

## 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)
1	Elizabeth Russell, CA voter & taxpayer, professional social studies curriculum developer for 35 years	" The field critically grapples with the various power structures and forms of oppression, including, but not limited to, white supremacy, race and racism, sexism, classism, homophobia, islamophobia, transphobia, and xenophobia, that continue to impact the social, emotional, cultural, economic, and political experiences of Native People/s and people of color." p. 2, ll 27-31 <b>Why no mention of anti-Semitism? Jews are increasingly being targeted by hate groups. Remember Charlottesville, Pittsburgh, Poway?</b>

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2		<p>P. 35: Why include BDS? This deals with a foreign country, but only one point of view. This course is the study of oppression in the U.S.; BDS believes oppression only of Palestinians, where there has been wrong on both sides in Israel. Inclusion of Edward Said, Palestinian rights activist, not appropriate. (p. 152)</p> <p><b>P. 42: What if students don't want to share family immigration history because it includes undocumented people?</b> Curriculum does not appear sensitive to the needs of those students.</p>

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Glossary		BDS: definition states it is “anti-apartheid”. The term “apartheid” has specific references to the history of South Africa and is not comparable to the situation in Israel.

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General		<p>- Very good teacher support. A lot of student-centered activity.</p> <p>However, I am concerned that if this course is mandated for graduation in California, would it replace American history? This course is very unbalanced, making it seem as though all of American history is about oppression of minorities. Of course these negative aspects abound, but if students have not yet been given a better grounding in American history, they will not know context or be able to have nuanced discussions of these problems. Our job as educators is to develop the critical thinking skills necessary for responsible participatory citizenship. I fear that this course runs the risk of inculcating only negative stereotypes about our country. Much more balance is needed in the revision.</p>

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California Department of Education, June 2019