

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	<i>Don Laursen</i> <i>General public member</i>	I'm sorry to not include page references for your convenience, but my thoughts follow.
		Capitalism is described as a “form of power and oppression,” alongside “patriarchy,” “racism,” “white supremacy” and “ableism.” Excuse me, but Russian communism, North Vietnamese totalitarianism, Japanese imperialism and some of the current African countries are much, much illustrative of power and oppression than capitalism ever was. Capitalism is not racist! Capitalism has raised the standard of loving of more people of all colors than any other system in history. Calling it a form of power and oppression, white supremacy or racist is a total contradiction of the truth and an immense distortion of fact.
		Teachers are encouraged to cite the biographies of “potentially significant figures” such as: Angela Davis; Frantz Fanon; Bobby Seale; convicted cop killers Mumia Abu-Jamal and Assata Shakur; Puerto Rican nationalists Oscar Lopez Rivera, a member of a paramilitary group that carried out more than 130 bomb attacks, and Lolita Lebron, who was convicted of attempted murder in a group assault that wounded five congressman. These are role models only for violence and should never be upheld for positive recognition.

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		Housing: Politicians imposed lower underwriting standards on the home-loan industry in a well-intentioned, but misguided, attempt to help such home buyers. Republicans said it was a way to expand the middle class while Democrats said it would aid the poor. Subprime loans were NEVER an attack on home buyers with low incomes. Such a claim rewrites history, but does not tell the truth.
		This curriculum explicitly aims at encouraging students to become “agents of change, social justice organizers and advocates.” Teachers are directed to have students plan “a direct action (e.g., a sit-in, die-in, march, boycott, strike).” There is something horribly wrong when Ethnic Studies promotes having students stage a die-in! Obviously, teaching objective history isn’t the goal. Rather, it’s training students to become ideological activists and proponents of identity politics. This objective is entirely inappropriate for, and should never be taught in, our public schools.

California Department of Education, June 2019