

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 1, Introduction and Overview, General	<i>Beth Fabinsky</i> Parent	<p>I agree with the Los Angeles Times editorial of 8/14/19 in its assessment of the curriculum guidelines as a meaningless jargon-filled orthodoxy that indoctrinates rather than allows for open discussion. Ethnic groups and systems are very simplistically categorized into good (which is equated with historically victimized) and bad (which is equated with historically powerful), without recognizing any moral complexity. Ethnic Studies is absolutely a valuable field of study, but this guideline is not helpful.</p> <p>As a college philosophy major at NYU at the time the Sokol affair, and as a person who later became involved in scientific research, I can say with full confidence that linguistic affectation, and the acrobatic wielding of custom jargon to give the appearance of intellectualism, do not make a theory or worldview rigorous or robust, but actually give the impression of cheap ornamentation on shoddy furnishing.</p> <p>I am reading the Russian novel <i>Life and Fate</i>, by Vasily Grossman, a comprehensive view of Russian life under Stalinism during WWII. The verbal and situational acrobatics required of Russian people at this time lest they be purged is slightly reminiscent of the current orthodoxy, in which if you do not tow the party line, you are pilloried and ostracized. This environment – as reflected in this curriculum - is not really education, but propaganda. Please make this curriculum more welcoming to a range of views (perhaps capitalism can also be a</p>

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		force for good; perhaps history is not just victims and perpetrators). Please also make it less filled with meaningless jargon.

California Department of Education, June 2019