



Introduction of Korean American Studies Curriculum and E-library

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at the Korean American & Asian American Studies Curriculum Conference

Overview of the Presentation

- What happened in California regarding Ethnic Studies?
- Which Ethnic Studies Values and Principles were incorporated into the curriculum?
- Suggestions on How Ethnic Studies can be taught in K-12 classrooms
- Core Competencies for the Ethnic Studies Requirements (Example)
- Journey to enhance Korean American Ethnic Studies Curriculum
- Progression of this Korean American Ethnic Studies Curriculum Development & E-library
- Connecting with other Ethnic Studies Curriculum
- Contents of Korean American Ethnic Studies Teaching Resources and E-library

What happened in California regarding Ethnic Studies?

AB 1460: approved by the *Governor Newsom* on **Aug 17, 2020**, requires each of 23 CSU (California State University) campus to offer courses in ethnic studies as a graduation requirement.

- Students *graduating in 2024-25 and beyond* shall take at minimum, **one 3-unit course** in ethnic studies as an undergraduate graduation requirement.

The California State Board of Education approved K-12 **Ethnic Studies Model Curriculum** on **March 18, 2021**.

AB 101: California becomes 1st state to require ethnic studies for graduation from high school. The governor signed the bill on **Oct 8, 2021**.

- Public high schools **must begin offering** semester-long ethnic studies courses with the graduating class of **2029-30** school year.
- Schools will still be able to **locally develop** their own plan.

Ethnic Studies Values and Principles incorporated in this Teaching Resource Materials

What is Ethnic Studies?

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

Why teach Ethnic Studies in K-12 classrooms?

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

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

- “Ethnic Studies highlights the **importance of untold stories** and emphasizes the **danger of a single story.**” (Chimamanda Ngozi Adichie–Nigerian writer)
- Focus on how each ethnic community has its own **unique history, struggles, and contributions**, which should be taught, understood, and celebrated.
- Emphasize how “Diversity & diverse perspectives within an ethnic group” should be taught to **avoid reducing a group to a single story** and **strengthen our understanding** of diversity, equity, and justice.
- **Culturally Relevant:** Curriculum + pedagogy reflect values, beliefs, practices, and traditions of the community we represent.
- **Connect** with other ethnic groups and use **community-responsive pedagogy** that addresses community needs and issues; Commitment to the wellness of the community and family.

Sample
Core
Competencies
for
the Ethnic
Studies
Requirements

Ethnic Studies (ES) is...

An **interdisciplinary and comparative study of race and ethnicity** with a special focus on 4 historically defined racialized core groups: *Native Americans, African Americans, Asian Americans, and Latina & Latino Americans.*

Intent of the Legislature: CSU students “acquire the knowledge and skills that will help them comprehend the **diversity and social justice history of the U.S.** and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens.” (ED Code: 89032)

Core competencies for the ES requirement (CSU):

Analyze and articulate concepts such as *race, racism, ethnicity, ethnocentrism, eurocentrism, white supremacy, decolonization, anti-racism* as analyzed in the 4 ES.

Apply theory and knowledge produced by 4 ES group communities to describe the **critical events, histories, cultures, contributions, lived experiences, and social struggles** of those groups.

Critically analyze the **intersection of race & racism** as they relate to class, gender, sexuality, religion...etc.

Explain and assess how **struggle, resistance, racial & social justice, solidarity & liberation** are relevant to current and structural issues

Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in 4 core ethnic communities to build a just and equitable society.

