



CHS Social Sciences Department -- Equity in Practice

The Campolindo Social Sciences department members have taken an active leadership role in many of the campus Equity committees that began over the summer. Responding to student and community-wide requests for a more inclusive curriculum, many history and social sciences teachers have been crafting new curriculum, such as Ethnic Studies, or revamping existing courses. With numerous elective courses, the Social Sciences department is committed to presenting diverse perspectives and offering a more inclusive and engaging approach in teaching and learning.

World History Team (9th grade):

This year, we have been dedicated to having an equity lens through all of our units: from the significance of the Black Lives Matter protests in our Foundations of Democracy unit, to an in-depth study of the Haitian Revolution, to a case study of King Leopold II's reign in the Congo. We are committed to ensuring different voices are heard in our curriculum through the use of primary documents from a wide variety of groups, including those underrepresented.

Ethnic Studies (10th - 12th grades)--*New Course!*

Ethnic Studies focuses on the experiences and voices of people of color. The course units are: Identity, Race, and Culture; Immigration, Migration, Forced Migration, and Relocation; Civil Rights Movements; and Current Issues in Race and Ethnicity. Students were assigned a World Culture project where they researched a culture that was interesting to them. The assignment included a paper, presentation, and video. In lieu of a traditional final, students were put into teams to research a current issue related to race and ethnicity. Topics they chose included Black Lives Matter, cultural appropriation, post-9/11 Islamophobia, and mass incarceration.

Psychology (10th grade; taught by Ryan Boyd):

This year, there is increased diversity of the prominent psychologists students research and present. Psychologists, such as Kevin M. Chun, Edward Delgado-Romero, Milton Fuentes, and Evelyn Lee, not only personally represent a broader range of psychologists, but many of them focus on issues of people of color within psychology. There are more diverse figures in the "Creativity and Mental Illness" research paper and even more diverse figures will be added in the future. There is a new Cross-cultural Psychology unit to the class that I hope to continue to enrich in the coming semesters/years.

AP European History (10th grade):

The revised AP Euro curriculum incorporates seven essential themes, the first of which is *Interaction of Europe and the World* which focuses on how Europe's interaction with the world led to political, economic, social, and cultural exchanges that influenced both European and non-European societies. This first theme has been the "prime detective" in this course. There is a common American misperception of Europe as a "white" continent populated exclusively by white people. Just as US History should not be taught as a history of white men *for* white men, European history is not exclusively a history of white men *for* white men. The perspectives of women and non-white and non-western voices in discussions and readings has become a large part of the curriculum. Whether it is while exploring European versus Islamic perspectives during the Ottoman and Moor occupation of European lands, or while reading selections from literature written by those from historically under-represented groups in Europe, or when analyzing the influence of African societies on Europe during the Renaissance, or during a discussion of viewpoints of non-Europeans affected by Colonialism, Imperialism, and the slave trade, students are immersed in looking at history with varied lenses and perspectives.

AP Art History (10th - 12th grades):

AP Art History is a comprehensive class that covers global art and architecture from prehistoric times to present day hailing from all over the world. Students are able to look at history and the development of cultures and ideas through a new lens that focuses on artistic form, content, context, and function instead of the traditional memorization of names and dates. Art and architecture from many countries and cultures are studied, which provides students a worldwide perspective. Studying individual cultures helps them see where cultures influence and change each other. The curriculum is split into units based on time period and location, but an important part of the course, especially during discussions, is cross-cultural comparison where students compare two pieces of art from different time periods and cultures to see the interconnected nature of human artistic expression. The material covers a variety of themes including women in art, propaganda, religious structures and images, breaks from tradition, and societal structure. Students also participate in hands-on activities such as watercolor painting, sculpting, and Buddhist meditation. AP Art History is not your everyday European-dominated history course; it incorporates a huge timespan, diverse cultures and religions, and a discussion based format to encourage students to think critically, make connections, and ultimately gain a better understanding of how art writes and records history.

