



**PROCLAIMING JUSTICE
TO THE NATIONS**

Indoctrination in U.S. Public Education: Dismantling of our Constitutional Republic



Indoctrination in U.S. Public Education: Dismantling of our Constitutional Republic

A publication of PJTN, Inc.
Proclaiming Justice to The Nations, Inc.
Franklin, Tennessee

PJTN, Proclaiming Justice to The Nations was established to educate Christians about their biblical responsibility to stand with their Jewish brethren and Israel, utilizing powerful film and video presentations, a variety of grassroots rallies, events and speaking engagements to facilitate dialogue between the Christian and Jewish communities in support of the State of Israel and against global genocidal anti-Semitism. PJTN has led the struggle against BDS in America with a wave of state resolutions. Dr. Laurie Cardoza-Moore, President of Proclaiming Justice to The Nations is the show host of the award-winning Evangelical television program Focus On Israel which reaches a weekly global audience of over a billion viewers. PJTN is a non-profit, tax-exempt organization under section 501 (c)(3) of the United States Internal Revenue Code.

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In 2012, parents in states across the U.S. contacted Proclaiming Justice to The Nations (PJTN) to report anti-Semitic, anti-Israel, anti-Judeo/Christian, anti-American and unconstitutional pro-Islamic content in their children's textbooks and instructional materials. In order to identify biases and inaccuracies in textbooks and instructional materials, standards must be re-evaluated; greater public input and transparency must be used in the textbook review process and our state legislatures must change the way textbooks/instructional materials are adopted and approved. Using these methods will ensure that curricula and teaching materials implemented in Tennessee; Texas; Florida; Massachusetts; Ohio and California public school systems, and in other states, are not in violation of our U.S. and State Constitutions.

Introduction

Proclaiming Justice to The Nations, Inc., a non-profit organization, cherishing the U.S. Constitution; the Judeo-Christian values; and the respect for all human lives, assembled a team of experts to address the growing issue of biased and inaccurate textbooks and instructional materials that are fueling the rise of anti-American sentiments and anti-Semitism on secondary school campuses and are in violation of our U.S. and State Constitutions.

Overview of the Problem

In 2012, PJTN was alerted by a parent in Williamson County, Tennessee about an anti-Semitic Pearson published AP Human Geography textbook that legitimized Palestinians blowing themselves up in a Jerusalem restaurant because they were waging a war against Israeli government policies and army actions and accused Israel of being "occupiers."

Upon further review of the textbook, we found it riddled with anti-Semitic; anti-Israel; anti-Judeo-Christian; anti-American and pro-Islamic content, as well as ancillary materials published by the Council on American-Islamic Relations (CAIR) that were inaccurate, biased and did not reflect the values of the Williamson County community. In 2007, CAIR was listed as an unindicted, co-conspirator in the largest terrorist fundraising operation in the history of the U.S.

Call to Action

PJTN launched a media campaign to expose how the children of Williamson County were being indoctrinated and immediately obtained over 2,000 signatures to remove the textbook. This support launched a state-wide effort to expose the Pearson textbooks and instructional materials being used in Tennessee schools.

Fox News picked up the story from Williamson County, Tennessee and ran it over the course of two weeks. Parents throughout the U.S., upon viewing the Fox News segments, contacted PJTN stating similar inaccurate, biased and pro-Islamic content in their children's textbooks as well.

Additionally, Tennessee state legislators held hearings in the state Senate and House and contacted Dr. Laurie Cardoza-Moore (PJTN) to testify about the content found in the curriculum.

Over the next two years, we met with parents and citizens in Florida, Ohio, Massachusetts, California and Texas. This work also included parents and citizens in 50 counties across the state of Tennessee launching a statewide initiative to alert parents to the content in their children's curriculum.

Results of our Efforts

For example, the TN State legislature abolished the Tennessee Textbook Commission that approved the textbooks and introduced a new Commission with greater public input and transparency in the textbook and instructional materials review process. The legislature also changed the way textbooks and instructional materials were adopted and approved.

The Tennessee Department of Education decided to re-evaluate the state standards for history, geography and social studies in 2017 and we are currently reviewing textbooks for the 2019-2025 school years.

Key Takeaways

Anti-American, Anti-West and Anti-Judeo-Christian

(Appendix A)

Hal Rounds

Tennessee Textbook Advisory Panel

Introduction: Many textbooks feed false or distorted content to students. The combined effect is to distort their understanding of America's place in the world, of the nature of government, of economics and of the actual events of Western Civilization; the United States specifically.

Overview: Samples from varying texts from the 2013 selection process show that the textbook problem is widespread and arises in many subjects:

- Economics
- Government
- History
- World Religions

Detail Pattern:

- Errors, omissions and mischaracterizations.
- An insidious pattern of minor skewed contents, creating a negative view of America.

Summary:

- American students' perception of our culture and history is minimized.
- Students are given an impression that America is not worthy of pride or loyalty.
- Students' understanding of America's position in the world is distorted.

Key Takeaways

Anti-Semitic, Anti-Israel and Holocaust Revisionism

(Appendix B)

Dr. Sandra Alfonsi

TNT Senior Academic Fellow

The Saudi Arab Master Plan and Arab Petrol Dollars.

U.S. Doctoral Dissertations as proof of intent to undermine the U.S education system.

Anti-Semitic Revisionism

(a) Basic stereotypic anti-Semitism.

(b) Pearson's removal of Judaism as a World Religion.

Anti-Israel Revisionism

(a) Arabs as the indigenous people: the delegitimization of Israel.

(b) Israel's refusal to return land: Khartoum and the three No's expressing the Arab refusal to negotiate peace with Israel under any conditions or any borders.

Holocaust Revisionism

(a) Palestinian Victimization: if there had been no Holocaust, there would be no Israel.

(b) Holocaust and Genocide: the mixing of language for equivalency: the Holocaust is just one of many genocides. Holocaust loses its specificity.

Key Takeaways

Pro-Islamist Indoctrination

(Appendix C)

Dr. M. Zuhdi Jasser

President and Founder of the American Islamic Forum
For Democracy

Problem:

- A monolithic and pro-Islamist narrative and bias in American public school textbooks is exposing our youth to a singular world-view of history despite the existence of diversity.
- All Americans who value diversity should help ensure that a more balanced, more diverse review of history exists as it relates to Muslim majority nations and their peoples. The current perspective being taught is monolithic and whitewashes areas that need a more balanced world view.
- The writing, production and selection of textbooks are primarily influenced only by certain American Islamist groups and leaders.
- A majority of public school textbooks from outside of the U.S.
- Students are mature enough to handle diverse narratives that include both non-Islamist and anti-Islamist points of view.

Goals:

- **Remove the singular Islamist bias in American public school textbooks.**
- **Marginalize the influence of self-serving domestic and foreign radical Islamist groups and other mainstream Islamist organizations in the United States on our educational curricula and textbooks.**
- **Engage pro-American, pro-liberty minded Muslim reformers who reject Islamist ideologies and Islamist groups when developing curricula and choosing textbooks and their publishers and writers.**

Key Takeaways

Impediments By Local School Officials

(Appendix D

Dr. William Saxton

Chairman, Citizens For National Security

Problem:

- Local school superintendents and school boards block attempts to introduce into their K-12 classrooms unbiased, objective and accurate textbook content and instructional materials related to Islam, Judaism, Israel, the Arab-Israeli conflict, and the Middle East in general.
- Taxpaying citizens' attempts to expose flawed and biased K-12 content are hindered by local school officials who are either indifferent, non-transparent, dishonest, uncooperative, arrogant, totally unresponsive or some combination of such transgressions.
- Typifying this national pattern are school superintendents, school boards and other school officials in cities such as San Diego, California; Newton, Massachusetts; Olmsted Falls, Ohio and Ramona, California.

Bottom Line:

- What our children ultimately see in their K-12 textbooks and instructional materials, and what they hear from their teachers in their classrooms, is what they believe.

Goals:

- Provide to our K-12 classrooms - and discuss with and teach to our children - accurate and unbiased information about Islam, Islamism, Islamists, and their worldwide influence.
- Stop local school superintendents and school boards from creating road blocks to truthful, properly vetted, fair and objective content on these subjects in K-12 textbooks and instructional materials.

Key Takeaways

Unconstitutionality of U.S. Textbooks: A Legal Perspective

(Appendix E)

Michael Goldstein, Esq.

Lieutenant Commander, USNR (Ret.)

PJTN General Counsel and State of Ohio Director

This is an examination of the American institution of education, how Islam has become a part of it and whether or not Islam's role in our schools is constitutional according to the Establishment Clause of the First Amendment of the Constitution of the U.S.

The Test: Compliance with the Establishment Clause is based on a line of Supreme Court decisions ending with the extremely fragmented opinions in the case of *County of Allegheny v. ACLU*, 492 U.S. 573 (1989), where the nine justices wrote several differing opinions in deciding two different cases regarding the constitutionality of displaying religious symbols on public property. Justice Blackmun, writing the majority opinion, cites the earlier Supreme Court case of *Lemon v. Kurtzman*, 403 U.S. 602, which holds that a practice which touches upon religion must not advance or inhibit religion in its principle or primary effect, and that it must have a secular purpose. The courts are considering, as Justice Blackmun states, "...whether the government's display of objects having religious significance improperly advances religion."

