

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) |
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| P. 2 of the glossary, P. 13 of the introduction | John Gobbell, Jr. CA resident | Capitalism is described as a “form of power and oppression,” alongside “patriarchy,” “racism,” “white supremacy” and “ableism.” Capitalism and capitalists appear as villains several times in the document. Your definition of Capitalism is terrible. Capitalism allows people the freedom to start business, be a part of business, choose to get a job from a business, etc. You need to point out the significant benefits of capitalism and how it has contributed to our country and our world. Capitalism is, in fact, a great tool of one’s own “self-determination.” |
| Sample course models P. 234 | John Gobbell, Jr. CA resident | You reference the “Muslim Ban.” The title of Executive Order 17369 is: “Protecting the Nation from Foreign Terrorist Entry into the United States.” Only its detractors refer to it as a “Muslim Ban.” Can you please be fair and balanced and present both sides of the argument both here and all through the one-sided curriculum? |
| Sample Course models P. 49 | John Gobbell, Jr. CA resident | Teachers are encouraged to cite the biographies of “potentially significant figures” such as convicted cop-killers Mumia Abu-Jamal and Assata Shakur are also on the list. How about teaching them about Justice Clarence Thomas & Ben Carson? There is so much bias here. How about a non-liberal viewpoint from a person of color like Larry Elder? Or even a white conservative? There are many different cultures that white people are a part of as well. |
| Sample Course models P. 80 | John Gobbell, Jr. CA resident | The Latino section’s people of significance include Puerto Rican nationalist Oscar López Rivera, a member of a paramilitary group that carried out more than 130 bomb attacks, and Lolita Lebrón, who was convicted of attempted murder in a group assault that wounded five congressmen. |

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| Overall comment | John Gobbell, Jr. CA resident | Teaching objective history obviously isn't the goal of this. The goal seems to be indoctrinating students to become ideological activists and proponents of identity politics. In fact, I think it really marginalizes people and divides them. We should strive to be color blind, not identify and discriminate based on their gender or skin color. |
| P. 2 of the glossary | John Gobbell, Jr. CA resident | BDS? Really? Anti-Jewish propaganda. You should be ashamed of yourself. Where is the Jewish rebuttal to that? You should reference someone like Dennis Prager to balance this out. And the fact that BDS propositions have been rejected in our own country. We support Israel because it is a friendly, very well-functioning country that contributes positively to the world. The Palestinians have every opportunity to be the same but have been deterred by a violent radical ideology. |
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California Department of Education, June 2019