

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)
Glossary and Bibliography	Joel Krischer, individual	Page 2, lines 30-40. When describing a movement as controversial as BDS, it is important to explain both sides of the story. This explanation chooses only one side of the argument and presents it as fact. Numerous well respected and thoughtful academics, politicians and others have eloquently explained how the movement is not meant to achieve peace, but to undermine the existence of the State of Israel. To omit entirely any reference at all to the other side of the argument, or to the fact that the charter of Hama, in writing, says its objective is to wipe out the state of Israel, undermines rather than fosters critical thinking and analysis and also undermines the stated goal of eradicating bigotry.
Pages 234 though 269	Joel Krischer, individual	<p>This entire section continues the one-sided view of a very complex subject, with no references at all to literature and arguments on the other side. For example:</p> <p>Page 234, lines 4956 and 4957 refer to BDS and the pro-BDS group Direct Action Front for Palestine, without any reference to views critical of that perspective.</p> <p>Page 234, line 4958 wrongly suggests that there is an equivalence between the US-Mexico border (an established international border with little if any terrorism) and the Israel-Palestinian armistice line, (which is not an established</p>

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Page 2 of 2

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		<p>international border and has an extensive history of Palestinian terrorists attacking Israel).</p> <p>Page 237, line 5030 seems to identify “Israel-Palestine” as a single “Arab” country. Plainly, that is incorrect.</p> <p>Page 242, lines 5157-5161 describe the 1948 War following the creation of the State of Israel using only the Arab term, “Nakba” and speaks of the “dispossession and dispersal” of Palestinians without any explanation of how the State of Israel was created by the UN, which side started the war, the number of Jews displaced from Arab lands at the same time or any other aspect of a very complex international situation.</p> <p>Page 256, 264-69 encourage the use of a poem featuring harsh criticism of Israel without referencing any positive commentary about Israel or criticism of the Palestinians.</p>
General	Joel Krischer, individual	<p>It is remarkable that Jewish Americans are not included as an ethnic group that has suffered discrimination, especially when recent FBI statistics show that, in the last several years, more hate crimes have been committed against Jews than against any other ethnic or racial group.</p>