Three-fold test:

1. Secular purpose
2. Neither advance nor inhibit religion
3. No government entanglement with religion

Conclusion:

The manner in which Islam is presented to our K-12 students clearly violates each prong of the Supreme Court mandated test for compliance with the Establishment Clause of the First Amendment of the Constitution of the United States. Local school boards that mandated and allowed this practice and these materials to enter their schools should be compelled to remove the immediately in compliance with the Establishment Clause of the First Amendment of the Constitution of the U.S. and before another generation of our children is harmed.

Key Takeaways

Title VI of the Higher Education Act: An Anti-Israel & Anti-American Education

(Appendix F)

Jennifer Dekel

on behalf of the Endowment for Middle East Truth (EMET)

Title: U.S. Taxpayer Dollars Fund an Anti-American and Anti-Israel Education

Problem: The legislative intent of Title VI of the Higher Education Act (HEA), originally authorized as Title VI of the National Defense Education Act of 1958, is to establish language and area studies centers to produce graduates that can better serve our nation's national security interests. Unfortunately, for decades, Title VI grants at many universities have supported programs and faculty at Middle East Centers that advocate against the foreign policy and national security interests of the United States, and promote a post-colonial, anti-Western, and anti-American bias, as well as a definitive, anti-Israel bias. Of particular concern are the "outreach programs" of these Middle East Centers, including the K-12 teacher training workshops, which often use curriculums hostile to U.S. foreign policy, and funded by either the government of Saudi Arabia, or by a subsidiary of Saudi Arabia, such as Aramco. Many of the materials encourage teaching religion in the classroom, and are replete with a one-sided, highly biased agenda, which elicits sympathy for terrorists, and is sharply critical of American foreign policy.

Background: Title VI of HEA – "International Education Programs" - authorizes the Secretary of Education to fund foreign language and area studies (FLAS) at colleges and universities and National Resource Centers (NRCs), or regional studies centers. These centers are intended to produce graduates with language expertise and knowledge to contribute to defending U.S. national security interests.

\$22,743,107 was awarded to 96 NRCs in the Fall of 2018 by the Department of Education. Of that amount, more than \$3.4 million was awarded to Middle East NRCs at 15 universities. And more than \$13 million will be provided to these Middle East NRCs for the entire grant cycle of 2019-2021.

Overwhelming evidence shows that many Title VI funded programs, mainly in Middle Eastern Studies, help perpetuate the narrative that the United States is at fault for all of the ills occurring in the Middle East and that Israel is a liability to the U.S., rather than an ally. Reports show that some Middle East NRCs' programs and faculty contribute to rhetoric that advances the Boycott Divestment and Sanctions (BDS) movement, and is arguably helping to feed the rise of anti-Semitism on many campuses across America.

These anti-American and anti-Israel biases are transferred over to students of the K-12 level, because under Title VI, NRCs are required to extend their activities by creating programs of "public outreach" as well as K-12 teacher training programs. The training materials and curricula in Middle East studies are partially supported and influenced by Saudi money, and are extremely critical of U.S. foreign policy and the State of Israel.

In an attempt to remedy these problems, when the Higher Education Act was reauthorized as the Higher Education Opportunity Act in 2008, new provisions were included in the law, including requiring federally subsidized academic programs to "reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs."

Research shows that grant recipients, and the Department of Education, have largely ignored their statutory requirements to provide "diverse perspectives." Middle East NRCs continue to abuse and misuse funds, instead using them to advocate for the BDS movement, promote programming that is hostile to both America and Israel, and provide teacher training materials and workshops that whitewash terrorism and radical Islam, and create a false narrative of U.S. foreign policy towards the Middle East.

Recommendations: There are a number of ways the Department of Education and Congress can work to end the misuse of Title VI funds. Some potential solutions include:

- **The Department of Education shall issue a statement informing NRC directors and faculty members that advocating an academic boycott of Israel, or any country within the Center's purview, is a violation of the law as outlined in Title VI of HEA. Such a violation shall result in defunding these Centers.**
- **Congress should halt any funds going toward Title VI NRCs that have faculty members, directors, or programs that support the BDS movement or an economic and/or academic boycott of Israel, and which do not offer alternative view points on the matter.**
- **Congress should eliminate the requirement of Title VI-funded Centers to conduct "out reach programs" and teacher training workshops; or Congress should consider eliminating funding for the "outreach programs" and teacher training workshops of the Title VI-funded Middle East Centers, until a comprehensive Congressional investigation in the matter is complete.**

Alternatively, as these programs have never attained the statutorily-mandated result of enhancing national security, EMET recommends that DOE request Congress to amend the statute to eliminate the programs in their entirety, and to funnel the funding into an expansion of the successful military foreign language programs of the Defense Language Institute.

Key Takeaways

Proposed Recommendations for Next Steps

(Appendix G)

Dr. Shmuel Katz, PJTN Advisory Board Member

Dr. Laurie Cardoza-Moore

1. Create a task force of engaged American citizens throughout the country

- Implement and support systemic review processes in educational textbooks, lesson plans and curricula selection.
- Standardize the textbook and curricular narratives to provide accurate representations of history.
- Remove inaccuracies and biases in American public school textbooks and instructional materials and replace them with a truthful and accurate domestic American narrative and review of history.
- Engage U.S. publishers, writers and editors who are experts in the subject matter of the U.S. Constitution and all founding documents when developing curricula and lesson plans.

2. Provide grant funding to U.S. based publishing companies that provide an accurate and historical perspective of the history of our U.S. Constitutional Republic

- Publish textbooks, instructional materials and lesson plans that will strengthen and reinforce our Constitutional Republic.
- Publish textbooks that promote the values of tolerance and unity among the citizens of the U.S.
- Support grant-funded, responsible and accurate higher education teacher training programs and new teacher trainings in local school districts to implement a course in U.S. History and the U.S. Constitution.
- Publish a list of curricula and original source documents to assist teachers in complying with the proposed grant.
- Establish a voucher system that will give students and their families the option to choose schools where the education will promote patriotism, positive relationships between the students and a better, overall academic experience.
- Identify professional educators to participate in a task force that will follow-up on these recommendations and work within a reasonable time table to implement the practical programs as soon as possible.

3. Request the U.S. Department of Education's report on the success of the Access World Religions program

- To review the initial goals and objectives of the program.
- To determine whether or not the goals and objectives were met.
- To understand how effectively the program communicates to students the role the U.S. Constitution has historically played as it relates to other world religions.

4. Expose and publish the names of the organizations and their financial supporters that are trying to undermine the U.S. educational system

- Investigate and expose the actions and financial resources of organizations including, but not limited to, CAIR, the Muslim Brotherhood and its affiliated organizations, and other organizations which are undermining the U.S. educational system.
- Publish a list of textbooks in all subjects which contain inaccurate information.
- Develop relevant criteria to evaluate teachers and publish lists of educators who teach inaccurate/biased information/material.
- Develop and publish a comprehensive list of respectful and reliable educators who will help with relevant advisement.

White Paper Contributors

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TNT Senior Academic Fellow
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- **Dr. Shmuel Katz**
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- **Dr. William Saxton**
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- **LTC (Ret.) Roy White**
President/Founder, Truth in Textbooks

Contributor Bios

Dr. Sandra Alfonsi

Dr. Sandra Alfonsi was the Director of National Hadassah's Curriculum Watch and Chair of the Hadassah Academic Advisory Board for many years. She has been a reviewer of K-12 United States History, Social Studies and Global and World History textbooks since the mid-1990s.



Dr. Alfonsi was the primary researcher for ACT! for America Education from 2011-2012 and Lead Author of its Report: *Education or Indoctrination? The Treatment of Islam in 6th through 12th Grade American Textbooks*. She has served as ACT! for America's Director of Textbook Revision Project, ACT! for America Education, 2012 - 2013.

She is the Founder and Director of Textbook Alert, an independent think tank, whose goal it is to insure standards of education which are historically accurate, as well as ethnically and culturally unbiased. Dr. Alfonsi is the Senior Academic Fellow for Truth in Textbooks. She lives in Jerusalem, Israel.

Dr. Laurie Cardoza-Moore

As host of the award-winning weekly TV series Focus On Israel, which early in 2018 joined the Daystar Television Network's global broadcasting family, Laurie Cardoza-Moore's ongoing messaging is faithful to PJTN's core mandate of educating Christians on their biblical responsibility to support Israel and the Jewish people against the rise of global anti-Semitism. She noted in a broadcast: "With anti-Semitism now rampant on U.S. college campuses, and at an alarming 87% rise globally, we must see hatred and ignorance give way to a positive change of hearts and minds through education."



