

## 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)
<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	Wendy Diamond Mulcahy California citizen (Librarian by profession)	Too much jargon from academic and politically-slanted activism (e.g., cisheteropatriarchy, hxtory).
Introduction		Page 3, 54-58 Does not meet the goal of teaching to the needs of some students of Jewish and Israeli origin because it blatantly delegitimizes their ethnicity's right to a movement of national liberation, sovereignty and freedom.

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Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
Introduction		<p>Page 6, 143-147</p> <p>The proposed curriculum will <i>violate its own principles</i> as defined here. For Jewish students, it will <i>not</i> tend to build their “Identity &amp; Socioemotional Development”. If adopted as proposed, it will <i>increase</i> stereotype threat, weaken Jewish students’ sense of identity, impart negative images of their history and ancestral origins, and add emotional anxiety about being welcomed in a multi-cultural America.</p> <p>It will tend to make American Jewish students feel negatively about themselves as a minority with a history of oppression who has embraced American values of diversity, middle class professionalism, education, and civic participation.</p> <p>It promotes a negative image of Jews as oppressors, powerful members of a white majority, which is completely counter-factual.</p> <p>It demonizes Jewish participation in professions, government, media, arts &amp; sciences by not explaining cultural contexts, sociology within the Jewish community, or factual history.</p>
General		<p>Not politically and academically neutral. It appears to be impossible to teach this curriculum without taking a political side. Therefore, many schools will prefer to not teach it, contributing to a deeper divisive political culture in our society. All students need basic social and cultural history and facts to debate and vote coherently.</p>
General		<p>Anti-Semitism is not included as a concept; worldwide Jewish history is not acknowledged; American Jewish history is not taught.</p>

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Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
General		This curriculum represents a possible violation of the Civil Rights of Jewish students: In its anti-Israel bias and pro-BDS statements, the curriculum misrepresents Jewish ancestral roots and national identity as a religion, ethnicity, and peoplehood. Also may violate civil rights of Israeli-American students in their national identity.
Chapter 2		<p>Completely missing are Sample Course Models for lessons about <b>American Jews</b> as an <i>ethnic group</i>, including: waves of immigration, starting in dispersion from Spain during 1500's; Sephardic Jews during American Revolution; Jewish role during Gold Rush; early 19<sup>th</sup> century German immigration; late 19<sup>th</sup> &amp; early 20<sup>th</sup> century immigration from Eastern Europe (role of poverty, pogroms, forced conscription into armies); mid-20<sup>th</sup> century immigration from Middle East and Islamic countries.</p> <p>Some topics: Internal tensions between earlier waves of Jewish immigrants with their uncultured co-religionists from Eastern Europe; tensions about assimilation and “doing well in America” with keeping traditions; Jewish role in trade-union movement; contribution of Yiddish culture to theatre, music and other popular culture; role in post-WWII civil rights movements, Mississippi Summer &amp; Cesar Chavez’ farm labor movement (i.e., why historic oppression of Jews motivated them); survivors of German Nuremburg Laws &amp; participation of these educated Jews in academia, science/humanities; survivors of Holocaust including Hasidim, settlement in New York; Syrian Jewish and other Mizrachi cultures; movement to free Soviet Jews; etc.</p>

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2	<p>234, 4955-4958</p> <p>The topics listed here are <i>not neutral</i>; they need to be balanced with other perspectives:</p> <ul style="list-style-type: none"> <li>• Anti-Arab and Muslim Violence (compare to global terrorism of the 1970's, Second Intifada against Israeli residents, assassination of Robert F. Kennedy, etc.)</li> <li>• Direct Action Front for Palestine and Black Lives Matter (compare to organizations like Anti-Defamation League and Southern Poverty Law Center who work against discrimination of all/any peoples; compare to Jewish-Black Relations Civil Rights movement of the 1960's; and Martin Luther King's positive attitude towards Israel, etc.)</li> <li>• Call to Boycott, Divest, and Sanction Israel (compare to pro-normalization peace efforts by Jews and Arabs.)</li> <li>• Comparative Border Studies: Palestine and Mexico (describe actual violence of stabbings, car rammings, bombings, balloon firebombing, incendiaries kites, burning of agricultural land; reasons for security fence and drop in deaths during Intifada, etc.)</li> </ul>
2	<p>234 and following</p> <p>Add modules on Jewish Refugees from the Middle East; Jewish history in Iraq, Iran, Syria, Morocco, Yemen, Tunisia, Libya; Jewish history in the Levant; archaeology in Israel.</p>
2	<p>242, 5155-5161</p> <p>Terminology is not based in history: 1948 War was a war in Palestinian (not a war Of Palestine); needs to include that it is also known as the Israeli War of Independence); Clarify geography; include that Palestine did not exist as a country; include that Jews called themselves Palestinians during periods.</p>

