| Chapter of Model Curriculum | Your Name and Affiliation | Comment (include page and line numbers where applicable) |
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| **Term** | **Portion of the definition I have issues with** | **This might be a better way to say it:** |
| *Androcentric* | The Privileging of… | The focus on… |
| *Assimilation* | …a historically marginalized person or group… | …a subgroup within the primary/majority population… |
| *Boycott, Divestment and Sanctions (BDS)* | (all of it) | *(This group has so much going on with it that an entire week could be spent trying to understand BDS, the effects of the boycott, and how/whether their methods are actually effective.)* |
| *Capitalism* | 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. | *(Please delete this politically charged statement.)* |
| *Community Responsive Pedagogy* | It is an approach of teaching to recuperate the education and learning of often marginalized diverse students in order to improve themselves, their families and their respective communities. | *(This sentence isn't really necessary)* |
| *Cultural appropriation* | …other than your own (often historically marginalized groups), without knowledge or respect for the original culture. | …other than your own, without respect for the original culture |
| *Cultural wealth* | critical education scholar Tara Yosso introduced the term "cultural wealth" in 2005 in her work, "Whose Culture has Capital? A Critical Race Theory Discussion of Community Cultural Wealth." The term speaks to a broader framework that encompasses various forms of cultural capital—aspirational, linguistic, familial, social, navigational, and resistance— that are used to empower people. More specifically, the framework is used to better understand and describe what knowledge, experiences, adversities, strengths, etc. students of color bring with them to educational settings. | As introduced by education scholar Tara Yosso in, "Whose Culture has Capital? A Critical Race Theory Discussion of Community Cultural Wealth," the term encompasses various forms of cultural capital—aspirational, linguistic, familial, social, navigational, and resistance. More specifically, the framework is used to better understand and describe what knowledge, experiences, adversities, strengths, etc. students with them to educational settings. |
| *Empire* | …scholars often study the implications of Western empires and expansion on people of color globally. | …scholars often study the implications of Western empires and expansion into other global cultures. |
| *Hxrstory* | The "x" is used to disrupt the often rigid gender binarist approach to telling history. | The "x" is used to disrupt a gender binarist approach to telling history. |
| *Latina/o/x* | . Latinx differs from Latina/o as the "x" renders the term gender-neutral and more inclusive. Thus, the term can be used by women, men, gender non-binary and trans identifying people. | *(This sentence is only used for Latina/o/x, but not the other X cultures such as Filipina/o/x and Chicana/o/x. Shouldn't it be included in all three, or removed entirely?)* |

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| *Liberation* | …whose aim is to achieve freedom through equal rights and justice. | *(This is a noble definition. However I disagree that the specific groups listed in this definition – BLM, BDS – do not always use equal rights and justice as their tools. I am unable to offer an improvement on this definition, but please review it a little further. Perhaps you can come up with a more appropriate definition?)* |
| Mestiza/o | -- | *(You forgot to italicize the term)* |
| *Migration* | movement of people, voluntarily or involuntarily, from one region to another. | movement of people from one region to another. |
| *Matriarchy / Patriarchy* | -- | *(These two definitions should be identical to each other, except in gender.)* |
| *Pedagogy* | the study of how skills and knowledge are exchanged between within an educational setting (i.e. classroom, workshop, training, etc.). Pedagogy is the method and practice of teaching. | *(See Wikipedia)* is the study of how knowledge and skills are imparted in an educational context, and it considers the interactions that take place during learning. Both the theory and practise of pedagogy varies greatly, as they reflect different social, political, and cultural contexts. |
| *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. | Anyone who is not considered ethnically white. People of color as a collective identity emerged as a response to systemic racism. People of color are a global majority. |
| *Pre-Contact* | …prior to colonialism or contact with an outside culture… | …prior to any contact with an outside culture… |
| *Race* | …- a social construct created by European and American pseudo-scientists which sorts people… | …- a social construct which sorts people… |
| *Redlining* | …lenders, etc., refused or limited home loans, mortgages, and insurance policies to historically marginalized groups (often Black people) to aide in the segregation of cities. | …lenders, etc., refuse or limit home loans, mortgages, and insurance policies to historically marginalized groups (often Black people). |
| *Sexism* | discrimination based on someone's sex or gender, often women and girls. | discrimination based on someone's sex or gender. *(Discussions of which gender is more frequently discriminated against should be part of a curriculum, not part of the definition.)* |
| *Social justice* | --- | *(This is currently a politically and emotionally charged term, much more than the definition provided. I don't know how to improve this definition, which is excellent as an objective description. But the term "social justice" has been appropriated by groups which do not behave as the objective description would have them behave, and I fear students may be misled.)* |

| Stereotype threat | …Within the context of their research, Steele and Aronson studied Black and White students' performance on academic tests. They concluded that because Black students are often stereotyped as inherently "less competent" or lacking intellectual capacity, they would at times feel a desire to disengage from the learning process and perform those negative stereotypes, thus, impacting their performance on academic and standardized tests. | …For example, a student who belongs to a group which is stereotyped as "less competent" or lacking intellectual capacity, may want to disengage from the learning process and act out those negative stereotypes, resulting in poor academic performance. |
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Thank you very much for your time and attention.