A home schooling mother of five, her original “wake-up call” was the discovery of anti-Semitic, anti-Christian, and anti-American content in her own children’s textbooks. The revelation of the early seeds of indoctrination of America’s children began her quest to bring awareness and change through every avenue she could reach: Legislative, media, advocacy, and ultimately the development of PJTN programs and documentaries that are shared and educate on a mass level. PJTN programming in support of Israel today reaches over 2 billion potential viewers on a regular basis through a network of close to two dozen TV affiliates and satellite broadcasters.

In 1997, Laurie received an Associate of Applied Arts degree in Acting and Film at KD Conservatory College of Film and Dramatic Arts in Dallas, TX
Laurie has been appointed, awarded and recognized by her peers for her leadership, including:

- The President’s Council of The National Religious Broadcasters, (NRB)
- The “Top 100 People Positively Impacting Israel” by the Algemeiner
- An Honorary Doctorate Degree in Theology from the Latin University of Theology
- The “Friend of Israel Award” by The Center For Jewish Awareness
- The “Goodwill Ambassador to Israel Award” given by Israel Consul General of the Israeli Foreign Ministry.

Jennifer Dekel

Jennifer Dekel is the West Coast Regional Director at the Endowment for Middle East Truth (EMET), an unabashedly pro-Israel and pro-American think tank and policy institute in Washington, DC. Jennifer has held more than 100 meetings on Capitol Hill to educate Congressional staffers about the abuse of U.S. taxpayer dollars being funneled to Middle East studies centers at many of our nation's top universities to promote an anti-Israel and anti-America agenda. Prior to joining EMET, Jennifer served as a Senior Research Analyst at a national security think tank dedicated to investigating and combating security threats and terrorism. Jennifer has years of experience supporting the U.S. government with intelligence products and analyses. She has authored numerous articles on issues including Title VI of the Higher Education Act, the Arab-Israeli conflict, international terrorism, and domestic security threats, and has been published at The Weekly Standard, The Jewish Press, World Net Daily, and Fair Observer, among other outlets. Jennifer obtained an M.A. in International Relations from American University and a B.A. from the University of California, Los Angeles, with a major in Communications and minor in Political Science.

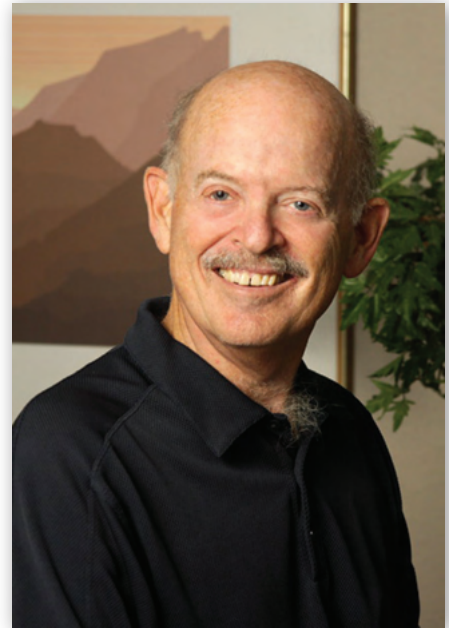


Keith Flaugh

Keith Flaugh is a retired IBM Executive and a U.S. Army Veteran with experience in general finance and lease marketing. He is a graduate of the University of Montana with both a Forestry degree and an MBA.

Keith is a U.S. Constitutionalist and is a Founder/Organizer of the Florida Citizens Alliance. He is an activist who works to improve the quality of education for our children.

Keith and his wife Karen have been married for 50 years. He enjoys cooking, good wine, golf and travel.



Michael Goldstein, Esq.

Michael S. Goldstein, Esq. is State of Ohio Director and General Counsel of Proclaiming Justice to The Nations (PJTN). PJTN's mission in Ohio is to educate and activate more Christians, Jews and people of conscience to stand against the rise of anti-Semitism in textbooks, on campus and in communities across the state.

Mike is President of Michael S. Goldstein Co., L.P.A., where he represents companies before the Ohio Bureau of Workers Compensation, the Industrial Commission of Ohio, and in court.

He served on active duty in the U.S. Navy as a linguist overseas, including nuclear submarine duty, followed by 26 years in the active Naval Reserve, serving as Executive Officer and Commanding Officer of several Naval Security Group units. He retired from the Navy as a Lieutenant Commander (Cryptology) after a 30-year career as an intelligence officer.



Mr. Goldstein served as President of the Northern Ohio Chapter of the Association of Former Intelligence Officers (AFIO), a national organization of former and active duty military and civilian intelligence officers dedicated to educating the American public on the need for a strong intelligence community in the defense of the United States. Mr. Goldstein has actively supported, by his testimony before committees of the Ohio General Assembly, pro-Israel; pro-energy; pro-education and constitutional legislation in Ohio.

Dr. M. Zuhdi Jasser

M. Zuhdi Jasser, M.D. is the Founder and President of the American Islamic Forum for Democracy (AIFD) and the author of *A Battle for the Soul of Islam: An American Muslim Patriot's Fight to Save His Faith* (Simon & Schuster, June 2012). Dr. Jasser served two terms as a commissioner and then Vice-Chair of the United States Commission on International Religious Freedom (USCIRF) from 2012 until 2016.



A first generation American Muslim, Jasser's parents fled the oppressive Baath regime of Syria in the mid-1960s for American freedom. A devout Muslim, he and his family have strong ties to the American Muslim community having helped lead mosques in Wisconsin, Arkansas, Virginia and Arizona. In the wake of the 9/11 attacks on the United States, Jasser and a group of American Muslims founded AIFD which promotes Muslim voices for liberty and freedom through the separation of mosque and state. They believe the root cause of Islamist terrorism is the ideology of political Islam (Islamism) and any and all beliefs in the supremacy of the Islamic state.

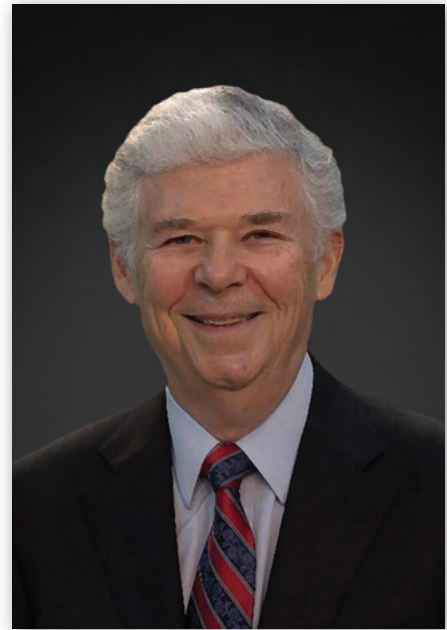
Jasser regularly briefs members of the House and Senate on the threat of political Islam and has testified before the United States House of Representatives and United States Senate Committees on Homeland Security, Committee on Foreign Affairs, and the Judiciary Committee eight times since March 2011. Jasser earned his medical degree on a U.S. Navy scholarship at the Medical College of Wisconsin in 1992 and served 11 years as a medical officer in the U. S. Navy. Jasser is a respected physician currently in private practice in Phoenix, AZ specializing in internal medicine and nuclear cardiology. He is also a contributing writer to a number of books and is featured in four documentaries *America at Risk*, *Islam v Islamists*, *A Question of Honor* and *The Third Jihad*.

Dr. Shmuel Katz

Shmuel was born in Hungary and moved as a baby, together with his parents who survived the Holocaust, to the newly reestablished independent State of the Jewish people in the land of Israel. The Katz family joined their brethren who were living there already for a long time, in order to help build the modern State of Israel.

Shmuel grew up in Israel, went through the Israeli educational system, and served in the IDF as an officer during the 1967 and 1973 wars.

He earned his MD degree with distinction from the University of Milan and obtained additional CS and MS degrees from the University of Tel-Aviv. Following rigorous surgical training programs in Israel and in the USA, he earned Board Certifications in General Surgery, in both countries.



In recognition of his extensive service to the community, Shmuel was awarded a “Doctorate, Honoris Causa” by the Bar-Ilan University, in 2018.

Since 1982, he has lived in the USA together with his family.

In addition to his surgical practice, Shmuel was and still is involved with multiple charitable and educational organizations, in the USA and in Israel. Shmuel is a past Chairman of the Board of Directors and is currently a Senior Vice President of the Hebrew Academy in Miami, is a past President of the Greater Miami Chapter of the Friends of the IDF and is currently on the Miami and on the National Boards of the FIDF, is on the Board of Trustees of The Shul of Bal Harbour (which he co-founded) and is on the International Board of StandWithUs (which he co-founded). He is also on the Advisory Boards of PJTN, Hasbara Fellowships, Core 18 Leaders Lab, Jerusalem U and Clarion Project.

