

**BILL DIGEST:**

Requires the office of the superintendent of public instruction to: (1) Adopt essential academic learning requirements and grade level expectations that identify the knowledge and skills that students need to be global citizens in a global society with an appreciation for the contributions of diverse cultures; (2) Develop a model ethnic studies curriculum for use in grades seven through twelve; and (3) Establish an ethnic studies advisory committee.

**Talking Points**

- This bill would direct the state to create an ethnic studies curriculum
  - **Ethnic studies**, in the United States, is the interdisciplinary study of difference—chiefly race, **ethnicity**, and nation, but also sexuality, gender, and other such markings—and power, as expressed by the state, by civil society, and by individuals.
- Public school pupils should be taught to treat and value each other as individuals and not be taught to resent or hate other races or classes of people.
- Opponents state that the classes will not actually improve race relations among the various cultures living in Washington, but will rather deepen any divide that may exist.
  - The job of public schools is to develop the student's identity as Americans and as strong individuals. It's not the job of the public schools to promote ethnic chauvinism or cultural relativism
  - These courses teach students that they 'are an oppressed minority, rather than endorsing/promoting "ethnic solidarity.'
    - These types of classes promote "the overthrow of the U.S. government," or "resentment toward a race or class of people," and promotes classes "designed primarily for pupils for a particular ethnic group."
      - These classes are built around core themes of indigeneity, colonization, anti-racism, and activism
      - They teach us why America is bad rather than why America is good.
      - How do we get students to love and cherish American values if all we teach them are the bad aspects of our history?
      - These kinds of courses allow different ethnicities to learn about their people and culture.
      - These courses could easily be replaced with history courses without the teaching of 'power' dynamics and how they have been 'oppressed' which indoctrinates students in believing in that oppression and fighting against it. We must teach students the history and let them draw their own conclusions, rather than teaching certain conclusions to them without any balance from alternative points of view.