Inter-segmental articulation requirements (SR428).

424.A.3. Specific Subject Requirements **The following subject requirements must be satisfied through the completion of approved courses of study as provided in Bylaw 145.B.5.**	**428 Subject Requirements for Inter-Segmental articulation & transfer**
a. History/Social Science, 2 units. One unit of world history, cultures, and historical geography; and, one unit of US History or one-half unit of US History and one-half unit of Civics or American government. (Am 17 June 2009)	Social and Behavioral Sciences
b. English, 4 units. College-preparatory English composition and literature. (Rev 4 May1995) (Am 17 June 2009)	English Composition
c. Mathematics, 3 units. Four are recommended. Must include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. (Am 17 June2009)	Math Concepts and Quantitative Reasoning
d. Science, 2 units. Three are recommended. Must provide basic knowledge in at least two of the fundamental disciplines of biology, chemistry, and physics. (Am 17 June2009) (Am 10 April 2019)	Physical and Biological Sciences
e. Language other than English, 2 units. Three are recommended. Both units must be in the same language. (Am 17 June 2009)	Language other than English proficiency
f. Visual and performing arts, 1 unit. Must be a single, year-long course in dance, drama / theater, music, or visual art. (Am 17 June 2009)	Arts and Humanities
g. College preparatory elective, 1 unit. Additional approved a-f courses beyond the minimum required, or courses that have been approved specifically in the 'g' subject area (Am 17 June 2009)	
h. At least one of the courses used to satisfy the specific requirements of Paragraph A.3.a-g of this Regulation must be an approved course of study (one-half unit) in Ethnic Studies.	1 semester of Ethnic Studies (Defined by the Disciplinary prefix of African American Studies, Chican@ Studies (Latin@ Studies), Asian American & Pacific Islander Studies, or Native American Studies).

The UC has tremendous influence in the high school academic curriculum, and has committed to becoming a Hispanic Serving Institution in all comprehensive campuses. This is the least we can do in

helping the State and its school districts in these curricular reforms. We also suggest BOARs consider an option of treating Ethnic Studies as a subject onto its own (for example being satisfied in Subject Area G: College Preparatory Elective of one unit; course; year) provided the operational definition of Ethnic Studies be the 4 "Foundational Disciplines" mentioned in the Preface to the Curriculum:

> "The Ethnic Studies Model Curriculum will focus on the traditional ethnic studies first established in California higher education which has been characterized by four foundational disciplines: African American, Chicana/o/x [sic] and Latina/o/x [sic], Native American, and Asian American and Pacific Islander studies. The focus on the experiences of these four disciplines provides an opportunity for students to learn of the histories, cultures, struggles, and contributions to [US]American society of these historically marginalized [sic] peoples which have often been untold in US history courses. Given California's diversity, the California Department of Education understands and knows that each community has its own ethnic make-up and each demographic group has its own unique history, struggles, and contributions to our state." (ESMC, Peface, p. 5)

The Ethnic Studies Model is an attempt at diversifying the curriculum as the state's enrollment continues to diversify.

CA Ethnic distribution of public school students: 2019–20		
Ethnicity	**Students**	
	Number	**Percentage**
African American not Hispanic	324,496	5.30%
American Indian or Alaska Native	30,282	0.50%
Asian	575,067	9.30%
Filipino	146,501	2.40%
Hispanic or Latino	3,381,198	54.90%
Pacific Islander	27,195	0.40%
White not Hispanic	1,381,737	22.40%
Two or More Races Not Hispanic	243,372	3.90%
None Reported	53,153	0.90%
Total	6,163,001	100.00%

CA Ethnic distribution of public school teachers: 2018–19				
Ethnicity	**Male Teachers (N)**	**Female Teachers (N)**	**Total**	
			N	**%**
American Indian or Alaska Native	476	1,103	1,579	0.51%
Asian	4,203	13,664	17,867	5.81%
Pacific Islander	270	655	925	0.30%
Filipino	1,250	3,458	4,708	1.53%
Hispanic or Latino	17,756	47,148	64,904	21.11%
African American	3,705	8,293	11,998	3.90%
White (not Hispanic)	49,590	138,639	188,229	61.22%
Two or More Races, Not Hispanic	825	2,160	2,985	0.97%
No Response	3,965	10,310	14,275	4.64%
Total	82,040	225,430	307,470	100.00%

In addition, especially considering the college preparatory nature of the A-G requirements, there should be a concentration in synchronizing (articulating) with UC lower division courses, and specifically the Introduction to Chican@ Studies, African American Studies, American Indian / Native American Studies, and Asian American and Pacific Islander Studies courses, as this is where the Disciplinary Paradigm is initially presented didactically and inductively. These courses are controlled by these departments and will display similarities and differences between the four disciplines, without struggling to "unify" or reductively define them to "common competencies," or the western-centric impulse to "minoritize" or "marginalize" them as the single "other" even as "people of color." This is also consistent with the Ethnic Studies Model Curriculum: "this model curriculum has been written to include information on the foundational disciplines in ethnic studies, and affords local educational agencies the flexibility to adapt the curriculum to address the demographics and diversity of the classroom. ***The adaptations should center on deepening or augmenting, rather than scaling down any of the four disciplines.*** (ESMC, Preface, p. 5; emphasis added). We should also keep in mind that the State is in the process of developing a Native American Studies Model Curriculum:

> An act to add Section 51226.9 to the Education Code, relating to pupil instruction. [Approved by Governor October 9, 2017. Filed with Secretary of State October 9, 2017.] legislative counsel's digest: AB 738, Limón. Pupil instruction: Native American studies: model curriculum.
> Existing law requires the adopted course of study for grades 7 to 12, inclusive, to include, among other subjects, the social sciences. Existing law requires the State Board of Education, with the assistance of the Superintendent of Public Instruction, to establish a list of textbooks and other instructional materials that highlight the contributions of minorities in the development of California and the United States. Existing law establishes the Instructional Quality Commission and requires the commission to, among other things, recommend curriculum frameworks to the state board. This bill would require the commission to develop, and the state board to adopt, modify, or revise, a model curriculum in Native American studies, and would encourage each school district and charter school that maintains any of grades 9 to 12, inclusive, that does not otherwise offer a standards-based Native American studies curriculum to offer a course of study in Native American studies based on the model curriculum.

Given the demographic changes in the state, it is not out of the question that in the near future, there should be a model curriculum for each of the 4 "foundational disciplines" currently defining Ethnic Studies, replacing or yet again redefining Ethnic Studies as a multiple-ethnic comparative field rather than a forced "single discipline." With the California population and the student enrollments being overwhelming Chican@ and Latin@, there is concern that Ethnic Studies not be understood as "one size fits all" by focusing on commonalities, as opposed to BOTH the commonalities as peoples "similarly situated" within the US, AND the uniqueness of each community / people, histories and cultures, as outlined in the section entitled Chapter 1 – "Eight Outcomes of K-12 Ethnic Studies Teaching," largely based on Carlos Cortés' (Emeritus Professor, Chican@ Studies, UC Riverside) essay "High School Ethnic Studies Graduation Requirement, State of California, Suggested Basic Curriculum Principles," dated June 26, 2020, which amongst each of the 8 expected or determined outcomes talks about mutual respect and attention to the similarities AND differences between and amongst the four groups. The 8 outcomes are: (1) Pursuit of justice & equity; (2) Working toward greater inclusivity; (3) furthering self-understanding; (4) Developing a better understanding of others; (5) Recognizing intersectionality; (6) Promoting self-empowerment for civic engagement; (7) Supporting a community focus; and (8) Developing interpersonal communication.

