



How does an American Civics textbook impart the seeds of subtle anti-Semitism and manipulate the US Constitution and the study of Civics to do so?

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The textbook in question is Pearson Magruder's *American Government*, Pearson Education, 2018. Produced by a reputable American publishing house, it was written by Daniel M. Shea, a competent and respected Professor of Government. How does a textbook that has as its purpose teaching American Government to American students, thereby helping to form good American citizens, loyal to our Constitutional Republic, have in this agenda instilling subtle anti-Semitism and also disdain for our Constitutional Republic form of government?

The premise of this Civics textbook is that America is a Democracy and not a Constitutional Republic. That, in itself, blurs the content of the textbook's intended message since there is more emphasis on individual freedom in a Democracy than in a Constitutional Republic.

Pp. 15-16

Some people insist that the United States is more properly called a republic than a democracy. They hold that in a republic the sovereign power is held by those eligible to vote, while the political power is exercised by representatives chosen by and held responsible to those citizens. For them, democracy can be defined only in terms of a direct democracy.

Many Americans use the terms democracy, republic, representative democracy, and republican form of government interchangeably although they are not the same. Whatever the term used, remember that in a

democracy the people are sovereign. They are the only sources for any and all of government's power. In other words, the people rule.

For a Civics textbook, this is, in my opinion, a dangerous precept to instill in students. It does not lead to forming good citizens, loyal to the government, and dedicated to the general good. It does not teach the meaning of community or of the greater good. It does, however, lead easily to lawlessness when there is no gratification of individual demands, to suppression of the rights and/or freedoms of others, to anarchy when the government tries to enforce Constitutional Rule of Law and eventually to the overthrow of the government.

The textbook is Afrocentric in its presentation of discrimination and civil rights and civil liberties. There is a reason for the appearance of Afrocentrism in these textbooks. It goes hand in hand with the Black Lives Matter in School Curriculum. White privilege belongs to Eurocentrism, as does the study the Humanities and European Literatures. In a Civics textbook, Afrocentrism is the tool by which subtle anti-Semitism is introduced and then implanted in our students' minds. There is no Jewish issue in this textbook because there are no American Jews anywhere in it, other than on Page 488 in a section titled: Religion, Ethnic Background:

Historically, a majority of Protestants have most preferred the GOP. Catholics and Jews have tended to be Democrats.

On page 430, Topic 9, Lesson 2 "Diversity and Discrimination", there are three Objectives which indeed cement the systemic anti-Semitism seeded by the textbook.

Objective 1: Understand what it means to live in a heterogenous society.

Objective 2: Summarize the history of race-based discrimination in the US.

Objective 3: Examine discrimination against women in the past and present.

There are no Jews present in this heterogenous society. Only race-based discrimination or gender-based discrimination is present. There is no religion-based discrimination, thereby leaving American society without Jews and guiltless of discrimination against Jews.

Pp. 361-367 discuss Freedom of Religion and cover the Establishment Clause and Free Exercise Clause of the Constitution. There is no mention or explanation of religion-based discrimination against American Jews because they do not exist anywhere in the textbook, other than on page 488, identifying that Jews predominantly vote Democrat.

Another omission almost completes the lesson of subtle anti-Semitism. It is a lesson that Jews are invisible, absent and therefore not protected under the Constitution. Civics is supposed to help form the next generation of good citizens and teach citizenship and community integration. On page 9, the Constitution is presented as a document accepted and signed by the new States *"in order to link themselves and the American people more closely together."* Pearson Magruder has chosen to weaken the Constitution by the elimination of the American Jews from the American people.

Pages 528-529 contain what I see as the final omission, the success of Afrocentrism and the removal of Jews from American society. On the subject of Interest Groups, the textbook presents the following:

Two popular interest groups that seek to promote the interests of particular parts of the population are the National Association for the Advancement of Colored People (NAACP) and the League of United Latin American Citizens (LULAC). Founded in 1909, the NAACP is the oldest and largest civil rights interest group in the United States...

Similarly, LULAC was founded in 1929 and is the oldest civil rights organization for Hispanics in the United States.

Omitted from this is the Bnai Brith Anti-Defamation League (ADL), an advocacy organization established in Chicago in 1913 to fight anti-Semitism and other forms of bigotry and discrimination. Its activities include assessing hate crimes and anti-Semitism in various countries, assisting law-enforcement agencies in investigating and prosecuting. The ADL has been ally of the NAACP since its own formation. In addition, although Jews are missing from American society, the NAACP could not have been founded and developed without the leadership and funds of American Jews. Instilling systemic anti-Semitism in an Afrocentric textbook that

teaches globalization through it and undermines the Constitution – this is Pearson Magruder’s contribution to Civics and Government education.

Finally, on Page 292, we have Topic 6 Lesson 4 Today’s Foreign Policy Challenge. In this brief section, we have Pearson Magruder’s anti-Israelism and anti-Semitism together. There is no rationalization for the content or for the egregious misrepresentation of facts, other than the overt fueling of anti-Semitism through erroneous material about Israel.

According to this textbook, the State of Israel was created by the United Nations in 1948: *“The United Nations created Israel as an independent state on May 14, 1948 and the United States recognized the new Jewish state within a matter of minutes.”*

The entire history of the Partition of Palestine is missing as is the history of the land of Israel as the biblical homeland of the Jewish People. American Jews are missing from America while the Jewish People is missing from the brief presentation of the creation of the State of Israel. The Palestinian Narrative is captured in the designation of the PLO as a Nation, as well in the omission of the fact that the PLO did not remove the destruction of Israel from its Charter after the signing of the Oslo Accords. The fact that the UN has constantly passed anti-Israel Resolutions is not mentioned as a deterrent to their attempt to build peace between the two.

In 1993, Israel and the Palestinian Liberation Organization (PLO) signed the Oslo Accords. In them, the two nations officially recognized one another and Israel agreed to limited Palestinian self-rule. Beyond those first steps, however, the promise of the Oslo Accords has yet to be realized, despite both UN and United States efforts to bring the two sides together.

What remains with our students is a subtle but on-going indoctrination in anti-Semitism and anti-Israelism. In addition, the Civics presented in this textbook, whether found in material about the Constitution or basic premises about our government, our economy, or our external politics is a Civics of globalization.