

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)
		797 and 799 -- The verb “were” needs to be “were/are” on both pages. Regarding land, this is <u>still</u> Native land, regardless of nominal ownership by colonial society. Regarding erasure, a form of genocide, strictly speaking, it is on-going, and the spirit of this proposed curriculum is to move past that. Keeping Native experience with colonialization in the present, as an on-going dynamic, is a crucial part of this effort. Also, Native sources need to be used much more than these source lists show. Immersion in the Indigenous voice is critical.
Native American chapter	Stan Rushworth, Cabrillo College, enrolled member of the Chiricahua Apache Nation.	4111 -- When the Gold Rush is mentioned, it should always include the word genocide, as this is historical fact, and needs consistent acknowledgement. See Dr. Benjamin Madley’s <i>An American Genocide</i> , among other sources.
Native American Chapter	Stan Rushworth, Cabrillo College, enrolled member of the Chiricahua Apache Nation.	4127 -- When Native contributions to WW2 are mentioned, Vietnam should be included, as thousands of Native soldiers worked with Indigenous people within Vietnam and neighboring states to help protect them from the NVA. <i>Brave Hearts, Wounded Souls</i> is a good source for Native involvement with the armed services.

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Native American Chapter	Stan Rushworth, Cabrillo College, enrolled member of the Chiricahua Apache Nation.	4361 -- When talking about slavery in California, the Mexican period must be included, as it was an extension of the Spanish period, and it is too often “leapfrogged” over, from the Mission era to the Gold Rush. Including the difficulties for Indigenous during the Mexican period allows for more thorough examination of racism toward Indigenous within the Hispanic community today, thereby allowing for a deeper recognition of cultural roots and experience within all communities in California, but specifically between and within Indigenous and “Hispanic” peoples. This study helps “Indigenization” with Hispanic communities, in my experience, which furthers deep solidarity in those communities.
Native American Chapter	Stan Rushworth, Cabrillo College, enrolled member of the Chiricahua Apache Nation	4774 -- When talking about mascot images and what they imply, the San Francisco 49ers must be discussed in light of the genocide the people called “the 49ers” actually perpetrated. Not addressing the historical facts of who the 49ers were and what their actions and attitudes were continues a legacy of celebrating genocide, albeit unconsciously. It is part of the erasure of California Indigenous today! Regarding source material for images and names, Ward Churchill’s “Let’s Spread the Fun Around” is excellent.
General	Stan Rushworth, Cabrillo College, enrolled member of the Chiricahua Apache Nation.	459 -- The list of Native American notable figures needs to include Russell Means, who has excellent and accessible material in <i>Where White Men Fear to Tread</i> . D’Arcy McNickle is also a critical figure, for <i>The Surrounded</i> . Dr. Darryl Babe Wilson, author of <i>The Morning the Sun Went Down</i> , has been critical in Native California. Another California Native activist is Gregg Castro Salinan (Ohlone), who has excellent, very accessible and important work in <i>News from Native California</i> . There are very many others in the world of literature.