

From: Linda Tubach
Sent: Friday, November 13, 2020 7:58 PM
To: Ethnic Studies
Cc: [redact emails]
Subject: [EXTERNAL] Arab-American Studies

November 13, 2020

To the Instructional Quality Commission

I am an experienced Los Angeles Unified School District secondary social studies teacher, a past member of the CDEs IMAP process for K-8 social studies, and past member of the H/SS Framework Revision Committee. I applaud the development of the original Ethnic Studies Model Curriculum and the outstanding work of the Advisory Board. I also object to the removal of Arab-American studies from the Asian-American Studies section of the ESMC, and relegation to the Appendix. Furthermore, Palestinian people are removed completely in the revised Arab-American lesson. This is really unacceptable disparate treatment and could violate Ed Code.

Thanks to decades of U.S. foreign policy, our young Arab-American and Muslim students face the destructive consequences of everyday Islamophobia and anti-Arab racism in our schools and communities. As a teacher, I know that Arab-American studies are a much-needed intervention into racist stereotypes that still prevail in K-12 education.

Like all people of color in the U.S., Arab-Americans have a long and rich history in the development of California and the United States, and should have their rightful place in Asian-American studies. Furthermore, pro-Israel groups should not be allowed to fine anti-Semitism in the ESMC, or have the power to delete Palestinians in Arab-American studies.

In fact, the principles of ethnic studies as a social studies discipline-- anti-racism, de-colonialism, and justice--should guide all the lesson plans in the ESMC. And the professionals who have developed this discipline should be listened to. The original Arab-American lesson plan by the original ESMC Advisory Committee should be restored and the section should be returned to Asian-American studies.

Sincerely
Linda Tubach