California Total population, 2020 Census	Count	Percent
Total:	39,538,223	100.0%
Hispanic or Latino	15,579,652	39.4%
Not Hispanic or Latino:		
White alone	13,714,587	34.7%
Black or African American alone	2,119,286	5.4%
American Indian and Alaska Native alone	156,085	0.4%
Asian alone	5,978,795	15.1%
Native Hawaiian and Other Pacific Islander alone	138,167	0.3%
Some Other Race alone	223,929	0.6%
Two or More Races	1,627,722	4.1%

"Hispanic" Origin by National Origin / Ancestry, California, 2014 (in 000) (CPS)				
	All		US Born	Foreign Born
	N	%	N	N
Mexican	12,560	85.90%	8,260	4,301
Central American	1,357	6.03%	580	778
South American	337	1.55%	149	188
Caribbean	304	2.77%	266	38
Other Hispanic	432	3.75%	361	71
Total	14,990	100.00%	9,616	5,376

1. We support the addition of a seventh subject area H – Ethnic Studies), for the A-G Admissions Requirements. As in our previous discussion on the proposed revisions for the Inter-Segmental Articulation of Ethnic Studies, we discussed the naming of the area as "Ethnic Studies" debatable, but given its use in legislation and CSU organization (e.g., CSU Council of Ethnic Studies), we felt it should not be the point of contention in the discussion. We noted that there is no single definition of Ethnic Studies, and so how it would be defined and satisfied in the transfer curriculum, and we believe this applies to the proposed H subject area in the A-G requirements and the high school graduation requirement, that is more important.

2. When we reviewed the BOARS-2 Inter-segmental Articulation Ethnic Studies revision document the Committee was pleased to see that the Ethnic Studies Subject Area H now carries its own units requirement. We support that the Ethnic Studies Subject Area for Admission (424.A.3) also require independent units, leaving cross-listing an option, to be consistent with recommendations. In addition, especially considering Community College transfers (where admission does not require a high school diploma), the articulation between the University and High School Ethnic Studies courses should prioritize the University lower division courses, specifically the Introduction to Chican@ Studies, African American Studies, American Indian / Native American Studies, and Asian American and Pacific Islander Studies courses, as this is where the Disciplinary paradigm is initially presented didactically and inductively. These courses are controlled by these departments and will display similarities and differences between the four disciplines, without struggling to "unify" or reductively define them to "common competencies," or the western-centric impulse to minoritize them as the single "other." If there is an "Ethnic Studies" prefix, then a required course content criterion should be that it explicitly cover all 4 major groups reflected as

the subject matter of each of the four foundational disciplines and the unique paradigmatic foundations of each discipline.

3. The four disciplines may also have spoken to Curriculum and Instruction, like Chican@ Studies. *Chican@ Studies as Pedagogy* involves curriculum[1] as subject matter, and instruction as the interactive process of teaching and learning and its founding document, *El Plan de Santa Bárbara: A Chicano Plan for Higher Education,* speaks to both of these.

> From the standpoint of an organized curriculum, Chicano Studies means the formal, institutionalized, and dynamic study of Chicano culture in all of its diversity and unity. (CCHE, 1969:40)

The *Plan* instantiated a basic question in this approach, that the discipline believes still stands today.

> A fundamental question to answer in organizing a Chicano Studies curriculum is: should the curriculum focus exclusively on the Chicanos, or on his[her] interaction with Anglo institutions? In our view, while the latter focus is unavoidable, the primary focus should be on the Chicano experience. Only in that way can the Chicano understand his[her] self, and then the world in which he[she] lives. (CCHE. 1969: 41)

This was not an "either-or" question, but a statement of priority, with a rationale in curricular goals and learning theory, and a recognition that anti-Mexican, western-centric schooling creates low self-esteem, negative self-concepts, and an assimilationist destruction of the cultural strengths of our students. This Chican@ Studies pedagogy required both new learning, and repair work.

> A Chicano Studies curriculum organizes the Chicano experience, past and present, in accordance with established cultural categories. The unity of Chicano being is based, in large part, on the Chicano heritage or la herencia del ser chicano. La herencia Chicana, as it contributes to the shaping of an individual Chicano's personality through the living, or experiencing, of Chicano culture, produces dialectically a sense of community***. Thus, in the teaching of Chicano Studies, formal study is designed to influence the student's personal experience, or identity, and by so doing reveal to him[her], either by showing him[her] or eliciting from him[her], the diverse aspects of his[her] self and of his[her] community.*** Chicano Studies should produce, among other things, understanding of one's self, of one's people, and of one's cultural traditions.
>
> It follows that Chicano Studies are not only academic courses, delimited to a purely abstract or rationalistic experience, but rather they encompass much more. Chicano Studies seek to socialize the Chicano student by providing him[her] with the intellectual tools necessary for him[her] to deal with the reality of his[her] experience. ***The critical dialectics of Chicano Studies are the individual and culture which produces identity and new culture; the individual and community which produces social action and change***. Chicano Studies mean, in the final analysis, the re-discovery

[1] Curriculum can be distinguished or studied in 4 ways: (formal curriculum, which is the legally required subject matters in K - 12 schools established by States; Informal curriculum which is what students learn inside and outside of the classroom as a result of the school interactions, climate, culture; Null curriculum, which is generally what is not taught because it is not included in the formal curriculum; and a special case of the null curriculum which is legally termed Compulsory Ignorance which specifies prohibited subject matter in the schools.

> and the re-conquest of the self and of the community by Chicanos. (CCHE, 1969:40; Emphasis added).

Chican@ Studies teaching sought to be different – in content and instruction – implicating a bilingual student, learner-centered pedagogy. Because we tend to teach how we were taught and how we prefer to learn, we have struggled to understand, elaborate, and achieve this goal. California has also adopted English only propositions, and anti-bilingual education laws. Most of us have been taught in our US public schooling entirely in English, through an Anglo, white, Euro-centric curriculum. So, not only do we need to learn about the broader Chican@ history and culture, de la perspectiva nuestra, chicana, that we have been denied in the schools, but also how to most effectively teach in a culturally relevant manner (see Macías, 1974).

Cortés (1973) identified 4 obstacles to the teaching of the Chicano experience in public schools that in large part still continue today: (1) the persistence of stereotypes of Mexicans (and the stereotypes of others as well); (2) inadequate textbooks and curricular materials regarding Chican@s; (3) a general lack of knowledge of the Mexican American past & present; and (4) a rigidity of "traditional" (Anglo-American, Euro-centric) frames of reference for examining the Chicano experience. Cortés (1973:185) identified 5 of these invalid frames of reference: "(1) the idea that U.S. history is an essentially unidirectional east-to-west phenomenon; (2) the attempt to explain the Chicano experience by labeling it 'just like' the experiences of Blacks, Native Americans, or various immigrant groups; (3) the view of the Chicano experience as essentially homogeneous, with most Mexican Americans following a single stereotyped historical pattern; (4) the concept of the 'awakening Mexican American,' arising from a century-long siesta; (5) the attempt to explain the Chicano experience by presenting a parade of Mexican heroes and individual Mexican-American success stories." The negative stereotypes and the invalid rigid frames of references are particularly important when we speak of an alternative image and exploratory concepts / frames in Chican@ Studies with la perspectiva chicana.

