

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)
<i>[Enter the Chapter Number here, or just "General" for a comment that applies to the entire document.]</i>	<i>[Enter Your Name] [Enter the agency, organization, or business that you represent, if applicable.]</i>	<i>[Include the page and line number(s) here–Write your comment here]</i>
General; page 13 of intro	Autumn Muntz, college professor and mother of 3 children currently enrolled in public schools	This proposed curriculum is appalling in that the primary purpose is not to educate but to indoctrinate. Per the document, ethnic studies is defined partially as “educational and racial justice” and is grounded in the belief that “education can be a tool for... social change and liberation” (pg 13). The obvious objective of this curriculum is not to broaden our students’ thinking but to train students to become ideological activists.

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General; specific example from curriculum		The curriculum talks about development of critical thinking but usually offers just one side of the issue. Why are not a range of ideas presented so students can sharpen their perspective through debate and critical thinking? Why are students not exposed to a range of sources that provide thoughtful analysis of both sides of an issue? A good example is the assignment asking students to advocate for voting rights of illegal immigrants. Why wouldn't students be encouraged to explore the position that voting is a prerogative of citizens?
Pg 13		Of exceptional offense are the references to capitalism- a fundamental American economic value- as a form of oppression tantamount to “white supremacy, racism, and patriarchy”. I’m certainly on board with exploring the pitfalls of capitalism but where is the discussion about the enormous, documented advantages of capitalism? Why are students not allowed to debate the merits of the curriculum’s assertion?
Pg 8, General		The document states that “division is antithetical” to ethnic studies but proposed curriculum does not address commonalities nor encourage healthy discourse. It is clear that diversity of thought is not a core value and that student dissent to the stated agenda would not be encouraged (or perhaps even tolerated).
Pg 261+ General		What is the educational purpose behind discussing rap lyrics and familiarizing students with derogatory terms/stereotypes associated with a particular culture? How is this empowering for anyone?