

## 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](mailto:ethnicstudies@cde.ca.gov). You may contact Kenneth McDonald, Education Programs Consultant, at [kmcdonal@cde.ca.gov](mailto: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)
Chapter 1	<i>Paul Rudewicz</i>	<p>Comment: This introduction emphasizes only one side of the issue and ignores many cultural differences of varied cultures including Asian, Eastern European, , and Middle Eastern. Many of these non-white groups have been very successful and some have even faced some degree of discrimination. They have succeeded in spite of the forces of society.</p> <p>Chap. 1 Line 42-44:This debt refers to what students of color in the United States are owed after centuries of educational trauma, dehumanization, and enforced sociopolitical, cultural-historical, economic, and moral constraints via the education system</p>

## Public Input Template–2020 Ethnic Studies Model Curriculum

Page 2 of 3

Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
Chapter 1	<i>Paul Rudewicz</i>	<p>1. Line 300-308:</p> <p>critique empire and its relationship to white supremacy, racism, patriarchy, CIS heteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society;</p> <p>Comment: this passage assumes that white supremacy and racism are equivalent to capitalism. This should not be assumed and is erroneous.</p>
Chapter 2	<i>Paul Rudewicz</i>	<p>Line 87</p> <p>Some examples of systems of power are: white supremacy, capitalism, and patriarchy.</p> <p>Comment: Once again capitalism is presented as equivalent to racism and white supremacy. This is wrong and should not be part of a curriculum presented to K-12 of even some College courses.</p>

## Public Input Template–2020 Ethnic Studies Model Curriculum

Page 3 of 3

Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
Chapter 2	<i>Paul Rudewicz</i>	<p>Description of ‘Five people I know” Starting on line 502</p> <p>Comment: The five people described are from the ttw 0.5% extremes of the population. The discussion is slanted toward these extreme cases and ignores the middle 99%. What about the African American groups who do succeed at various levels, the doctors, the medical professional, the soldiers who made use of the education benefits. Also what about the Asian and Middle Eastern communities in which the families are more cohesive. There are many more successes than failures that would contribute to your falsely perceived debt due to education gap.</p>
General	<i>Paul Rudewicz</i>	<p>Although I believe the history and evolution of cultural and racial groups including their struggles with acceptance into various cities and groups is certainly a very valuable course, this presentation is totally biased and makes assumptions that are not appropriate for presentation to students of any age. Essentially this is liberal propaganda fed directly to our students. This curriculum is typical of the California liberal thinking and I believe is a partial cause of racial strife and emphasis of the negative aspects of racial inequality. A more balanced curriculum which includes some of the negative aspects but also tells some of the positive stories of racial integration and stories of minority groups who have succeeded and what aspects of their lives contributed to their success.</p>