

Jose Iniguez  
Chair, Instructional Quality Commission  
California Department of Education  
1430 N Street  
Sacramento, CA 95814-5901

Dear Mr. Iniguez:

We find ourselves at a moment of national reckoning surrounding racial injustice, and engaging in a long overdue dialogue across the nation about institutional racism, police brutality, and how disparities by race touch every aspect of American life. Meanwhile, white nationalism and hate crimes persist worldwide.

As graduates of the California public school system and as interns with the San Francisco and Los Angeles offices of the American Jewish Committee, we write today to express our firm support for an Ethnic Studies curriculum in California K-12 schools. Following the traditional framework for Ethnic Studies, this instruction should center upon the history and oppression of the African American, Latinx/Chicanx, Asian American, and Native American communities. Now more than ever, education must be used to shine a light on the ongoing experiences of these groups with systemic racism and marginalization, including in mainstream high school curricula.

We agree strongly with the Ethnic Studies coalition's argument that Ethnic Studies instruction will improve the engagement, retention, and academic performance of students of color. It is important that students in California's high schools be able to recognize themselves, their families, and their lived experiences in what they learn in the classroom.

In the current curriculum draft, we are pleased also to see discussion of critical historical events and movements that for far too long have been left out of the public school classroom, including the experiences of Southeast Asian immigrants and the racial enclaves they created in California, the forced removal of California Native American tribes and the creation of reservations, the plight of undocumented immigrants and DREAMers protected by DACA, and the history of redlining and greater trends of anti-Blackness and privilege in the United States.

Additionally, we appreciate that the curriculum places emphasis on civic engagement and action, a worthwhile inclusion for high school students. In several lesson plans, students are encouraged to discuss issues they care about with their elected officials, host events, and cultivate conversations within their communities. This is a crucial element to educate students about their civic responsibility, and illuminate their agency and ability to enact meaningful change. It is essential that California students are equipped with the skills to challenge the structures of inequality in our state and nation. But, fully addressing these critical social issues need not and should not come at the cost of excluding or demeaning other ethnic groups. There can be no comprehensive analysis of white supremacist ideology, then, without interrogating the role of antisemitism.

From the outset, we would like to acknowledge that antisemitism is not one in the same with anti-Blackness and racism against people of color. While racism against people of color remains systemically embedded in American institutions and culture, today white-passing Jews benefit from white privilege and can perpetuate white supremacy. Consequently, the Ethnic Studies Model Curriculum should undoubtedly center the experiences of institutionally minoritized groups; our call is for antisemitism to be additionally analyzed as a form of hatred propagated by white supremacist power structures which persist in the United States. Our goal is to uplift our persecuted community through discussion of the Jewish American experience.

White supremacist violence motivated by a hatred of non-Jewish people of color often blames Jews and Jewish institutions for America's racial diversity. According to the "Great Replacement" conspiracy theory advocated by the mass shooters who attacked the Tree of Life Synagogue in Pittsburgh and Chabad of Poway, immigration and demographic change represent an intentional genocide of America's white majority masterminded by the Jewish collective.

Before murdering eleven Jews at prayer, the Pittsburgh shooter [posted](#) the following message on Gab: "hias [Hebrew Immigrant Aid Society] likes to bring invaders in that kill our people. I can't sit by and watch my people get slaughtered. Screw your optics, I'm going in." In this way, racial and religious animus toward other minoritized groups, particularly African Americans, Latinx Americans, and Muslim Asian Americans, propagates symbiotically with antisemitism.

