

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)
All of it	<p><i>Rachel Sperling</i></p> <p><i>California resident</i></p>	<p>I am Jewish, and I've lived in California my whole life. When I was a teenager, someone tried to burn down my synagogue. Last year, a plot to bomb multiple synagogues in Irvine was fortunately thwarted. This year, another terrorist was not caught in advance and murdered people at a synagogue in Poway. Antisemitic hate crimes are on the rise, including in California...</p> <p>And yet the ethnic studies curriculum includes NOTHING about antisemitism???</p> <p>I want to believe the best of people, but I have a hard time believing this wasn't intentional. Not only are Jewish people left out of the curriculum as a marginalized ethnic group, I also see that the only definition in the glossary that focuses on international affairs is the long, detailed, and one-sided description of BDS. There is no other mention of anything specific to countries outside the U.S. Combined with the complete lack of any materials addressing antisemitism, this crosses the line from misguided to sinister.</p> <p>Changes I would like to see:</p> <ul style="list-style-type: none"> - Add a definition of antisemitism to the glossary - Remove the unbalanced definition of BDS from the glossary - Rewrite the Arab American Studies Course curriculum to better reflect the diversity of Arab immigrants in California, including Mizrahi Jews, Coptic Christians, Assyrians, Yezidis, and other non-Muslim groups as well as Arab Muslims. Experiences from Arab immigrants of multiple backgrounds must be represented.

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		<p>- Seek input from representatives of the groups to be covered in the curriculum, INCLUDING JEWISH CALIFORNIANS.</p> <p>I strongly support the idea of the ethnic studies model curriculum, but the current draft is indefensible. I look forward to seeing improvement in future drafts.</p>

California Department of Education, June 2019