There were three "correctives" recommended by Cortés (1973) for Chican@ Studies Teaching strategies: (1) Critical analysis applying a chicano perspective/perspectiva chicana as part of a multi-ethnic perspective analyzing, challenging, and attempting to eliminate stereotypes (images), and prejudice (ideas); (2) Selective use of Chicano supplementary materials; and (3) Constant use of local community resources, with strong emphasis on oral investigation (also known as tapping into Chican@ funds of knowledge) (Cortés, Carlos. 1973). The latter was integrated with what became known as Service Learning, and has been known to be successful. The UCLA César E. Chávez Department of Chicana & Chicano Studies, was named in 2006 as the first Engaged Dept at a Research 1 University by the National Campus Compact for the work done in Barrio Service Learning.

> Our rationale for this [barrio] service-learning requirement was reinforced as we discovered that the research on service-learning indicated a significant effect on college retention and completion (Bringle & Hatcher, 2002). In addition, we found other benefits had been documented. A national, longitudinal study of more than 22,000 undergraduate students indicated that service participation showed
>
> > …significant positive effects on all 11 outcome measures: academic performance (GPA, writing skills, critical thinking skills), values (commitment to activism and to promoting racial understanding), self-efficacy, leadership (leadership activities, self-rated leadership ability, interpersonal skills), choice of a service career, and plans to participate in service after college. These findings directly replicate a number of recent studies using different samples and methodologies. Performing service as part of a course (service-learning) adds

> significantly to the benefits associated with community service for all outcomes except interpersonal skills, self-efficacy, and leadership. Positive results for the latter two outcomes were borderline (i.e., p<.05). (Astin, Vogelgesang, Ikeda, &Yee, 2000, p. ii)
>
> (Source: Macías & O'Byrne, 2005:196-197)

Cortés (1973), identified alternatives to the five rigid Anglo-centric frames of reference in his call for teaching:

(1) Use the "Greater America" concept instead of just the east to west approach to US history, that includes an additional south to north perspective to the "US Southwest." One must add the notion of a large mexicoyotl culture area covering México and Aztlán contributed in (see Forbes, 1973a, especially the chapter "Mexican approach to US History" which describes a 6,000 year presence, influence, and interactions in the region).

(2) The teaching of the Chicano experience suffers from misguided attempts to describe & explain Chicanos by superficially similar & simplistic experiences of other U.S. ethnic groups, as "just like" those of Blacks, Native Americans, or various immigrant groups. The Chicano experience does have certain similarities with the experience of each of these groups, but there are salient differences which invalidate a simple "just like" approach.

(2.1) like Blacks, Native Americans, and Asian Americans, but unlike European immigrant groups, Chicanos can rightfully attribute part of their sufferings to racial prejudice.

(2.2) Like Native Americans, but unlike Blacks, Asian Americans, or European immigrants, Chicanos were 1 of the 2 major ethnic groups which established large-scale societies prior to the coming of Anglos, & through military conquest, became aliens in our own land.

(2.3) Like European and Asian immigrants, but unlike Blacks or Native Americans, Chicanos have seen their numbers increased in the 19th & 20th centuries by a flow of free immigration.

(3) "In examining the Chicano experience, the social studies teacher must avoid not only simplistic 'just like' depictions, he must also reject another equally convenient, but equally distorting traditional frame of reference – the view of the Chicano experience as essentially homogeneous, with most Mexican Americans following a single stereotyped historical pattern. Instead, the teacher should adopt a third exploratory concept – the great internal diversity of the Chicano experience and the Chicano people." (p. 188)

(4) "Since the 1846 conquest, Chicanos have established a long activist heritage of resistance against Anglo discrimination and exploitation. Therefore, in examining Chicano-Anglo relations (and they should be examined in social studies classes), the teacher must avoid the trap of using a simple active Anglo (exploiter-discriminator) and passive Chicano (exploited-discriminated against) model. Moreover, although discrimination, exploitation, and resistance are essential aspects of the Chicano experience, they comprise only part of it. These themes should not be permitted to monopolize the study of the Mexican-American past. The Chicano experience is a unique composite of a vast variety of human activities. By using the 'history of activity' exploratory concept, teachers can help eradicate the distortions produced by the purveyors of 'the awakening Mexican American' and 'the siesta is over' image." (p. 190)

(5) "While applying the 'history of activity' concept, the social studies teacher must avoid the limitations of still another commonly used but distorting frame of reference – the attempt to explain the Chicano experience simply by presenting a parade of Mexican heroes and individual Mexican-American success stories.... However, the teaching of the Chicano experience often becomes little more than the display of posters of Emiliano Zapata, Pancho Villa, Benito Juárez, and Miguel Hidalgo or an extended exercise in 'me too-ism' – the listing of Mexican Americans who have 'made it' according to Anglo

standards. The essence of Chican@ experiences is the masses of Mexican-American people, not heroes nor 'me too' success stories. The social studies teacher should focus on these Chicanos, their way of life, their activities, their culture, their joys and sufferings, their conflicts, and their adaptation to an often hostile social environment. Such an examination of the lives of Mexican Americans can provide new dimensions for the understanding of and sensitivity to this important part of our nation's heritage, which cannot be shown by sanitized Chicano heroes or 'successes'." (p. 191)
(Source: Cortés, Carlos. 1973. Teaching the Experience of Mexican Americans. In James Banks, Ed. *Teaching Ethnic Studies.*)

Chican@ Studies teaching also recognizes the different "audiences" represented in our classes.

(1) For many raza students, what Chican@ Studies teaches is about self-education, and requires much reflection. It also serves as a counter-narrative to the negative imaginary stereotypy of Mexicans in the United States. In doing this Chican@ Studies recognizes the diversity of the subject people especially regards Indigeneity, genders, sexualities, and the multilingual promotion of Indigenous languages as well as the colonial languages of Spanish and English in Chican@ Studies.

(2) Chican@ Studies classes are becoming more attractive to non-Raza students. For the non-raza minoritized students, we must provide for the information that will save many of them from the prejudice that often, but not exclusively, arises from the compulsory and willful ignorance imposed by the US school system, understanding the difference in positionality between students of these other Group studies (including other Latin@ subjects) and students who are Anglo-white.

(3) Those who enjoy white privilege today and protect this system – especially if as haters – need to be challenged in our intellectual version of "stand your ground" or, as our version of academic freedom, whether it is teaching bilingually, in Indigenous languages, or about the Treaty of Guadalupe - Hidalgo.

This is just one example of the motive forces that established Chican@ Studies departments in the UC, CSU, and Community Colleges in California and throughout the country, and that gave rise to a disciplinary paradigm called la perspectiva chicana. Again, as an example, Chican@ Studies scholarship with a Chican@ perspective, then requires four Necessary Dimensions (History: Historicize; Context:Contextualize, Power:Politicize; and Indigeneity:Indigenize) to reflect la perspectiva chicana. It also must deal with four Big Ideas as it relates to the social control and power distribution in the United States (Race; Class/Political Economy; Culture; and Sex/Gender/Sexuality), equally, holistically, intersectionally, sequentially and cross-currently, all specific to the subject. In combination with three Grand Questions of Who are we? What is our material situation in the world? And What do we do about it? This is paradigmatically called the Chican@ Perspective or la perspectiva chicana of Chican@ Studies.

More broadly, reflecting the history and context of the community educational activism, particularly the 1968 Chican@ high school Blowouts, there were four "legacies:

(1) At the elementary and secondary schooling great energy has been invested in the languages of instruction, as well as language subject areas, in establishing *bilingual schooling*; culturally relevant & multi-cultural schooling; Spanish for Spanish speakers (or Heritage language instruction) (Macías, 1974; Díaz, 2017).