Contemporary Issues (10th - 12th grades, taught by Caron Brownlee):

I am very proud to say that since 2000 this course has been covering every single headlining “ism” of the current day. I have a very worn class set of the seminal work of Peggy McIntosh’s “White Privilege: Unpacking the Invisible Knapsack.” I remember when students used to be uncomfortable as I showed them videos of transgendered folks or we debated the merits of gay marriage. We’ve come a long way, baby. Still need to slay the silent killer of them all, Classism, and it is discussed on the regular, even though I’m still shocked that students have no idea about Occupy Wall Street. That movement got squashed fast and furiously because it started to expose the economic root of most, if not all, of the forms of discrimination out there, including ageism, ableism, sexism, heterosexism, racism, anti-semitism, islamophobia, xenophobia, etc. All of these topics are discussed using the philosophical/rhetorical tools of Moral Foundations, Ethical Tests, Syllogisms, and the Toulmin Method, the latter forcing students to make a rebuttal against their own argument. Humility is good.

AP Psychology Team (11th - 12th grades; taught by Steven Dyer and Diane Bessette):

AP Psychology is a comprehensive examination of nine major topics related to the study of psychology. It is often compared to a Psychology 101 course in college. The final unit, Social Psychology, has the most direct connection to equity topics and issues. In that unit, students examine examples of discrimination, stereotypes, attitudes, ingroup bias, implicit bias, roles, aggression, other-race effect, conformity and prejudice. We focus primarily on racial issues during this topic while also including analysis of other marginalized groups such as women and members of the LGBTQ community. Examples of this focus include analysis of stereotype threat, reading Chanel Miller's victim impact statement, watching, analyzing and discussing conversations and role plays related to prejudice and discrimination, and taking the Harvard Implicit Bias Test.

In other units, we focus on including the academic work of psychologists and academics who incorporate equity and neuroatypical perspectives into their work. These include John Garcia, Carol Gilligan, Claude Steele, Elizabeth Loftus, Carol Dweck, Mary Ainsworth, Diana Baumrind, Elyn Saks, and V. Ramachandran.

We also include the voices and lived experiences of many different kinds of people when studying other topics of psychology including memory, biological bases, language acquisition, learning, gender, clinical psychology and developmental psychology. These include biographical stories of Amber Ruffin, D.J. Pryor, Laverne Cox, Flossie Lewis, and William Kitt.

U.S. History: Thematic Course (11th grade)--new approach:

This year, there is a pilot course aiming to teach U.S. History *thematically* and tracing the ways Americans have been “Striving for Liberty and Equality” through units on the “African American Freedom Rights Movement,” “Immigration,” and “Imperialism,” so far. We make history more meaningful and engaging by constantly connecting current events with the past, such as exploring the roots of modern systemic racism and wealth inequality in history. Project-based learning has allowed students to complete individual research into African Americans across the full timespan of U.S. history and to perform team research into specific immigrant groups from Europe, Asia, Africa, and the Americas. This year, we are using an equity grading approach that measures individual students’ mastery of course content and historical thinking skills via standards-based rubrics and test-retake opportunities.

U.S. History: Chronological Course (11th grade):

The course takes students on a journey from the 1600s through the 20th century, allowing students to learn how history spirals and ebbs - with a spotlight on the study of reform and reaction. While the focus is primarily on 20th century United States history, in looking back to the ideals and lies America was founded on, students can see how American history creates the present. Starting with the values of the Native people living in Massachusetts and the kidnapping of Africans to become enslaved people in the 1600s, the course looks at how cause and effect impacts today’s America.

In every unit, there is a focus on the development of equality and freedom, as both philosophical and political concepts. Specific attention is given to the situation of marginalized people and their fight for rights and power in the United States. Groups studied include immigrants from Europe, Asia and other continents, laborers/working class people, African Americans, women, LGBTQ folks, and farmworkers. Primary sources from people in various marginalized groups are analyzed and the study of various perspectives is emphasized.

AP U.S. History (11th grade):

In AP U.S. History, the course continues to examine America’s history from 1491 to the present. The course began by tracing pre-colonial history, symbolically using the year “1491,” to explore the many ways that native American peoples adapted to diverse environments and created cultures ranging from the nomadic to highly developed city-states. Throughout the first semester, students also examined the African slave trade and the policies that developed to maintain a stable labor force at the expense of dehumanizing Africans and African Americans, as well as the many ways people resisted and adapted to this enslavement. By eliminating extra credit and allowing the practice of test-retakes, AP U.S. History has become a more equitable and inclusive class.

AP Comparative Government Team (12th grade):

AP Comparative Government and Politics is an introductory course in comparative government and politics. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. By studying countries from around the world, students are better able to understand multiple perspectives and learn in a non-U.S. centric manner. Topics include political culture, ethnic and religious cleavages, power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis. Students learn how democratic and authoritarian governments can use policy for achieving goals that can produce more or less equitable states.