

this exclusion appeared to be intentional and reflected the political bias of the drafters of the ESMC. This purposeful exclusion is deeply insulting, fundamentally inconsistent with the purposes of ethnic studies, harmful to Jewish and non-Jewish students, and indicative of an anti-Jewish bias in the ESMC that would be dangerous to institutionalize in our curriculum.

The Draft Curriculum Omits Antisemitism

While the ESMC specifies the importance of studying hate crimes, white supremacy, bias, prejudice, and discrimination, and specifically discusses bias against other communities, it omits any meaningful discussion of antisemitism.³ This glaring omission is deeply troubling, especially against the backdrop of a recent surge in violent antisemitic incidents, which has included the shooting at the Tree of Life Synagogue in Pittsburgh—the deadliest attack on Jews in U.S. history—and the tragic shooting at the Chabad in Poway earlier this year. Moreover, while the Jewish Caucus applauds the inclusion of “Islamophobia” and other forms of discrimination in the ESMC Glossary, it is difficult to understand how a similar definition of antisemitism was not included, especially given that a majority of religiously-based hate crimes in the United States in 2017 were motivated by anti-Jewish bias.⁴ In sum, we find it alarming—to say the least—that at a time when Nazis are marching openly in Charlottesville chanting “Jews will not replace us,” and Jews in our own state are being physically attacked in houses of worship, the ESMC would intentionally turn a blind eye to hatred and discrimination against our community.⁵

The Draft Curriculum Denigrates Jews

In the few instances where the ESMC actually acknowledges Jews, it does so in a denigrating and discriminatory manner. For example, the ESMC recommends song lyrics that inappropriately delve into the Israeli-Palestinian conflict with strong bias and little nuance, and asserts that Israelis “use the press so they can manufacture,” a classic antisemitic trope about Jewish control of the media.⁶ It is difficult to fathom why—especially at a time of rising antisemitism and real fear in the Jewish community—the State of California would want to actively promote a narrative about Jews that echoes the propaganda of the Nazi Regime.

The Draft Curriculum Singles Out Israel for Condemnation

The anti-Jewish bias of the ESMC is further reflected in its not-so-subtle promotion of the Boycott, Divestment, and Sanctions (BDS) movement, which is widely perceived by many in the Jewish community and beyond as an effort to promote discrimination against Jews, Israelis, and/or Israeli-Americans. Notably, in stark contrast to brief and dispassionate references to other global conflicts,⁷ the ESMC singles out Israel—the world’s only Jewish state—for special

Other forms of oppression and discrimination in the ESMC Glossary include Racism, Sexism, Anthropocentrism, Cisheteropatriarchy, Heteropatriarchy, Classism, Colonialism, Homophobia, Imperialism, Islamophobia, Patriarchy, Transphobia, White Supremacy, and Xenophobia. California State Department of Education, *Draft 2020 Ethnic Studies Model Curriculum Chapter 4: Glossary and Bibliography* at 1-3, 8-10, 12-13, 15-16.

⁴ Nearly 60 percent of hate crimes motivated by religious bias in 2017 were anti-Jewish. U.S. Dep’t of Justice, *2017 Hate Crimes Statistics, Incidents and Offenses*, available at [https://ucr.fbi.gov/hate-crime/2017/topic-](https://ucr.fbi.gov/hate-crime/2017/topic-pages/incidents-and-offenses)

⁵ The failure to meaningfully acknowledge antisemitism despite statistics and recent events is further evidence that the ESMC was drafted with an anti-Jewish bias.

⁶ *ESMC* Chapter 2 at 270.

⁷ See, e.g., *ESMC* Chapter 2 at 105 (referencing the civil war in El Salvador), and *id.* at 41 (the Vietnam War).