

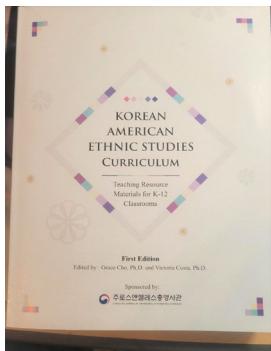
Dr. Emma E. Holmes Fellowship

FINAL REPORT

Development of Korean American Ethnic/Heritage Studies

Educational Resource Materials

for K-12 Classrooms and Building Support Networks



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Background:

Anti-Asian hatred and violence are not new. Throughout U.S. history, Asian Americans and Pacific Islanders (AAPI) have been targets of discrimination and hate crimes. Although AAPI has played a key role in major educational civil rights cases, in terms of the rights of emergent bilingual students in the United States (*Lau v. Nichols*) and combatting segregation (*Tape v. Hurley*), many teachers do not have sufficient knowledge of the history of AAPI, and AAPI's significant contributions have not been taught to K–12 students. This is of concern, as an appreciation of the history of various racial and ethnic groups is vital to making students more engaged and become responsible citizens.

Developing and implementing an Ethnic Studies (ES) curriculum would allow for a better understanding of AAPI and help AAPI students to see “themselves and each other as part of the narrative of the U.S.” as stated by Albert Camarillo, a Stanford University historian. He also notes the benefits of affirming the identities and contributions of marginalized groups, which he believes should be supported by the integration of an ES curriculum into public education. California has recently passed laws that mandate students to take an ES course in high schools and public universities (UC, CSU) as part of admission or graduation requirements.

Korean Americans are one of the fastest-growing ethnic groups among AAPI, whose history in the United States began in the late 1800s. Nevertheless, their struggles, triumphs, and contributions to the United States are not part of the current K–12 school curricula and are not mentioned in the current K–12 history textbooks. Over the last 20 years, educators have added important lessons about Chinese Exclusion and Japanese American internment into California public schools' curricula, even those of elementary students. Nevertheless, Korean American History or contributions of Korean Americans are not available in the current California school curricula. To exclude the Korean American community from the social science or history curriculum is to dismiss a significant part of California's history and insights into the experience of “people of color.”

As a professor and teacher trainer for over 25 years, I am constantly reminded of the lack of available teaching resources to provide just, equitable, and inclusive education (JEIE). It's essential to have a well-balanced curriculum representing diverse groups' contributions to U.S. history and their success stories, including the hardships they faced as a minority and how they overcame racial discrimination. It is vital to highlight Korean American history, especially in Southern California, where many Korean Americans reside and where many great Korean Americans thrived. Our students will benefit from learning about role models such as Dr. Sammy Lee (first AAPI, back-to-back Olympic Gold medalist and medical doctor who served in the U.S. Army hospital) and Colonel Young Oak Kim (first Asian American officer in U.S. Army to lead a combat battalion during World War II and a community activist).

There were a few goals I had proposed to accomplish during the Emma Homes fellowship period. I have broken down the overall goals into several phases to meet the goals of developing Korean American Ethnic Studies educational resource materials and building support networks as listed below. As a short-term goal, I had proposed to accomplish Phases I & II by the end of 2022.

- **Pre-phase:** Raise awareness of Korean American Ethnic/Heritage Studies and advocate for the need for the curriculum in the Korean American community.
- **Phase I:** Collaborate with classroom teachers to modify the seven existing Korean American Ethnic Studies Model Curricula to include resource materials.
- **Phase II:** Organize and convene a statewide conference to develop lesson plans and curricula around Korean American Ethnic/Heritage Studies.
- **Phase III:** Compile resources and teaching materials, disseminate them, and provide professional development on effectively using those resources.