We respectfully request that the revised Ethnic Studies Model Curriculum (ESMC) reflect the following core values:

**1. The curriculum should not explicitly or implicitly endorse antisemitism**

The first draft of the ESMC contained material which implied Jewish control of the media, grossly oversimplified the Israeli-Palestinian conflict, and uncritically valorized the Boycott, Divestment, and Sanctions (BDS) movement, whose founders are open about their desire to end the Jewish state of Israel. Song lyrics such as Shadia Mansour's verse in Sample Lesson 2 of the Arab American Studies Course Outline paint Israelis as colonizers and propagates the antisemitic trope of Jewish control of the media. Linda Sarsour, a past co-chair of the Women's March with ties to Nation of Islam leader and open antisemite Louis Farrakhan, is listed as a potential significant figure to cover in class. This is not appropriate material for an Ethnic Studies curriculum which ostensibly seeks to challenge stereotypes and bigotry. Similarly, the African American Studies Course Outline includes [Hebrew Israelites](#) and the [Nation of Islam](#) as suggested spiritual and religious groups to cover. While these groups may be important aspects of the Black religious experience in America, they are also known purveyors of antisemitism. Without providing students with context, classroom instruction on such figures and groups will serve only to legitimize hate and antisemitism. We are grateful that the Department of Education has committed to removing references to BDS for the ESMC's second draft, and we hope that the content of the second draft provides no further cause for concern.

**2. The curriculum should define and analyze antisemitism and its relationship to white supremacist, anti-Black, anti-Latinx, anti-immigrant/refugee, and Islamophobic bigotry**

The first draft of the ESMC failed to define antisemitism, much less discuss the central role that Jew-hatred plays in white nationalist ideology. While an entire lesson plan is rightfully devoted to the discussion of Islamophobia in the United States, a definition of antisemitism is not even provided in the Glossary. Both terms should be clearly defined and their impacts on the Muslim and Jewish communities should be discussed in the curriculum. As addressed above,

antisemitism is crucially different from anti-Blackness and other forms of racism. This distinction is an important aspect of this conversation, as is the inclusion of instruction on antisemitism for high school students seeking to critically understand extremism in modern day America.

### **3. The curriculum should discuss the Jewish experience in America and California through the Ethnic Studies framework**

The Arab American Studies Course Outlines, which we strongly support, includes detailed, high-quality lesson plans about Arab immigration to the US, the challenges of Arab and Muslim Americans in contemporary social/political contexts in the United States, and Islamophobia. However, the curriculum contains only four one-word references to Jews. The only mention of Jews in the ESMC draft connects to offensive Arab stereotypes (ex. insulting Palestinians as “terrorists [who] blow up airlines, try to ‘destroy Israel’ and ‘drive the Jews into the sea’”) or a brief mention of Jewish immigration.

To be genuinely inclusive and accurate, the curriculum should discuss the rich history of Jews in the United States, including but not limited to Jewish immigration, the building of strong Jewish communities throughout the U.S., their contributions in varying industries, and the challenges faced by Jews in employment, housing, in the form of hate crimes, or as scapegoats during national hardships. This is particularly important because the ESMC stresses that curriculum content should be representative of the local population; there are over [1.18 million Jews in CA](#), representing 3% of the state’s population. Further, the substantial diversity within California’s Jewish population ought to be reflected in public education; [11.2% of American Jews](#) identify as people of color. While we understand that a semester-long course cannot reasonably be expected to teach all there is to know about every ethnic group, much less every ethnic subset, it is important that students learn about the diverse backgrounds from which Jews originate. Jews are not a uniformly light-skinned people descended from European immigrants. In fact, the Jewish Diaspora resulted in a number of distinct Jewish cultures with unique regional, ethnic, cultural, linguistic, and religious characteristics. Some of these subgroups

include Ashkenazi (Central to Eastern Europe), Sephardi (Iberian), Mizrahi (Middle Eastern and North African), Persian (Iranian), Beta Israel (Ethiopian), and others.

**4. The curriculum should address the experience of other important ethno-religious groups in California, including Armenians, Assyrians, Hellenes, Hindus, and Koreans.**

In addition to the Jewish American narrative, we support an interfaith-interethnic coalition which stands for representation of Armenian, Assyrian, Greek, Hindu, and Korean communities in the ESMC. We envision an Ethnic Studies curriculum which allows students to gain a deeper understanding of and appreciation for the diverse ethnic composition and cultural diversity of our nation by recognizing and discussing the vast history and contributions of California's many ethnic groups.

