

## 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)
page 2, opening	Alissa Haroush, parent tax payer	To include BDS as a organization, even though it was voted down in Congress, is demeaning and unnecessary. If you desire to compare the treatment of Palestinians in ALL of the Middle East countries as well as include Israel, then by all means do so-- but to say that Israel is an apartheid state without mentioning other countries mistreatment is so wrong. Besides the fact that congress voted it DOWN.
Page 242	Alissa Harous, parent tax payer	Direct Action Front for Palestine and Black Lives Matter  Call to Boycott, Divest, and Sanction Israel--- this is a hatefilled group against the Jewish people. If you are teaching about inclusion and respect for others, and the State of Israel is a recognized country in this world, then how can you endorse this movement?  How about including the treatment of gays/lesbians by other Muslim countries? The mistreatment of  Christians by Muslim countries if you are including Israel in this same dialog? Be fair now.
page 251		"The terrorist attacks The terrorist attacks on September 11, 2001"--- which attacks? It is not mentioned here where and what were the results of these attacks?
page 253		"Arabs and Latinos have been the victim of increased amounts of legal, government-sanctioned surveillance and profiling." This is truly making our government and police seem terrible. And it makes the Latino and Arab communities appear to be criminals, when they clearly are not. Highly offensive to stereotype.

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page 256		If he is stateless-- why? Why did not other Middle Eastern countries accept him in and grant him statehood? This needs to be explained 100% not just 25%
Page 269; 288; 290; 291		I am trying, as a parent, to even understand this rap and it makes no sense as to why it should be taught.
		"post 9/11 and after the election of president Trump" did the stereo-type and views portrayed by the media towards Muslims begin after the election of Trump? There were no movies about terrorists, television shows, books and comediac acts to demean Arabs before Trump? This is biased and unfair just as the stereotypes of Arabs are unfair, this is too. You can say post 9/11 and through the different presidents these stereotypes continued.
page 292		These two congresswoman have started many discussions on hatred of Jews-- if you want to touch on this then you have to bring up their views as well.
		Were the Jewish people not important in the country we live in? Why are there no lessons on the Jewish migration, mass murder and the Holocaust and migration from Russia to the USA?