

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	<i>Richard L. Popp Professor of Medicine (Emeritus), Stanford University</i>	It is in correct and inappropriate, in my opinion, claim in the definition of the BDS movement that it is to “establish freedom for Palestinians living under apartheid conditions” in Israel. Objective reading of the BDS websites and information show it is aimed at the delegitimization of Israel. Palestinians have more freedom in Israel than Palestinians living in any other neighboring country.
Introduction	<i>Richard L. Popp Professor of Medicine (Emeritus), Stanford University</i>	The Introduction of the proposed curriculum states that, "The implementation of Ethnic Studies presents an opportunity for teachers to... enable students to develop a deep appreciation for cultural diversity and inclusion, and aids in the eradication of bigotry, hate, and racism." Despite this stated goal, the curriculum does not feature a single lesson about the Jewish community, mentioning Jews only in passing. With antisemitism rising and ignorance about the Jewish people still a major problem in our society, the exclusion of Jews from this curriculum is deeply disappointing.