

ACES

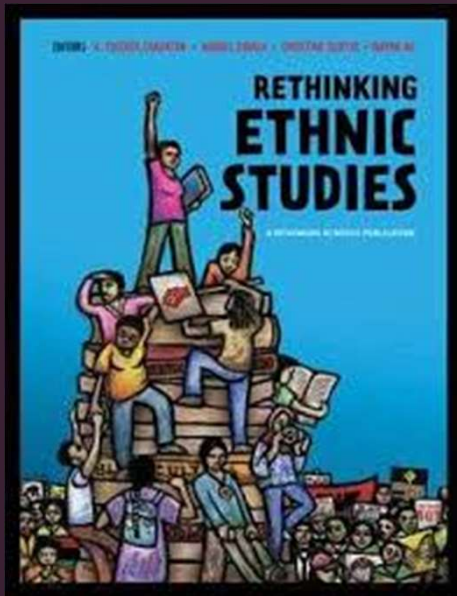
Alliance for Constructive Ethnic Studies

*Critical Ethnic Studies
and Critical Race
Theory in our schools*

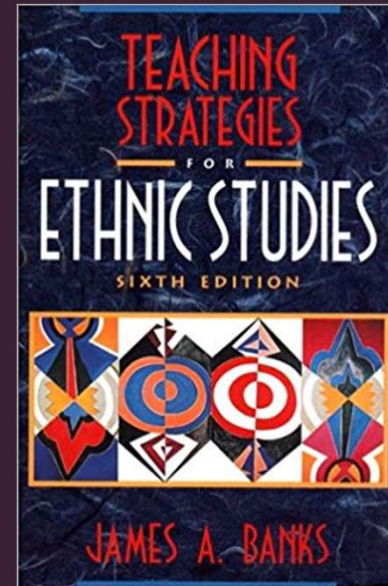
A presentation for SVARW

Two models of Ethnic Studies

Critical Ethnic Studies



Constructive Ethnic Studies



Critical Ethnic Studies

emphasizes:

- Oppressor/Victim paradigm
- Specific ideology and movement to “challenge imperialistic/colonial hegemonic beliefs and practices”
- Militant resistance as means to social change

Constructive Ethnic Studies

emphasizes:

- Building bridges of understanding
- Ethnic group contributions
- Critical thinking of multiple perspectives

California's Ethnic Studies Model Curriculum

AB2016: mandated the development of an Ethnic Studies Model Curriculum (ESMC), states its objective as: *“preparing pupils to be global citizens with an appreciation for the contributions of multiple cultures.”*

→ 1st draft released May 2019

→ 2nd draft released August 2020

→ 3rd draft released November 2020

→ Save Ethnic Studies calling for ESMC to go back to first draft. Also going to individual districts to get an ethnic studies requirement

Where are we seeing this now?

→ R.I. Meyerholz Elementary School, Cupertino

3rd grade math class teaches a lesson on "social identities", "privilege", and "dominant cultures"

→ Fremont UHSD, MVLA UHSD, Sequoia UHSD Ethnic Studies course requirements

→ Santa Clara Co Office of Ed Ethnic Studies Initiative

→ MVLAUHSD required teacher equity training – Pacific Educational Group

Santa Clara County Office of Education Ethnic Studies Initiative

The roots of settler colonialism and why we live in America today...

What ideology (belief) LED these white male settlers to be power and land hungry AND justify stealing indigenous land through genocide?

Settler Colonialism

Today, we will learn about that ideology which allowed for these terrible actions to have happened to not only the indigenous of the Americas (the first being the Taíno/Arawak) but to most indigenous peoples across the world!