As Jewish American students who recently graduated from California public high schools, we have personal experiences regarding the scarcity of information about Jewish history and antisemitism in the classroom. Beyond perfunctory lessons on the Holocaust during study of the Second World War, there is often little if any attention paid to the rich tapestry of the Jewish American experience. Many of us recall the resulting discomfort from poorly taught lessons on the Holocaust, serving as the resident Jewish students in the token class about Jewish history.

Unfortunately, as we have discussed, the first ESMC draft contained similar pedagogical issues. As written, the draft curriculum will not provide a deeper understanding of the Jewish experience. More importantly, the erasure of Jewish representation and the inclusion of offensive material will likely foster hostility and discrimination both inside and outside the classroom.

[Governor Newsom](#), State Superintendent [Tony Thurmond](#), the [State Board of Education](#), and [many others](#) recognized the harm that this early version could cause to our collective community. We look forward to a future curriculum that upholds the State Board of Education's affirmation of a curriculum that is "accurate, free of bias, appropriate for all learners in our diverse state, and [aligns] with Governor Newsom's vision of a California for all." The Ethnic

Studies curriculum is crucial; when it is inclusive, holistic, and pedagogically sound, it will be a curriculum that we will all be proud to see implemented in our schools.

We urge you to ensure that the ESMC Committee makes the necessary changes to remedy the problematic elements in this first draft, and to finalize a curriculum that reflects the diversity of peoples and rich history of our great state.

Ilana Hamer, AJC San Francisco  
Carlmont High School, Class of 2017

Rivka Keith, AJC San Francisco  
Lowell High School, Class of 2019

Grayson Peters, AJC Los Angeles  
Agoura High School, Class of 2017

Cc:

The Honorable Tony Thurmond, State Superintendent of Public Instruction

The Honorable Jose Medina, Assemblymember

The Honorable Ben Allen, State Senator, IQC member

The Honorable Jessie Gabriel, Assemblymember

The Honorable Patrick O'Donnell, Assemblymember

Jamie Callahan, Deputy Cabinet Secretary, Office of the Governor

Karen Stapf Walters, Executive Director of the California State Board of Education

Dr. Linda Darling-Hammond, President of the California State Board of Education

Dr. Stephanie Gregson, Director, Instructional Quality Commission, and Deputy Superintendent of Public Instruction, Performance, Planning & Technology Branch

Sarah Neville-Morgan, Deputy Superintendent of Public Instruction, Teaching & Learning Support Branch

Dr. Kenneth McDonald, Lead Consultant for the 2020 Ethnic Studies Model Curriculum

Michelle Roshanzamir, Beverly Hills High School, CalArts, and CSU Long Beach  
Noam Manor  
Lea Mano, CSU Long Beach  
Nicole Schussman, UCLA  
Lisa Shirin Golshani, Beverly Hills High School, Santa Monica College, and UCLA  
Elana Kalish, San Mateo High School  
Michael Harris  
Arya Donay, Grover Cleveland HS, UC Santa Barbara  
Naomi Grant  
Diana L. Lang  
Samantha Weinberg  
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Jory Harris-Blumenthal  
Joshua Wexler  
Sofia Musman, CSU Long Beach  
Hilary Vogelbaum  
Susan Mano, CSU Northridge, CSU Sacramento  
Ruth Mastron, UC San Diego professor  
Debbie Paperman  
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Robin Portman  
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Daniel Olgin  
Jina Khoubian, Taft High School and UCLA  
Pascal Benyamini, UCLA  
Shayna Goodman, Dos Pueblos Senior High (Goleta)  
Rosalyn Jeffries, San Mateo High School, UC Berkeley  
Daniel Ebrahimi  
Stav Yativ, UCSC  
Yuval Manor  
Susan Price

