

## 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)
Glossary and Bibliography	Joshua D Feder, MD Adjunct Professor, Fielding Graduate University	Page 2 - The Definition of BDS here is incomplete. The BDS National Committee (BNC) adds the goal of right of return, i.e., ending the presence of a Jewish State of Israel. This should be made clear.
Glossary and Bibliography	Joshua D Feder, MD Adjunct Professor, Fielding Graduate University	Page 2 – Capitalism is defined in a manner that highlights concerns, although leaving out the important context of liberal democracy as well as comparison with other kinds of societies, e.g. socialist or communist autocracies that are similarly or more virulently problematic for minorities.
Sample Course	Joshua D Feder, MD Adjunct Professor, Fielding Graduate University	P 234 - It would be important, especially given overwhelming community and Congressional concern about negative impacts of BDS in promoting hate, to offer additional perspectives on BDS. On this page there is also an inaccurate equivalency of Israeli efforts to reduce violence through border control vs. US policies that seek to reduce asylum seeking at the US-Mexico border.
Sample Course	Joshua D Feder, MD Adjunct Professor, Fielding Graduate University	P 237 – Use of the term Israel-Palestine is not consistent with UN terminology, which identifies Israel as a country and Palestine in observer status.
Sample Course	Joshua D Feder, MD Adjunct Professor, Fielding Graduate University	P 242 – The narrative of Nakba is a singular one denoting one point of view and should be accompanied by other viewpoints e.g. the displacement of a similar number of Jews in Arab countries at that time.

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Sample Course	Joshua D Feder, MD Adjunct Professor, Fielding Graduate University	P 25, 264-269 - It would be helpful to accompany poetry and content that is critical of Israel with writing that reflects the concerns or challenges of Israelis facing incendiary balloons with deforestation, children in shelters from rockets, etc.
General Comment	Joshua D Feder, MD Adjunct Professor, Fielding Graduate University	With the rise of antisemitism on both the left and right in the US, more violent acts, etc. it is surprising that there is no section on this topic.