

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>Rachel de la Vega Parent, grandparent, UC Davis BA International Relations and Italian with honors, Johns Hopkins University School of Advanced International Studies MA in International Economics and International Relations</i>	<p>In a nutshell: Tear it up, toss it out, thank the committee for their service and form a completely new one that is actually as diverse as California.</p> <p>Even better: There's no need for this model as most current curricula in US history, sociology, world history, geography, literature, and the arts NOW DO include voices and individuals from the groups that ethnic studies promotes. Teachers should actually teach and provide students with a wide range of opportunities to learn about what America is all about. Therefore, there's no need to make this a graduation requirement at all.</p> <p>The model indoctrinates, not educates. It creates a victim mentality. It proselytizes.... It practically forces all students to become "social justice warriors" (woe to the student who doesn't agree with the teacher and class's groupthink exercises!) And it is horribly anti-Semitic. Don't get me started on its views on capitalism... Educators are supposed to provide students with tools so they can think, research, write and speak critically about any subject or issue they come across: end of story.</p> <p>By dividing individuals into convenient groups, this approach furthers "identity politics" instead of individual achievements, talents, and contributions. By only covering four groups, you leave others out completely. Giving the sense that they have no value or don't even exist.</p> <p>Much of the content is so current (Alexandria Ocasio-Cortez is given in an example??!!) that the entire model errs by depriving students of a well-researched historical view its topic: "Those who cannot remember the past are condemned to repeat it."</p> <p>PS: Please hold all the fancy way-out-there academic jargon like "hxstory": seriously, the etymology of the word "history" has nothing to do with men!</p>