CSU Ethnic Studies course is approved for *General Education*

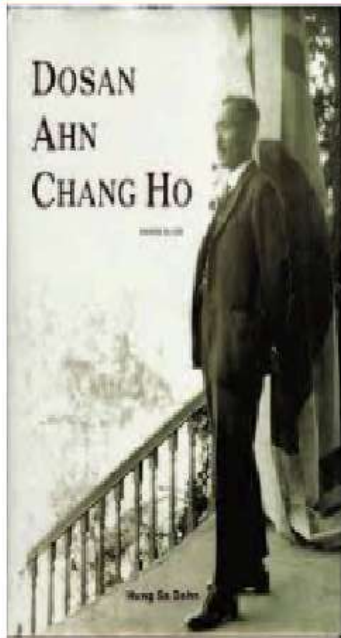
Evolution of California's Ethnic Studies Model Curriculum (ESMC)

1. [Assembly Bill 2016](#) was signed requiring *Instructional Quality Commission* (IQC) to develop and the *State Board of Education* (SBE) to adopt, modify, or revise, a model curriculum in ethnic studies.
2. [SBE Guidelines](#) for the 2020 ESMC were set in Sept. 2018.
3. [Members of the Advisory Committee](#) were appointed by the SBE on Jan. 2019
4. First draft of the ESMC, June 2019
5. [Final draft of ESMC](#) was adopted by the SBE on March 18, 2021 (4th draft, after 3 public vetting periods & 100,000 comments in the making)
 - [Sample Lessons & Topics](#)
 - **Sample Lesson 21: Korean American Experiences & Interethnic Relations** is posted
 - The rest of the sample Korean ESMC lessons are found on the [SBE website](#)
 - [Korean ESMC Supplemental Materials](#)

Journey to Develop the Korean American Ethnic Studies Curriculum



KA Model Curriculum--Begin with your curiosity



Sample Lesson 23:
Founded the first Korean American Settlement (Pachappa Camp in 1905) and fought for Korean Independence



Sample Lesson 22: Col. Young Oak Kim--First minority to lead a combat battalion, led the 442nd Regiment (Japanese American), the most decorated, stating, "I'm American, they're American, we'll fight as Americans." His life embodies what it means to be living in multiracial America.



Sample Lesson 26: Dr. Sammy Lee--Despite segregation by race, becoming an officer in the US Army, first man to win back-to-back gold medals in Olympic platform diving, and a surgeon.



Sample Lesson 21:
Korean American Experiences and Interethnic Relations--1992 LA Civil Unrest...some people say this is where "Korean American" identity was re-born.



Sample Lesson 27:
Korean Popular Culture in the US



Sample Lesson 24: Korean American Unity for Independence (1920-1945) Yu Gwan-Sun, was an active organizer in the March 1st Movement for independence against Japanese colonial rule of Korea. As a student, she peacefully marched and gave speeches calling for independence. She became one of the most prominent participants in the movement and a symbol for freedom and independence.

Korean American Ethnic Studies: Curriculum & Teaching Resources for K-12 Classrooms (Contents for the First edition)

Lesson 1: The Korean Diaspora and Korean Americans

Lesson 2: Early Korean Immigrants and the Legacy of *Dosan Ahn Chang Ho*

Lesson 3: Immigrant Experiences of Korean Americans: *Dr. Sammy Lee's Story*

Lesson 4: The Korean Independence Movement

Lesson 5: *Young Oak Kim*: Hero and Humanitarian

Lesson 6: Aftermath of the Korean War and Korean Transnational Adoptions

Lesson 7: *Saigu* and Social Justice


Lesson 8: Korean Americans in the 21st Century (K-Pop, Art, Music, Media...etc.)

[Sponsored by: **Consulate General of the Republic of Korea in Los Angeles & CSUF Grant**]

Progression of the Korean American Ethnic Studies Curriculum Development

<p>Phase 1: Development of Korean ESMC</p>	<p>Phase II: Addition of Supplementary Teaching Materials</p>	<p>Phase III: Publication & Distribution of Korean ES Teaching Resources (Edited by Dr. Grace Cho)</p>
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(Sample lesson #7)

