

## 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)
Introduction	Professors Julie and David Chambers, Syracuse University Los Angeles Semester	There is no mention of Jews, the Jewish people, or anti-Semitism in this section, yet Jews are an ethnic minority and have been acknowledged, and discriminated against, as such for centuries all over the world, including in the United States. Why have they been excluded from the introduction to the suggested course of study?
Sample Course Modules		Line 4723: “That’s where property rights came in. With secure property rights anyone could become successful, from an immigrant Jew like Lionel Cohen and his famous Lionel toy trains to an Austrian bodybuilder-turned-millionaire actor and governor like Arnold Schwarzenegger”... The Jewish immigrant in the U.S. is here linked to one of the oldest and most destructive tropes of anti-Semitism, an obsession with money. While perhaps germane here to the discussion of property rights, where are other examples of Jewish immigrants excelling at pursuits not related to making money?
Chapter 3 UC-Approved Materials		There is no mention of the Jewish people, anti-Semitism, or the Holocaust here.
Glossary		Again, no mention of the Jewish people, anti-Semitism, or the Holocaust.

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Appendices		<p>Line 4047: “After Pearl Harbor, the unit moves into the ways the US transitioned into a war time economy and a state of total war as well as the civil rights issues that arose out of that (including the role of women in the war effort, Executive Order 9066 and Korematsu v. U.S., general divisions among African Americans about serving and other issues of tension created by the Second Great Migration, the Zoot Suit Riots, anti-Semitism and the limited response to the Holocaust, etc). Specific attention is paid to comparing and contrasting”...</p> <p>This is one of a mere two mentions of the Holocaust in the entire curriculum, and even here, it is the trailer into an “etc.” No other ethnicity that endured the loss of so staggering a number— six million—as did the Jewish people of Europe during that war.</p>

California Department of Education, June 2019