Shir Nakash, Cleveland High School, Chapman University  
Rachel Covey  
Ben Cohen, Palo Alto High School  
Alaura, San Mateo High School  
Sarah Erickson, San Rafael high school  
Jenna Levin  
Lila Sattler, Lowell High School  
Jodi Shapiro  
Omer Siegel, Aragon High School, College of San Mateo  
Michael Rimboim, Prospect High School  
Molly Rosenfeld, Long Beach Polytechnic High School, San Jose State University  
Jasmine, San Mateo High School  
Chloë Rosichan, Chapman University  
Chloe Levian, Beverly Hills High School, Santa Monica College, UCLA  
Josh Greenberg, Los Gatos High School, UC Berkeley  
Maya Reuven, Palo Alto High School, UC Berkeley  
Noa Lehrer, Palo Alto High School  
Carli Zimelman, Culver City High School  
Brandon Broukhim, UCLA  
Sabrina Heinrichs  
Mia Fahn  
Eyal Cohen, Palo Alto High School  
Miranda Goldstein, John Burroughs High School, UC Irvine  
Arieh Bright, El Camino Real Charter High School  
Warren Cohen  
Isaac Salant  
Benjamin Gelbart, Mesa Community College  
Ariela Hekmat, UC Berkeley  
Courtney Rauchman, UC Berkeley  
Jonah Bloom, Piedmont High School

Michaela Pelta, Lowell High School  
Elizabeth Gurevich  
Samuel Schube, Henry M Gunn High School  
Adam Simler, Henry M Gunn High School  
Kyla Schwarzbach, Palo Alto High School  
Ilona Estrin, Los Gatos High School  
Danny Tal  
Omry Bejerano  
Maya Segev, Los Gatos High School  
Ziv Galpaz, Branham High School  
Anna Scherer, Everest Public High School  
Stephanie Sussman, William H. Taft Charter High School  
Catie Burnett, El Camino High School  
Leo Sperber, Jesuit High School  
Ramona Moussighi, Palisades High School  
Jenna Satovsky, Lowell High School  
Daniel Mano (Herberholz), San Jose State University  
Shor Masori, Grossmont Middle College High School  
Karolina Zajac, Ygnacio Valley High School, UC Santa Cruz  
Helen Saviss  
Cynthia Longacre  
Heidi Levine, UC Santa Barbara  
Galit Feinreich, UC San Diego  
Jafi Lipson  
Eleanor Weinstein, PhD, UCLA, UC Irvine  
Sara Lily, San Marcos High School, UC Davis  
Julia Dick, Oakwood School  
Max Harri  
Cinthia Camacho, University of Southern California  
Shifra Berg  
Robina Henson, John Marshall Senior High (LAUSD), CSU Long Beach

Edden Yashar, Petaluma High School, UCLA  
Emily Harari, UC Berkeley  
Noah Wallace, UCLA  
Lois Feldman, Los Angeles High School, UCLA  
Noah Keith, UCLA  
Eliza Aiken, UCLA  
Leah Kalish, San Mateo High School, UC Davis  
Cece Garofoli, UC Davis  
Justin Feldman, UCLA  
Talia Herzberg, San Diego State University  
Hannah Wenger, UC Berkeley  
Jordan Greene, Carmont High School  
Micah Alon, Gunn High School, UC Davis  
Aviva Davis, Head-Royce School  
Jacob Richman, Archbishop Mitty High School  
Rachel Borshchenko, Carmont High School  
Aviv Campbell, Jewish Community High School  
Lea Toubian, UC Santa Barbara  
Rose Ritch, USC  
Noga Hurwitz, Palo Alto High School  
Shayna Finkelstein, Tamalpais High School  
Lauren Hayat, UCLA  
Marlie C., Tarbut V' Torah Community Day School, Sonoma State University  
Carla Naylor, San Francisco State University  
Sarah Drapkin  
Isaac Ostrow  
Asa Jungreis, UC Davis  
Arielle Zur, Campolindo High School  
Danya Klein, University High School, CSU San Marcos  
Levanna Rosen, UCLA  
Emma Abramson



