

SSB 5023 and SB 6066 established Ethnic Studies and the directive to “identify the knowledge and skills that all public school students need to be global citizens in a global society with an appreciation for the contributions of diverse cultures.”

The citizens of Washington expected a curriculum celebrating other cultures but received a divisive and traumatizing curriculum. Described as “Critical” or “Liberatory,” this one-sided curriculum advocates for the overthrow of Western Civilization, by whatever means necessary.

“Decolonisation is always a violent phenomenon” (pg 27): Frantz Fanon, Marxist author of *The Wretched of the Earth*, is frequently cited by leaders in Ethnic Studies and supporters of the October 7 massacre of Israeli citizens.

The Office of the Superintendent of Public Instruction recommends *Rethinking Ethnic Studies* as a teacher’s guide for districts in WA. Here are just a few things you should know:

- **Apologizes for being written in English.** “*This book is written in English – a linguistic vestige of settler, colonialism and white supremacy in the United States. It is the language of the “victors,” and it was used to carry out attempted cultural genocide.*” (Pg 2)
- **Uses purposely opaque educational jargon, poorly constructed sentences and invented words.** One randomly selected sentence contained 8 colons, 17 commas, 77 words and used an invented word twice.
- **Traumatizes and dehumanizes readers, weaponizing language to indoctrinate rather than educate.** One randomly selected page used: derivations of the word “colonialism” 18 times, words of violence (invaded, exploitation etc.) 25 times, racism/power charged words (white supremacy, patriarchy etc.) 11 times and referred to slavery 3 times. (Pg 70)
- **Assumes a mandate not given:** “*That is no longer the case, as Ethnic Studies has become an active movement to transform K–12 schooling in many school districts.*” (Pg 13)
- **Encourages activism in students too young to understand the implications:** *To achieve a high level of intellectual praxis, students needed to participate in some form of social justice action.* (Pg 51)
- **Suggests the following traits classify an individual as “privileged” (read: oppressor):** *European ancestry, white, from the first world, speak English properly, Christian, have wealth, cisgender, heterosexual, male, female, gender conforming, not traumatized or abused, mentally or physically healthy, an adult, have a typical body with typical genetics, raised with both bio parents, a human being, belong to one of the two major parties, work for a corporation, a white collar worker or owner, have a clean criminal record and have a higher education degree.* (Pg 46-47)
- **Violates the WA State Constitution:** Section 4 of Article IX: All schools maintained or supported wholly or in part by the public funds shall be forever free from sectarian control or influence. “*It tends to be older, white people who go apeshit about studies of race and racism.*” (Pg 55)
- **Teaches Critical Race Theory:** “*Scholars and education have borrowed from – and built Ethnic Studies to support – a racial analysis of school inequities. One such framework is a critical race theory.*” (Pg 21)
- **Makes many claims but doesn’t have a single footnote or cited source in its 345 pages.**

Critical Ethnic Studies ignores the history of mankind: the clash of civilizations: Assyrians, Babylonians, Egyptians, Persians, Mongols, Greeks, Romans, Muslims, Aztecs, Indigenous tribes etc. It promotes the idea that only native and Third World peoples were “colonized” and presents a one-sided and historically inaccurate picture: that Europeans came to the continent to spread disease, pillage and plunder peaceful cultures that lived in harmony with each other and with the earth. This hateful depiction of Western Civilization is being used to separate American children from their history, their culture and their heroes.