<p style="text-align: center; color: green;">Ethnic Studies Model Curriculum # 21</p> <p style="text-align: center;">Korean American Experiences and Interethnic Relations</p> <p style="text-align: center;">(Developed by: Professor Edward Chang)</p>	<p style="text-align: center; color: blue;">Supplementary Curriculum</p> <p style="text-align: center;">(Developed by Professor Grace Cho)</p> <div style="text-align: center;">  </div>	<p style="color: blue;">Lesson 7: Saigu and Social Justice</p> <ul style="list-style-type: none"> ▪ Teacher’s Guide (lesson features, lesson overview, content standards, learning objectives, vocabulary, resources) ▪ Presentation PPT ▪ Activity 7.1: A Cry for Justice <ul style="list-style-type: none"> ▪ (Timeline, T- chart) ▪ Activity 7.2: Experiences of Korean Americans during the 1992 LA Civil Unrest <ul style="list-style-type: none"> ▪ (video activity, website analysis, additional reference) ▪ Activity 7.3: The Legacy of Saigu <ul style="list-style-type: none"> ▪ (newspaper articles) ▪ Assessments <ul style="list-style-type: none"> ▪ (Causes & Effects of the 1992 LA Civil Unrest)
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Source: Cho, Grace (2022). *Korean American Ethnic Studies Curriculum: Teaching Resources for K-12 Classrooms*. Consulate General of the Republic of Korea in Los Angeles.

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

Supplementary Curriculum

Development Team:

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Supplementary Curriculum

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Mr. Dominic John Costa, retired Secondary Social Science Teacher (former Ethnic Studies course developer)

Translation/Editing: Mr. Tony Kim, CA certified Korean-English translator

Ethnic Studies Themes/Topics (1)

Lessons	Key Concepts or Vocabulary	Essential Questions	Connecting to other Ethnic Studies
1. Korean Diaspora & Korean Americans	<ul style="list-style-type: none"> ▪ Korean Diaspora ▪ Korean Immigration patterns and waves ▪ Quota system ▪ Arirang 	<ul style="list-style-type: none"> ▪ What is Korean Diaspora? ▪ Why did they leave Korea and come to the U.S.? ▪ Who are Korean Americans? ▪ What was life like for Korean immigrants in the first/second immigration wave? 	<ul style="list-style-type: none"> ▪ Diaspora ▪ Transnational movement -- Migration & Immigration patterns
2. Early Korean Immigrants & the Legacy of <i>Dosan Ahn Chang Ho</i>	<ul style="list-style-type: none"> ▪ First Koreatown (Pachappa Camp) ▪ Famine ▪ Korean labor Bureau ▪ Deportation ▪ Korean Provisional Government ▪ Civic Engagement 	<ul style="list-style-type: none"> ▪ Where was the first Koreatown? ▪ Who was <i>Dosan Ahn Chang Ho</i>? ▪ What contributions did <i>Dosan</i> make to Korea, Korean American community, and to California? 	<ul style="list-style-type: none"> ▪ Ethnic Enclaves ▪ Labor Union/Leader ▪ Migrant Worker Communities (Resistance & Activism)
3. Immigrant Experiences of Korean Americans: Sammy Lee's Story	<ul style="list-style-type: none"> ▪ Alien Land Law ▪ Dixiecrat ▪ Immigration Laws ▪ Race-based segregation ▪ White Supremacy 	<ul style="list-style-type: none"> ▪ Who is <i>Sammy Lee</i>? What was the immigrant experience of his family? ▪ How did U.S. immigration laws evolve during the 20th C? ▪ What remains to be done to improve U.S. immigration laws? 	<ul style="list-style-type: none"> ▪ Immigration laws ▪ Equal vs. Equity

Ethnic Studies Themes/Topics (2)

