

Public Input Template–2020 Ethnic Studies Model Curriculum May 2019 Draft

(Download and use to provide specific recommendations)

Include the chapter of the model curriculum, the page number, and line number(s) to ensure that the California Department of Education and Instructional Quality Commission can reference the content of the document when reviewing your comments. Please email this document as a Word document to ethnicstudies@cde.ca.gov. You may contact Kenneth McDonald, Education Programs Consultant, at kmcdonal@cde.ca.gov with any questions regarding this template or the public input process.

Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
Chapter 1: Intro & Overview	Diane Fujino Professor, Department of Asian American Studies, UC Santa Barbara And Ethnic Studies Now! Santa Barbara	Thank you for a rigorous, critically engaged, and carefully designed model curriculum. This was no easy task. I especially appreciate the work around “education debt,” “inquiry-based approaches,” ethnic studies as an analysis of power, and that ES courses should have a community engaged project to utilize their knowledge and affect social transformation. Given the huge scope of this curriculum, I will focus my comments particularly on Asian American studies. If you would like to contact me about any of this, please feel to email me at fujino@ucsb.edu .
Chapter 1: Intro & Overview	Diane Fujino Professor, Department of Asian American Studies, UC Santa Barbara And Ethnic Studies Now! Santa Barbara	Note 3 combines high school ES requirements and ES course offerings. These are two very different structures and ought to be separated. There are at least 13 districts in California that <i>require</i> ES for h.s. graduation, including Santa Barbara SBUSD, passed in November 13, 2018. In SBUSD, ES courses (Black Studies, Chicano Studies) have been offered since at least the 1990s. Before the requirement was passed, 3 ES courses were offered in the district: Chicano Studies, Mexican American Literature, and Social Dialogues. note 3, after line 129

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Chapter 2	Diane Fujino Professor, Department of Asian American Studies, UC Santa Barbara And Ethnic Studies Now! Santa Barbara	I agree with the importance of teaching what ethnic is and pedagogical approaches to teaching ethnic studies. I also agree with the need to teach the history of the development of ethnic studies. For an article on the current California-based movement to gain ethnic studies in the high schools and collective models of organizing, see Diane Fujino, et al., "Circles of Organizing: Collective Leadership, Social Relations, and Intergenerational Activism in Ethnic Studies Now! Santa Barbara," <i>Kalfou: A Journal of Comparative and Relational Ethnic Studies</i> 6 (2019): 73-86. Page 34
Chapter 2	Diane Fujino Professor, Department of Asian American Studies, UC Santa Barbara And Ethnic Studies Now! Santa Barbara	Migration – a rigorous approach to connect so many different kinds of migrations and discussions of colonialism/settler colonialism: Atlantic slavery trade, to internal migration, to war refugees. Good to include environmental migrants today, or migrants arising from environmental catastrophes Page 40.

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Chapter 2	Diane Fujino Professor, Department of Asian American Studies, UC Santa Barbara And Ethnic Studies Now! Santa Barbara	<p>On the model minority myth, in addition to discussing the problems with the model minority myth, it'd be important to understand how and when and why it emerged. It was popularized in the 1966 Petersen article (page 165), but emerged in the earliest years of the Cold War. According to scholars, the global context of US expansionism in Asia was crucial to turning Japanese Americans (as enemy turned model citizen) and Chinese Americans into “success stories.” The model minority trope served to reduced global and domestic charges of racism in the U.S. that served to buttress the U.S. as a paragon of democracy and expanding the US’s global reach, in addition to disciplining Black protest and protest in general.</p> <p>Sources for teachers:</p> <ul style="list-style-type: none"> - Christina Klein, <i>Cold War Orientalism</i> - Ellen Wu, <i>The Color of Success</i> - Diane Fujino, “Cold War Activism and Japanese American Exceptionalism,” <i>Pacific Historical Review</i> 87 (2018): 264-304. <p>About page 149, 162-163</p>
Chapter 2	Diane Fujino Professor, Department of Asian American Studies, UC Santa Barbara And Ethnic Studies Now! Santa Barbara	<p>On social movement studies that critique the great man approach and linear model of history making, see:</p> <ul style="list-style-type: none"> - Jeanne Theoharis and Komozi Woodard, Introduction, <i>Freedom North</i>
Chapter 2	Diane Fujino Professor, Department of Asian American Studies, UC Santa Barbara And Ethnic Studies Now! Santa Barbara	<p>Can add work on critical Whiteness studies, including George Lipsitz, <i>Possessive Investment in Whiteness</i></p>

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Chapter 2	Diane Fujino Professor, Department of Asian American Studies, UC Santa Barbara And Ethnic Studies Now! Santa Barbara	<p>There is certainly room in this curriculum to address Asian American activism, and doing so fits with the curriculum's focus on social movements, agency, collective organizing, and some of the specific topics on Asian Americans. Given the model minority trope, discussing Asian American activism is particularly important and for too many, unexpected.</p> <p>The inclusion of Asian American activism would also provide many opportunities to include a racial comparative or relational analysis and open to discussions of the meanings of solidarity, including Asian American relations with settler colonialism in Hawaii.</p> <p>Sources:</p> <ul style="list-style-type: none"> - Writings on Yuri Kochiyama's work with Malcolm X and multiple social movements in Harlem and beyond. - Writings on Grace Lee Boggs work with the Black movement in Detroit and much more. - Daryl Maeda, <i>Rethinking the Asian American Movement</i> - Karen Ishizuka, <i>Serve the People</i> - Diane Fujino and Robyn Rodriguez, guest editors, special issue on Asian American activism, <i>Amerasia Journal</i>, forthcoming Fall 2019 - Candace Fujikane and Jonathan Y. Okamoto, <i>Asian Settler Colonialism</i> <p>P 35, and section on Asian American studies</p>
	Diane Fujino Professor, Department of Asian American Studies, UC Santa Barbara And Ethnic Studies Now! Santa Barbara	In addition to the great archival resources listed, on Japanese American concentration camps and Japanese American history, see Densho online encyclopedia