



## Guiding Principles for Ethnic Studies and Related Courses

2017

- \*The course examines the experiences, histories, struggles and victories of ethnic and cultural groups, with a focus on African Americans, Asian Americans and Pacific Islanders, Chicana/os and Latina/os, American Indians.
- The course examines how race and ethnicity have been constructed in the United States, have changed over time, and continue to shape the country today (History-Social Science Framework for California Public Schools, 2016).
- The course will teach students to understand the concepts of intersectionality<sup>1</sup>, power, privilege and/or oppression in relation to:
  - o Their own \*\*identities as human beings and acknowledging their ancestral roots.
  - o The complexity and diversity of the American experience.
- To establish the context of Ethnic Studies and related courses, the course will include aspects of the history of Los Angeles and American Indians native to the Southern California region.
- The course concentrates on building the capacity of students to interact effectively in a culturally diverse society. As culturally competent persons, students can assess their own cultural orientation, value diversity, manage the dynamics of differences and adapt to diversity (Lindsey, 2013).
- The course emphasizes mutual respect, dignity, and self-worth of all students, while also acknowledging that students begin the course with intellectual assets, knowledge of their culture and that they are sources of community wealth.

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<sup>1</sup> The historic struggle of communities of color, taking into account the intersectionality of identity (gender, class, sexuality, among others), to challenge racism, discrimination, and oppression and interrogate the systems that continue to perpetuate inequality. (History-Social Science Framework for California Public Schools, 2016, pg. 419)

- The course will teach students about social justice and social responsibility, and to understand that they can become agents of change at local, state, national, and global levels.
- The course will teach students to examine colonialism, its significance historically, and its significance to their own ancestral legacies.
- The course will develop student perspectives and modes of thoughtful judgment designed to extend critical thinking (History-Social Science Framework for California Public Schools, 2016, p. 744).
- The course will include curriculum, resources, and materials include a balance of topics, authors, and concepts, including primary and secondary sources that represent multiple, and sometimes opposing, points of view or perspectives (History-Social Science Framework for California Public Schools, 2016).

\*This statement refers to the Ethnic Studies and not necessarily to related ethnic studies courses such as African-American History, Mexican-American Studies, etc.

\*\*Disclaimer:

“The Los Angeles Unified School District understands that all people have the right to self-identify and a desire to be acknowledged by terms that they find affirming. Furthermore, recognizing that language is fluid and has cultural, political, geographical and generational specificities, we have selected terms that are intended to be broadly recognizable and inclusive.”

## Resources

*The DOI History website will be live linked here so that teachers may access resources.*

*This guiding document was developed by an Ad-hoc committee of members of the LAUSD Ethnic Studies Advisory Committee (that is comprised of teachers, administrators, district representatives and community members) and the LAUSD Ethnic Studies Multi-disciplinary Advisory Team (that is comprised of representatives from myriad district departments and divisions). Please note that unanimous agreement was not achieved on each bulleted idea. As a result, committee members worked to achieve consensus, which includes compromise.*