

Public Input – 2020 Ethnic Studies Model Curriculum May 2019 Draft

Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
Chapter 2	Stephen Moff, resident of Foster City, CA	Chapter 2, Pages 234: The course “Arab American Studies” includes a topic “Comparative Border Studies: Mexico and Palestine” that promotes 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.
Chapter 2		Chapter 2, Pages 234-235: The course “Arab American Studies” proposes to cover “Significant Figures” that include figures such as Linda Sarsour, Rashida Tlaib and Ilhan Omar who are among the most polarizing and anti-Israel figures in U.S. public life. Further, there are no Arab Americans listed who are from the American Muslim Reform movement, which is a socially progressive movement of Arab Americans that promotes a more peaceful and tolerant Arab American identity, one that seeks to collaborate with Jewish Americans and does not demonize or delegitimize Jews or the State of Israel.
Chapter 2		Chapter 2, Page 242: Use and definition of “Nakba” frames the Palestinian narrative of the 1948 War as fact, with no alternative perspective.
Glossary		Page 2, Lines 30-40. The definition of the Boycott, Divestment, and Sanctions (BDS) Movement against Israel describes it as a “social movement”. The definition then parrots BDS talking points such as describing Palestinians as “living under apartheid conditions.” BDS is actually a political ideology whose goal is eliminating the State of Israel. The glossary offers no critical perspectives about BDS, which falsely characterizes Israel as a criminal state and delegitimizes the right of the Jewish people to national self-determination. Permitting students to study BDS as a “social movement” with these talking points will be divisive and will undermine peaceful discussion about the Palestinian-Israeli conflict.

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)
Glossary		Page 10, Lines 239-240: The Glossary contains the definition of the term “Islamophobia” as “hatred, discrimination, fear, and prejudice against Muslims and the overall religion of Islam,” but the Glossary does not contain a definition of “antisemitism.” Antisemitism is the #1 incident of religious-based hate crime in the United States. The omission of the term “antisemitism” from the Glossary is itself antisemitic because the omission bespeaks the authors’ failure to consider Jews as a minority ethnicity that is also the frequent target of bigotry, hatred and violence. At a minimum, the Glossary should define antisemitism just like Islamophobia: ““hatred, discrimination, fear and prejudice against Jews and the Jewish religion”

California Department of Education, June 2019