

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.

<p>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.</p>
<p>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.</p>
<p>CHALLENGE and examine how multiple oppressions and identities intersect (e.g., race, ethnicity, class, gender, culture, nationality, sexual orientation, belief-system, history, language).</p>
<p>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.</p>

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:

<p>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.).</p>
<p>2. Recognize and interrogate power and oppression at ideological, institutional, interpersonal, and internalized levels.</p>
<p>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.</p>
<p>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.</p>
<p>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).</p>
<p>6. Participate in Indigenous, Black, and people of color-centered histories, knowledge systems, and pedagogical practices that challenge traditional Western educational approaches and practices.</p>
<p>7. Cultivate critical hope, community care, relational accountability, and self-determination for past,</p>

present, and future generations.

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

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