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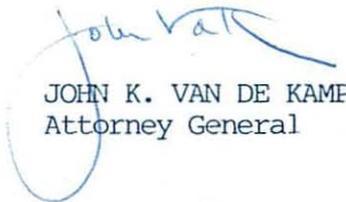
July 27, 1987

Thomas Coleman, Esq.
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Dear Tom,

I did pass on your concerns re the curriculum to
Bill Honig on July 21, and he says they have been addressed.

My best,


JOHN K. VAN DE KAMP
Attorney General

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MODEL CURRICULUM ON HUMAN RIGHTS AND GENOCIDE

A "Model" of What -- Homophobia?
or
Re-Writing History by Omission

by
Thomas F. Coleman, Esq.

Protest Scheduled for August 11 in Ontario

Political leaders, educators, and community activists will attend a meeting of the State Board of Education to protest what they are calling "bureaucratic homophobia."

Speakers will criticize a proposed "Model Curriculum on Human Rights and Genocide" because it does not mention the genocide of gays in Nazi Germany and because it does not address current issues involving the civil rights of lesbians and gay men in the United States. Additional criticisms will focus on underrepresentation of the disabled, Japanese-Americans, and American Indians in various sections of the curriculum.

The public meeting will be held on August 11, 1987 at 1:00 p.m. at the Red Lion Inn, Keller-Peak Room, 222 N. Vineyard, Ontario. Speakers should sign up in advance by contacting the State Board of Education at (916) 445-9016.

The Background

On July 9, 1987, the State Board of Education unveiled its proposed "Model Curriculum for Human Rights and Genocide." The so-called "model" curriculum was presented to the State Board of Education at its meeting in Sacramento.

A state law passed in 1985 directed the Department of Education to develop this model curriculum. The state law was ambiguous as to which historical references to genocide should be included. It was also vague as to which aspects of human rights should be addressed. These matters were left to the discretion of the Department of Education.

Early in 1987, members of the lesbian and gay community obtained a draft of the model curriculum. A review of the document revealed that the Nazi genocide of homosexuals in Germany was not mentioned. Also, no reference was made to the emergence of the lesbian and gay rights movement in modern times. Similarly, no gay or lesbian organizations were referenced in the "resource" section of the curriculum.

The bureaucrats and consultants who prepared the draft were contacted by gay and lesbian academics and activists who expressed anger and concern regarding these omissions. Books and articles on the subject of gay genocide were mailed to Sacramento.

Superintendent Bill Honig and appropriate staff members received letters of protest regarding the apparently deliberate exclusion of gay genocide, the gay and lesbian rights movement, and community resources from this curriculum. A wide variety of groups participated in this protest: Gay and Lesbian Youth Advisory Council of San Francisco, Federation of Parents and Friends of Lesbians and Gays, Southern California ACLU, Los Angeles County Human Relations Commission, etc.

Superintendent Honig and the Department responded with assurances that these omissions would be corrected before the draft would be presented to the State Board of Education. The community breathed a sign of relief.

Despite these promises from the Superintendent and from the Department, the curriculum does not address gay genocide or other concerns of the lesbian and gay community.

The Curriculum: An Objective Analysis

The curriculum is divided into three sections: the main text, a list of references and community resources, and an appendix containing discussion of various issues in detail.

The Main Text of the Curriculum:

The main text makes references to the following issues:

race	2 references
religion	4 references
culture	2 references
language	2 references
gender	2 references
political views	3 references
Holocaust	1 reference
Armenian Genocide	1 reference
Black slavery	1 reference
Japanese-American camps ...	1 reference
Oppression of women	1 reference
Native American issues	1 reference
Apartheid: South Africa ...	1 reference
Ukraine Famine	1 reference
Cambodian massacre	1 reference
disabled	0 REFERENCES
homosexuals	0 REFERENCES

The List of References and Resources:

The following groups or issues are specifically mentioned in the list of references and resources (books, articles, organizations):

Armenian 7 references
Ukranian 7 references
Jewish 5 references
Holocost (generally) 4 references
Religious 2 references
Disabled 1 reference
Polish 1 reference
Slavic 1 reference
Blacks 1 reference

Native American 0 REFERENCES
Japanese-American 0 REFERENCES
Cambodian 0 REFERENCES
Gay and Lesbian 0 REFERENCES

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Appendix: Text and References:

The following groups and issues are discussed in the texts appended to the model curriculum:

Armenian 28 paragraphs
Jews 24 paragraphs
Blacks (South Africa) 20 paragraphs
Cambodian 16 paragraphs
Ukranian 14 paragraphs
American Indians 11 paragraphs
Argentinian (disappeared ones) .. 10 paragraphs
Religious persecution 7 paragraphs
Japanese-Americans 1 paragraph

