

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)
Glossary	Karen Fouts	<p><i>[Include the page and line number(s) here—Write your comment here]</i></p> <p>A glossary for the curriculum includes a definition of the Boycott, Divestment, and Sanctions (BDS) Movement against Israel. It claims the purpose of BDS is to, "establish freedom for Palestinians living under apartheid conditions". It then parrots more BDS talking points while offering no critical perspectives about this campaign of hate, which seeks to end Israel's existence.</p>
Chapter 2	Karen Fouts	Encourages teachers to highlight BDS and a pro-BDS group called Direct Action for Palestine, but no voices critical of their perspectives and includes a suggested discussion to boycott, divest and sanction Israel (p. 234; line 4957).

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Chapter 2	Karen Fouts	Promotes 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).
Chapter 2	Karen Fouts	Uses unclear language that implies "Israel-Palestine" as a whole is an Arab country (p. 237; lines 5027-5032).
Chapter 2	Karen Fouts	Frames the Palestinian narrative of the 1948 War as fact, with no alternative perspectives (p. 242; lines 5154-5163).
Chapter 2	Karen Fouts	Encourages teachers to use an anti-Israel poem which insinuates Jews control the media and use it to manipulate the public - a common antisemitic slur (pp. 256, 264-269).
Chapter 2	Karen Fouts	Includes a totally biased and false characterization of U.S. foreign policy toward the Arab world as "U.S. imperialism." This sounds more like an excerpt from an Arab textbook – and does not belong in a U.S. course guideline. It is very disturbing that this phraseology and viewpoint is included (p. 233; lines 4940-4942).