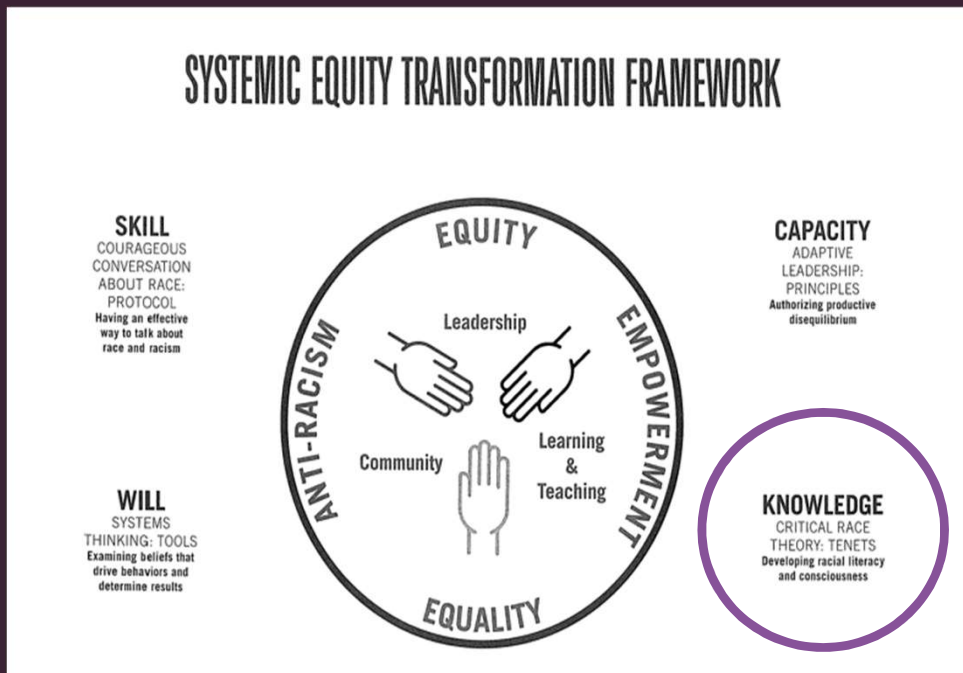
Imperialism

Today, YOU will get INTO the mind of a white man who represents and lived this ideology, injecting it here in America. To get there, we will start this DO NOW to help you understand the MIND and MOTIVES of an IMPERIALIST...

This task force intends to teach all county students that these are equivalent systems of oppression:

- White supremacy
- Genocide
- Patriarchy
- Classism
- Religion
- Land ownership (capitalism, business)

Pacific Educational Group Equity Training



“In my experience, ... White people tend to redefine these patterns of White behavior as an individual’s personal foible or a character flaw.” – Glenn Singleton

...I realize that as long as “Whiteism” is a defining reality for White people, injustice, struggle and inequality will continue to erode the spirit of non-White people of color!” – Glenn Singleton

HOMEWORK ASSIGNMENTS

REQUIRED

- Use, reflect on and discuss the “White Privilege” instrument with at least one other person who is racially different than you, p. 30–31. Complete the exercise worksheet on page 34.
- Read “White Is a Color” by Glenn Singleton, pages 36–37.
- Begin constructing your racial autobiography by identifying and reflecting on the earliest and the more recent experiences in which race mattered. Note your reflections on page 35.

SUGGESTED

- Read “Entitlement” by Randall B. Lindsey, pages 38–42.

DAY TWO

Condition Six

EXAMINING WHITENESS

- The Compass: Getting Centered
- Courageous Conversations about Race: Three Tiers
- What's on Your Mind?
- White Is a Color, a Culture, a Consciousness
- Racial Affinity Groups
- Characteristics of White Culture
- Decentering Whiteness
- Unconscious/Implicit Bias
- A View of Systemic Racism
- Reverse (White) Racism & Affirmative Action
- My Personal Action Plan
- Appendix
- Selected References

WHAT DOES IT MEAN TO BE WHITE?

SEGREGATION Most whites live, grow, play, learn, love, work and die primarily in racial segregation. Yet, our society does not teach us to see this as a loss.

INDIVIDUALISM Whites are taught to see themselves as individuals, rather than as part of a racial group. It follows that whites are racially objective and thus can represent the universal human experience, while people of color can only represent their race.

FOCUS ON INTENTIONS OVER IMPACT We are taught that racism must be intentional and that only bad people commit it. Thus a common white reasoning in crossracial conflicts is that as long as we are good people and don't intend to perpetuate racism, then our actions don't count as racism.

WHITE FRAGILITY In a white-dominant society, challenges to a white worldview are uncommon. The racial status quo is comfortable for us. We haven't had to develop the skills, perspectives or humility that would help us engage constructively. As a result, we have very little tolerance for racial discomfort and respond poorly.

SYSTEMIC RACISM

REVERSE WHITE RACISM

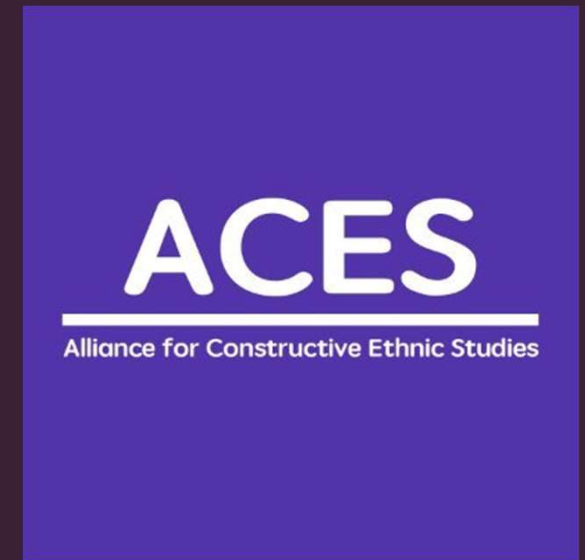
INTERNALIZED WHITE RACISM

INTRARACIAL WHITE RACISM

INTERRACIAL WHITE RACISM

What can you do?

- Write to the Governor, your local and state elected officials and the State Board of Education regarding the ESMC, AB101, and Education Code. We have templates if needed.
- Find out what is going on in your local school districts – both elementary/middle and high school. Look for:
 - teacher equity trainings
 - curriculum requirements
- Contact us if you want help combating this in your districts, schools, classrooms. There are current efforts with the SCC Board of Ed and MVLA UHSD that need your help.



Alliance for Constructive Ethnic Studies www.calethstudies.org
@CalEthStudies Lia@calethstudies.org