In 2019, the Instructional Quality Commission (IQC) reviewed, revised, and posted the Draft Ethnic Studies Model Curriculum (ESMC) for public review. I was concerned when I learned that the rich history and contributions of Korean Americans to society were excluded from the ESMC selection. Therefore, I initiated meetings with several Korean community leaders and educators to discuss the matter, resulting in the formation of the *Korean American*

Ethnic Studies Task Force, for which I became a co-chair. The task force consisted of 19 Korean educators and community leaders. We collaborated to advocate for the Korean ESMC through a petition drive, press conferences, and a conference call with State Superintendent Thurmond. Our advocacy and outreach efforts succeeded in collecting over 5,000 online petitions and individual public comments sent to the IQC, resulting in seven Korean ESMCs in the selection. **(Pre-phase)**

Under the Korean Consulate General's sponsorship, Korean scholars and teachers started developing Ethnic Studies lesson plans. In the year 2021, the California Department of Education website listed all Korean Ethnic Study Model Curricula along with other AAPI Ethnic Studies curricula. I have partnered with an experienced social studies teacher to take the initial step of thoroughly reviewing all seven proposed Korean ESMCs. Because Ethnic Studies and History professors developed these lessons, the contents were rich but needed to be developed into "teacher-friendly" curricula. Making supplementary materials for these Korean ESMC was one of the major tasks I had proposed to accomplish during the fellowship period.

Impact on my practice:

Thanks to the Emma Holmes fellowship, I was able to set aside time to collaborate with scholars, educators, and community leaders to develop educational resource materials for Korean American Ethnic/Heritage Studies for K–12 classrooms as the first step in creating an equitable and inclusive society for all.

I formed a curriculum development team that consisted of 4 teacher educators and experienced classroom teachers and an editing team. We developed supplementary materials for the existing 7 Korean ESMCs. Dr. Costa, a professor emeritus in the Secondary Education department, and I collaborated in re-editing and categorizing all the Korean ESMCs with supplementary resources that the curriculum development team has developed. We have added one more lesson and placed all 8 lessons in chronological order from the Korean Diaspora & Early Korean Immigrants to Korean Americans in the 21st Century, so any teacher can easily choose and combine the materials with other lessons.

We have also aligned with various content area state standards since ethnic studies is an interdisciplinary curriculum. We have included a Teacher's Guide, up to three lesson activities, assessments, extension activities, lecture PPT presentations, and additional resources to explore each lesson further and for easier implementation of those lessons.

After the initial development of the supplementary materials to teach Korean American Ethnic Studies, we held a 7-week webinar which over 50 classroom teachers, administrators, and parents attended. Some participants were from outside California. A few attended from Illinois state since that was the first state requiring all K-12 public schools to teach Asian American Studies curriculum. This fellowship provided me time to provide webinars and through it, connect with educators from other states as well.

Moreover, I was invited to be on the standing advisory committee for Korean American Ethnic/Heritage Studies. As a CSUF education professor, I joined the *Ethnic Studies Advisory Committee for Korean Americans* and one of the major tasks that we discussed at the initial meeting was convening a statewide conference to further gather lesson plans and curricula for Korean American Ethnic/Heritage Studies. After year-long planning, we held the Inaugural Korean American Studies Conference at Koreatown, Los Angeles, on April 23, 2022. It was a successful conference in which more than 120 people attended via zoom and over 50 people participated in-person. Our curriculum development team presented a lesson from the resource book, "Saigu and Social Justice curriculum for K-12 classrooms," at the conference, which commemorated the 30th year of L.A. Civil Unrest.

- <https://www.radiokorea.com/news/article.php?uid=386709>
- <http://www.koreatimes.com/article/20220425/1412640>
- One of our editing members' interviews was featured in the Los Angeles Times and aired on [NBC-TV News](#).

Impact on the work of the College of Education:

This collaborative project of developing the Korean American Ethnic Studies (ES) curriculum with ES scholars, teacher educators, and practitioners is unique and innovative in California. The resource book which we have produced will promote a cross-cultural and ethnic/racial

understanding for our students while encouraging continued learning about Korean American studies. This project will impact the work of the COE in terms of creating more “Just Equitable and Inclusive Education (JEIE).” Working to “enhance an equitable learning” environment and “create an anti-racist community” is not just CSUF’s commitment to social justice, it should be a motto for all educators and students.

Making our students’ voices, particularly from marginalized groups, be heard, addressing and sharing racialized experiences & ethnic differences, and allowing our future teachers to grapple with multiple perspectives, will empower our students, especially from underserved groups, and will help build greater understanding and communication across ethnic differences, indirectly preparing our students to have a bigger worldview and strengthen our understanding of diversity, equity, and justice.

