

## 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)
General	C. Pederson	The introduction reads like a bad parody of academic jargon.
General	“	If the final version includes neologisms such as “hxrstory” and “xdisciplinary,” please provide pronunciations. (If “hxrstory” is pronounced “hexerstory,” doesn’t “hexer” have the connotation of one who casts hexes, e.g., a “witch,” which itself is a characterization that has often been used to stigmatize and oppress people perceived as women who don’t conform to social norms?)
General	“	The pervasive use of jargon that will sound comic to many lay readers is a strategic error. Instead of aiding education about the important issues of how group identities form, change, dissolve, interact, sometimes empower, and sometimes oppress, the jargon in this document provides an easy avenue for those who are unsympathetic to ethnic studies to ridicule it and to prevent it from receiving the serious public consideration it deserves. Jargon is also likely to alienate many people even when they may have traits or attributes that are associated with groups that are sometimes or always disempowered.
Ch. 1	“	Pg. 13. The guiding principles and values should also include consideration of critiques of the approach to ethnic studies recommended in this document. Otherwise, many may perceive ethnic studies as an effort to indoctrinate students with a particular political perspective. To the extent the curriculum is

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		widely perceived as political indoctrination, it will be less effective and may not be implemented at all.

California Department of Education, June 2019