

# 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)  |
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| General                     | Irv Baran                 | <p>My understanding of the purported purpose of the H.S. Ethnic Studies Curriculum would be to encourage students “to be come more engaged school” and to assist in “developing a local high school ethnic studies program that reflects the pupil demographics in their communities.”</p> <ul style="list-style-type: none"> <li>• Studies groups with students should be to help them think and to learn how to objectively look at complex issues and problems; to question sources of what is presented as facts and history. However from what I see, the current proposal is focused on propagandizing, politicizing and risks inculcating students with serious prejudicial attitudes.</li> </ul> <p>The strong biases are even widespread in the Glossary. Take a look at the “A’s”, which includes</p> <p>neologisms and with heavily loaded definitions.</p> <p>Eg: Accompliceship- includes “attacking colonial structures and ideas” (<i>good</i>)</p> <p>Allyship - “disconnected from the anticolonial struggle” (<i>bad</i>)</p> <p>Androcentric - ( <i>ethnic? I suppose you could make a case for specific ethnic groups?</i>)</p> |

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|                             |                           | <p>Assimilation - “historically marginalized person or group...adopts...”</p> <p>In the “B’s” there is a large paragraph on “Boycott, Divestment and Sanctions”- includes the</p> <p>“finding “ of Israel committing “apartheid”. One wonders what rationalization would be given for</p> <p>including this.</p> <p>Although the course implies the dealing with problem issues of various ethnic groups such as</p> <p>Islamphobia there is no mention of “antisemitism” in the Glossary.This is despite the much</p> <p>greater number of antisemitic incidents than against any other groups. In fact Jews are not</p> <p>apparently included as an Ethnic group in the curriculum along with an accurate history of Israel,</p> <p>the Holocaust and the contributions of the Jews.</p> <p>Lastly I wonder re the makeup of the CESC Committee as to how balanced it is as to</p> <p>representation, expertise, focus, objectivity and understanding of the curriculum’s purpose.</p> <hr/> <p>· <b>Reply</b></p> <ul style="list-style-type: none"> <li>• ,</li> <li>• Ρεπλψ Αλλ</li> <li>• ορ</li> <li>• Φορωαρδ</li> </ul> |

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California Department of Education, June 2019