

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)
General	Isaac L Kaplan, Berkeley Affiliation-None	I am concerned that the range of the Ethnic studies proposals is too broad to be effective. I would submit that, tailoring the syllabus to the ethnic makeup of the local student body is in itself culturally insensitive. There are a few universal examples, which are apropos to the California experience, that could be focused on, such as the appropriation of California from Mexico by the (Anglo-European) US, the destruction of the native American culture by the Spanish invaders. There is a “victim” mentality running through the whole endeavor contributing to my perception of a one-sidedness of the curriculum, for example the notable exclusions of successful groups such as East Indian and Persian ethnic groups in California.
Intro-Overview	Same	I think there is co-mingling of different concepts here, reflected by the usage of “gender neutral” grammatical constructs. This is Ethnic studies, not gender studies. I believe the usage of this vocabulary reflects the personal bias(es) of the author(s)
Sample Course Model	Same	pp. 233-297 I would consider striking this whole section. It is extremely difficult to isolate the Arab experience in the US from the causation in their home countries. The Lebanese referenced in the initial wave were Christian, forced out by Muslim influence. The Muslim Arabs coming from Palestine lost a war, and were

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		refugees. How do they differ from the refugees that founded Israel, from other failed nation-states? How is it relevant to California High School students?
General	Same	One point which I fail to see adequately addressed is the balance of cause and effect over time. Neighborhoods aren't just created; they evolve. Political and prejudice, likewise. Concepts like "The Holy Land", "Jerusalem in America", "Divine Right" led to real events, catastrophic to the natural order of the native populations all over the world. I think maybe that is the most salient lesson which needs to be taught. The idea behind Ethnic studies, as presented here, doesn't seem to reflect that at all. This program seems to glorify ethnicity at the cost of attaining wisdom.

California Department of Education, June 2019