Samantha Boudaie, UC Davis  
Danielle Younai, UC Davis  
Levanna Rosen, UCLA  
Emma Mizrahi-Powell, Chadwick School  
David Rowe, CSU Long Beach  
Maya Siegel, Hillsdale High School,  
College of San Mateo  
Morayah Horovitz, UC Davis  
Margeaux Wolberg, Drew School  
Joseph B Baer, Del Norte High School  
Nicole, El Camino Real Charter High  
School  
Daniel H Brown, Whittier College  
Naomi Friedland, Ruth Asawa San  
Francisco School of the Arts,  
Ella Rosenblatt, Urban School  
Jonny Aizik, University High School  
Samantha Klein, UC Berkeley  
Miryam Leaderman-Bray, Rio Americano  
High School  
Sammie Small, Loyola Marymount  
University  
Sam  
Dan Cohen, Homestead High School  
Victoria Helene Solkovits, Cleveland High  
School, UCLA  
Nina Gilshteyn, Santa Monica High School,  
Santa Monica College, UCLA  
Ezra Einhorn, UCLA  
Melissa Stern, UCLA  
Daniella Masrour, Calabasas High School  
Daniel Sarafian, UCLA  
Benjamin Robinow, Jewish Community  
High School of the Bay, UCLA  
Liat  
Marisa Moore, Mt. Carmel High School  
Talia Stein  
Tara Steinmetz, UCLA  
Jason Kesler, UCLA

Oran Farkas, Murrieta Mesa High School,  
UCLA  
Maili Lampe, Point Loma High School  
Joshua Roizman, UCLA  
Sabrina Mail  
Anna Eyfer, Hamilton High School, CSU  
Long Beach  
Emma Erickson, San Rafael High School  
Harrison Kerdman, UC Santa Barbara  
Jackie Weiss  
Ben Diwan, UC Berkeley  
Sam Feldman, North Hollywood High  
School  
Shannon Mirshokri  
Kyra Terenzio, Marlborough School  
Elisha Breton, CSU Long Beach  
Sachi Cooper, UCLA  
Naomi Moskowitz  
Angelina Anwar Jajo, UC Berkeley  
Deborah Brown  
Kenede Pratt-McCloud  
Ben Michelson, UCLA  
Gabriella Schiffer, UC Davis  
Tayde Ramirez  
Leigh Levinson, Del Norte High School, UC  
Berkeley  
Pranav Jayachand, UC Berkeley  
Maya Rosen, Millikan High School, UC  
Berkeley  
Ana Cismaru  
Shira Vilvovsky  
Adina Gholian, CSU Northridge  
Zachary Milewicz  
Neta Hart, UC Davis  
Georgiana Estrada, UC Berkeley  
Jordan Cope  
Rachelle Stark, UCLA  
Riley Shurack  
Alicia Fusco, UC Berkeley

Kalia Rodich  
Jennifer Saeedian  
Laura Nickowitz, USC  
Dahlia Davidovits, UC Berkeley  
Abigail Yosian  
Micah Lesch, UC Davis  
Sam Sorkin, USC  
Elliot Berdy, UCLA  
Abbi Hirschfeld, La Jolla Country Day  
School  
Ethan Weiss, UCLA  
Alicia Fusco, UC Berkeley  
Adele Bloch, Palo Alto High School  
Naama Bareket, Castro Valley High School,  
UC Berkeley  
Jacob Serber, Culver City High School,  
UCLA  
Amit Ahituv, Las Lomas High School  
Connie Xu, The Harker School  
Rachel Kritz  
Binat Gousinov, UCLA  
Jonah Rubanenko  
Ashley Quiterio, UC Berkeley  
Jack Gross  
Yosef Meadows  
Ellen Kaufman  
Chanel, UCLA  
Benjamin Hubbard, Los Alamitos High  
School  
Yoni Kollin, CSU Long Beach  
Mia Ross, UC Berkeley  
Lynn Cohen, UC San Diego  
Abigail, Scripps College  
Samantha Shapiro, YULA Girls High  
School, Los Angeles Valley College  
Claire, CSU Long Beach  
Alexandra Lee, Lowell High School  
Brenda Payan, CSU Long Beach  
Gaby V