(2) *Chican@ Studies* at the three levels of schooling, but especially in colleges and universities, as one of several strategies promoted by Chican@ communities and movement efforts to

improve schooling for Chican@s; to respond to the Walkout demand to “teach our history and culture,” and especially knowledge production.

(3) More radically, the Chican@ community also pursued the development of *alternative institutions* of schooling at the elementary, secondary and tertiary levels (e.g., Valdez, 1974; Macías, et al., 1975). Lastly,

(4) The *diversification* of the teaching force and the professoriate, and the diversification of the student bodies in higher education by increasing the admissions, enrollments, graduation rates, teachers and staff hiring of Chican@s to the general population parity of the school’s service area.

A similar approach could be taken from the point of view of the other groups. The conceptual approach to Ethnic Studies taken by the proposed revision to SR 424.A.3, implies a paradigmatic similarity between the four disciplines, as if they all came to be in the Third World Strike, and deal with the same thing, only differing in the "population" centered in the discipline, which reduces the respective subject "people" to a demographic and returns us to the western centric approach to the study of these peoples as "objects" or "dependent variables" in the US curriculum. As a focus on the subject matters of these four disciplines, their multiple subjectivity is centered as an independent variable in the study, research, and teaching. This is the biggest epistemological difference, for example, between the Social Science study of the "population" and the centering of the people in these four disciplines (e.g., Chican@ "populations"/peoples and Chican@ Studies).

4. There is an added editorial suggestion, consistent with our previous review of SR 428, that Ethnic Studies be *disciplinarily* defined, especially regards course content guidelines. This would mean that the primary term for the disciplinary study of Mexican-origin peoples is Chican@ Studies, and not Latina/o/x Studies. There are specific study areas, and for some, emerging disciplines, in Puerto Rican Studies, Central American Studies, even Latino Studies, but they have different subjects and scopes of study, primacy of concepts, and disciplinary histories. In the disciplinary naming of departments and degree programs, Chican@ Studies is distributed across a much greater number of campuses, and degree programs than the other fields of study, especially in undergraduate academic majors as opposed to minors, across the state and the country. For example, in 2011, there were 28 Community Colleges in California (out of 106), with Chican@ Studies (18), Latino Studies (1), Ethnic Studies (7), and other related fields (2). Chican@ Studies is the only one of these overlapping fields that has over 12 doctoral programs across 8 states as of 2015, and there are more coming on line, partly because the Mexican origin population is also distributed through all the 50 states, and partly because it, like Puerto Rican (Boricua) Studies, has a more than 50 years history in the academy, while Central American Studies, and Latino Studies were created post 2000, and are still trying to get their disciplinary feet on the ground, with campuses sometimes refusing to grant departmental status to them, as happened here at UCLA a couple of years ago when students and faculty demanded a department of Central American Studies, and it was denied by the Chancellors office, and so Chican@ Studies helped incubate a minor in the field in anticipation of its "growth" and possible departmental independence. There should be conceptual clarity between the "populations" centered and the disciplinary departmental organization of these fields. The CSU document proposed revisions that aim to be "Expanding and being more consistent in the use of descriptive language referring to populations and fields." It is certainly appropriate in reference to the populations but much less so to the fields, disciplines, and departments. Chican@ Studies is also related to Indigeneity, which distinguishes the standpoint away from European Colonialists (Hispanics, Latins).

5. This naming and la perspectiva chicana have also been at the center of the compulsory ignorance law in Arizona, which attempted to eliminate Ethnic Studies from the state on the basis that it was teaching hate between groups, but was only targeted and enforced against Chican@ Studies / Raza Studies, it seems because it allegedly was undermining Western Civilization. The federal court litigation that followed the elimination of Chican@ Studies at the Tucson School District (and which was threatening higher education in Arizona), was determined to be unconstitutional by the Court because it was motivated by an impermissible "anti-Mexican animus" (*Gonzalez v Douglas*, 2017 (August 22), Memorandum of Decision, Case No. CV 10-623 TUC AWT; *Acosta v. Huppenthall*, 2012).

The ink was hardly dry on the California Ethnic Studies Model Curriculum, when the conservative Californians for Equal Rights Foundation, filed suit against the State for recommending sample lessons from the Tucson, Arizona School District's highly successful Raza Studies / Chican@ Studies secondary school program.

> The Californians for Equal Rights Foundation, which also is fighting local school districts for including what it calls critical race theory, claimed in a lawsuit Friday that the state is violating the Establishment Clause of the state constitution, which prohibits the state from supporting a religion. "Our clients have a religious objection to the Aztec prayer and they do not want their children chanting the Aztec prayer, being asked or pressured to do so, or risking ostracism if they refuse," wrote Robert Weisenburger, one of the plaintiffs' attorneys, in a letter to the state superintendent on Aug. 26. The lawsuit, filed in San Diego County Superior Court, calls for the state to remove the alleged Aztec prayer from its model ethnic studies curriculum, which is a nonmandatory, sample ethnic studies curriculum offered by the state.
>
> The lawsuit takes issue with words of affirmation and a chant that the state's ethnic studies curriculum encourages schools to use. The affirmation is based on "In Lak Ech," a Mayan philosophy that means, "You are my other me." The state curriculum includes a reference to a poem that playwright Luis Valdez wrote about In Lak Ech: "You are my other me, if I do harm to you, I do harm to myself, if I love and respect you, I love and respect myself." The poem is frequently included in ethnic studies programs. (*San Diego Union Tribune*, 09-09-2021)

A settlement in the case (*Californians for Equal Rights Foundation, et al. v. State of California, et al.*, Case No. 37-2021-00037896) was reached quickly by the California State Dept of Education, removing references to In Lak Ech, and Ashé.

> Although state officials denied the lawsuit's allegations, they agreed to the settlement last week to avoid further litigation costs, according to the settlement agreement. State officials are not admitting any liability. State officials also said in the agreement that they believe the deletions would be consistent with their "long-standing commitment to ensuring appropriate treatment of religion in a secular public education context." The settlement requires that state education officials notify all school districts, charter schools and county offices of education of the deletions. The state must also refrain from encouraging the use of the affirmations and advise all public schools that none of the model ethnic studies curriculum should be used as a prayer or religious act. The state education department also will pay $100,000 for the plaintiffs' attorneys fees. In exchange, the plaintiffs will dismiss the lawsuit. (*Los Angeles Times*, January 18, 2022)

The failure to successfully defend the recommendations in the California Ethnic Studies Model Curriculum by the State indicates a concern regarding their understanding of the content and Chican@ Indigeneity,

particularly their agreement to communicate with the California school districts that they should not use these sample lessons.

Jack Forbes (Professor Emeritus, Native American Studies, UC Davis), a member of the Powhatan nation (which initially greeted the Jamestown colonists in 1607), grew up in El Monte, California, amongst Mexicans, has indicated that he had referenced the US Southwest as "Aztlán" in the early 1960s, before it was popularized in 1969 by the Chicano Movement's *Plan de Aztlán.* He has written extensively on the Indigenous hemispherically, and has founded several significant Indo-Chicano schools, and the Native American Studies Department at the University of California, Davis. The argument regarding the Indigeneity of Chican@s was made by Jack Forbes (1973) in *Aztecas del Norte*, especially in chapter 2, entitled "The Mexican Approach to US History."

(1) Mexican approach to US history is a 6,000 year history of Toltecoyotl - Mexicoyotl, or the Mexican influence, cultural diffusion, within the broad cultural area of what is now the US Southwest, Aztlán.

