

## 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](mailto:ethnicstudies@cde.ca.gov). You may contact Kenneth McDonald, Education Programs Consultant, at [kmcdonal@cde.ca.gov](mailto: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)
<i>[Enter the Chapter Number here, or just “General” for a comment that applies to the entire document.]</i>	<i>Dvora Cyrlak</i> <i>(n/a)</i>	<i>[Include the page and line number(s) here–Write your comment here]</i>
Glossary		p1: glossary does not include a definition of “anti-Semitism”

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		<p>P2:BDS does not belong in the curriculum and its description is one sided. Israel is one of the most diverse countries in the world and it is not an apartheid state. BDS actions promote delegitimization of the state of Israel and dehumanization of its Jewish citizens through attempts to stop cultural or academic collaborations. On college campuses throughout the United States, proponents of BDS marginalize and harass Jewish students that support Israel. The inclusion and highlighting of BDS in this draft goes against the stated goals of the curriculum to promote “intercultural communication,” “humanism,” and “collaboration across lines of difference.”as described on p1 of the Introduction.</p>
Model Curriculum,Ch 2, lines 20 and 21		<p>The specific concerns of Jewish Americans are not addressed. The American Jewish experience is completely ignored, including the experience of over a million Jews in California alone. The murder of millions of Jews less than one hundred years ago in the Holocaust ; the subjugation of Jews in the Soviet Union and Arab countries ; and the migration of Jews to the US are not addressed. The rapid rise of anti-Semitism in the US with shootings in synagogues (requiring most American synagogues to have guards and gates) and hatred of Jews fomented on college campuses with silencing and harassment of Jewish students must be recognized in a course on ethnic studies.</p>
P 237, lines 5024-5032		<p>There is no country called Israel-Palestine and Israel is not an Arab country .</p>
P 1, Introduction		<p>The stated goal of building “..critical analytical and intercultural communication skills” and “..fostering of humanism and collaboration across lines of difference,,,”is not accomplished when only one narrative is acceptable and when the history and world view of “the other” is ignored. The Jewish narrative, including the Jewish homeland, should be a major module in any ethnic studies course.</p>

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Lines 6077-6078		The curriculum justly points out that anti-Muslim attitudes are unacceptable. Given the rising anti-semitism in this country, a similar statement is called for about Jews: It is clear that anti-semitism is unfounded and based on the ignorance and dehumanization of Jews.

California Department of Education, June 2019