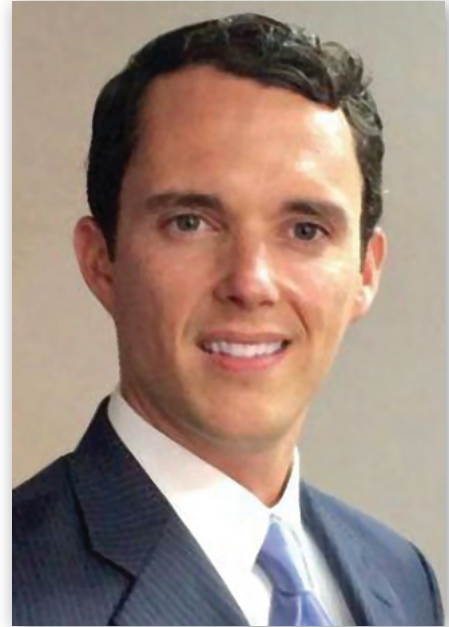
Shmuel is an effective speaker who has authored various articles published in Arutz Sheva; Jewish Way Magazine; Frontpage Magazine and aish.com, and was closely involved in the creation and promotion of several educational films, including: *Relentless; Obsession; The Third Jihad; Iranium; Honor Diaries; Beneath the Helmet; Israel Inside; Mekonen; Faithkeepers; When the Smoke Clears* and others.

His commitment to the community has resulted in numerous awards from public and private organizations.

Daniel Piedra

Daniel Piedra is Executive Director of the Freedom of Conscience Defense Fund, a San Diego-based non-profit law firm specializing in trial-level First Amendment litigation.

Piedra has over eight years of legal f defending America's Judeo-Christian heritage and national security, including fighting the threat of Islamic supremacism. Piedra received his B.A. from Michigan State University and his J.D. from the University of San Diego School of Law.



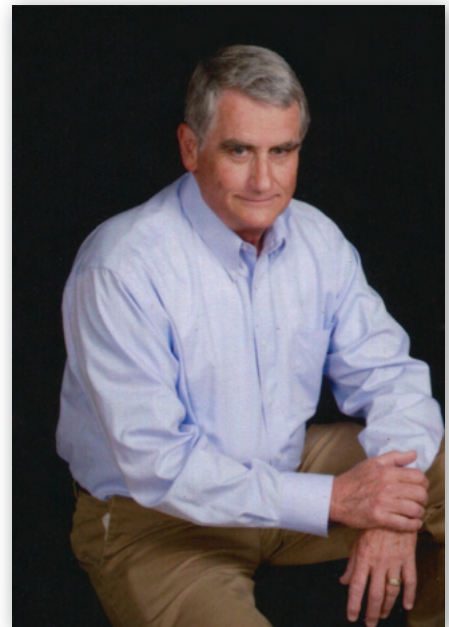
Hal Rounds

Hal Rounds is a lifelong student of history, with a particular emphasis on wars, the U.S. Constitution and government. He is a published author of letters, articles and books covering topics in history and government. He has a regular column in the Fayette Falcon, a county paper, usually relating to history, government and current affairs. Additionally, he created a "U.S. Constitution Refresher" course and teaches this curriculum to various groups across the state of Tennessee.

Since 2013, Rounds has been a member of Tennessee Textbook Advocates and reads current Social Studies textbooks to identify inaccuracies. He has also testified on behalf of the Advocates and citizens in general to the Tennessee Textbook Commission and Senate Education Committee regarding the errors appearing in the texts.

In 2018, Hal was appointed to the Tennessee Department of Education Textbook Advisory Panel to participate in the screening of proposed Social Studies textbooks for the next six-year approval period.

Hal holds a BA in Economics from the University of California and a J.D. degree from the University of Memphis. He was a Captain in the U.S. Air Force and is a Vietnam War Veteran.



Dr. William Saxton

Educated and trained at both MIT (S.M.) and Harvard University (Ph.D.), Dr. Saxton has had extensive involvement in the United States Department of Defense and intelligence arenas.

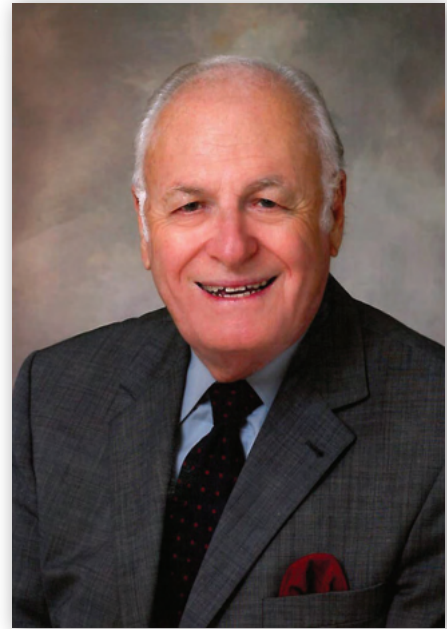
He has been a NASA consultant, headed research projects under assignment to the U.S. Army, participated in programs related to strategic cooperation between the U.S. and Middle East countries, and worked in the intelligence community. He is President of Friends of Intelligence Practitioners, Chairman of Citizens For National Security and a member of the Association of Former Intelligence Officers.



Among his notable achievements in the Middle East, he conceived and directed a program to bring cadets and midshipmen from U.S. military academies to Israel to learn about the region and meet their counterparts. Dr. Saxton also has broad experience in coordinating and operating seminars and conferences on both regional and national levels. He created the first-ever computer/IT conference for federal government and the first Federal Office Automation Conference; and, founded and chaired the highly successful National Intelligence Conference (INTELCON) that was held in Washington, D.C. in 2005 and 2006.

Stanley G. Tate

A Dade County native, Stanley G. Tate has been a lifelong Florida businessman and civic leader, and a strong supporter of Higher Education. He heads Tate Enterprises which is an "umbrella" for various corporations and/or partnerships with interests in real estate development, construction, investments, condominium development, shopping centers, office buildings and restaurants.



Stanley Tate's largest and primary civic involvement has been his efforts in sponsoring the Florida Prepaid College Program. He served as Chairman of the Florida Postsecondary Education Expense Board from 1987-2005. On June 26, 2006, Governor Bush signed a bill unanimously enacted by the Florida State Legislature, changing the name of the Florida Prepaid College Program to the Stanley G. Tate Florida Prepaid College Program, as well as changing the name of the foundation to the Stanley G. Tate Florida Prepaid College Foundation.

In addition to his civic involvement, Mr. Tate is a former mayor and member of the Bay Harbor Islands City Council. He served as member of the Florida Judicial Qualifications Commission for 18 years and as Vice Chairman for two years. Among other boards, Stanley Tate is a member of Fannie Mae's National Housing Impact Advisory Council, the Florida Board of Education Higher Education Funding Advisory Council, Temple Israel, St. Thomas University and recently appointed Chairman of the Board of Proclaiming Justice to The Nations (PJTN), one of the largest organizations involved in supporting Israel.

Stanley Tate is very active in community and charitable organizations and is the recipient of many distinguishing awards and honors.

LTC (Ret.) Roy White

Roy White has 18+ years of accident-free commercial airline flying and 20 yrs. active duty military flying. Roy is a retired Air Force Lt. Col. with 10+ years experience in leadership positions and 13+ years of instructor experience.

Since 2013, Roy is the Founder/Director of Truth in Textbooks (Formerly Truth in Texas Textbooks - TTT). From 2011-2015, he served as an Advisory Committee member on the Coalition to Salute American Heroes. He is a past President/Chairman/Volunteer for Snowball Express, a 501c3, for children of military fallen heroes. Additionally, he has worked with other military veteran NPOs, Morale Entertainment, Air Warrior Courage Foundation, TAPS, Gold Star Wives, Ladies Auxiliary Veterans of Foreign Wars, Vietnam Veterans of America assisting Wounded Warriors and families of military fallen heroes.



Roy speaks nationally on a variety of topics related to shifting trends in Social Studies K-12 textbooks from education to indoctrination; National Security topics related to Islamic ideology, interfaith dialogues, Muslim Brotherhood, Islamic influence among U.S. textbooks and domestic/international terrorism.

As Chairman and Founder of Truth in Textbooks, Roy White leads a group of nearly 200 volunteers from around the country conducting free training for new volunteers while conducting Social Studies textbook reviews in multiple states. The goal is to return truth to the textbooks by eliminating the "PC" agenda-based topics and content found in most social studies textbooks. In 2014, due to the efforts of 50 volunteers mostly from Texas, over 60% of 1500 errors, previously not identified by the experts, were either eliminated or corrected prior to the books being approved by the Texas State Board of Education.

Roy White holds a BS in both Education and Health/Fitness Education from Appalachian State University.

Appendix A

Anti-American, Anti-West and Anti-Judeo-Christian

Submitted by: Hal Rounds

Introduction

Many textbooks feed false or distorted content to students. The combined effect is to distort their understanding of America's place in the world; of the nature of government; of Economics; and of the actual events in the history of the world, of western civilization, and of the United States specifically.

Overview

Samples from varying texts from 2013 selection process – purpose is to show that the textbook problem is widespread, and arises in the teaching of many subjects:

I. Economics

A. Capitalism is unfair

"Under capitalism, property consists not only of personal possessions, but also of wealth-creating assets, such as farms and factories. ... the ownership of property immediately creates inequality..." *American Government and Politics Today*, Houghton Mifflin Harcourt, p. 10.

