

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)
General	<i>Alfred Samulon</i>	My overall impression of the curriculum is that it is not sensitive to the reality of Anti-Semitism. Many Jews in this country have been successful, not because Anti-Semitism is not a problem, but in spite of the very real fact of Anti-Semitism. Hate crimes against Jews are on the increase, but have been serious for many years.
Glossary	Alfred Samulon	The Glossary contains the definition of Islamophobia, but no definition of Anti-Semitism. The definition of Anti-Semitism is very important. It is critical to distinguishing legitimate criticism of Israel from anti-Jewish tropes.
Model Curriculum	Alfred Samulon	Nowhere in the sample curriculum is there a mention of stereotypes of Jews
Model Curriculum	Alfred Samulon	The references to Israel in the curriculum reveal a very superficial understanding of the history of the Middle East. Are the authors aware that there was no independent state in the area that is currently Israel and Palestine for more than 2000 years? That the UN created two independent states, Israel and Palestine? That Israel accepted Palestine? That Jordan took over the West Bank and Egypt took over Gaza?

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