

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	Karen Cohen	Comment (include page and line numbers where applicable)
<p><i>[Enter the Chapter Number here, or just "General" for a comment that applies to the entire document.]</i></p>	<p>Karen Cohen</p> <p>General</p> <p>1.The curriculum needs to include Jews among its ethnic groups. They are a minority that <i>has</i> been oppressed in our country (think restrictive covenants, job discrimination, quotas) but managed to be a significant contributor to our society. (What would we miss if there were no Jews?—the polio vaccine, insulin, aspirin, the iPhone and much more.)</p> <p>The curriculum needs to emphasize anti-Semitism as</p>	<p><i>[Include the page and line number(s) here—Write your comment here]</i></p>

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	<p>much as it focuses on sexism, Islamophobia, white supremacy and other forms of oppression. There is little mention of anti-Semitism despite its historical prominence and the current resurgence—think of the tragedies at synagogues in Pittsburgh and Poway. There were 1,879 anti-Semitic incidents across the country in 2018, the third-highest year on record since the 1970s.</p> <p>2. Discussion around the creation of the State of Israel is inaccurate. It includes nothing about the Holocaust, which showed the need for a Jewish state (there was NO safe place for Jews to go during the Holocaust). Remember the SS St. Louis whose Jewish passengers the U.S. turned away. The curriculum needs to be objective about the Israeli-Palestinian conflict-- where is the Israeli viewpoint?</p>	

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	Nor are Mideastern ethnic subgroups of Jews included in the curriculum although many other ethnicities are included.	
	An opposing point of view the BDS movement needs to be presented. If you connect the dots, you find groups who want Israel destroyed are prime supporters of that movement. And BDS is detrimental to the sharing of science and the arts.	
	And why is there a focus on criticism of Israel in a curriculum intended to promote inclusiveness? There should, instead, be an emphasis on understanding of and respect for Jewish beliefs and practices.	