

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

Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
Glossary and Bibliography	Bruce Berman	Page 2 of the "Glossary and Bibliography" Lines 30-40 I am requesting the removal of BDS and other anti-Israel bias from the model curriculum.
Arab American Studies Course Outline	Bruce Berman	Pages 234, 237, 242, 256 from "Arab American Studies Course Outline" I am requesting the removal of BDS and other anti-Israel bias from the model curriculum
Arab American Studies Course Outline	Bruce Berman	Pages 264-269 from Letra De "Somos Sur" ft. Shadia Mansour. I am requesting the removal of BDS and other anti-Israel bias from the model curriculum
General	Bruce Berman	I urge that the state of California to add lessons about American Jews as an ethnic group, including those who fled the Holocaust, oppression in the Middle East, and discrimination in the former Soviet Union. I Emphasize the value of inclusion. BDS promotes hate and division.

General	Bruce Berman	<p>Examples of bias in the proposed curriculum:</p> <ol style="list-style-type: none">1. A <u>glossary</u> for the curriculum includes a definition of the Boycott, Divestment, and Sanctions (BDS) Movement against Israel. It claims the purpose of BDS is to, "establish freedom for Palestinians living under apartheid conditions". It then parrots more BDS talking points while offering no critical perspectives about this campaign of hate, which seeks to end Israel's existence.2. The <u>sample lesson plans</u> for the curriculum:<ul style="list-style-type: none">• Encourage teachers to highlight BDS and a pro-BDS group called Direct Action for Palestine, but no voices critical of their perspectives (p. 234).• Promote a false equivalence between Israel's efforts to stop terrorists from entering communities to murder innocent people, and U.S. policies on the border with Mexico (p. 234).• Use unclear language that implies "Israel-Palestine" as a whole is an Arab country (p. 237).• Frame the Palestinian narrative of the 1948 War as fact, with no alternative perspectives (p. 242).• Encourage teachers to use a poem featuring harsh criticism of Israel, but no content offering a positive perspective about Israel or criticism of Palestinian leaders (p. 256, 264-269).3. The <u>Introduction</u> of the proposed curriculum states that, "The implementation of Ethnic Studies presents an opportunity for teachers to... enable students to develop a deep appreciation for cultural diversity and inclusion, and aids in the eradication of bigotry, hate, and racism." Despite this stated goal, the curriculum does not feature a single lesson about the Jewish community, mentioning Jews only in passing. With antisemitism rising and ignorance about the Jewish people still a major problem in our society, the exclusion of Jews from this curriculum is deeply disappointing.
---------	--------------	--

26 Assimilation- the process whereby a historically marginalized person or group
27 voluntarily or involuntarily adopts the social, psychological, cultural, and political
28 characteristics of a dominant group.

29 **B**

30 *Boycott, Divestment and Sanctions (BDS)*- is a global social movement that currently
31 aims to establish freedom for Palestinians living under apartheid conditions. Inspired by
32 tactics employed during the South African anti-apartheid movement, the Palestinian-led
33 movement calls for the boycott, divestment, and sanctioning of the Israeli government
34 until it complies with International law. BDS proponents and organizers have called for
35 the global community to boycott or withdraw support from Israel and companies
36 associated with it. The second component of BDS calls for governments, banks,
37 universities, and other institutions to withdraw monetary support (divestment) from Israel
38 and its companies. And finally, the third component—sanctions—asks international
39 governments to hold Israel accountable for its actions through legislation, trade and
40 military agreements, among other measures.

41 **C**

42 Capitalism- an economic and political system in which industry and trade are based on
43 a “free market” and largely controlled by private companies instead of the government.
44 Within Ethnic Studies, scholars are often very critical of the system of capitalism as
45 research has shown that Native people and people of color are disproportionately
46 exploited within the system. In a capitalist economy, surplus value (profit) is generated
47 from human labor and everything is commodified.

48 Character- A combination of qualities (i.e. mental, moral, ethical, etc.) that render a
49 person distinctly unique.

50 Chicana/o/x- A contested social and political identity chosen by people living in the
51 United States with Mexican and indigenous ancestry. The term with the ‘x’ is
52 pronounced with an ‘-ex’ sound at the end of the word.

