

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)
Glossary and General	Amy Leserman Los Angeles Unified School District Teacher Secondary English and Social Studies	Glossary and General makes no mention of ethno-religious minorities, such as Jews, Gypsies (Roma/Sinti/Traveller), Armenians, Hindu, Sikh, Mormon, Seventh Day Adventist, etc.
	"	Glossary p. 2 of 22: Derogatory explanation of capitalism, and use of sarcastic quotation of "free market"
		Glossary p. 2 of 22 - Use of term "Cisheteropatriarchy- a system of power that is based on the dominance of cisheterosexual men." is used to marginalize straight men
		Glossary p 12 of 22 - Negatively collectively identifies "white" people: :People of color- someone who is not white. People of color as a collective identity emerged as a response to systemic racism and to assert resistance and solidarity against white supremacy. People of color are a global majority."
		Glossary p. 15 of 22: Negative and collective stereotyping of fair-skinned people with term "white": "Whiteness- a social construct that has served as the foundation for racialization in the United States. Whiteness is the antithesis of Blackness, and is commonly associated with those that identify as white.

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		However, Whiteness is much more than a racial identity marker, it separates those that are privileged from those that are not. Whiteness can manifest as a social, economic, political, and cultural behavior and power. For example, the “standard” or cultural “norm” are often always based on whiteness and by extension white culture, norms, and values.”
		General: This set of lesson plans focuses on RACE without explaining that this is a NONSCIENTIFIC term that has been disproved biologically.
Appendices		Page 8 of 214: European Immigration (Italians, Jewish , Polish, Irish, Serbian, etc.) Topics will include history and waves of European immigration to the United States, the role of World Wars I and II, the Cold War, Iron Curtain, and Communism played in immigration policies and effects on populations of immigrants. Students will participate in the analysis and discussion of economic opportunities, escape from religious persecution, humanitarian crisis, famine, and labor trends for wealthy, skilled or unskilled, workers. What have been the United States government policies that have accelerated or slowed European Migration to America?” Jewish is an ethnoreligious identity, not a nationality like Italian, Polish, Irish, or Serbian.
Overview		Document should correctly spell HISTORY. The word does not connote gender identity and should not be misspelled to accommodate a ridiculous mistaken sense of having been wronged.
Appendices		Page 44 of 214: This unit focuses inappropriately on Arab MUSLIMS, when 63% of American Arabs are Christian. and a large proportion are Jewish.
Overview		General: Overview inappropriately associates “whiteness” with “white supremacy” which marginalizes and demonizes our students who identify as white.
Appendices		Page 44 of 214: The Israel/Palestine conflict is beyond the purview of any American ethnic studies class. In particular, the focus here is on demonizing and marginalizing students with religious and familial connections to Israel.
Sample Course Model		Pagination is incorrect, 288 of 303 pages are marked “299 of 300”
		Did Arab States declare that they would “drive Jews into the sea” -- Yes, they did. This is not heresy, but fact, and if it is reference, this should be clear.

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		"Call to Boycott, Divest, and Sanction Israel" -- Mention of this is entirely inappropriate and targets a tiny Jewish country as the major challenge to Arab countries, which is factually incorrect. Their major problem is a lack of democracy.
		Page ? "immigrant Jew like Lionel Cohen and his famous Lionel toy trains " -- His name was Joshua Cowen (check spelling) and his first claim to fame was for a device to ignite a photographer's flash. This is the only mention of Jewish people except with reference to Arabs.
		249 of 316 - Linda Sarsour as a person of Arab ancestry to research? She is a notable anti-semite! Helen Thomas? Anti-semite ---- Likewise Ilhan Omar and Rashida Tlaib You cannot find more notable Arab Americans to cite?

California Department of Education, June 2019