

## 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)
"Geeral"	<p><i>Randall Heyn-Lamb</i></p> <p><i>Identification Purposes Only</i></p> <p><i>Co-Chair, Middle East Ministry, All Saints Episcopal Church, Pasadena</i></p> <p><i>Co-chair, LA Chapter, Friends of Sabeel North America</i></p> <p><i>Member, Steering Committee, Episcopal Peace Fellowship – Palestine Israel Network</i></p>	<p><b><i>[Include the page and line number(s) here—Write your comment here]</i></b></p> <p><b><i>As someone with more than 20 years of experience in education and connections with the Arab American community, and having traveled extensively in the Middle East, I strongly support the inclusion of Arab American studies as part of the ethnic studies curriculum in California. My experience working with both the Muslim and Christian Arab communities makes the assertion that “Arabs and Pacific Islanders are particularly marginalized communities that are not well represented in current course offerings.” (page 1)</i></b></p> <p><b><i>My experience of independent and guided reading about the Arab community in America leads me to support the benefits of teaching the diverse histories of Arabs and Arab Americans. Failure to have this as part of the curriculum would ignore the long history of North African and southwest Asian Arabs in North America, while including the studies could prove an effective tool against xenophobia and discrimination. With recent migrations of Iraqi and Levantine Arabs to California the acknowledgment</i></b></p>

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		<p><i>of their narratives in the curriculum would go a long way toward creating a welcoming environment for marginalized students. (page 223, 236)</i></p> <p><i>Including the recent Arab migrations and the reasons for these movements, including the collapse of the Ottoman Empire, the interwar British and French Mandate period, the formation of Israel, the Kuwaiti and Iraqi Gulf Wars, not to mention the Arab Spring and collapse would all prove for interesting studies as these events have impacted the Arab American communities.</i></p>