B. National debt shouldn't worry you

"As long as the U.S. government can borrow money from its citizens and others and make the interest payments, there is no need to pay off the entire debt." *American Government and Politics Today*, Houghton Mifflin Harcourt, p. 519.

II. Government

A. Things were great under Clinton; but Bush rewarded the rich and the military, resulting in a great recession.

"... an economic boom in the 1990's produced a budget surplus ... During George W. Bush's presidency, slower growth, massive military spending, and tax cuts for the wealthiest Americans led to a huge budget deficit... in 2008 a financial crisis shook the U.S. ... millions of Americans lost their jobs..." *World History*, Prentice Hall, p. 736.

B. Communism helps nations grow

"Communism shares some of the advantages and disadvantages of Socialism. ... One advantage is that a command economy may allow countries to develop their economies quickly, as in the Soviet Union and China." *U.S. Government: Principles in Practice*, Holt McDougal, p. 515.

III. History

A. Western – Spanish expelling Moors was unfair

"You are a student at a university in Cordoba, Spain. Your fellow students include Christians, Muslims, and Jews. But a new king and queen want all Muslims and Jews to leave Spain. How will the rulers' decisions affect your friends?" *World History: Ancient Civilizations Through the Renaissance*, Houghton Mifflin Harcourt, p. 546 (The Muslim Moors were expelled from Spain only after 700 years of sporadic war – they were the enemy, not the friends, of the Christian natives of Spain, students or otherwise. The Jews had actively collaborated with the Moor occupiers.)

B. United States – Has failed to produce the rights proclaimed in the founding documents

1. "Today we recognize that the Declaration of Independence excluded many colonists. While it declared that 'all men are created equal,' the document failed to mention women, enslaved Africans, or Native Americans. The rights of these minorities would be subject to the rule of the majority." *United States History: Beginnings to 1877*, Houghton Mifflin Harcourt, p. 120. (The Declaration of Independence was not a Constitution, but a declaration of war directed by the colonists against the British. The Constitution made no distinction among "persons" by race or sex.)

2. "Despite Reagan's 'trickle-down' theory, the wealthy gained the most from these tax cuts. ... Tax cuts had helped the rich, while social welfare cuts had hurt the poor." Economic Background Box in *The Americans: Reconstruction to the 21st Century*, Houghton Mifflin Harcourt, p. 835.

3. "Minority rights ... the political rights held by groups who make up less than half the population," *U.S. Government: Principles in Practice*, Holt McDougal, p. 23 (To separate minority rights from rights in general is to fracture the unity of all the people in the nation.)

IV. Islam

A. Islam is a benign religion

1. "Muslim 'scholars' are shown studying under Aristotle (who died 800+ years before Mohammed was born)." *World History*, Prentice Hall, p. 32.

2. "Islamic Beliefs and Practices" – (Why is there no such separate section for Judaism or Christianity?) "On the final day God will judge all people. Those who have obeyed his orders will be granted life in paradise... a beautiful garden full of fine food and drink." *World History: Ancient Civilizations Through the Renaissance*, Houghton Mifflin Harcourt, p. 358 (This text omits an important aspect of the promise: Sura 52-24 "There will circulate among them [servant] boys [especially] for them, as if they were pearls well-protected.")

B. Islam gave the world knowledge and progress

1. "By far the greatest contribution of the Ottoman Empire to the world of art was in architecture, especially the magnificent mosques..." *World History & Geography: Modern Times*, McGraw Hill, p. 97 (These "contributions" were copies of the Byzantine architecture in Constantinople, after they had conquered that empire. Even this text admits this copying.)

2. "Muslim scientists used the astrolabe ... to confirm the earth was round..." *Discovering Our Past, A History of the World, Modern Times*, McGraw Hill, p. 117 (The world was known to be round at least 200 years before Christ, when it was measured – pretty accurately – by Eratosthenes, a Greek who preceded the existence of Islam. The astrolabe was invented by the Greeks as a tool for navigating on the surface of a world already known to be round.)

C. *Christian nations have been harsh and oppressive*

1. "... slave-based societies and transcontinental trade in slaves ... were among the chief outcomes of Europe's American colonies..." *Ways of the World*, Bedford, Freeman & Worth, p. 56 (The trade in Africans as slaves by Islamic traders in Arab countries preceded the European adoption of this trade to help develop exploitation of the New World.)

V. Detail Pattern

A. *One text now being considered*

1. Pattern of errors, omissions, and mischaracterizations

2. Few individually outrageous contents – but an insidious pattern of minor skewed contents, creating a negative view of America

3. The following observations are all from *World History & Geography: Middle Ages to the 1700s*, McGraw Hill, as offered for approval to the Tennessee Textbook Commission in 2018:

- a. On page 133, the text states that the Yangtze & Yellow Rivers flow "east to west." Wrong, they flow from the west to the east.
- b. "1000 CE Chinese invent moveable type" (p. 206). The Chinese invented moveable block printing, not "type." Moveable "type" consists of letters that can be combined into various words, while the Chinese block printing made whole words, which could not then be recombined into other meanings. Gutenberg invented moveable type, as previous generations of students have been taught for centuries until modern revisionists searched for some way to diminish this European advance.
- c. "The first people to reach the far northern area of North America called themselves the Inuit..." (p.227). False: The Inuit were not the first, having followed the Dorset Culture and the Thule.
- d. On page 291, the text states "Despite strong church and government controls, literature and the arts flourished in Catholic Spain." This is bluntly biased – the rules inflicted by Islamic law and administration were intensely "controlling," yet never mentioned by the text when lauding the Muslim advances. It is a condemnation of Christianity. There is no countervailing praise for the commitment of Isabella to education, including the education of her daughters and other females, and she was a patron of scholars and the arts.

- e. On page 325, the text mentions Newton's laws stating, "These are called the three laws of motion. The most important is the law of gravitation." This is wrong. The laws of motion describe inertia, force, and reaction. The law of gravitation is a separate concept.
- f. On page 327, the text tells of the significant scientific advances of Blaise Pascal; but then states, as if it was a serious flaw, that "However, Pascal was also a religious man." To present a person of faith as flawed, or incompatible with science and wisdom is religious bias.
- g. On page 347, the text describes importance of the Silk Road commerce, and then states, "Political changes eventually disrupted this trading network." The destruction of the Byzantine Empire, fracturing of the Eastern Christian church, and the conquest of Constantinople by the Muslim invasion of 1453 was one of history's most consequential events. To gloss it over as "political changes" is inexcusable. (This was partially corrected due to my inputs as member of the Tennessee Textbook Advisory Panel.)
- h. Introducing "Spain's Conquests in the Americas" imagines Hernan Cortes viewing Tenochtitlan: "The city was impressive, unlike anything (he) had ever seen. Massive stone buildings and temples stretched to the sky..." (p. 353). This characterization is false. The Tenochtitlan "Pyramid of the Sun," centerpiece of the Aztec capital was around 150 – 200 feet high. Cortes was from Spain, where he saw old cathedrals, such as the one in Seville, that was 344 feet tall or in Salamanca, at 360 feet.
- i. On page 358, the text tells of the deadly first year at the Jamestown settlement, "Disease and starvation had taken their toll." The text omits the significant deaths due to Indian attacks, allowing false narratives of amicable Native Americans to be presented to the students.

VI. Summary

Textbook content delivers "death by a thousand cuts" to American students' understanding of our culture and history. Much content is either simply false, or is mischaracterized, leaving the student with the impression that America is not worthy of pride or loyalty. At the same time, the texts sympathize with the alleged suffering of other civilizations at our hands and extol their supposedly superior accomplishments and better results.

Anti-American, Anti-West and Anti-Judeo-Christian, sources submitted by Hal Rounds

- *American Government and Politics Today*, Houghton Mifflin Harcourt, 2013
- *World History and Geography, Middle Ages to the 1700s*, McGraw Hill, 2018
- *World History*, Prentice Hall, 2013
- *Ways of the World, Bedford, Freeman & Worth*, 2013
- *U.S. Government - Principles in Practice*, Holt McDougal, 2013
- *Discovering Our Past, A History of the World, Modern Times*, McGraw Hill, 2013
- *World History: Ancient Civilizations Through the Renaissance*, Houghton Mifflin Harcourt, 2013
- *World History and Geography Modern Times*, McGraw Hill, 2013
- *United States History, Beginnings to 1877*, Houghton Mifflin Harcourt, 2013
- *The Americans, Reconstruction to the 21st Century*, Houghton Mifflin Harcourt, 2013

Appendix B

Anti-Semitic, Anti-Israel and Holocaust Revisionism

Submitted by: Dr. Sandra Alfonsi

There can be no discussion of anti-Semitism, anti-Israel and Holocaust bias in today's textbooks without taking into consideration the impact of Islam on American education. The topics can only be understood if we are aware of the infusion of Arab oil dollars into American education in the mid-1970s. The long term, extensive impact of Islam on American textbooks, which I refer to as Islamist revisionism, can only be grasped if we accept it as part of a carefully, almost exquisitely orchestrated buyout of the American education system for the agenda-based purpose of rewriting history, influencing political policy and eventually destroying American democracy.