~~ABPB~~ AMERICAN STUDIES COURSE OUTLINE

- 4947 • Arab Immigration to the United States
- 4948 • *Dow v. United States* (1915)
- 4949 • Race and the Arab-American Experience
- 4950 • The history of Anti-Arab Immigration Policies
- 4951 • The Muslim Ban Executive Order 13769
- 4952 • Terrorism Against Arabs: Arab American and Civil Liberties post-9/11
- 4953 • Orientalism and Arab Representations in the Media
- 4954 • Arab and Muslim Women in the United States
- 4955 • Anti-Arab and Muslim Violence
- 4956 • Direct Action Front for Palestine and Black Lives Matter
- 4957 • Call to Boycott, Divest, and Sanction Israel
- 4958 • Comparative Border Studies: Palestine and Mexico
- 4959 Potential Significant Figures to Cover (this list is in no way exhaustive):
 - 4960 • Mustafa az-Zammouri
 - 4961 • Kahlil Gibran
 - 4962 • Philip Hitti
 - 4963 • Nagi Daifullah
 - 4964 • Edward Wadie Said
 - 4965 • Ralph Nader

- 5011 1. What are the similarities and differences between the immigration patterns
- 5012 among Arabs throughout US history?
- 5013 2. What are the similarities and differences in the experiences of Arab groups after
- 5014 immigrating to America?
- 5015 3. How are the experiences of Arab immigrants connected to those of other
- 5016 communities?
- 5017 Lesson Steps/Activities:
- 5018 Time Required: 100-150 minutes
- 5019 • Teacher distributes the “History of Arab Immigration to the United States”
- 5020 handout to students the day before the lesson. Depending on time, teacher can
- 5021 either have students read the handout for homework or as a warm up. Students
- 5022 are assigned to mark three points that surprised them and write out three
- 5023 questions they have after reading the handout.
- 5024 • Teacher distributes a blank map of North Africa and the Middle East. Students
- 5025 write in the names of any countries they recognize and mark each Arab country
- 5026 with a star. When student have finished, the teacher projects the same map and
- 5027 fills it in along with the students. To wrap up the exercise, students identify the
- 5028 ways that one might identify a country as “Arab,” (e.g. predominantly Arabic-
- 5029 speaking, member of the Arab League). If time permits, students highlight
- 5030 Lebanon, Syria, Israel-Palestine, and Iraq, and for each country teacher explains
- 5031 what time periods saw significant immigration from each of those countries to the
- 5032 US. (10 min)
- 5033 • Teacher has students take out the handout that they read for homework along
- 5034 with their questions. Teacher asks students to share what points surprised them.
- 5035 Teacher collects their questions and uses them to inform the next day of
- 5036 teaching. (5-10 min)

5145 The influx of immigrants from outside Western Europe in the late nineteenth century
5146 provoked a backlash in the US from some among the white majority of European origin,
5147 who believed that these immigrants would negatively influence the character of
5148 American society. This nativist trend resulted in restrictive immigration policy and legal
5149 and institutionalized discrimination against groups that did not fit the white, Western
5150 European, Protestant profile. This first wave of Arab immigration ended with the
5151 passage of the Immigration Act of 1924 (the Johnson-Reed Act), which sharply
5152 restricted the number of immigrants through a quota system. Only one hundred Arabs
5153 were allowed to immigrate each year.

5154 The second wave of immigrants, in the middle of the twentieth century, arrived more
5155 slowly because of these restrictions in immigration law. This wave was smaller (less
5156 than 100,000) and much less homogeneous than the first. Immigrants both Christian
5157 and Muslim arrived from all over the Arab world, not just Syria. The largest single group
5158 was Palestinian, as hundreds of thousands of Palestinians had been displaced in the
5159 Nakba (Arabic for “Catastrophe,” the term used to describe the dispossession and
5160 dispersal of many Palestinian Arabs from the new state of Israel in the 1948 Palestine
5161 War). Most of the Arab immigrants to the US in this period, Palestinian and otherwise,
5162 were well-educated professionals because restrictive immigration laws kept out those
5163 without wealth or a trade.

5164 Second wave immigrants left the Arab world at a time when Arab nationalism was rising
5165 as a powerful ideological force. Many of these new immigrants identified as Arabs and
5166 considered their Arab identity politically central. The term “Arab” is generally used to
5167 mean someone who speaks Arabic, but as with other ethnic terms, an Arab is anyone
5168 who identifies with Arab culture and history and the Arabic language.

5169 The Immigration and Nationality Act of 1965 loosened the restrictions that had kept out
5170 many immigrants, ushering in a massive third wave of Arab immigration. Many Arabs in
5171 the third wave, which continues today, were fleeing violence at home. The Lebanese
5172 Civil War from 1975 to 1990 prompted thousands of Lebanese to seek security in the
5173 West. Iraqi refugees fled the Gulf War, the abuses of the regime of Saddam Hussein,

FURTHER RESOURCES

- 5473 ● Students read the article, Busta Apologizes for Releasing Arab Money where
5474 Busta apologizes for being racist. Afterwards, students reflect on whether or not
5475 artists should be held solely responsible for reinforcing stereotypes. If not, who
5476 and/or what should be? (10-15 min)

- 5477 ● Day 2: Teacher distributes song lyrics to the song, "Somos Sur" by Ana Tijoux
5478 and Shadia Mansour. Teacher introduces the song by explaining that:

5479 "Somos Sur" is a song off Ana Tijoux's latest album "Vengo". She
5480 collaborated on this song with Shadia Mansour, who is an Arab hip-hop
5481 artist from Palestine. Ana is from Chile, where her parents were exiled
5482 under the dictatorship of Pinochet a few years before she was born in
5483 France.

