

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

(Download and use to provide specific recommendations)

Include the chapter of the model curriculum, the page number, and line number(s) to ensure that the California Department of Education and Instructional Quality Commission can reference the content of the document when reviewing your comments. Please email this document as a Word document to [ethnicstudies@cde.ca.gov](mailto:ethnicstudies@cde.ca.gov). You may contact Kenneth McDonald, Education Programs Consultant, at [kmcdonal@cde.ca.gov](mailto:kmcdonal@cde.ca.gov) with any questions regarding this template or the public input process.

Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
Chapter 1	Gillian Russom  History teacher Roosevelt High School Los Angeles Unified School District	<b><i>[Include the page and line number(s) here–Write your comment here]</i></b>  I support the inclusion of Arab American studies as part of the ethnic studies curriculum in California (referenced on page 1). Since 2001 in particular, Arab Americans have been the targets of racism, Islamophobia, and scapegoating connected with U.S. wars in the Middle East. Yet their history and experience have been virtually invisible in our social studies curriculum.
Chapter 2	Gillian Russom  History teacher Roosevelt High School Los Angeles Unified School District	I support the objectives listed on page 233. I agree that teaching the diverse history of Arabs and Arab Americans is critical for challenging xenophobia and discrimination and creating a welcoming environment for marginalized students. I think that examining the impact of concepts such as race, Orientalism, Islamophobia, hegemony and Xenophobia is absolutely necessary for an ethnic studies curriculum. It is also critical to show the connection between U.S. imperialism abroad and the treatment of ethnic groups within the U.S – and the Arab-American experience is indispensable in this regard.

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Chapter 2	Gillian Russom History teacher Roosevelt High School Los Angeles Unified School District	Teaching about the Arab American experience of migration (page 236) is vital for creating common understanding among immigrant communities.
Appendix	Gillian Russom History teacher Roosevelt High School Los Angeles Unified School District	(p. 36 of 205) I strongly approve of this development in the way we teach Native American history in California. It not only honestly addresses the genocidal policies that targeted Native Californians, it also fully humanizes indigenous people by highlighting their consistent and ongoing resistance to maintain their lives and cultures.

California Department of Education, June 2019