Islamist revisionism in U.S. textbooks can be traced back to Saudi money and it is not a new phenomenon. Late in 1974, a state-of-the-art, well-financed effort was undertaken by Arab states to seize hold of American public opinion and expand their political influence on U.S. foreign policy. The 1974 "master plan" targeted the college campus as the best venue to implement their long-term plans. Saudi Arabia was at the forefront of this effort. The Triad Corporation, a financial holding corporation headed by Adnan Kashoggi, a Saudi Arabian billionaire, received a letter, written by an American university professor, blueprinting their strategy.

"The greatest leverage on influential public opinion in the medium and long term is to be found in this [American higher education] area...it is a low-key program that must not be seen as a public relations gimmick. But with time and patient stewardship it presents great possibilities for the spread of basic understanding of Arab concerns and for the encouragement of a favorable public relations climate in this country." ¹

In August 1975, the first \$6.4 million was given by Saudi Arabia to the California-based Stanford Research Institute for the purpose of developing a five-year plan on how Saudi Arabia could best invest \$140 billion in the American infrastructure over the next five years. In April 1976, Saudi Arabia gave the University of Southern California a grant of \$1 million to establish the "King Faisal Chair of Islamic and Arab Studies." The professor named as its Chair, Willard A. Beling, was also a former official of Aramco. Saudi Arabian petrol dollars as well as those coming from Oman, Qatar, and the United Arab Emirates found their investment targets in prestigious universities across the US. ²

1. ADL Research Report, Arab Petrodollar Influence on the American Campus, 1979, p.3.
2. Ibid. 2-4.

The earliest visible results of the Saudi investment in American education can be found in doctoral dissertations, dating from the early 1980s, which examine how the Middle East is portrayed in K-12 textbooks and the American elite press.³ Some of these dissertations in effect chart the change of its presentation through the inclusion of incorrect facts, the falsification of facts, the deliberate omission of critical information and the use of stylized innuendo designed to plant seeds of bias and predisposition.⁴ Other dissertations, while not targeting textbooks in particular, use the same devices to rewrite history. Topics include but are not limited to Holocaust revisionism, the delegitimization of Israel, the Palestinian Refugee problem, the Arab-Israeli conflict, the Jewish Lobby vs. the Arab Lobby, United States support of Israel, the pro-Israel “bias” of the American media and the all-powerful influence of American Jews on every aspect of American society. The agenda-based historical changes quoted below have been accorded authenticity through the awarding of doctoral degrees. They form the basis of Islamist revisionism of Middle East history and the history of Islam as a world religion. They are the primary source of both the anti-Semitism and anti-Israel bias in our textbooks. We must remember that these doctoral dissertations, once published, become accepted resources for “facts” used by the authors and editors of textbooks.

Antoine Chaibane, *U.S. Influence in the Middle East*, Florida State University, 1980.

***** We have here an example of both anti-Israel bias and blatant Islamist anti-Semitism.***

P. 18 “The Balfour Declaration promised a land to a group of people, a land that belonged neither to the promisor or the promisee.”

P. 273 “It should be noted again that the apparent Jewishness of the U.S. media does not suggest that it has been deliberately used to serve Israel’s interests in American public opinion, but it merely illustrates the dominant role those prominent Jews play and their potential effect on public opinion concerning the Arab-Israeli dispute. For example, no matter how objective Bob Simon claims to be as the current CBS correspondent in Israel...or Tom Fenton of NBC, the simple fact that they are Jewish will undoubtedly affect their objectivity and their reporting neutrality about the issues. There is no such thing as mindless reporting.

3. Dr. Sandra Alfonsi, “Academia and Israel - A Study of American Doctoral Dissertations from 1960-1992,” New York, 1993.

4. Michel Nabti, “*The Coverage of Arabs in American Secondary Schools*,” Stanford University, 1981; Gary McKiddy, “*Introduction of the Modern Middle East to Secondary Social Studies Teachers*,” Illinois State University, 1990; Susan Van de Ven, “*The Production of Middle East Chapters in World History Textbooks*,” Harvard University, 1990.

Michel Nabti, *The Coverage of Arabs in American Secondary Schools*, Stanford University, 1981.

This dissertation specifically charts changes in high school textbooks concerning how the history of the Middle East should be taught. Nabti uses omission of facts and supporting materials as primary devices for implementing historical revisionism.

**** *We have here examples of both anti-Israel bias, blatant Islamist anti-Semitism and Islamist Holocaust Revisionism.***

P. 12 "In March 1979 Egypt's membership in the Arab League was suspended and it was decided to remove the headquarters of the League from Cairo and locate its headquarters, its secretariat, and its permanent committee in Tunis." [No explanation is given that Egypt was in fact blacklisted and excluded from the Arab League because it entered into a peace treaty with Israel.]

P. 204 "Many textbooks refer to Israel as the "Jewish State," terminology which implies that non-Jews either do not exist or do not "belong" to Israel. This would be equivalent to calling America the "White Christian State."

Pp. 215-216 "Most of the coverage of the Palestine Liberation Organization in textbooks is in reference to terrorism. This represents the general misconception of the PLO as an organization whose one and only objective is to terrorize and destroy the people of Israel. The Israeli government maintains that it cannot negotiate with the PLO for that reason. It is appropriate to note in this context that, prior to Israel's creation, the current Prime Minister of Israel, Menachem Begin, was a leader of the Irgun, an organization that used terrorism extensively against the Palestinian Arabs to achieve its objective of creating a Jewish state in Palestine. [The Irgun was formed in 1931 in response to the 1929 anti-Jewish riots. Until May 1939, the Irgun's activities were limited to retaliation against Arab attacks. After the publication of the British White paper of 1939, the British mandatory authorities became the Irgun's target.]⁵ It should also be noted that the Americans who fought the war for Independence against Great Britain were also perceived by the British as terrorists. This is not presented as a justification for the killing of innocent people. However, it does indicate that many people who were involved in such activities and achieved their objectives became viewed as respected leaders in the world. While some of their means to objectives can be strongly criticized, these people did act to achieve the national aspirations of their people."

P. 226 "The Palestinians consider, as do non-Zionist Jews, that the return to the promised land should be a spiritual and not necessarily physical return, and that those who actually do return to Palestine need not create a political entity, a "Jewish state," to fulfill prophecy."

5. Bernard Reich, *A Brief History of Israel* (New York: Checkmark Books, 2005), 38.

P. 230 "Another Zionist claim discussed by most textbooks is the issue of anti-Semitism...While nineteenth century anti-Semitism stimulated the formulation of Zionist political ideology, the anti-Semitism of Nazi Germany stimulated the mass migration of Jews to Palestine where they eventually transformed ideology into political reality."

P. 240 "The Arabs owned 48 percent of the land while the Jews owned only 6 percent. Most of the "public lands" were large tracts of grazing land owned by Arab villages. However, even if the public lands were distributed according to population percentages, the Arabs would have had 78 percent of the land compared with 21 percent for the Jews. The textbooks give more frequent coverage to the Zionist claim that they bought the land, in essence, the 6 percent of the land they had acquired by 1948, than they do to the dispossession of the tenant farmers that resulted."

P. 243 If the Palestinian Arabs had been given aid and assistance comparable to that given the Zionists by world Jewry...the Palestinians could have done all that the Zionist did for the development of Palestine."

P. 251 "The Zionists had, in fact, taken some of the territory allocated to the Arab State in the partition plan before the end of the mandate and the entrance of the Arab states in the 1948 war. According to the Arabs, the Zionists were the actual aggressors. From the Arab perspective, the creation of Israel was, itself, an act of aggression because it denied self-determination to the Palestinian Arabs. Even from the military standpoint, the Arabs maintain that the Jews fought in 1948, not simply to defend themselves, but to achieve two aggressive objectives: to increase the territory of the Jewish State, and to remove its Arab population."

Samir Abed-Rabbo, *International Law and Palestine*, University of Miami, 1981.

*****These are presented as the history of Israel in our textbooks. and constitute anti-Israel bias. They lead to anti-American sentiment as well as anti-Israel bias.***

P. 203 "The illegal establishment of Israel in 1948 produced unquestionable violations of Palestinian basic human rights."

P. 206 "Israel's intransigence and determination to control Palestine without its natives and the unconditional American support contribute to the prevailing injustice and thus violence is bound to continue."

Charmaine Smiklo, *American Recognition of the PLO*, Claremont Graduate School, 1982.

*****Examples of what becomes Anti-Israel bias and Islamist Holocaust Revisionism in our textbooks.***

P. 9 "Many Americans are deeply imbued with sympathy for the Jews as a result of the catastrophe suffered under Hitler, but they are aware neither of the distinct sense of nationality of the Palestinian Arabs, nor of the extent of their losses or dispersion, nor of the fact that the world's recompense for the sufferings of the Jews was rank injustice to the Palestinians."

