

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	<i>Lauren Segal not affiliated</i>	The <u>Introduction</u> of the proposed curriculum states that, "The implementation of Ethnic Studies presents an opportunity for teachers to... enable students to develop a deep appreciation for cultural diversity and inclusion, and aids in the eradication of bigotry, hate, and racism." Despite this stated goal, the curriculum does not feature a single lesson about the Jewish community, mentioning Jews only in passing. With antisemitism rising and ignorance about the Jewish people still a major problem in our society, the exclusion of Jews from this curriculum is deeply disappointing. This seems especially problematic, since there is a strong emphasis on the BDS movement which seeks to eradicate Israel. It is important to provide both perspectives to allow students to have a full picture and to reach their own analysis and in particular ideas about how to end bigotry, hate & racism.

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Glossary	<i>Lauren Segal not affiliated</i>	Page 2, ln 30-40. The glossary includes a “definition” for Boycott Divest Sanction (BDS) against Israel. The definition is far from neutral, instead claiming the movement’s purpose is to “establish freedom for Palestinians living under apartheid conditions” and continues to present a biased definition without providing any perspective of this campaign of hate that seeks to end Israel’s existence, which I think is the most critical aspect of the BDS movement. This omission makes this entire definition dangerous and misleading to students who may naively believe in the movement without understanding its underlying ambitions.
P. 234	<i>Lauren Segal not affiliated</i>	P. 234. Creates a false equivalence between the US action at the Mexican border and Israel’s efforts at its border to protect its citizens from terrorists seeking to murder them.
P. 234	<i>Lauren Segal not affiliated</i>	P. 234 Encourages teachers to highlight BDS and its supportive group, Direct Action for Palestine, without offering any criticism or analysis of the implications of these actions. It would be like teaching about the border wall, without discussing Mexicans.
P. 237	<i>Lauren Segal not affiliated</i>	P. 237. Ln 5030. The use of the term “Israel-Palestine” in this context suggests that it is a single Arab country.
P 242	<i>Lauren Segal not affiliated</i>	P 242, ln 5157-5163. Provides a very narrow and one-sided view of the formation of Israel and the 1948 War without any perspective from the Israel side.
Pp. 256 & 264-269	<i>Lauren Segal not affiliated</i>	Pp. 256 & 264-269. Encourages the teaching of a poem that is very harsh on Israel without providing any opposing view and without providing any similar criticism of Palestinian leaders.