Elijah  
Hannah Rozenberg, CSU Long Beach  
Emma Erickson, San Rafael High School  
Adam Sieger, Santa Monica College  
Gabriella Hassid, USC  
Hannah, UCLA  
Aaron Ahdoot  
Gershom Zeller  
Raphael Diamond, CSU Northridge  
Rebekah Mann  
Kian marghzar  
Jessica Carr  
Taryn Willams, CSU Long Beach  
Shanna S Gilardi  
Bina Yasharpour  
Brian L, Pali High, CSUN  
Rachel Moreh, UCLA  
Anna Menotti  
Daniel Detchev  
Zohar Levy, Stanford University  
Or Yochai Taylor, Rio Americano High  
School  
Rotem Litinski, UC Berkeley  
Amir Grunhaus, UC Berkeley  
Melinda Berman, UCLA  
Ethan Prager, CSU Long Beach  
Gabby B  
Ari Weizman  
Madison, CSU Long Beach  
Nina Rachmanony, Palisades Charter High  
School  
Amir, Beverly Hills High School, UCLA  
Myahn Haroush, Cleveland High School,  
UC Berkeley  
Jubilee H Munozvilla, Cerritos College,  
CSU, Long Beach  
Braedon Brawer, Long Beach City College  
Shani Sasson  
Yoel Shamouni, YULA Girls High School

Davina Zaman  
Elias Donay  
Kimia Azad, UCLA  
Blake Dujowich, CSU Long Beach  
Michael Engler, Calabasas High School  
Dara Shay  
Hannah Lederman, Lycee Francais de San Francisco  
Tobias Maramba, Santa Monica College  
Caroline Kaufman, Malibu High School  
Ellen Borenstein, Upland High School  
Tamar Lilienthal  
Menachem Uminer  
Jamie Fabian  
Batsheva Lasky  
Jack Lawson  
Eva Bibas  
Ethan Myers  
Eli Blinchevsky  
Natalie David  
Hila Eitam  
Daniel Shapiro  
Hailey Behrman  
Jenna Bruck  
Alexa Schein  
Sam Formab  
Moi Stern, UC Berkeley  
Patricia Buchner Santos  
Sandra Strongin, UC Berkeley  
Emma Erickson, San Rafael High School  
Zachary Weinstein, SFSU  
Hannah Feldman  
Andrew Genshaft, UC Santa Cruz  
Kimberly Goewey  
Melanie Ezrin  
Ron Hasson, Homestead High School  
Zach Hyman  
Skylar Zakarin  
Emma Gelb

Miriam Lustig  
Ilana Shapiro, Dos Pueblos High School, Pomona College  
Ilana Miller  
Alan Shoiket, Gateway High School  
Kelly Morali, Monta Vista High School, UC Berkeley  
Jakob Rheins  
David Lifschitz  
Leah Goldenberg  
Anika Henry

אליקו מימראן

Allison Studnitzer  
Amit Aloni, Homestead High School  
Daniel Kohler  
Yelena Virovlyanskaya  
Charles Halstead, El Camino Real High School, Santa Barbara City College, UC Berkeley  
Jordan Cohen  
Hayley Silvers, CSU, Los Angeles & Academy for Jewish Religion, CA  
Hannah Hayes, UCLA  
Zack S  
Mitch Goulson  
Ryan Guggenheim, USC  
Assaf Manor  
Ame Hossen, USC  
Rene van Steenbergen  
Polina Udalova  
Eitan Oettinger, UC Santa Barbara  
Maya Weiss, El Camino Real Charter High School, UC Riverside  
Jake Kalodner  
Yuval Benit  
Julia Jassey  
Ame Hossen, USC  
Sarai Gutierrez  
Kota Babcock