Pp.12-13 "The Israeli Zionists subsequently contended that the Arabs brought the misfortune upon themselves, for it was they who chose to invade the newborn state in defiance of the world community...And when it came to the all-important question of the Palestinian refugees, the Zionists professed that their consciences were equally clear, for it was not they who drove them out, but their own leaders who ordered them to flee. Subsequently the Israelis did everything they could after 1948, to suppress a Palestinian identity, to eradicate any ideas of Palestinian irredentism, and through their policy of reprisals, to intimidate those Palestinians who had taken refuge in neighboring states. The thinking behind this strategy was quite simply that the Palestinians would eventually cease to exist."

"If the Israelis could show that the Palestinians had really fled without cause, at the express instructions of their own leaders, they would greatly erode the world's sympathy for the refugee plight---and, in consequence, the pressure on themselves to allow them to return. What is truly remarkable about this edifice of deceit, which has profoundly influenced Western opinion, is that it has stood solid and unchallenged for so long."

Mafaz Kurdi, *Saudi Arabia (1970-1980) - Oil and the Arab-Israeli Conflict*, Claremont Graduate School, 1982.

*****Base anti-Semitism, anti-Israel bias and anti-Americanism.***

P. 144 "The Jewish vote and the Jewish money have a tremendous effect on the United States election outcome, especially at the state and national levels. According to a non-Jew interviewed by Stephen Isaac, "You can't hope to go anywhere in national politics if you are a Democrat without Jewish money."

Pp. 180-181 "There are some who believe in the myth that Israel is a strategic asset and ally. The Saudi view is that it is Israeli aggression and expansionist policy that will endanger United States interest and influence, and it is this same Israeli policy that will bring the Soviet Union into the Middle East."

These proponents of Israel believe in morality and this morality has led them to feel committed to defend the state of Israel. They are still crying about the Holocaust. But, in the Saudi view, these victims of the Holocaust are denying the Palestinians the very morality they believe in. The Saudis insist that Israel's military occupation has corrupted its democratic ideals."

Abdullah Senani, *Prince Fahd's 8 Point Plan*, Claremont Graduate School, 1983.

*****Examples of Islamist anti-Semitism, anti-Zionism, anti-Israel bias that make their way into our textbooks.***

P. 38 "In addition to the Bible and Nazi persecution themes, Zionists also exploited the Jewish vote in the American elections."

P. 56 "Israel has consistently violated truce agreements and UN resolutions, especially the one concerning the manner in which Palestine was to be partitioned. Israel has no legitimate existence under international law and United Nations resolutions."

P. 125 "The Israeli contention that Palestine is naturally a Jewish state because of the biblical heritage is nonsense to anyone remotely familiar with the history of Palestine."

Abdelkarim Abuelkeshk, *Portrayal of Arab-Israeli Conflict in the Media*, University of Wisconsin, 1985.

*****I have included this because today's "elite media" prove the outcome of the investment of Arab petrol dollars.***

P. 7 "In addition to the political and economic influence of pro-Israel lobbies, many of the national, prestigious media are owned or influenced by Jews. Although overall media ownership by Jews is about 3.1 percent nationally...prestigious media, such as the New York Times, Washington Post, ABC, NBC, & CBS are or were included in that percentage."

"Arabs began seeing firsthand how they were misrepresented in the U.S. mass media and, therefore, misperceived by the American people...The reality of their negative image was a profound shock for them...Anti-Semitism directed against Jews in the 1930s is today directed mostly against Arabs."

P. 92 "Some reports also stated that the main restrictive practice in the United States is that American editors are nearly all afraid to tell the truth about the Arab-Israeli controversy because of the Zionist Lobby."

Hisham Ahmed, *U.S. Foreign Policy & Palestinian Self-Determination*, University of California, Santa Barbara, 1989.

***** These have examples of commonplace Islamist Holocaust Revisionism, Islamist anti-Semitism, anti-Americanism that found their way into the textbooks.***

P. 212 “Contrary to the widely-held belief that Zionism is “the national liberation movement of the Jews,” its main tenets are based on prejudice, not only against Palestinians, Arabs, Christians and Moslems, but also on hatred of all who do not subscribe to the Zionist ideology, including Jews. Thus far we have witnessed Zionist manipulation of American foreign policy, the objective of which was to perpetuate the colonization of Palestine and to legitimize the denial of the right of the Palestinian people to self-determination. Their propaganda machinery embarked on spreading the myth, in the West in general and in the United States in particular, that the Zionist program was mainly interested in creating a haven for persecuted Jews.”

Pp. 213-214 “Zionists’ zealotry appeared most dramatically in their collaboration with the Nazis...Pertinent to our study is to note that Zionist collaboration with the Nazis evolved into Zionist obstruction of efforts to change immigration laws in Western Europe and the United States which were intended to rescue persecuted Jews.”

Gary McKiddy, *Introduction of the Modern Middle East to Secondary Social Studies Teachers*, Illinois State University, 1990.

This dissertation charts changes in high school textbooks concerning how the Middle East should be taught. It comes 10 years after Michel Nabti’s dissertation on the same subject. McKiddy’s dissertation illustrates how the American curriculum has been successfully changed into one that is basically anti-Israel. Like Nabti, McKiddy uses inclusion of historically inaccurate facts and omission of facts and supporting materials and innuendo as primary devices for advancing historical revisionism.

*****This is the road map for today’s textbooks.***

P. 160 “Media coverage of Israeli government reaction to an uprising by Palestinians [Intifada] which began in December 1987 changed the perception of the Palestinians in the media, thus gaining support for their peace proposals. Palestinian youths and women hurled stones. The troops responded by shooting demonstrators and bulldozing the homes of suspected leaders.”

Pp. 378-379 “The October 1973 War provided a shift in Arab attitudes toward Western adaptionist governments, Israel, and Arab relations with the West. The early successes of the Egyptian army, especially the crossing of the Suez Canal...finally destroyed the myth of Israeli military supremacy. Sadat became an Arab hero and Egypt regained her position as one of the leading Arab states. The war also resulted in an unusual degree of cooperation between Arab nations. Egypt, Syria, and Jordan had successfully coordinated their military campaigns. The following year, 1974, the oil producing states were successful in imposing an oil embargo against the United States, Israel’s chief military supplier. The Arabs could now consider themselves the military equals of the Israelis, and, with the income generated from higher oil prices, a major force in world finance. OPEC had for the first time shown its ability to limit oil supply and thus control prices.”

Pp. 486-489 Answers to student questions – Student Activity Palestine Lives End 20 Years of Occupation [handout created by McKiddy for high school students]

1. Where is Palestine? It is the area of the British mandate, which today comprises the state of Israel, the West Bank, and the Gaza Strip.
2. Who is referred to as the “occupying” country? Israel.
3. What is the symbol on the bumper sticker? Why was it chosen? The symbol is the dove. It is chosen because it is a sign of peace.
4. The symbol is surrounded with patches of black, red, and green. Why might those colors have been chosen? The colors are those of the Palestinian flag.
5. What event which occurred 20 years ago (approximately) began the “occupation?” The event was the 1967 War, which resulted in the Israeli occupation of the West Bank and Gaza.

The immediate question that needs to be addressed is why professors charged with directing doctoral dissertations at leading American academic institutions accepted inaccurate, fallacious, agenda-based, and at times clearly biased research as historically accurate and then accorded it credibility, legitimacy, and authenticity by granting those doctoral candidates their doctoral degrees. Perhaps part of the answer lies in the tremendous gifts and contracts solicited and received by American universities from Arab countries and Arab-oriented sources.⁶ Standards that governed the awarding of master and doctoral degrees seem to have been severely compromised, flooding academia with teachers and professors who answer to an agenda which undermines and endangers American democracy. The well-placed investment of Arab oil dollars in American education, starting in the mid-1970s and continuing to the present, must be considered as one element of the ever-growing “stealth Jihad mission” defined by Robert Spencer: “The stealth Jihad mission involves many things. It involves insinuating elements of Islamic law into government, into media, into education, into American businesses.”⁷ Although by law American universities must report foreign gifts of \$250,000 or more to the United States Department of Education, there is no real enforcement of this law and therefore little accountability or transparency.

6. ADL, Pp. 3-10. “In January, 1975, representatives of Georgetown University, the University of Pennsylvania, and Johns Hopkins University were guests of the Sultan of Oman at the Blair House in Washington. The Sultan had announced grants of \$100,000 to each of the schools to promote Arab and Islamic studies.” “The California story begins in April, 1976, when the Kingdom of Saudi Arabia gave the University of Southern California, one of the largest private institutions of higher education in the United States, a \$1million grant to establish the “King Faisal Chair of Islamic and Arab Studies...The next step in the scenario was the establishment of a Middle East Center at USC...designed “to provide research and related services” on the Middle East “to non-academic community, and to prepare students for academic, business and governmental careers relating to the Middle East.” “In 1975...Georgetown University in Washington announced the founding of its Center for Contemporary Arab Studies – studies in the fields of Arab politics and diplomatic policies as well as those of economic development, language and culture...In addition to the early grant from the Sultan of Oman, Georgetown has accepted gifts of \$200,000 from Saudi Arabia; \$425,000 from Jordan; \$50,000 each from Egypt and Qatar; and \$350,000 from the United Arab Emirates...But by far the largest grant to Georgetown came that same year [1977] when the university accepted \$750,000 from the Government of Libya for the endowment of the al-Mukhtar chair of Arab Culture. The first incumbent named to the chair was Arafat’s friend, Professor [Hisham] Sharabi...What is profoundly significant in the implications of Georgetown’s contracts with the extremist Qaddafi and other Arab states is the fact that Georgetown produces more U.S. foreign service officers than any other university in the country.” “[In a May-June 1979 issue of Aramco World, the magazine of the Saudi-controlled oil combine] Aramco’s editors rejoiced over several specific gifts which they said included: -- An annually-endowed chair at Harvard University...from the government of Kuwait; -- \$25,000 from the Sultan of Oman for the appointment of a professor of Middle Eastern science at New York University; -- A \$200,000 grant to Duke University from the government of Saudi Arabia for a program of Islamic and Arabian studies, and \$88,000 from the government of Libya for a similar program at the University of Utah.”

