

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)
Chapter 2: Sample Course Models	Lawrence A. Klein, Ph.D.	P 4, line 87: Capitalism, per se, may not be evil or bad. Greed is. Capitalism as practiced in the U.S. after WW II led to an explosion of the middle class and companies provided many benefits to workers. The spread in pay between workers and top management was nowhere as great as it is today. The present debasement of capitalism began in this century with the passing of tax laws that greatly reduced taxes on the wealthy and increased them on the middle class. Arguably, one can make the case that capitalism should not be demonized.
		p. 4, line 100: The authors of this document should be aware that women may be as guilty as men in practicing discrimination against the opposite sex. Personally, I worked for a woman in one of my jobs and felt I was discriminated against as she would only promote other women, notwithstanding letters of commendation that I received from agencies I interfaced with.
		p. 7, line 167: Added a question as follows: Do you think future generations of Americans will get the same request from children and infants being forcibly separated from their parents at the Mexican-U.S. border through national policies that prevent legal claims for asylum from being properly adjudicated?
		p. 242, line 5161–5165: This sentence should be tempered with a comment such as: The Palestinians were not forced out by the Jews in Israel, but left because of the orders from the Grand Mufti of the time. There is more to be said to explain their leaving. A balanced approach to this issue would be appreciated.

Public Input Template—2020 Ethnic Studies Model Curriculum

Page 2 of 2

Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
		p. 245, line 5250: These narratives may be instructive. However, someplace in the curriculum, you should include a general introduction to immigration to the U.S. These stories are not only common to the Arab immigrants of today, but also to the Italian, Irish, German, Scandinavian, and Jewish immigrants of the past. It would be wonderful to show that all these groups had similar experiences.
		p. 259, line 5574: A good friend of mine happens to be a woman leader of a Sufi Muslim branch. She was denied the formal leadership title that was due her by the male leader of this sect who resides in Turkey. Therefore, even Muslims of the highest order, namely Sufis, are guilty of prejudice towards their fellow women. Again, present a balanced approach. Prejudice does not only originate from white males.

California Department of Education, June 2019