Renew my engagement in the field:

The project I just embarked on is valuable for our teaching profession, fulfills our College’s priority of JEIE, and affects my professional development in several ways. Specifically, my initial partnership with the Korean community has broadened my perspectives, taught me the critical role of “advocacy,” and shown me the process of how educational policies or curriculum changes take place at the state level. Through this experience, I have learned how to bridge formal educational spaces and community involvement, advocacy, organizing, and social activism. This experience will have an impact on my teaching. I will model for my students how to execute one of the EDSC department goals to make our graduates “demonstrate the ability to creatively, strategically, and effectively collaborate with colleagues, communities, and students themselves to promote more inclusive, equitable, and just classrooms and communities.”

As a board member of the California Council on Teacher Education, I have recently facilitated a discussion forum with policymakers and educators to share 397 teacher educators’ voices and perspectives on current educational issues. One of the conclusions we made was that “a well-implemented ES curriculum and pedagogy in grades K–12 will boost high school graduation rates, bringing diversity into educator preparation programs.”

The state and universities, however, must do more than just requiring students to take an ES course for graduation requirement. More funding is needed to develop materials that support teacher educators' advancing racial equity and social justice, and to provide comprehensible professional learning opportunities so that authentic ES is implemented in K-12 classrooms.

This multifaceted project impacted my professional development in multiple ways. Specifically, it helped me to expand my research foci of heritage language development and language education to include interdisciplinary curriculum development, networking, and advocacy. Through ES curriculum development and sharing resources by attending and presenting at various conferences & webinars recently; engaging in critical dialogue with education stakeholders, faculty, scholars, and practitioners, and participating in nationwide colloquia helped me widen my perspective on issues of social justice and equity. In return, I have been mentoring new faculty, teachers, and students to promote continuous learning and global networking.

I'll be developing and teaching Korean Bilingual Authorization (culture) course this summer which students from other CSUs will be taking the course. In the class, students will have a chance to incorporate the Korean American Studies curriculum to teach in a dual-language school. We have arranged so all of our students will be connecting with the Korean Consulate General and the Korea Education Center of Los Angeles, to learn more about the history of Korean and Korean Americans and also learn about job opportunities both in the U.S. and in Korea.

Met my goals:

I was fortunate to have many supporters and encouragers who helped me complete my tasks. Thanks to the COE *Emma Holmes fellowship* and *Korea Study Fund* from the CSUF Vice President's office, I was able to achieve beyond my stated goals. I was able to produce a ***Korean American Ethnic Studies Curriculum: Teaching Resources for K-12 classrooms*** book. In addition, we created a companion website (www.kasef.org) to digitalize all the resource materials, readily available to all teachers, educators, and

administrators. The *Korean Consulate General in Los Angeles* graciously provided funding to publish the first batch of the books to distribute at the above conference and for K-12 public school teachers. The teaching materials are just the beginning of our work and may not be representative of all of the Korean American experiences; thus, we will continue developing more Korean American Ethnic Studies curricula and streamlining the lesson plans to make them more practical for classroom teachers.

Now, that the initial step of compiling stories of Korean Americans' experiences and their contributions to the U.S. are published, the next step will be collaborating with other ethnic groups' scholars and experts to find "intersectionality" among marginalized groups and make connections to weave into the fabric of U.S. history. Despite over 150 years of Asians in U.S. history and anti-racism efforts, Asians are not included in the collective memory of who qualifies as an "American." We have a long history of oppression and resistance, and many Asians are still considered "perpetual foreigners." It's important to allow AAPI's stories to be told: Tell our own stories; share stories; and advocate for the lives of all our students. For that, we need to come together to voice up against a Eurocentric narrative, while communicate, collaborate, and build a community to transcend invisibility by constructing collective Asian American historical narratives. We need to learn about important historical events and historical contributions made by the people of AAPI.

CSUF is in a diverse region of Southern California, where many Asian Americans reside. We should collaborate in developing other ethnic groups' curricula as well, find intersectionality, and integrate them into our U.S. history. Further, collaboration with other scholars and experts to connect to other ethnic studies curricula is an important step toward advocating for a more just, equitable, and inclusive education. If we aspire to create an "anti-racist learning community," then incorporating this information into teacher preparation and training is an urgent matter. As Paulo Freire said, "Education does not transform the world. Education changes people, People change the world." Integrating other ethnic groups' Ethnic Studies curricula is an important step toward advocating for a more just, equitable,

and inclusive education as well as continue learning from one another to make a better society to live and thrive in.