

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)
Glossary/Bibliography	<i>Stephen J. Harris</i>	Page 2 of the glossary lauds BDS as a movement aimed at promoting freedom. I think that BDS promotes hatred of Jews. Both sides of this issue should be presented.
Sample course models	Stephan J. Harris	Israel is not treated as a legitimate country; there is only Israel/Palestine, treated essentially as a single entity. Pages 237 (5030) and 241(5138) and 268 (5802)
		There are 2 sides to the BDS issue; only support is provided, no criticism. BDS promotes hatred and division
		Page 242: only the Palestinian perspective about the 1948 war is presented
		Pages 264-9: the poem criticizes only Israel, no criticism of any Palestinian leaders
		Why is no discussion whatsoever provided about Jews and anti-semitism?