

From: Wendell Walton
Sent: Wednesday, August 14, 2019 4:05 PM
To: Ethnic Studies <EthnicStudies@cde.ca.gov>
Cc: Kenneth McDonald; senator.rubio; assemblymember.rubio
Subject: Ethnic Studies Public Comment

I am currently the Chief Learning Officer for a company in California, with 20 years experience in designing course curriculum. As a parent with children in the CA educational system, I am very concerned with the direction of the ethnic studies suggested curriculum.

In whole, the curriculum does not represent the values I want my children to be exposed to. I do support the strength of diversity, in fact, I wrote a course on it for over 300,000 employees nation-wide; however, for example, when we redefine the word “history” as “herstory” or “hxrstory”, this is simply nonsensical and opens a pandora’s box of ideological concepts promoted within the pages reviewed; not appropriate in my opinion for any child less than college age, who lack the foundation to adequately evaluate the material presented.

I also found the content highly politicized and slanted to the far left of center, unbalanced in its viewpoint.

I don’t know many parents who have the time to wade through over 300 pages of suggested content, let alone be able to adequately research the topics presented. I give a few examples of questionable content below, but given the tenure and heavy slant toward far left ideologies, I wholeheartedly recommend rejecting the entire proposed ethnic studies curriculum in its current form in favor of a more balanced perspective.

Wendell Walton
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Public Input Template–2020 Ethnic Studies Model Curriculum May 2019 Draft

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

Public Input Template–2020 Ethnic Studies Model Curriculum

Page 2 of 5

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 | Wendell Walton, concerned parent | <p>I am currently the Chief Learning Officer for a company in California, with 20 years experience in designing course curriculum. As a parent with children in the CA educational system, I am very concerned with the direction of the ethnic studies suggested curriculum.</p> <p>In whole, the curriculum does not represent the values I want my children to be exposed to. I do support the strength of diversity, in fact, I wrote a course on it for over 300,000 employees nation-wide; however, for example, when we redefine the word “history” as “herstory” or “hxrstory”, this is simply nonsensical and opens a pandora’s box of ideological concepts promoted within the pages reviewed; not appropriate in my opinion for any child less than college age, who lack the foundation to adequately evaluate the material presented.</p> <p>I also found the content highly politicized and slanted to the far left of center, unbalanced in it’s viewpoint.</p> <p>I don’t know many parents who have the time to wade through over 300 pages of suggested content, let alone be able to adequately research the topics presented. I give a few examples of questionable content below, but given the tenure and heavy slant toward far left ideologies, I wholeheartedly recommend rejecting the entire proposed ethnic studies curriculum in its current form in favor of a more balanced perspective.</p> |

Public Input Template–2020 Ethnic Studies Model Curriculum

Page 3 of 5

| Chapter of Model Curriculum | Your Name and Affiliation | Comment (include page and line numbers where applicable) |
|-----------------------------|---------------------------|---|
| pg. 80, sample course model | | <p>Example of Disturbing Content:</p> <p>Why would we want to lift up Oscar Lopez Rivera as a “Significant Historical Figure”? and put him first on the list?</p> <p>Chicana/o/x and Latina/o/x Studies Course Outline</p> <p>Potential Significant Historical and Current Figures to Cover</p> <ul style="list-style-type: none">• Oscar López Rivera <p>Oscar López Rivera is a Puerto Rican activist and militant who was a member and suspected leader of the Fuerzas Armadas de Liberación Nacional Puertorriqueña, a clandestine paramilitary organization devoted to Puerto Rican independence that carried out more than 130 bomb attacks in the United States between 1974 and 1983. López Rivera was tried by the United States government for seditious conspiracy, use of force to commit robbery, interstate transportation of firearms, and conspiracy to transport explosives with intent to destroy government property.</p> |

Public Input Template–2020 Ethnic Studies Model Curriculum

Page 4 of 5

| Chapter of Model Curriculum | Your Name and Affiliation | Comment (include page and line numbers where applicable) |
|-----------------------------------|---------------------------|--|
| pg. 233 sample course model | | <p>Example of pushing political agenda: Arab American Studies Course Outline</p> <p>Sample Topics</p> <ul style="list-style-type: none"> • Call to Boycott, Divest, and Sanction Israel |
| pg. 49 sample course model | | <p>Another Example of Questionable Suggested Biographical Research African American Studies Course Outline</p> <ul style="list-style-type: none"> • Assata Shakur <p>Assata Olugbala Shakur is a former member of the Black Liberation Army, who was convicted of the first-degree murder of State Trooper Werner Foerster during a shootout on the New Jersey Turnpike in 1973.</p> <p>Born JoAnne Deborah Byron on July 16, 1947, in New York City, Assata Shakur is the first woman to appear on the FBI's most wanted terrorist list. An activist in black radical groups such as the Black Panther Party and the Black Liberation Army, Shakur was convicted of murdering a New Jersey state trooper in 1977, but supporters helped her escape prison and take refuge in Cuba.</p> |

Public Input Template–2020 Ethnic Studies Model Curriculum
Page 5 of 5

California Department of Education, June 2019