

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. You may contact Kenneth McDonald, Education Programs Consultant, at 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)
[Enter the Chapter Number here, or just "General" for a comment that applies to the entire document.]	Peter Baer, Parent [Enter Your Name] [Enter the agency, organization, or business that you represent, if applicable.]	Please remove BDS + any other anti-Israel bias curriculum [Include the page and line number(s) here—Write your comment here] Please see attached page 2 lines 30-40 Pages 234, 237, 242, 256, 264-269 Please add lessons about American Texas an ethnic group, including those who fled the holocaust oppression in the middle east and discrimination in the Soviet union

26	<i>Assimilation</i> - 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	<i>Boycott, Divestment and Sanctions (BDS)</i> - 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	<i>Capitalism</i> - 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	<i>Character</i> - A combination of qualities (i.e. mental, moral, ethical, etc.) that render a
49	person distinctly unique.
50	<i>Chicana/o/x</i> - 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.

4947	• Arab Immigration to the United States
4948	• <i>Dow v. United States</i> (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 among Arabs throughout US history?	5012
5013	2. What are the similarities and differences in the experiences of Arab groups after immigrating to America?	5014
5015	3. How are the experiences of Arab immigrants connected to those of other communities?	5016
5017	Lesson Steps/Activities:	
5018	Time Required: 100-150 minutes	
5019	• Teacher distributes the "History of Arab Immigration to the United States" handout to students the day before the lesson. Depending on time, teacher can either have students read the handout for homework or as a warm up. Students are assigned to mark three points that surprised them and write out three questions they have after reading the handout.	5020 5021 5022
5024	• Teacher distributes a blank map of North Africa and the Middle East. Students write in the names of any countries they recognize and mark each Arab country with a star. When student have finished, the teacher projects the same map and fills it in along with the students. To wrap up the exercise, students identify the ways that one might identify a country as "Arab," (e.g. predominantly Arabic-speaking, member of the Arab League). If time permits, students highlight Lebanon, Syria, Israel-Palestine, and Iraq, and for each country teacher explains what time periods saw significant immigration from each of those countries to the US. (10 min)	5025 5026 5027 5028 5029 5030 5031 5032
5033	• Teacher has students take out the handout that they read for homework along with their questions. Teacher asks students to share what points surprised them. Teacher collects their questions and uses them to inform the next day of teaching. (5-10 min)	5034 5035 5036

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,

5473	● Students read the article, Busta Apologizes for Releasing Arab Money where Busta apologizes for being racist. Afterwards, students reflect on whether or not artists should be held solely responsible for reinforcing stereotypes. If not, who and/or what should be? (10-15 min)	
5477	● Day 2: Teacher distributes song lyrics to the song, "Somos Sur" by Ana Tijoux and Shadia Mansour. Teacher introduces the song by explaining that:	
5478		
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	

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	
5692	Letra de "Somos Sur" ft. Shadia Mansour
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	Somamos 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, 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	(أعطني الميكروفون)
5723	الموسيقى هي اللغة الأم في العالم
5724	إنها تدعم وجدنا، وقالت إنها تحمي جدونا
5725	توجدنا من سوريا الكبرى، أفريقيا، إلى أمريكا اللاتينية
5726	هنا أنا مع أنيتا تيجوكس

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 Catileo, 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