Jessica Wiederhorn  
Kahli Clarke  
Assaf Manor  
Lacey Berk  
Zachary Levy  
Hailey Merten  
Yuval Benit  
Michelle Abramowitz  
Sophie McMullen  
Lucie Everett, St. Mary's College High School  
Emily Szasz, Santa Cruz High School,  
University of California, Berkeley,  
University of California, Davis  
Ramona Saviss, Palisades Charter High School  
David Moussighi, Taft High School  
Daniel Kravitz  
Michelle Roshanzamir, Beverly Hills High School, CalArts, CSU Long Beach  
Jake Kalodner  
Elizabeth Vasquez  
Danielle Bonsignore, Edison High School,  
Orange Coast College, CSU Fullerton  
Erin McDonald  
Shayna Pollack  
Daniel Mano, Rocklin High School, San Jose State University  
Mahya Jalali  
Shira Solomon  
Kara Little  
Michelle Wengler, Rocklin High School  
Julia Kay  
Shabnam Casey, William Howard Taft High School  
Esther Beron, CSU Long Beach  
Amit David  
Jacqueline Zaccai  
Alex Hansen, UC Berkeley

Nina Gilshteyn, Santa Monica High School  
Ariel Kaufman  
Daron Ouliguian, UCLA  
Alex Gil  
Geri Finkelstein  
Micheal T McLoughlin, Golden Gate University, City College of San Francisco  
Megan Auy  
Benjamin Robbins  
Kristen Reyes  
Natalie Kroh, Harvard-Westlake School  
Danielle Hamer, Carlmont High School  
Kennedy Vega, UC Berkeley  
Jamie Beckett  
Natasha Frumkin, Mountain View High School  
Joey Fradkin, Sequoia High School  
Lily Forman, Hillsdale High School  
Laura Miller  
Rina Fellenbaum, Campolindo High School  
Alexandra Bennett, UC Irvine

Additional comments from signatories:

“It would be a travesty to exclude the Jewish community from Ethnic Studies curriculum given how frequently, consistently, and severely the Jewish community has been targeted both historically and in present day.”

-Lucie Everett

“This is a step in the right direction! We need everyone to have a voice in the process of crafting this curriculum.”

-Emily Harari

“Jews are a group of people who have been continuously oppressed and used as a scapegoat for many different reasons in a variety of different countries. Please include the experience of Jews in your ethnic program. We are ethno-religious, not only a religion.”

-Jenna Bruck

“Thank you for your letter. Having not only had no ethnic studies education but also having experienced a teacher propagating anti-Semitic views in the classroom, and in light of rising anti-Semitism across the American political spectrum, it’s important to me that California both establishes this curriculum and makes the suggested modifications to educate students about anti-Semitism and the Jewish experience.”

-Emily Szasz

“When people call Jews ‘oppressors’ they are lumping Jews from all over the globe of every color. We are one big community indigenous to the land of Israel, centralized via Jerusalem. This is like referring to Native Americans as ‘oppressors’ of immigrant Americans, neighboring Canadians, Central and South Latin Americans. No educated individual would say, do, or teach such a thing.”

-Kahli Clarke

“I’m outraged by the curriculum and want to help make it right.”

-Jamie Beckett

“Make sure our education is well rounded!!”

-Elizabeth Vasquez

“Please do not use education to socially marginalized Jewish people. Education should foster unity, not division.”

-Nina Gilshteyn

“This is deeply troubling. I support having ethnic studies curriculum, but not one that unfairly demonizes the Jewish people.”

-Josh Greenberg

“We’re living in an age where every voice can have weight, even those spreading misinformation that can have deadly results. Ethnic studies are so important, but take the time to get it right and include all groups who have suffered oppression. This curriculum is an outrage. You can’t fight hate with more hate. And the facts are easy to find if you care to look.”

-Galit Feinreich