

From: Andrea
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To: Ethnic Studies
Subject: Public Comment Submission

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)
Introduction and Overview	Andrea Smith	Page 2, lines 27-31 The list of “power structures and forms of oppression” does not mention anti-Semitism
Sample Course Models	Andrea Smith	Page 234, lines 4956, 4957, 4958 “Direct Action Front for Palestine and Black Lives Matter” – this links Palestine with Black interests, creating enmity against Israel among Blacks. Palestine is a political matter not related to American ethnic studies “Call to Boycott, Divest, and Sanction Israel” – this is a political matter, a highly charged matter of opinion, and has no place in a curriculum about ethnic studies

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		<p>“Comparative Border Studies: Palestine and Mexico” – this equates Israel’s border situation with that of Mexico, aligning Mexican-Americans against Israel in a false equating of the two border situations.</p>
Sample Course Models	Andrea Smith	<p>Page 242, line 5159, 5160</p> <p>The reference to the Naqba (Catastrophe) biases the discussion toward the Palestinian view of what Israelis refer to as their “War of Independence”</p> <p>The reference to “dispersal and dispossession” as a result of the creation of the State of Israel biases the discussion against Israel.</p>
Sample Course Models	Andrea Smith	<p>Page 263, line 5656 “In Palestine, kids can’t shop at these malls”</p> <p>Page 268, line 5792 “I love you Free Palestine”</p> <p>Page 268-9, line 5802-3 “For every free political prisoner, an Israeli colony is expanded. For each greeting, a thousand houses were demolished. They use the press so they can manufacture”</p> <p>Page 269, line 5820-1 “The child Mary doesn’t want your punishment, she is going to free the Palestinian soil”</p> <p>These lyrics express political opinions and sentiments that bias attitudes against Israel and have nothing to do with ethnic studies in America</p>
Glossary and Bibliography	Andrea Smith	<p>The definition of BDS includes the phrase “Palestinians living under apartheid conditions,” which mischaracterizes, prejudices, and oversimplifies the situation in Israel. The entire issue of BDS does not belong in a curriculum about ethnic studies in America.</p>