(2) 22 examples of cultural diffusion, pre and post 1609: CORN in bat cave (1370 BC); three sisters (corn, beans, squash); Nahuatl as lingua franca pre christian era, and during colonial period, especially with bilingualism; Architecture; great temple pyramids (Missippian cultures); trade; temple mounds; ceramics; copper ornamentation; metallurgy; mosaic mirrors; painting; mexican style art; religion; clay figurines; etching; religious political outlook of meso-America; socio-political organization; ornaments & tools of stone, pottery, & shell; stone making; sky-scrapers (multi-story apt bldgs.); making ceremonial ball courts; irrigation systems; clothing; copper bell.

(3) "Mexican" prior to 1821, referred to Nahuatl-speaking people, and so to the language; in the 16th century one had to be Nahuatl-speaking to be Mexican, then Aztec or Aztec-related, or under the influence of the Aztecs. Since 1821, it also referred to people of the nation state México, including other non-Nahua peoples (such as Tarascans, Mayas, Mixtecs, Yaquis). (18)

(4) Mexicanization of Spanish & Spaniards, English and Anglo-Americans, linguistically & culturally. (29)

(5) Azteca is a person of Aztlán or the [US] "Southwest." (13)

(6) Aztecas del norte compose the largest single tribe or nation of Anishinabeg (Indians) found in the US today. (13)

(7) Like other Native American groups the Aztecas of Aztlán are not completely unified or a homogeneous people (Mexican Americans; United Statesians; Chicanos; Mexicanos; Hispanos). But, all have "one common denominator: they all possess Mexican Anishinabeg (Indian) descent to some degree." (13)

(8) Thus, mexicanismo is ultimately the central core element in the self-definition of all Chicanos, Mexican Americans, Hispanos, and so on." (13)

(9) A considerable number of Spanish-surnamed people in Aztlán are descended from native "southwestern" Anishinabeg who were enslaved or converted by the Spaniards, or who inter-married with Mexicans. This reinforces the Chicanos' feeling that they are natives of Aztlán rather than immigrants from México, which sometimes leads to friction with Mexicans who view México as the homeland. (14)

(10) Chicanos or Mexican Americans constitute a significant group for research purposes, especially on processes of universal importance like culture change, acculturation, racial mixture, assimilation, and national liberation.

(11) It is hoped this essay will serve to bring greater recognition to the Mexican aspect of the North American heritage. 6,000 years of influence demand attention, not in some area of foreign

> study, but as an integral part of US history. The heritage of Anahuac, in its Indigenous, Hispano-Mexican, modern Mexican, or Mexican American manifestations, is a living part of the past, present, & future of the US. (29)
> (Forbes, 1973a)

The education available from each discipline regards each group is necessary for our state policy makers as well as students, and the settlement to this antagonistic lawsuit is an example of the weaning of the curricular content and learner-centered instruction embodied by each of these disciplines, and goes against the intent of the legislation to provide culturally relevant education for all students.

In Texas, the controversy has been mixed. It appears that around 2005, there was a legislative mandate that a Mexican American field of study be formed at each public higher education institution. Mexican American Studies was also included as part of the higher education Common Core Curriculum, in which courses in 2 year and 4 year colleges are assigned the same numbers, content, and credits , allowing for easier transfers to four year colleges. The Texas Foco of the National Association for Chicana & Chicano Studies initiated a campaign in 2015, to establish Mexican American Studies in 100 school districts in the state. Also, in 2015, "The Texas Legislature passed a resolution declaring May 1, 2015, 'Mexican-American Studies Day'." (Planas, 2015).

At the same time, there has been resistance to Chican@ Studies by the Texas State Board of Education, which has gained some measure of success in restoring the primacy of the western-centric, White-Anglo curriculum in their 1836 Project (Remember the Alamo), and in changing the name of Chican@ Studies to Mexican-American Studies within their high school curriculum framework, and in their articulation efforts between Community Colleges and 4 year institutions which were centered on Mexican American Studies courses in the two segments. In the minds of Texas officials, these naming and definitional "tweaks" were more acceptable to them as they fit the "immigrant frame" within their comfort zone, that Mexicans are just another immigrant group that must assimilate to succeed.

We are not suggesting that Chican@ Studies be the only disciplinary / departmental prefix identified in the Ethnic Studies proposed revisions document. We are strongly pointing out that there are different educational histories of the four disciplines qua groups that beg for individual visibility and respect for their uniqueness within the academic disciplinary pluralism that is being required by the State, and not confused with identity politics of a post racial, post Mexican state of affairs. The California legislation that mandated an Ethnic Studies requirement for graduation, was in part motivated by the Arizona case. The Arizona anti-Mexicanists are following the issue in California, and so the UC should keep this in mind, lest we fall into the same anti-Mexicanism politics as Arizona and Texas, in revising this Admissions requirement. Grounding it across inter-segmental and first year admissions in the four disciplines would provide for greater strength in pursuing this educational reform, as was done when the National Association for Chican@ Studies provided an amicus brief to the litigation challenging the Arizona law.

In consideration of anti-ethnic studies laws in other states, we also recommend BOARS consider an on campus option for meeting this H Subject Area Admission requirement on campus for non-resident students and international students.

6. The CSU Council of Ethnic Studies statement approved by the CSU Academic Senate has much merit, and was fashioned by much discussion and debate and struggles, involving an Ethnic Studies Advancement Task Force that reviewed the history of these departments since their inceptions in 1968 (and as reported in 2017). One of the more difficult topics of discussion was to identify the commonalities

of the four disciplines without reducing, dismissing, or distorting each of their differences and uniqueness, and separate disciplinary histories. This, we believe, is the reason for identifying the departmental prefixes as the indicia for meeting the articulation Ethnic Studies requirement in the CSU. As the four disciplines are distinguishable from each other, it was important to ground the definition of Ethnic Studies in these four disciplines. We suspect these common core competencies will change, be adjusted, and paradigmatically be refined, clarified, within each discipline over time, in order to better consider the use of the term Ethnic Studies, which, in general, has been eschewed at UCLA for over 50 years, because it has been used in the UC system as a way of reducing resources to each discipline, or shifting the central focus of each discipline, or preventing the disciplinary growth through inter-departmental programs, or in other ways redefining and redirecting the growth of the component disciplines witholding departmental status or comprehensive degree programs.

We suggest each of the UC campuses look at Academic Pluralism in assuring there are independent Departments and comprehensive degree programs in each of these disciplines to meet the State's public needs in these areas. In regards the goal of having every UC campus as a "Hispanic Serving Institution" (HSI), this requires consideration of respecting the various fields of study (Chican@ Studies, Central American Studies, Puerto Rican Studies, and Latino Studies) that serve the diverse "Hispanic population" and students, proportionately, respecting the unique case of Mexicans / Chican@s in the state, the region, country, and the northern continent of the hemisphere. This includes consideration of making the UC a bilingual institution in English and Spanish, teacher certification in each discipline in concert with the Bilingual, Culture & Language Acquisition Development (BCLAD) credential already in existence, and expand its epistemology of Indigenous languages for language revitalization.

Thank you for the opportunity to review and comment on this policy. If you have any questions, please do not hesitate to contact me at reynaldo@chavez.ucla.edu or the Committee on Diversity, Equity, and Inclusion Analyst, Lilia Valdez at lvaldez@senate.ucla.edu.