Black slavery in U.S. 1 sentence
Uganda massacre 1 sentence

Gypsies 1 word
Handicapped 1 word

Gays and Lesbians 0 REFERENCES

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Model Curriculum

for Human Rights and Genocide

Published for the
California State Board of Education

by the
California Department of Education

Adopted by Board of Ed on 10-12-87

Genocide is the denial to groups of the right to live and the deliberate destruction of racial, ethnic, national, or religious groups.

which had begun to recognize genocide as an offense against humanity as well as against the target group. It was more precisely defined in 1948 when the General Assembly of the United Nations adopted *The Convention on the Prevention and Punishment of the Crime of Genocide*. This document defines genocide as follows:

In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial, or religious group, as such:

- (a) Killing members of the group
- (b) Causing serious bodily or mental harm to members of the group
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part
- (d) Imposing measures intended to prevent births within the group
- (e) Forcibly transferring children of the group to another group

Because genocide by this definition involves the question of intent as well as the act of destruction, its applicability in given situations is sometimes subject to controversy: however, acts that may lack the deliberate attempt to destroy a group as such may still constitute gross human rights violations that are no less horrible in their consequences.

Instances of human rights violations, from torture to terrorism, from slavery to genocide, should be studied at appropriate historical points in the curriculum. Examples of genocide are the:

- Annihilation of the Armenians by the government of the Ottoman Empire
- Famine in the Ukraine caused by the Soviet government
- Nazi extermination of European Jews (the Holocaust)
- Mass murders of the Poles
- Mass killings of Cambodians by the Pol Pot regime

Examples of *extreme human rights violations* include:

- Slavery of black people in the U.S.
- Chinese Exclusion Act of 1882 in California
- Forced relocation of Japanese Americans during World War II on the West Coast of the U.S.
- Discrimination against blacks, Asians, Hispanics, American Indians, women, the handicapped, and homosexuals in the U.S.
- Apartheid in South Africa
- Political repression, torture, and terrorism such as that in Argentina
- Totalitarian policies, such as those that brought suffering to the Chinese people and those that were imposed in Nazi Germany and Stalinist Russia against Gypsies, disabled people, homosexuals, Slavs, and other groups in Eastern Europe

Students must understand the centuries-long struggle for human rights and democratic government. The curriculum requires the study of critical points in the evaluation of democratic ideas and practices, the landmark documents, and the struggles to safeguard human rights, including the:

- Magna Carta, which established limits on the power of the sovereign
- English Bill of Rights of 1689 and common law
- American Declaration of Independence and the Revolution

groups and to learn how they are alike and different, in both their past and present experiences, . . . understand the root cultures from which American ethnic groups have developed, . . . gain insights into the barriers that various ethnic groups have had to overcome in the past and present, . . . learn of contributions of groups and individuals, . . . and learn to respect a wide range of diversity in our multicultural society.

Grade Ten

World History and Geography: The Modern World. The course begins with a study of major problems in the world today. . . ; for example, government-produced famine in parts of Africa. . . and the struggle to defend human rights and democratic freedoms against governments that respect neither.

Students study documents and read related selections to deepen understanding of the evolution of democratic principles and human rights; for example, Plato's *Republic*, the Magna Carta, the English Bill of Rights of 1689, the American Declaration of Independence, and the United Nations' Universal Declaration of Human Rights.

During the unit on "World War I and Its Consequences," students discuss human rights and genocide and study the genocide of the Armenians by the government of the Ottoman Empire, the reactions of other governments and world opinion, and the effects of genocide on the remaining Armenian population.

During the unit on "Totalitarianism in the Modern World." attention is given to the destruction of human rights by Nazi Germany and Stalinist Russia, particularly the Holocaust and the famine in Ukraine. Hitler's policy of pursuing racial purity and its transformation into the Final Solution and the Holocaust should receive close attention. Students examine the highly developed Jewish culture that produced many artists, scientists, and scholars, . . . the systematic suppression of rights and freedoms, . . . the ruthless utilization of bureaucratic social organization and modern technology, . . . the relationship to the genocide of the Armenians by the government of the Ottoman Empire. . . . the Holocaust as a model for future despots such as Pol Pot in Cambodia, . . . the Nazi persecution of Gypsies and homosexuals, . . . the failure of Western governments to offer refuge to those fleeing Nazism, . . . the abortive revolts, . . . and the moral courage of Christians who risked their lives to save Jews. Students read books such as *The Diary of Anne Frank* and *Night* to think about why one of the