

**From:** Marcy Winograd  
**Sent:** Sunday, September 22, 2019 6:32 AM  
**To:** SBE  
**Subject:** A Message to All Board Members

\*\*\* NOTE: THIS E-MAIL WAS SENT FROM THE SBE CONTACT FORM WEB APPLICATION \*\*\*

**Title:** Retired LAUSD

**Organization:** Member, CTA, UTLA, Jewish Voice for Peace

**Comments or Questions:**

I was pleased to read in the Sacramento Bee that the CA Ethnic Studies curriculum is "back on the table" and that there was an outpouring of support for revising the draft as opposed to starting from scratch. Thank you for moving ahead with the ethnic studies curriculum, particularly in the face of intense pressure from those who may not understand the importance of stemming the high school drop out rate by offering more culturally relevant lessons.

During the public comment period, I submitted extensive revision notes with an eye toward increasing student engagement and including lessons on antisemitism and Jewish contributions to social justice movements.

As a retired English, ESL and government teacher and former LAUSD literacy coach, I support inclusion of debate over Israel/Palestine in the curriculum, with students reading diverse texts to formulate a position for or against a UC divestment resolution and/or an anti-BDS bill in a state legislature or Congress. Discussion of BDS should also encompass the domestic persecution of Muslim students who advocate for Palestinian rights.

Some suggest that a discussion of BDS would be inappropriate because the curriculum should focus on oppression in the US, not on what is happening in the Middle East.

We cannot, however, separate the two, for the Israeli occupation impacts us at home, not only in efforts to conflate antisemitism with antiZionism, thus defaming Jews and others who do not endorse a state defined by ethnic privilege but also because the boycott, divestment and sanctions campaign has resulted in suppression of speech here, both on and off campus, and the targeting of Palestinian and Arab-American students.

Examples:

#27 states pass anti-BDS legislation to suppress speech

#Universities try to prohibit activism by Students for Justice in Palestine.

# Canary Mission targets students and professors who espouse pro-Palestinian views-- compiling "dossiers on Palestinian rights advocates" and labeling them "racists, anti-Semites, and supporters of terrorism." (Read "The Intercept")

An ethnic studies curriculum should not only incorporate lessons on antisemitism but also Islamophobia, and any discussion of the latter warrants the inclusion of examples of persecution of Muslim students who advocate for equality in Palestine and participate in the BDS campaign.

One of the reasons the domestic Black Lives Matter has endorsed the BDS campaign is because US police, post-911, are often trained in Israel in tactics that include: mass surveillance, racial profiling and use of force against protesters. African Americans, too often, find themselves on the other end of the Israeli-trained militarization of our police.

"Most recently, militarized state violence was deployed against the Movement for Black Lives in Ferguson, Baltimore, and across the nation, where unarmed protestors faced police and the National Guard fully armed with riot gear, including armored vehicles, tear gas, stun grenades, rubber bullets, and semiautomatic rifles." (Deadly Exchange Report/Jewish Voice for Peace)

Ultimately, the State can censor through omission or provide students with diverse texts to make up their own minds on an issue that permeates our national dialogue and campus life. In any event, shortly after graduating high school, students are bound to encounter this debate on a college campus, so it behooves us to teach them to think critically.

I vote for inclusion of robust debate, including pro and con BDS, on Israel/Palestine, in the ethnic studies curriculum.

I look forward to hearing your thoughts and learning more about next steps on revising the current draft.

Thanks again for your commitment to offering a model ethnic studies curriculum to our secondary students.