Sincerely,



Professor Reynaldo F. Macias, Chair
Committee on Diversity, Equity and Inclusion
UCLA Academic Senate

UCLA Academic Senate
Undergraduate Council

3125 Murphy Hall
410 Charles E. Young Drive East
Los Angeles, California 90095

February 16, 2022

To: Jody Kreiman, Chair, Academic Senate

From: Li Cai, Chair, Committee on Undergraduate Admissions and Relations with Schools

Re: Systemwide Senate Review: Proposed Revision to Senate Regulation 424.A.3

At its meeting on February 11, 2022, the Committee on Undergraduate Admissions and Relations with Schools (CUARS) reviewed the Proposed Revision to Senate Regulation 424.A.3. The proposed revision involves the addition of at least one-half unit of an Area "H" Ethnic Studies course among the minimum 15 A-G requirements for freshman admission to the University. Area H aligns with a new Ethnic Studies requirement for California K-12 without adding to the total number of required courses in the A-G pattern.

Members recommended that the existing A-G requirements continue to be designated as such, and that the University refrain from using the "Area H" designation to avoid confusion. To better assist counselors and students in understanding the requirements, members encourage the development of explicit guidelines and dedicated resources.

Noting wide gaps in A-G availability across California, some members also commented that the requirement may pose challenges for students and teachers from certain school districts. It was suggested, from a pedagogical standpoint, that the expectation that qualifying courses must fulfill all the content and skills guidelines may be unrealistic. Some members noted that the requirement may further complicate comparisons of applicants applying from states that explicitly prohibit certain content in their Ethnic Studies curricula.

Thank you for the opportunity to opine. If you have any questions, please contact me via the CUARS analyst, Julia Nelsen, at jnelsen@senate.ucla.edu.

CC: Jessica Cattelino, Vice Chair/Chair-Elect, Academic Senate
April de Stefano, Executive Director, Academic Senate
Julia Nelsen, Committee Analyst, Undergraduate Council
Peter Petersen, Vice Chair, Undergraduate Council
Shane White, Immediate Past Chair, Academic Senate

UCLA Academic Senate
Undergraduate Council

3125 Murphy Hall
410 Charles E. Young Drive East
Los Angeles, California 90095

January 21, 2022

To: Jody Kreiman, Chair, Academic Senate

From: Kathleen Bawn, Chair, Undergraduate Council

Re: Systemwide Senate Review: Proposed Revision to Senate Regulation 424.A.3

At its meeting on January 7, 2022, the Undergraduate Council reviewed the Proposed Revision to Senate Regulation 424.A.3. The proposed revision involves the addition of an Area "H" Ethnic Studies course to the existing A-G requirements for freshman admission to the University. Area H aligns with a new ethnic studies requirement for California K-12 without adding to the total number of required courses in the A-G pattern.

While members consider the interest in Ethnic Studies to be important and laudable, several noted that the inclusion of Area H may inadvertently disadvantage non-resident and international student applicants, who would may not be able to meet the requirement at their local schools. Some members pointed out that the requirement appears to mandate high schools to teach curriculum that may not be offered outside of California, and that is in effect illegal in certain states which have banned the teaching of ethnic studies from certain theoretical perspectives (e.g. critical race theory).

Thank you for the opportunity to opine. If you have any questions, please contact me via the Undergraduate Council's analyst, Julia Nelsen, at jnelsen@senate.ucla.edu.

CC: Jessica Cattelino, Vice Chair/Chair-Elect, Academic Senate
April de Stefano, Executive Director, Academic Senate
Julia Nelsen, Committee Analyst, Undergraduate Council
Peter Petersen, Vice Chair, Undergraduate Council
Shane White, Immediate Past Chair, Academic Senate

Robert Horwitz
Telephone: (510) 987-0887
Email:robert.horwitz@ucop.edu

Chair of the Assembly of the Academic Senate
Faculty Representative to the Regents
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

December 2, 2021

CHAIRS OF SENATE DIVISIONS AND COMMITTEES:

Re: Systemwide Review of Proposed Revisions to Senate Regulation 424.A.3

Dear Colleagues,

I am forwarding for systemwide Senate review the attached revision to Senate Regulation 424.A.3. The revision was proposed by the Board of Admisssions and Relations with Schools (BOARS) and creates an A-G ethnic studies requirement for freshman admission to the University by adding Area "H" to the existing A-G requirements. Area H asks that at least one course high school students use to satisfy another A-G area be an approved course of study (one-half unit) in Ethnic Studies. The addition of Area H aligns with a new ethnic studies requirement proposed for California K-12 without adding to the total number of required courses in the A-G pattern. High schools will have until 2030 to develop eligible courses.

In addition to draft language for revisions to Senate Regulation 424.A.3, BOARS has approved A-G ethnic studies course criteria and guidelines. The criteria were developed by a faculty workgroup and establish UC's expectations for Area H.

Please submit comments to the Academic Senate office at SenateReview@ucop.edu by March 22, 2022 to allow us to compile and summarize comments for the Academic Council's March 30 meeting. As always, any committee that considers these matters outside its jurisdiction or charge may decline to comment.

Please do not hesitate to contact me if you have additional questions.

Sincerely,



Robert Horwitz, Chair
Academic Council

Cc: Senate Directors
Executive Director Baxter

Encl.

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO SANTA BARBARA • SANTA CRUZ

BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)
Madeleine Sorapure, Chair
sorapure@writing.ucsb.edu

Assembly of the Academic Senate
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200

November 15, 2021

ROBERT HORWITZ, CHAIR
ACADEMIC COUNCIL

RE: A-G Ethnic Studies Requirement

Dear Robert,

Last year, the Board of Admissions and Relations with Schools (BOARS) approved adoption of an A-G ethnic studies requirement for admission to the University of California, effective 2030 (enclosure 1). At that time, BOARS also submitted draft language for revisions to Senate Regulation 424, which governs A-G subject areas. The UC Office of the President (UCOP) then convened a UC faculty workgroup of experts in the field to establish academic expectations for such a requirement. At its November 5, 2021, meeting, BOARS approved the enclosed course criteria and guidance for the A-G admission requirement in ethnic studies (enclosure 2).

We ask that both the draft revisions to SR 424 and the proposed ethnic studies criteria should be sent for endorsement via the systemwide review mechanism.

Thank you for your support,

Sincerely,

Madeleine Sorapure
BOARS Chair

Encls.

cc: Members of the Board of Admissions and Relations with Schools (BOARS)
Executive Director Baxter

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO SANTA BARBARA • SANTA CRUZ

BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)
Eddie Comeaux, Chair
eddie.comeaux@ucr.edu

Assembly of the Academic Senate
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200
Phone: (510) 987-9466
Fax: (510) 763-0309

December 8, 2020

MARY GAUVAIN, CHAIR
ACADEMIC COUNCIL

RE: New Subject Requirement for UC Admission for Graduates of Secondary Schools in California: Ethnic Studies

Dear Mary,

The Board of Admissions and Relations with Schools (BOARS) has consulted with student activists and representatives from the systemwide office of Graduate, Undergraduate, and Equity Affairs regarding a new subject requirement for UC admission for graduates of secondary schools in California which focuses on ethnic studies. As you know, the California State University recently added an ethnic studies requirement for undergraduates, and considerable public interest in expanding ethnic studies curricula exists. After lengthy deliberation, BOARS voted unanimously to amend the California high school subject requirements (Senate Regulation 424.A.3) with a non-additive one-semester course that emphasizes ethnic studies. As the enclosed justification details, this change is intended to better prepare students to engage with the diverse student body at UC and the general California population. It conforms with the spirit of AB 331, and emphasizes that ethnic studies is required, not optional. Because it is non-additive, students will still be able to pursue their specific academic and extra-curricular interests, should they not overlap. The proposal schedules implementation in 2030, allowing all California high schools to develop courses.

