

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 and Bibliography” (attachment #1), page 2	<p><i>Dr. Phillip M. Feldman, independent commentator and former public policy analyst</i></p> <p><i>Prof. Raisa E. Feldman, University of CA at Santa Barbara</i></p>	<p>The definition of “Boycott, Divestment and Sanctions (BDS)” as “a global social movement that currently aims to establish freedom for Palestinians living under apartheid conditions” is untrue and deeply offensive. The true aim of the BDS movement is the elimination of the state of Israel and the Jewish presence there. The claim that conditions in Israel bear any resemblance to conditions in South Africa under the apartheid regime is also totally false. If it were true, how could Palestinians and other Arabs be members of Israel’s parliament, the Knesset? How could they hold positions of influence in academia, journalism, business, and other fields? In fact, the use of the term “apartheid” is a canard. Shame on those who have introduced this material into our educational curriculum!</p>
Arab American Studies Course Outline, page 233 of attachment #2	<p><i>Dr. Phillip M. Feldman, independent commentator and former public policy analyst</i></p> <p><i>Prof. Raisa E. Feldman, University of CA at Santa Barbara</i></p>	<p>The following sentence is heavily skewed: “This course will focus on the history of Arab Americans, ... highlighting their contributions and how they have—similar to other communities of color—struggled against racism, discrimination, harmful stereotypes, and social, political, and economic marginalization.” What about the discrimination experienced by the Irish (and other Catholics), Jews, and other non-Protestants? Is that history unimportant because they weren’t “people of color”? It seems as though the objective of this course is not to paint a fair and balanced picture of the history of minorities in America, but rather to stir up hatred. How do any of us benefit from this?</p>

Public Input Template–2020 Ethnic Studies Model Curriculum

Page 2 of 2

Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)

California Department of Education, June 2019