

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)
	Richard Wolfen, Resident of CA	<ul style="list-style-type: none">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.

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Page 2 of the proposed curriculum - glossary		<p><i>Boycott, Divestment and Sanctions (BDS)</i>- is a global social movement that currently aims to establish freedom for Palestinians living under apartheid conditions. Inspired by tactics employed during the South African anti-apartheid movement, the Palestinian-led movement calls for the boycott, divestment, and sanctioning of the Israeli government until it complies with International law. BDS proponents and organizers have called for the global community to boycott or withdraw support from Israel and companies associated with it. The second component of BDS calls for governments, banks, universities, and other institutions to withdraw monetary support (divestment) from Israel and its companies. And finally, the third component—sanctions—asks international governments to hold Israel accountable for its actions through legislation, trade and military agreements, among other measures. This “definition” is false – it simply parrots a number of BDS talking points, ignoring facts – this is so hurtful and harmful if you are serious about fulfilling your stated goals of increasing understanding – to isolate Israel, the only democracy in the entire middle east, and make such inflammatory accusations – directly and indirectly – goes completely against what you claim to stand for and want to achieve – this is shameful – you can and must do a better job, starting with a balanced approach to the entire curriculum as it relates to Israel.</p>

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Pages 234, 237, 242, 256 and 264-269 of the proposed curriculum		<ul style="list-style-type: none"> • The <u>sample lesson plans</u> for the curriculum: <ul style="list-style-type: none"> • Encourage teachers to highlight BDS and a pro-BDS group called Direct Action for Palestine, but no voices critical of their perspectives (p. 234). • Promote a false equivalence between Israel's efforts to stop terrorists from entering communities to murder innocent people, and U.S. policies on the border with Mexico (p. 234). • Use unclear language that implies "Israel-Palestine" as a whole is an Arab country (p. 237). • Frame the Palestinian narrative of the 1948 War as fact, with no alternative perspectives (p. 242). • Encourage teachers to use a poem featuring harsh criticism of Israel, but no content offering a positive perspective about Israel or criticism of Palestinian leaders (p. 256, 264-269). <p>Nothing you have stated here supports your mission of promoting inclusion and aiding in the eradication of bigotry, hate and racism – in fact, what you have really done is create a curriculum which is very one sided – in so doing you have failed at what you claim to want to achieve – you need to really think about how to put this curriculum together and take your own personal biases out of the process completely – to do otherwise is simply dishonest.</p>