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2	<p>242</p> <p>In section on the “Nakba”, include actual number of living refugees who are still alive today;  Add Israeli and pre-state history (First Aliyah, Second Aliyah, British Mandate period). Include terms like “Yishuv”, “kibbutz”;  include revival of Hebrew language, purchase of land in 19<sup>th</sup> century from Turkish landlords, Jewish expulsion from Hebron,  ethnic cleansing of Jews by Jordan in Jerusalem, occupation and re-naming of Judea Samaria by Jordan between 1948 thro  1967. Describe pre- and post-1967 history of Arab nationalism. Describe oppression and/or inclusion of Palestinian refugees  1948 by Lebanon, Jordan, Syria, Saudi Arabia. Discuss Treaty of Khartoum and impact of Arab League policies on the “nakl  Study history of the geographic name “Palestine” by non-Jews during Roman, Ottoman, British Mandate, Yishuv, and post-1  eras (including Syria-Palestina, Palestine Post, Palestine Orchestra, Palestine soccer team, currency &amp; coins, flags, etc.). In  birthplaces and residences of various Palestinian leaders like Arafat, Abbas, Barghouti, etc.</p>
2	<p>Page 256</p> <p>Proposal has items only negative to Israel; include additional material that describe proud and joyful Jewish life in Israel as t  Israelis see themselves;  Add Hebrew language songs, dances, or poetry.  Add Yiddish language literature and theatre.  Add Judeo-Arabic and/or Ladino and/or Jewish-Aramaic literature and songs</p>
4, Glossary	<p>Page 1-2</p> <p>Add a definition of “Anti-semitism”. It is shocking that its roots are grounded in historical Christian Europe (Chaucer, Shakesp  and Islamic Middle East which often appear in literature and sociology (dhimmitude).</p> <p>It is all the more essential because this is a time of rising worldwide antisemitic incidents and rhetoric in media and on colleg  campuses.</p> <p>Antisemtism needs to be defined as the “oldest hatred” and the model &amp; template for treating minorities as “other”.</p> <p>Without this base, high school students will be missing fundamental tools of interpretation to much of history &amp; literature.</p>

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4, Glossary	<p>Page 1-2</p> <p>Eliminate political bias in definition of BDS.</p> <p>It is not a “social movement” to improve Palestinian rights and conditions. Rather, it seeks to eliminate Israel, as stated by its founder, Omar Barghouti. It actually <i>discourages engagement</i> and promotes “non-normalization” which reduces the prospect of peace and compromise on the part of both parties.</p> <p>It is a call for the elimination of one, and only one, particular state in the world, Israel.</p> <p>It is implicitly violent in that it demonizes Israel as the only country that has no right to defend itself against violence. BDS continues a long history of boycotting Jewish businesses and academics in both Europe and Islamic countries.</p> <p>This definition’s use of the loaded and inaccurate term of “apartheid” does not distinguish between Arab citizens of Israel (who have full rights in all sectors) and residents of a future state of Palestine. It does not explain that some restrictions against non-citizen Palestinians are the result of multi-year Intifadas, bombings, car rammings and stabbings — many of which are protected by Palestinian Authority leadership. It does not explain the role of various factions of Palestinians (e.g., Hamas) in encouraging violence against Israelis.</p> <p>BDS is used as an excuse to propagandize against Israel and Jews. It goes against academic, scientific, and cultural freedom.</p> <p>It is unethical to call for a boycott of pop stars traveling to Israel and not acknowledge the global benefits of Israeli water technology, medicine, and computer technology which is needed in California and the rest of the world.</p> <p>This definition does not acknowledge the negative effects of the BDS campaign in promoting a climate of stereotyping, discrimination, and anti-semitism in academia and on the political left.</p>
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