Accordingly, we propose the following new subsection to SR 424.A.3:

> h. At least one of the courses used to satisfy the specific requirements of Paragraph A.3.a-g of this Regulation must be an approved course of study (one-half unit) in Ethnic Studies.

We ask the Council's support for this change, and in leading the systemwide review process ahead of ratification by the Academic Assembly. Meanwhile, BOARS will continue to work with GUEA to convene a panel of faculty experts to develop academic standards for articulation.

Feel free to contact us with any questions or concerns.

Thank you,

Eddie Comeaux
BOARS Chair

Encl.

cc: Members of the Board of Admissions and Relations with Schools (BOARS)
Executive Director Baxter
GUEA

424.A.3. Specific Subject Requirements

The following subject requirements must be satisfied through the completion of approved courses of study as provided in Bylaw 145.B.5.

a. History/Social Science, 2 units. One unit of world history, cultures, and historical geography; and, one unit of US History or one-half unit of US History and one-half unit of Civics or American government. (Am 17 June 2009)
b. English, 4 units. College-preparatory English composition and literature. (Rev 4 May 1995) (Am 17 June 2009)
c. Mathematics, 3 units. Four are recommended. Must include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. (Am 17 June 2009)
d. Science, 2 units. Three are recommended. Must provide basic knowledge in at least two of the fundamental disciplines of biology, chemistry, and physics. (Am 17 June 2009) (Am 10 April 2019)
e. Language other than English, 2 units. Three are recommended. Both units must be in the same language. (Am 17 June 2009)
f. Visual and performing arts, 1 unit. Must be a single, year-long course in dance, drama/theater, music, or visual art. (Am 17 June 2009)
g. College preparatory elective, 1 unit. Additional approved a-f courses beyond the minimum required, or courses that have been approved specifically in the 'g' subject area (Am 17 June 2009)
h. <u>At least one of the courses used to satisfy the specific requirements of Paragraph A.3.a-g of this Regulation must be an approved course of study (one-half unit) in Ethnic Studies.</u>

UNIVERSITY OF CALIFORNIA

Proposal for A-G Ethnic Studies

Prepared by UC Board of Admissions and Relations with Schools (BOARS)

Presented to Academic Council, November 22, 2021

Proposal

Amend the California high school subject requirements (Academic Senate Regulation 424.A.3), commonly known as A-G requirements, with a non-additive one-semester course that emphasizes ethnic studies:

> Require at least **one-half unit** of an ethnic studies course among the minimum 15 A-G courses. High school courses across A-G subjects may earn an Ethnic Studies designation if they align with UC's ethnic studies course policy, to be determined by a UC faculty ethnic studies workgroup.

Ethnic studies is the critical and interdisciplinary study of race, ethnicity, and indigeneity with a focus on the lived experiences and perspectives of people of color. It centers the knowledge, narratives, and intellectual scholarship of racial or ethnic groups,[1] including how groups define and experience social, cultural, and political forces and their connections to gender, class, sexuality, and other intersections of identity. Ethnic studies provides culturally relevant pedagogy that helps students develop inclusivity by fostering understanding of diversity, connecting students with their community, and giving them the tools to identify and change the institutional structures that perpetuate inequity.

This proposed new requirement is intended to better prepare students to engage with the diverse student body at the University of California and the general California population.

Background

BOARS voted unanimously in November 2020 to amend Academic Senate Regulation 424.A.3 to require ethnic studies for freshman admission. The proposed requirement promotes the importance of ethnic studies without requiring additional A-G courses beyond the minimum 15. It supports that ethnic studies can be taught in all subject areas and allows flexibility in how students may fulfill the requirement.

The proposed A-G ethnic studies requirement aligns with the recently signed AB 101, requiring completion of a one-semester ethnic studies course beginning with high school students graduating in 2029-30. Students can satisfy the ethnic studies high school graduation requirement by completing an ethnic studies course approved as meeting the A-G requirements. California districts such as Los Angeles Unified School District (USD), Compton USD, San Francisco USD, and Santa Ana USD already have ethnic studies graduation requirement policies.

[1] Christine Sleeter, The Academic and Social Value of Ethnic Studies: A Research Review (Washington, D.C.: National Education Association, 2011), vii, https://files.eric.ed.gov/fulltext/ED521869.pdf.

Along similar lines, the California State University (CSU) has already started implementing ethnic studies as required by AB 1460. Starting with the 2021-22 academic year, CSU must provide ethnic studies at all of its campuses. CSU must also include ethnic studies as an undergraduate graduation requirement beginning with the graduating class of 2024-25. To align CSU and UC's common Intersegmental General Education Transfer Curriculum (IGETC) with the new CSU ethnic studies graduation requirement, UC has proposed and developed criteria for an ethnic studies IGETC subject area in collaboration with CSU.[2]

A study on California high school students conducted by UC Irvine Professor Emily Penner and Stanford Professor Thomas Dee published in the flagship journal of the American Educational Research Association found that taking ethnic studies had a positive and significantly large causal effect on at-risk students' academic outcomes, highlighting the importance of culturally relevant pedagogy.[3] Along similar lines, a more recent study showed positive longer-term impacts on underrepresented students from taking ethnic studies classes offered in San Francisco USD, including increased measures of engagement throughout high school (e.g., attendance) and the probability of postsecondary matriculation.[4] Christine Sleeter and Miguel Zavala's research on the impact of ethnic studies supports the positive value of ethnic studies for students of color and white students.[5] By requiring all future UC applicants to take an ethnic studies course, UC can uplift the outcomes of students of color and change the institutional structures that perpetuate inequity.

Recommendations for A-G Ethnic Studies Course Criteria

A UC ethnic studies faculty workgroup was convened to make recommendations to BOARS regarding course criteria and guidance that will be circulated for UC systemwide faculty review along with BOARS' proposal for a new A-G ethnic studies requirement. The criteria aim to:

- Establish UC's expectations for all A-G courses approved for the ethnic studies subject requirement to ensure they embody the foundational values of the field of ethnic studies;
- Shape course content based on guiding principles regarding what A-G ethnic studies courses, teaching, and learning will achieve; and
- Identify the repertoire of skills that students will develop for critical analysis and engagement with, and transformation of, society and the world.

---

[2] The IGETC ethnic studies proposal to amend Academic Senate Regulation 478 is undergoing a separate systemwide review process that is expected to conclude by December 2021.

[3] Thomas S. Dee and Emily K. Penner, "The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum," *American Educational Research Journal*, vol. 54, no. 1 (2017), 127-166, https://files.eric.ed.gov/fulltext/EJ1132535.pdf.

[4] Sade Bonilla, Thomas S. Dee, and Emily K. Penner, "Ethnic Studies Increases Longer-Run Academic Engagement and Attainment," *Proceedings of the National Academy of Sciences of the United States of America*, vol. 188, no. 37 (2021), e2026386118, https://doi.org/10.1073/pnas.2026386118.

[5] Christine Sleeter and Miguel Zavala, What the Research Says About Ethnic Studies, reprinted from Transformative Ethnic Studies in Schools: Curriculum, Pedagogy, and Research (New York: Teachers College Press, 2020), https://www.nea.org/resource-library/what-research-says-about-ethnic-studies.