Lesson	Key Concepts/Vocabulary	Essential Questions	Connecting to other Ethnic Studies
4. Korean Independence Movement	<ul style="list-style-type: none"> ▪ Activist ▪ Annexation ▪ Colonialism ▪ Independence ▪ Imperialism ▪ Self-determination ▪ Sovereignty ▪ Wilson's 14 points Peace Program 	<ul style="list-style-type: none"> • How was the Korean independence movement impacted by Wilson's fourteen points Peace Program? • How did the Korean independence Movement shape and was shaped by the formation of the Korean-American identity in the U.S.? • How did it impact Korean Women's groups and contribute to the Korean American women's identity? 	<ul style="list-style-type: none"> ▪ US involvement in Asian independence movements
5. Young Oak Kim: Hero & Humanitarian	<ul style="list-style-type: none"> ▪ War hero ▪ Humanitarian ▪ Racial divide ▪ Racism ▪ Microaggression ▪ Asian American ▪ Community activist ▪ Unsung Hero 	<ul style="list-style-type: none"> • Who was the first Asian American to command a U.S. Battalion? • How did <i>Colonel Young Oak Kim</i> combat racism? • What contributions did Young Oak Kim make to his community and the U.S.? • How is <i>Colonel Young Oak Kim</i> an Unsung hero? 	<ul style="list-style-type: none"> ▪ Segregated battalions in WWII
6. Aftermath of the Korean War and Korean Transnational Adoptions	<ul style="list-style-type: none"> ▪ Armistice ▪ Cold War ▪ Korean War ▪ US-Korea Relations ▪ Transnational adoptions ▪ History, trauma, identity 	<ul style="list-style-type: none"> • What issues & events contributed to the start of the Korean war? • What countries were involved in the Korean War? • How did the Korean War end? • What was the "tragedy of separation"? • Why and how were Korean children adopted by U.S. families? • What were the perspectives of US families regarding these adoptions? • How does war, poverty, race, gender, and global relationships influence adoption? 	<ul style="list-style-type: none"> • Impact of US involvement in global conflicts • Experiences of transnational refugee/displaced migrant communities

Ethnic Studies Themes/Topics (3)

Lesson	Key Concepts/Vocabulary	Essential Questions	Connecting to other Ethnic Studies
7. Saigu and Social Justice	<ul style="list-style-type: none"> ▪ <i>Saigu</i> ▪ 1992 LA Civil Unrest, riot, uprising ▪ Economic disparity ▪ Marginalized people ▪ Solidarity ▪ Injustice ▪ Police brutality ▪ Systemic racism ▪ Racial tension ▪ Inter-ethnic relations ▪ Activism ▪ Advocate ▪ Black-Korean conflict 	<ul style="list-style-type: none"> ▪ What events occurred during the 1992 LA Civil Unrest? ▪ How were Korean Americans impacted by the 1992 Civil Unrest? ▪ How has <i>Saigu</i> shaped issues of justice and injustice for Korean Americans? ▪ What impact was felt in the Korean American Community? ▪ What impacts were felt by other groups (i.e., LAPD, African Americans, Latino/Hispanic populations..etc.)? ▪ What is the <i>Saigu</i> legacy? ▪ What racial inequalities & mistreatment of KA during the 1992 LA Civil Unrest/Uprising persist today? ▪ Who are the individuals and groups that were (continue to be) impacted by the <i>Saigu</i> legacy? 	<ul style="list-style-type: none"> ▪ Tensions and solidarity among communities of color
8. Korean Americans in the 21st C.	<ul style="list-style-type: none"> ▪ Popular culture ▪ Hallyu & K-pop ▪ “Korean Wave” ▪ Global Phenomenon ▪ Memoirs ▪ Notable Korean Americans 	<ul style="list-style-type: none"> ▪ What is “<i>Hallyu, the Korean Wave</i>” and how is it impacting the global economy and global culture? ▪ How is K-Pop similar and different from other genres of music? ▪ How has the popularity of Korean culture, pop music, and film shaped Korean American identity? 	<ul style="list-style-type: none"> ▪ Media representation of ethnic communities

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Korean American Studies E-library



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- Korean American Studies Education Foundation (KASEF) & KCG

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