

**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](mailto:ethnicstudies@cde.ca.gov). You may contact Kenneth McDonald, Education Programs Consultant, at [kmcdonal@cde.ca.gov](mailto:kmcdonal@cde.ca.gov) with any questions regarding this template or the public input process.

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Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
General  (Sample Course Model 7.a. viii and in Glossary and Bibliography)	Galit Stam Cuyamaca College, San Diego State University, Grossmont College	<p>Page 35, Line 684, “Boycott, Divestment, and Sanctions Movement for Palestine and in Glossary and Bibliography, the definition, page 2, lines 30-40</p> <p>This movement has some interesting Gandhi-like ideas and main goals of freedom, justice, and equality for Palestinians; however, the leadership calls for the total destruction of the state of Israel and promotes violence towards Jews and Israelis. If this topic is placed in curricula and is not taught with opposing information and perspectives (e.g. about 7 rockets are shot into Israel every day on average, the hundreds of thousands of Palestinian-Israelis live in relative peace and comfort in Israel, etc.), it could contribute to a rise in anti-Semitism and anti-Israel sentiments and violent actions across American campuses. There have been multiple, verbal and physically violent, bullying actions taken by many BDS representatives and supporters over the last few years across campuses and students have been harmed. The information provided by BDS is lacking accuracy in several ways and provides excuses for increased hate and violence. This topic should be dealt with carefully. If it is added, Jewish and Israeli history and perspectives must be added as a counterpoint to provide an impartial, accurate history.</p>

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Appendices  Appendix A: UC-Approved Course Outlines		Jewish-American history and/or a course on Religions in America could be added.

California Department of Education, June 2019