- 5484 ● Students listen to the song and are instructed to do the following:
 - 5485 ○ While the video plays, try and follow along with the lyrics
 - 5486 ○ Underline 3 lines that stand out to you-either in English, Spanish, or Arabic
 - 5487 ○ Ana Tijoux is quoted as saying, "I feel that music is an amazing weapon,
5488 an amazing tool, like to have this reflection with the world. It's a
5489 conversation, a dialogue with the world."
 - 5490 ○ Using this song and your own personal experience with music, explain
5491 how music can be used as a weapon and how it can be used to give
5492 people agency?

- 5493 ● Students share their responses to the lyrics. Teacher specifically focuses on their
5494 responses to the quote by Ana Tijoux.

- 5495 ● Teacher distributes the assignment titled, Soundtrack of Hegemony. Students will
5496 explore their own experiences with hegemony. They will use the information they
5497 have used in the unit to create a cover for a CD that includes songs about

LETRA De "Somos Sur" ft. Shadia Mansour

5676 And set the standard straight about the violent circuit
5677 From bomb makers stripping Islam Naked
5678 The strong face of the wrong fakers, in calm nature, see
5679 The truth in America's hip-hop is gone sacred
5680 Not to generalize, dawg, this song's racist
5681
5682 [Outro]
5683
5684 So don't get it twisted
5685 See not all Arabs are rich, my brothers and sisters
5686 Get your history right
5687 "Arab money' came from British colonialism
5688 So that means the slave master got you back
5689 So when you look at that money in your pocket
5690 Make sure you spend it right
5691

Letra de "Somos Sur" ft. Shadia Mansour

5692
5693
5694 Tú nos dices que debemos sentarnos
5695 Pero las ideas sólo pueden levantarnos
5696 Caminar, recorrer, no rendirse ni retroceder
5697 Ver, aprender como esponja absorbe
5698 Nadie sobra, todos faltan, todos suman
5699 Todos para todos, todo para nosotros
5700 Soñamos en grande que se caiga el imperio

- 5701 Lo gritamos alto, no queda más remedio
- 5702 Esto no es utopía, es alegre rebeldía
- 5703 Del baile de los que sobran, de la danza tuya y mía
- 5704 Levantarnos para decir "ya basta"
- 5705 Ni África, ni América Latina se subasta
- 5706 Con barro, con casco, con lápiz, zapatear el fiasco
- 5707 Provocar un social terremoto en este charco
- 5708
- 5709 Chorus x2
- 5710 Todos los callados (todos)
- 5711 Todos los omitidos (todos)
- 5712 Todos los invisibles (todos)
- 5713 Todos, to, to, todos
- 5714 Todos, to, to, todos
- 5715
- 5716 Nigeria, Bolivia, Chile, Angola, Puerto Rico y Tunisia, Argelia
- 5717 Venezuela, Guatemala, Nicaragua, Mozambique, Costa Rica, Camerún, Congo, Cuba,
5718 Somalia, México, República Dominicana, Tanzania, fuera yanquis de América latina
- 5719 Franceses, ingleses y holandeses, yo te quiero libre Palestina
- 5720
- 5721 [Shadia Mansour]
- 5722 (اعطني الميكروفون)
- 5723 الموسيقى هي اللغة الأم في العالم
- 5724 انها تدعم وجودنا، وقالت انها تحمي جذورنا
- 5725 توحدنا من سوريا الكبرى، إفريقيا، إلى أمريكا اللاتينية
- 5726 هنا أنا مع أنيتا تيجوكس

