

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)
Introduction	<i>Martin L Griss, retired educator and researcher from Carnegie Mellon University</i>	The curriculum suggests that it will enable students to develop a deep appreciation for cultural diversity and inclusion, and aids in the eradication of bigotry, hate, and racism." It seems to suggest that only people of color should be considered – yet whites from various countries, including Irish, Jews and others are also part of ethnic groups that have been defined, vilified and targeted. In particular the curriculum does not feature a single lesson about the Jewish community and the decades long anti-Semitism and the Holocaust. Ignorance about the Jewish people and the bias they have faced is still a major problem in our society, and the exclusion of Jews from this curriculum is deeply disappointing.

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Model Curriculum	<i>Martin L Griss, retired educator and researcher from Carnegie Mellon University</i>	<p>Pg 234 -Encourage teachers to highlight BDS and a pro-BDS group called Direct Action for Palestine, but no voices critical of their perspectives.</p> <p>Pg 234 -Promote 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> <p>Pg 237 – Deliberate use of language to implies that "Israel-Palestine" as a whole is an Arab country.</p> <p>Pg 242 – Claim the Palestinian narrative of the 1948 War and the “Nakba” as fact, with no alternative perspectives such as multiple Arab nations attacked Israel, that there was a continuous Jewish presence in Israel and that all Jews are not “colonists”</p>
General	<i>Martin L Griss, retired educator and researcher from Carnegie Mellon University</i>	I am very concerned by the curriculum's inclusion of the divisive BDS movement, which is inconsistent with the Ethnic Studies Model Curriculum Guidelines to 'create space for all students regardless of race, ethnicity, class, gender, sexuality or citizenship, to learn different perspectives.' ”
Glossary	<i>Martin L Griss, retired educator and researcher from Carnegie Mellon University</i>	<p>Pg 2 – Only entry in “B” is BDS – a rather long, incomplete/incorrect definition, ignoring the calls for eliminating Israel.</p> <p>Pg 5 – Usefully defines Ethnicity which clearly could include the Jewish people, yet there is no mention of Israel or Jews in the Glossary</p> <p>Pg7 – Genocide mentioned, yet no examples like Holocaust, Rwanda, etc. offered.</p> <p>Pg 10 – Islamaphobia mentioned, but anti-semitism not mentioned at all. Anti-semitism which certainly has had a bigger impact.</p>

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