

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)
General Comment 1	Eliot Dratch, former adjunct professor at CSUF and Chapman University	Very concerned that a curriculum which promotes BDS, bigotry and divisiveness against Israel is even being considered. I request that BDS and other anti-Israel curricula be removed. If the goal is to promote inclusion, then BDS must go.
General Comment 2	Eliot Dratch, former adjunct professor at CSUF and Chapman University	No other state is singled-out like Israel. No critical mention of North Korea, Iran, Saudi Arabia, the Sudan or China. Only Israel. Masquerading as human rights advocacy, the goal of BDS is demonization and elimination of the Jewish state.
General Comment 3	Eliot Dratch, former adjunct professor at CSUF and Chapman University	To portray the BDS campaign as politically legitimate is to misunderstand the expressions of anti-Semitism. BDS is the most dangerous form of anti-Semitism today, which is directed against the State of Israel as the living sign of Jewish life in the present and the only refuge for persecuted European Jews. Many thousands of Jews are leaving France and Germany for Israel every year as a safe haven, to escape the Europe aggression of getting beat up as they walk home from school or work. Germany's commissioner on antisemitism Felix Klein recommended that Jews no longer wear symbols of their religion to avoid becoming the target of antisemitic attacks. BDS percolates this hatred.
Glossary, Page 2	Eliot Dratch, former adjunct professor at CSUF and Chapman University	This definition of BDS offers no critical perspectives or that it is even contested. Many scholar believe that this is the most pernicious and unfair movement.

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P. 256, Sample Course Model	Eliot Dratch, former adjunct professor at CSUF and Chapman University	Unbalanced perspective. Teachers should use a poem of harsh criticism of Israel, but no content offers a positive perspective about Israel
P. 256, Sample Course Model	Eliot Dratch, former adjunct professor at CSUF and Chapman University	Unbalanced perspective. No criticism of Palestinian leaders (Yassir Arafat or Mahmood Abbas) to not negotiate with, or to even counteroffer Israel.
P. 242, Sample Course Model	Eliot Dratch, former adjunct professor at CSUF and Chapman University	Only the Palestinian narrative of the 1948 War is provided, and it is stated as fact, with no alternative perspectives. This is not the mainstream perspective published by the NYT, the BBC, or other mainstream sources.
P. 237, Sample Course Model	Eliot Dratch, former adjunct professor at CSUF and Chapman University	Unclear language implies "Israel-Palestine" as a whole is an Arab country, this is categorically wrong.
P. 234, Sample Course Model	Eliot Dratch, former adjunct professor at CSUF and Chapman University	This is a false equivalence between Israel's wall to prevent terrorists from shooting and stabbing innocents, and U.S. policy to reduce illegal immigration.
P. 234, Sample Course Model	Eliot Dratch, former adjunct professor at CSUF and Chapman University	Encourages teachers to highlight BDS and a pro-BDS group, but provides no alternate perspective, such as from the well-noted and highly-respected Scholars for Peace in the Middle East (SPME). Please allow SPME to comment.