

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)
General	Jason Feinsmith	<p>I reviewed the proposal including the Sample Course Models and I am shocked at the level of bias and anti-semitism I found throughout the proposed curriculum. I would be appalled to see my tax dollars supporting this, and even more incensed at the possibility that my children or any other children could be educated with this material. It is wrong.</p> <p>Instead of promoting inclusivity, this curriculum encourages divisiveness by exploiting the crisis on the border, denigrating the memory of 9/11, and manipulating the struggles of African Americans to deliver anti-Israel and antisemitic messages. These sections in particular are not acceptable and indicate a lack of basis on the facts.</p> <ul style="list-style-type: none">• Comparative Border Studies: Palestine and Mexico• Direct Action Front for Palestine and Black Lives Matter• Call to Boycott, Divest, and Sanction Israel• Terrorism Against Arabs: Arab American and Civil Liberties post-9/11 <p>Furthermore, the curriculum pits Jews against other ethnic groups, calls out age-old stereotypes, and explicitly excludes Jews as an ethnic minority, despite an unprecedented rise in antisemitic attacks in the US. The drafted curriculum also indirectly insinuates that Jews are responsible for Arab displacement after the “Nakba” and does so with typically</p>

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Page 2 of 2

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		anti-Semitic undertones. The BDS and Direct Action Front movements are positioned in a positive light. In contrast as an example, Congress has gone on record with a vote of 398 to 17 in H. Res. 246 to state that “the Global Boycott, Divestment and Sanctions Movement targeting Israel is not about promoting coexistence, civil rights, and political reconciliation but about questioning and undermining the very legitimacy of the country and its people.”

California Department of Education, June 2019