- 5727 هنا أنا مع أولئك الذين يعانون، وليس مع أولئك الذين باعوا لك
- 5728 هنا أنا مع المقاومة الثقافية
- 5729 من البداية، إلى النصر دائماً
- 5730 أنا مع أولئك الذين ضد، مع أولئك الذين تعاونوا، مع أولئك الذين ليسوا إلى جانبنا
- 5731 منذ بعض الوقت، وأنا حساب، لذلك قررت أن الاستثمار في بانكسي بعد بان-كي اندلعت
- 5732 "وكما يقول المثل "يجب أن تكون الحالة مهددة ولكن في الواقع يجب أن يتوقف الوضع
- 5733 وبالنسبة لكل سجين سياسي حر ، يتم توسيع مستعمرة إسرائيلية
- 5734 وكل تحية، هدمت ألف منزل
- 5735 أنها تستخدم الصحافة حتى يتمكنوا من تصنيعولكن عندما يتم الحكم على عقوبتي، الواقع يقدم نفسه
- 5736
- 5737 Chorus x2
- 5738 Todos los callados (todos)
- 5739 Todos los omitidos (todos)
- 5740 Todos los invisibles (todos)
- 5741 Todos, to, to, todos
- 5742 Todos, to, to, todos
- 5743
- 5744 Saqueo, pisoteo, colonización, Matías Catrileo, Wallmapu
- 5745 Mil veces venceremos, del cielo al suelo, y del suelo al cielo
- 5746 Vamos, sa, sa, sa, sa, sa, sa, saltando
- 5747 Caballito Blanco, vuelve pa' tu pueblo, no te tenemos miedo
- 5748 Tenemos vida y fuego, fuego nuestras manos, fuego nuestros ojos
- 5749 Tenemos tanta vida, y hasta fuerza color rojo
- 5750 La niña María no quiere tu castigo, se va a liberar con el suelo Palestino
- 5751 Somos Africanos, Latinoamericanos, somos este sur y juntamos nuestras manos

- 5752
- 5753 Chorus x2
- 5754 Todos los callados (todos)
- 5755 Todos los omitidos (todos)
- 5756 Todos los invisibles (todos)
- 5757 Todos, to, to, todos
- 5758 Todos, to, to, todos
- 5759
- 5760
- 5761 Lyrics of "Somos Sur"
- 5762
- 5763 You tell us we should sit down
- 5764 But ideas can only rise us
- 5765 Walk, march, don't surrender or retreat
- 5766 See, learn like a sponge absorbs
- 5767 No one is surplus, all fall short, all add up
- 5768 All for all, all for us
- 5769 We dream big that the empire may fall
- 5770 We shout out loud, there is no other remedy left
- 5771 This is not utopia, this is a joyful dancing rebellion
- 5772 Of those who are overrun, this dance is yours and mine
- 5773 Let's rise to say "enough is enough"
- 5774 Neither Africa or Latin America are for auction
- 5775 With mud, with a helmet, with a pencil, drum the fiasco
- 5776 To provoke a social earthquake in this puddle

- 5777
- 5778
- 5779 Chorus X2
- 5780 All the silenced (all)
- 5781 All the neglected (all)
- 5782 All the invisible (all)
- 5783 All, All
- 5784 All, All
- 5785
- 5786 Nigeria, Bolivia, Chile, Angola, Puerto Rico and Tunisia
- 5787 Algeria, Venezuela, Guatemala, Nicaragua, Mozambique
- 5788 Costa Rica, Cameroon, Congo, Cuba, Somalia, Mexico
- 5789 Dominican Republic, Tanzania
- 5790 Get out Yankees from Latin America
- 5791 French, English and Dutch
- 5792 I love you Free Palestine
- 5793
- 5794 Arabic Verse Rapped by Shadia Mansour
- 5795 (Give me the microphone) Music is the mother tongue of the world It supports our
5796 existence, and it protects our roots We unite from Greater Syria, Africa, to Latin America
5797 Here I am with Anita Tegucas Here I am with those who suffer, not with those who sold
5798 you Here I am with cultural resistance From the beginning, to victory always! I am with
5799 those who are against, with those who have cooperated, with those who are not on our
5800 side Some time ago, I calculated, so I decided to invest in Panxi after Pan-Ki broke up
5801 As the saying goes, "the situation must be threatened but in reality the situation must
5802 stop" For every free political prisoner, an Israeli colony is expanded For each greeting, a

5803 thousand houses were demolished They use the press so they can manufacture, but
5804 when my sentence is judged, reality presents itself

5805

5806 Chorus X2

5807 All the silenced (all)

5808 All the neglected (all)

5809 All the invisible (all)

5810 All, All

5811 All, All

5812

5813 Looting, trampling, colonization, Matias Catrileo, Gualmapu

5814 A thousand times we will overcome, from the sky to the ground, and from the ground to
5815 the sky

5816 Let's go, jumping

5817 White Knight, go back to your city, we are not afraid

5818 We have life and fire, fire in our hands, fire in our eyes

5819 We have so much life, and strength up to the color red

5820 The child (divine) Mary doesn't want your punishment, she is going to free the
5821 Palestinian soil

5822 We are Africans, Latin Americans, we are the south and we join our hands together

5823