

# 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)
2	Matthaniel Cowell	<p>On page 234, the sample course material mentions “Call to Boycott, Divest, and Sanction Israel” on line 4957. This simple sentence alone appears to encourage the BDS movement, rather than explain the movement in a non-biased way. Perhaps language in this section should include the opinions of not only proponents, but also of detractors of the movement. This section should explain why supporters and detractors believe what they do about this movement, in a politically unbiased way.</p> <p>On the same page above, but line 4958, there is a topic mentioning “Comparative Border Studies”. There are a lot of maps, that while true in their own way, need to be fully explained in context. Supplementary maps showing opposing viewpoints should also be shown and explained.</p> <p>On page 242, starting with line 5154, I believe it is fine to explain the Palestinian perspective of this conflict, as long as the Israeli perspective is also explained. Failure to teach all perspectives regarding the 1948 war could lead to undue political bias and anti-semitism.</p> <p>Regarding the poetry section on page 264-269, any poetry that uses anti-semitic tropes need to be fully explained on why one might write such a piece of poetry with full, unbiased context of the author’s situation.</p>
General	Matthaniel Cowell	<p>Regarding the Israeli-Palestinian conflict. I would suggest talking about not only the Arab experience in Palestinian controlled territories, but also that of the Arab experience for those who live in Israel proper. This could include active pro-Arab political parties represented in the Knesset, as well as the Sharia courts that are currently active in Israel proper that regulate affairs such as marriage. Arab-Israelis are large minority in Israel. The Israel-Palestinian conflict cannot be properly covered unless all sides of the conflict are explained in an unbiased and full context.</p> <p>Another thing to mention might be various possible solutions to the conflicts, such as the two-state solution, others, explaining benefits, points-of-view, etc.</p>