

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)
Ch. 4.	Todd Warshawsky Yale University '21	<i>P. 2, Line 30– It is deeply disturbing to see the Global BDS Movement dangerously misconstrued as a “social movement that currently aims to establish freedom for Palestinians living under apartheid conditions” while ignoring the movement’s anti-Semitic and anti-peace foundation and goals. According to it’s founder, BDS’s goal is to isolate, delegitimize and ultimately destroy the Jewish state. The BDS movement is inevitably, if not inherently anti-Semitic in so far as it holds the Jewish State to standards to which no other nation are held, collectively penalizes all Israelis for the policies of certain elected leaders, neglects the role of all other parties in perpetuating the conflict, and denies Israel its sovereign right to defend its citizens. The definition for BDS provided in the Model Curriculum is a naïve slant which seeks to characterize BDS as a peaceful social justice movement, but the Department of Education does not promote justice, knowledge, or diversity by glossing over BDS’s hateful underpinnings. I hope the department will consider a definition that provides more nuance to the curriculum.</i>