

Shared Humanity Over Divided Classrooms

Condemning the Deception of (Liberated) Ethnic Studies

Like so many other (formerly) familiar terms “ethnic studies” used to have a stable and widely understood meaning. It signified curriculum that taught the unique histories of many social, religious, class, and ethnic groups. Its goals were to teach the value of our multi-ethnic democracy, to recognize complexity and to surface distinct expressions of our common humanity.

This definition, however, has been hijacked. Instead of the former inclusive approach, it now signifies a “liberated” approach to understanding our social world. This new ideology rejects our common humanity, essentializes students based on their group identities and often teaches them that their country is fundamentally unjust. These are noxious and alienating messages for all students regardless of their ancestry. The resources below unpack this divisive content and explain its effect on students and the quiet tactics used to advance it. Voters and legislators will have to decide for themselves whether Minnesota schools will be required to embrace or repel this race-and-class warfare view of society.



Public schools as the vehicle for early exposure to liberated ideology

<https://edsources.org/2022/california-schools-should-opt-for-inclusive-ethnic-studies/674538>

In 2021, California became the first state to impose an ethnic studies mandate on public schools. Lawmakers there faced serious public backlash when the model curriculum was released with a focus on liberated ideology. While eliciting some concessions, the opposition effort to prevent statewide imposition failed. In this article, a former California superintendent explains how schools become an access point for divisive beliefs, warns educators about curriculum selection and outlines the differences between inclusive ethnic studies and liberated ethnic studies. 2022 (5m read)

How California exposed unique concerns for the Jewish community

<https://jewishjournal.com/commentary/opinion/339751/a-new-israel-hating-curriculum-is-coming-to-california-school-districts/>

The originators of liberated ethnic studies commonly promote antisemitic views and denigrate Israel as an oppressor. In this article David Bernstein and Pam Paresky of the Jewish Institute for Liberal Values (JILV) outline the antisemitism embedded in liberated lessons. 2021 (5m read)

Misrepresentation of data, studies

<https://www.tabletmag.com/sections/news/articles/studies-fail-to-support-claims-new-california-ethnic-studies-requirement>

Advocates of ethnic studies claim that the curriculum offers academic benefits to minority students. In this article a law professor and a statistics professor carefully critique the two most cited studies used to justify ethnic studies mandates. 2022 (20m read)

How childhood exposure correlates to young adults' beliefs, sense of guilt and fear of sanction

<https://www.manhattan-institute.org/school-choice-not-enough-impact-of-critical-social-justice-ideology-in-american-education>

The concepts of liberated ethnic studies are largely based on critical social justice ideology. A recent large survey asked newly-graduated 18-20 year olds about their views and their exposure to critical social justice concepts. In this detailed article, the authors review the relationships between school exposure and a student's beliefs, party-affiliation, patriotism, shame, sense of guilt and fear of sanction. 2023 (30m read)