

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)
Chapter 4: Glossary	<i>Gretchen Brinser Private citizen, former college history instructor, California native, public school parent, BA Anthropology UCSC with emphasis on cultural diversity and immigration</i>	<p>Glossary, sections A and Y: Please define Anti-Semitism and Yellow Peril. Failure to include these terms is intellectually dishonest, renders the document factually incomplete, and ignores the history and purpose of Ethnic Studies in the USA.</p> <p>Glossary, section C: Definition of Capitalism: “Everything is commodified” is simplistic and hyperbolic; “everything” is not a standard or defined term. The omission of any reference to class is frankly shocking in a definition of capitalism. It reads like a deliberate effort to exclude working-class white people from consideration as an exploited group, and renders unclear the term “disproportionately.” It is also unclear why “Native people” are distinguished from “people of color” in this definition as they are not distinguished in the definition of “people of color.”</p> <p>Glossary, section R: Definition of Redlining: Inclusion of the parenthetical phrase “often Black people” is accurate but obscures the widespread use of redlining in California to exclude Asians and Hispanics.</p>

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Chapter 4: Glossary	Gretchen Brinser	Glossary, Section W: Definition of Whiteness: This paragraph is riddled with grammatical errors and typos. The most glaring to me is the repeated phrase “those that” which should read “those who.”
Chapter 4: Glossary	Gretchen Brinser	General note on whiteness and race: It would improve the definitions of Whiteness and Race to explain that they change over time and the only thing that has remained stable about the definition of “White” is not being Black.

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Chapter 1, page 2, paragraph 1 (first complete paragraph)	<i>Gretchen Brinser</i> <i>Private citizen, former college history instructor, California native, public school parent, BA Anthropology UCSC 1984, with emphasis on cultural diversity and immigration</i>	<p>This list of “isms” omits anti-semitism. As a Jewish Californian who supports BDS and an early student of Ethnic Studies in its formative years, I am deeply shocked.</p> <p>This document appears to assert (by omission) that Jews are “white,” ignoring the fact that anti-semitic violence and hate are hallmarks of white supremacy, and ignoring very recent acts of anti-semitic terrorism in the USA.</p> <p>It appears that this curriculum ignores our oppression because in some contexts we can claim white privilege. That is intellectually facile and minimizes the complexity of ethnicity in the USA. It is also a dangerous omission in the present climate of white supremacist hate and violence.</p> <p>The omission in this curriculum of anti-semitism as a form of ethnic oppression suggests an anti-semitic bias which would render the curriculum specious.</p>