

As a professor in the University of California system, I'm dismayed at the blatant Anti-Semitic content being proposed in the 2020 Ethnic Studies Model Curriculum for our California high schools. I would like to help by suggesting some needed corrections. It is important for our California students to understand the history of Jews in the United States (and California) and also be presented with a measured teaching of Israel today and its relations with the Palestinian territories and neighboring lands. Attached are my comments.

I would be grateful if you and your committee would consider my comments as you create the Ethnic Studies Curriculum.

With kind regards,

Tom Levy

--

Thomas E. Levy

Distinguished Professor, Norma Kershaw Chair

Department of Anthropology

Director, Center for Cyber-Archaeology and Sustainability (CCAS), Qualcomm Institute

Director, Levantine and Cyber-Archaeology Lab (LevLab)

Co-Director Scripps Center for Marine Archaeology (SCMA)

UC San Diego, La Jolla, CA 92093-0532 USA

CCAS Cyber-Archaeology Center:

LevLab Archaeology Lab:

SCMA - Marine Archaeology Center:

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)
P.234	Professor Thomas E. LEVY DEPARTMENT OF ANTHROPOLOGY UNIVERSITY OF CALIFORNIA, SAN DIEGO	<p><i>[Include the page and line number(s) here–Write your comment here]</i> P. 234 -</p> <div> <ul style="list-style-type: none"> Encourage teachers to highlight BDS and a pro-BDS group called Direct Action for Palestine, but no voices critical of their perspectives </div>

Public Input Template–2020 Ethnic Studies Model Curriculum

Page 2 of 3

Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
P. 234	Professor Thomas E. LEVY DEPARTMENT OF ANTHROPOLOGY UNIVERSITY OF CALIFORNIA, SAN DIEGO	<ul style="list-style-type: none">Promote 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 (p. 234)
P. 237	Professor Thomas E. LEVY DEPARTMENT OF ANTHROPOLOGY UNIVERSITY OF CALIFORNIA, SAN DIEGO	<ul style="list-style-type: none">Use unclear language that implies "Israel-Palestine" as a whole is an Arab country (p. 237).
P. 242	Professor Thomas E. LEVY DEPARTMENT OF ANTHROPOLOGY UNIVERSITY OF CALIFORNIA, SAN DIEGO	<ul style="list-style-type: none">Frame the Palestinian narrative of the 1948 War as fact, with no alternative perspectives (p. 242).

Public Input Template–2020 Ethnic Studies Model Curriculum
Page 3 of 3

Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
P. 264-269		<div data-bbox="808 402 2003 607"><ul style="list-style-type: none">• Encourage teachers to use a poem featuring harsh criticism of Israel, but no content offering a positive perspective about Israel or criticism of Palestinian leaders (p. 256, 264-269).</div>