UNIVERSITY OF CALIFORNIA

UC's A-G ethnic studies criteria will ultimately serve as a high-level guiding document for the primary target audience of those preparing and submitting new A-G courses to UC: K-12 ethnic studies educators, high school counselors, and school/district administrators.

Timeline

The next steps for the proposal for both the A-G ethnic studies requirement and the course criteria are:

- A 90-day UC systemwide faculty review, providing feedback to Academic Council and BOARS
- Review by Academic Assembly

UNIVERSITY OF CALIFORNIA

A-G Ethnic Studies Course Criteria

Approved by BOARS, November 5, 2021

A-G Ethnic Studies

At least one-half year of an ethnic studies course among the minimum 15 A-G courses required. High school courses across the A-G subject areas may be eligible for approval for UC's ethnic studies requirement. Courses focused on a single group as well as courses focusing on multiple groups are acceptable.

Course Criteria & Guidance

All A-G courses approved for the ethnic studies subject requirement will embody the foundational values of ethnic studies, a field that emerged from grassroots struggle. These values are grounded in the interdependence between holistic humanization and critical consciousness:

- Holistic humanization upholds and manifests the values of love, respect, hope, solidarity, and experiential knowledge of communities of color.
- Critical consciousness is the ability to recognize and understand racialized oppressive social and political conditions and to act to change those conditions.

Courses approved for the ethnic studies requirement will need to satisfy both the course criteria for the relevant A-G subject area and *all* of the following criteria specifically for ethnic studies:

1. Critically approach histories, realities, and legacies of racism in the content area of the course.
2. Center anti-racism and anti-racist solidarity throughout the course.
3. Center communities of color from their self-determined perspectives, experiential knowledge, culturally sustaining practices, and expertise. Critically examine claims of "objectivity," "neutrality," and "freedom from bias."
4. Examine racialization as a historical and ongoing structural/systemic process.
5. Include as prior knowledge and teach how "race" is a social construct through the history and theory of racial formation.
6. Explain how the teacher will use ethnic studies pedagogy throughout the course.
7. Equip students with the theoretical tools and vocabulary essential to ethnic studies analysis.

Course Content Guidelines

In addition, courses meeting the ethnic studies requirement will address *each* of the following guiding principles, *even if in varying degrees*. A-G ethnic studies courses, teaching, and learning will do the following:

CENTER an understanding of Indigeneity, routes, and roots through acknowledgement that the course takes place on stolen, unceded land of ____ Native Peoples and in spaces forged through labor, paid, unpaid, and underpaid. This is taught through anti-racist and anti-colonial liberation, cultural work, self-worth, self-determination, and the holistic well-being of the widest conceivable collective, especially Native people and people of color.
CREATE and honor anti-colonial and liberatory movements that struggle for social justice on global and local levels. Engage in the critical study of struggles, locally and globally, against systems and ideas that attempt to divide and conquer people.

UNIVERSITY OF CALIFORNIA

CULTIVATE communities that foster, acknowledge, and value the relationships of Indigenous and all communities of color for their survival. Place high value on Indigenous knowledges, worldviews, and epistemologies, and those of other communities of color.
CRITIQUE histories of imperialism, dehumanization, and genocide to expose how they are connected to present-day ideologies, systems, and dominant cultures that perpetuate racial violence, white supremacy, and other forms of oppressions.
CHALLENGE and examine how multiple oppressions and identities intersect (e.g., race, ethnicity, class, gender, culture, nationality, sexual orientation, belief-system, history, language).
CONCEPTUALIZE and create spaces that embrace the idea that racial and ethnic groups are not monolithic and model the joy, knowledge, agency, strength, and endurance of Indigenous and People of color communities.

Skills Guidelines

Because ethnic studies requires that students develop a repertoire of skills for critical analysis and engagement with and transformation of society and the world, approved courses will support them, as critically conscious intellectuals gaining varying levels of mastery, to do the following:

1. Identify, analyze, contextualize, and corroborate sources, with attention to epistemologies, histories, explicit and implicit biases, insider and outsider perspectives of all course materials and objects of study (i.e., books; articles; films; primary documents; artwork; media; websites; archaeological “finds”; scientific and mathematical theories, methods, and “discoveries”; mathematical applications, etc.).
2. Recognize and interrogate power and oppression at ideological, institutional, interpersonal, and internalized levels.
3. Analyze and assess the impact of systems of power and oppression—including empire, white supremacy, white supremacist culture, anti-Blackness, anti-Indigeneity, racism, xenophobia, patriarchy, classism, ableism, belief systems, ageism, anthropocentrism—across race, class, gender, sexuality, disability, and other intersections of identity.
4. Critique dominant narratives of power and their claims to neutrality, objectivity, color-blindness, freedom from bias, and meritocracy in order to examine their harm to Indigenous and other communities of color.
5. Develop leadership, community participation, publicly engaged research, communication, praxis, and other skills to address and dismantle systems of oppression and dehumanization in the many forms in which they appear (i.e., anti-Blackness, xenophobia, ableism, heteropatriarchy).
6. Participate in Indigenous, Black, and people of color-centered histories, knowledge systems, and pedagogical practices that challenge traditional Western educational approaches and practices.
7. Cultivate critical hope, community care, relational accountability, and self-determination for past,

present, and future generations.
8. Nurture community engagement in order to foster anti-racist futures and solidarity across communities.

A-G Ethnic Studies Faculty Workgroup

- Co-Chair Eddie Comeaux, BOARS Chair & Professor of Higher Education, Riverside
- Co-Chair Monica Lin, Director of A-G and Transfer Policy Analysis & Coordination, UC Office of the President (UCOP)

Writing Team:

- Verónica Castillo- Muñoz, Associate Professor of History, Santa Barbara
- Tricia Gallagher-Geurtsen, Lecturer in Education Studies, San Diego
- Christine Hong, Associate Professor of Critical Race and Ethnic Studies, Santa Cruz
- Andrew Jolivétte, Professor & Chair of Ethnic Studies, San Diego
- Darlene Lee, Teacher Education Program Faculty Advisor, Los Angeles
- Kimberly Woo, Undergraduate Student, Berkeley

Workgroup Members:

- Courtney Bonam, Assistant Professor of Critical Race and Ethnic Studies, Santa Cruz
- Dolores Inés Casillas, Associate Professor of Chicana/o, Santa Barbara
- Keith Feldman, Associate Professor of Ethnic Studies, Berkeley
- Genavieve Koenigshofer, Undergraduate Student, San Diego
- Inés Hernández-Ávila, Professor of Native American Studies, Davis
- Julia Lee, Associate Professor & Chair of Asian American Studies, Irvine
- Jennifer Nájera, Associate Professor & Chair of Ethnic Studies, Riverside
- Arturo Nevárez, Graduate Student, Riverside
- Bettina Ng'weno, Associate Professor of African American & African Studies, Davis
- Emily Penner, Assistant Professor of Education, Irvine
- Laura Pérez, Professor of Ethnic Studies-Chicano/Latino Studies, Berkeley
- Lee Ann Wang, Assistant Professor of Asian American Studies, Los Angeles
- Daniel Widener, Associate Professor of History, San Diego
- Chris Zepeda-Millán, Associate Professor of Chicana/o Studies, Los Angeles

UCOP Staff Support:

- Kimberly Boral, Project & Policy Analyst
- Chase Fischerhall, Associate Director of A-G and Transfer Policy Analysis & Coordination
- Danyale Willingham, High School Articulation & Policy Analyst