

**From:** Terra Mikalson  
**Sent:** Wednesday, August 14, 2019 11:37 AM  
**To:** Ethnic Studies  
**Subject:** Curriculum Feedback

Hello,

Please find attached the feedback form. In addition, below please find general comments.

I lived in California for the first 26 years of my life. I attended California public schools and then Mills College, where I earned a BA in Ethnic Studies. As a student of the field and someone born and raised in California, I would like to give some general feedback on the curriculum.

I became aware of the curriculum project from an article my father shared with me, which critiques the curriculum guide for its treatment of Israel-Palestine. Any time you speak truth to power, you are going to get such critiques. Do not let them dissuade you from naming the apartheid conditions and the human rights abuses the state of Israel has inflicted on Palestinians.

An important part of this discussion that seems to be missing from the curriculum guide is that critiques of Israel are not inherently anti-Semitic. A broader understanding of anti-Semitism, Christian hegemony, and U.S. Christian's investment in the state of Israel would be useful here. Resources to look into include Pual Kivel's *Living in the Shadow of the Cross* and April Rosenblum's *The Past Didn't Go Anywhere*.

The field of Ethnic Studies does a better service to its students when interconnected topics are explored in more depth. Anti-Semitism operates differently than other forms of oppression, but it is still incredibly important to understand.

Thank you for your consideration.

In solidarity,  
Terra Mikalson

## 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](mailto:ethnicstudies@cde.ca.gov). You may contact Kenneth McDonald, Education Programs Consultant, at [kmcdonal@cde.ca.gov](mailto: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	<i>Terra Mikalson</i> <i>Alum of Mills College Ethnic Studies Program, '12</i>	Incorporate instruction on anti-Semitism and Christian hegemony.
Glossary	Same as above	Include the terms anti-Semitism and Christian hegemony
Chapter 2	Same as above	<p>Circa 4943 An important part of this discussion that seems to be missing from the curriculum guide is that critiques of Israel are not inherently anti-Semitic. A broader understanding of anti-Semitism, Christian hegemony, and U.S. Christian's investment in the state of Israel would be useful here. Resources to look into include Pual Kivel's <i>Living in the Shadow of the Cross</i> and April Rosenblum's <i>The Past Didn't Go Anywhere</i>.</p> <p>The field of Ethnic Studies does a better service to its students when interconnected topics are explored in more depth. Anti-Semitism operates differently than other forms of oppression, but it is still incredibly important to understand.</p>