

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>Francesca Karpel</i> Taxpayer, private citizen	This model curriculum strikes me as a model for indoctrination to a political perspective rather than education. Having only become aware of the draft and having little time to review it, I will only comment on a few specific elements.
Chapter 1	<i>Francesca Karpel</i> Taxpayer, private citizen	What does this mean in simple English “critical praxis of holistic humanity”? page 1 22 Further, it is the interdisciplinary, loving, and critical praxis of holistic humanity – as educational and racial justice
Chapter 1	<i>Francesca Karpel</i> Taxpayer, private citizen	The Ethnic Studies definition seems more politically oriented than anything else. If it is “ethnic studies” why are sexism, classism, homophobia, transphobia included in the definition? Why aren’t Jews of Sephardic and Mizrahi descent acknowledged as people of color? Page 2, Line 27 The field critically grapples with the various power structures and forms of oppression, including, but not limited to, white supremacy, race and racism, sexism, classism, homophobia, islamophobia, transphobia, and xenophobia , that continue to impact the social, emotional, cultural, economic, and political experiences of Native People/s and people of color.

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Chapter 1	<i>Francesca Karpel</i> Taxpayer, private citizen	<p>P 20 Bias of curriculum evident</p> <p>Chapter 1 line 496 and following Question: why is the only example of religious accommodation a Muslim example? Why not Christian, Jewish? Hindu? Why not all of these? Why isn't anti-Semitism mentioned? There are growing incidents of anti-Semitism in the state of California. There are no references to Christian, Jew, Hindu in the first chapter of this curriculum. Aren't these omissions examples of bias in the development of this curriculum?</p> <ul style="list-style-type: none">• For example, if an Ethnic Studies educator taught a course with several Muslim students that observed Ramadan, that educator might limit food-based lessons, reduce physical activity, advocate for the creation of an alternative space during lunch, offer additional support to those students, or even create a lesson about Ramadan traditions, Islam, and Islamophobia.

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Glossary	<i>Francesca Karpel</i> Taxpayer, private citizen	<p>P 2. Bias of curriculum against Israel reinforced in Glossary which targets Israel – the language used is that of a political group that is opposed to Israel. This is clearly anti-Israeli and anti-Semitic and does not reflect a balanced perspective on terrorism in the region and the responsibility of a country to defend its citizens.</p> <p>Glossary</p> <p>B</p> <p><i>30 Boycott, Divestment and Sanctions (BDS)</i>- is a global social movement that currently aims to establish freedom for Palestinians living under apartheid conditions. Inspired by tactics employed during the South African anti-apartheid movement, the Palestinian-led movement calls for the boycott, divestment, and sanctioning of the Israeli government until it complies with International law. BDS proponents and organizers have called for the global community to boycott or withdraw support from Israel and companies associated with it. The second component of BDS calls for governments, banks, universities, and other institutions to withdraw monetary support (divestment) from Israel and its companies. And finally, the third component—sanctions—asks international governments to hold Israel accountable for its actions through legislation, trade and military agreements, among other measures.</p>

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Glossary	<i>Francesca Karpel</i> Taxpayer, private citizen	<p>P2 Bias of authors against capitalism – don’t know what “research” is referred to here, but this glossary is missing definitions of socialism, communism, and includes an interesting phrase “instead of the government”. The phrase isn’t needed to define capitalism unless the authors are comparing it with another system, which isn’t done in the context of this glossary or unless they think that government should control industry and trade.</p> <p><i>42 Capitalism</i>- an economic and political system in which industry and trade are based on a “free market” and largely controlled by private companies instead of the government. Within Ethnic Studies, scholars are often very critical of the system of capitalism as research has shown that Native people and people of color are disproportionately exploited within the system. In a capitalist economy, surplus value (profit) is generated from human labor and everything is commodified.</p>