7. Robert Spencer, “Resisting Stealth Jihad,” Middle East Forum, January 14, 2009, www.meforum.org/2052/resisting-stealth-jihad.

The U.S. Department of Education lists billions of dollars in foreign gifts of over \$250,000 for the years 1995-2008 from the Gulf and Arab States.⁸ Saudi Arabia started its investment in American education in the mid 1970s and remains at the forefront. Reputable scholars, researchers and journalists have finally started to examine the aims and ramifications of this influx of Saudi dollars.⁹ While several dissertations charted changes in how the Middle East should be taught, it took the formation of three organizations in California to implement the changes in textbooks and classrooms. The first is the **Teachers Curriculum Institute**, founded in 1989 by a small group of social studies teachers committed to “engaging all learners in the diverse classroom.”¹⁰ **TCI** has made its name in the field of K-12 social studies textbooks. Their *History Alive! The Medieval World and Beyond* (2004) is perhaps one of the most problematic sources on Islam used throughout the country today. **AWAIR (Arab World and Islamic Resources and School Services)** is another force in education today. It **represents the long-term efforts by Audrey Shabbas and colleagues who share commitment to quality materials and services for educators teaching about the Arab World and Islam at the pre-college level.** While AWAIR has other materials on Islam and the Middle East, it is best known for its 540-page loose-leaf notebook *The Arab World Studies Notebook* (Berkeley: AWAIR 1990, 1998,) intended for teacher use with secondary students. According to the AWAIR web site, it is currently in the hands of 10,000 teachers and has impacted (by conservative accounting) 25 million students.¹¹ **Audrey Shabbas remains the driving force behind social studies teachers’ training through her development of heavily endowed and subvented workshops which use *The Arab World Studies Notebook* to change how the Middle East and Islam are taught in the U.S. However, it is the Council on Islamic Education (CIE), founded in 1990 by Shabbir Mansuri, which is the most powerful force in American education today because of its unchallenged influence over American publishing houses for over more than a decade.**

8. U.S. Department of Education, “Saudi Funding Correction, Endowment for Middle East Truth,” December 6, 2010, <http://emetonline.org/correction.html>. Saudi Arabia \$92,972,720; Bahrain \$8,843,758; Egypt \$4,765,858; Kuwait 7,639,854; Lebanon \$3,000,000; Oman \$9,046,080; Qatar \$151,702,156; United Arab Emirates \$52,058,098.

9. Katrina Thomas, “America as Alma Mater,” Saudi Aramco World, May/June 1979, pp.2-11; Lee Kaplan, “America’s Elites and Saudi Money,” American Thinker, April 2006
http://www.americanthinker.com/2006/04/americas_elites_and_saudi_mone.html;

Mark Silverberg, “The Wahhabi Invasion of America,” February 27, 2003, <http://jfednepa.org/mark%20silverberg/whahhabi.html>; Susan Gershowitz, “The Prince’s Money,” National Review Online, December 20, 2005, <http://old.nationalreview.com/comment/gershowitz200512200838.asp>

10. See TCI, [http:// www.teachtci.com](http://www.teachtci.com).

11. See Arab World and Islamic Resources Online, www.awaironline.org.

The CIE is the only national faith-based organization in the United States that is directly involved in the process of reviewing public school textbooks from a multicultural perspective. An article written in September 2010 by Samana Siddiqui for Soundvision.com, profiles the CIE, presents the reasons for its formation and discusses at length the CIE's working relationship with Houghton Mifflin.¹² **Shabbir Mansuri**, an Indian-born Muslim who immigrated to the United States in 1969 and studied Chemical Engineering at the University of Southern California, is the Founding Director of the CIE and has taken the presentation of Islam in US textbooks as his pedagogical mission. **Susan Douglass**, listed as an "affiliated scholar at the CIE," is a convert to Islam, educated at Georgetown University and employed until 2003 at the Saudi funded Islamic Saudi Academy in Alexandria, VA.¹³ **Together they are the most influential consultants on Islam, working for such major publishing houses as Houghton Mifflin, Prentice Hall and McGraw Hill and implementing the Arab "master plan" for changing education in this country.**

Examples from current and not so current textbooks

1. Anti-Semitism

I divide anti-Semitism in our textbooks into two categories: basic, stereotypic anti-Semitism and virulent Islamist anti-Semitism. Stereotypic anti-Semitism appears in cartoons, in carefully disguised and otherwise harmless photographs. It is also couched in slanted and/or biased vocabulary.

I believe that the following two examples speak to the question of the presence of anti-Semitism in our textbooks and Pearson's methodology of presentation in particular.

- Pearson *The Cultural Landscape: An Introduction to Human Geography*, AP Edition, 2017

Chapter 4, p.124 Folk Clothing: Religious Traditions

Two photographs illustrating similarity "Devout Muslims and Jews wear modest black clothing"

12. Samana Siddiqui, "Profile: Council on Islamic Education," Soundvision: Islamic Information and Products, <http://www.soundvision.com/Info/education/pubschool/pub.cie.asp>

13. Paul Sperry, "Look Who's Teaching Johnny about Islam," WorldNetDaily, May 3, 2004, http://www.worldnetdaily.com/news/article.asp?ARTICLE_ID=38304

Orthodox Jews, and in particular their garb, are often used as anti-Semitic stereotypes in our textbooks. We see photos of them attired in their easily recognized black garb, wearing such religious symbols such as the **tzitzit** (or fringes or tassels worn on traditional or ceremonial garments by Jewish males as reminders of the Commandments of Deuteronomy 22:12 and Numbers 15:37-41) and **payot** (sidelocks or sidecurls worn by Orthodox, and Hasidic boys and men based on an interpretation of the biblical injunction against shaving the “corners” of one’s head). When portrayed in chapters on Israel, these black-garbed Jews often represent the “Far Right”, the “religious extremists” or even the Ultra-Orthodox who do not accept the legitimacy of the state of Israel. The publishers in many cases do not really know who they are. In chapters on the Holocaust, photos of black-garbed Jews with long beards, long payot and large noses represent the Jews of Eastern Europe, impoverished, or usurers, uneducated or rabbis.

In the picture referenced above, Pearson attempts to establish equivalency between Muslims and Jews. It is no different than the often-used comparison of codified Shari’a Law and codified Talmudic Law. Here, Pearson uses the tenet of Modesty and the black clothing that are signs of Orthodox Jews to indoctrinate students by showing that Muslims are not different from Orthodox Jews. Black clothes and the tenet of Modesty... However, in Judaism the black clothes are not imposed on others as they are in Islam. They are not a societal concern nor do they threaten how the majority dresses.

Pearson has cleverly imbedded anti-Semitism into this photo by establishing a false equivalency between Islam and Judaism, the first which calls for the elimination of Israel and the Jews and the second, whose most “recognizable” and therefore most vulnerable followers are victims of constant overt anti-Semitic attacks.

However, what follows here is for me the most dangerous development present in any textbook today, regardless of the publishing house. Pearson has eliminated Judaism as one of the three World Religions. This is both anti-Semitism and anti-Israel bias. In addition, it is Pearson’s elevation of Islam and elimination of the Judeo-Christian Tradition upon which this country was founded.

Chapter 6 p. 184 (under “LEARNING OUTCOME 6.1.1) Identify the world’s major religions

The world’s religions can be grouped as follows:

- Four largest religions: Christianity, Islam, Hinduism, and Buddhism.
- Folk religions: Chinese traditional, primal-indigenous, and African traditional
- **Other** religions: the 4 most numerous Juchte, Judaism, Sikhism, and Spiritism.
- 6 others with fewer adherents: Cao Dai, Jainism, Shinto, Tenrikyo, and Zoroastrianism.
- Unaffiliated (not affiliated with any of the above)

It is in this material that Pearson exhibits a most dangerous, insidious form of anti-Semitism. Pearson has restructured, using numerical adherents, the World Religions. Judaism is no longer chronologically the first World Religion, Christianity the second and Islam the third. Judaism now belongs to a category called “Other.”

The sections on the religions themselves further remove much of the eclectic nature of Christianity and certainly of Islam. World Religions have always been defined as those that shaped civilizations and not by the number of their adherents. Pearson has redefined civilization as we know it. It has paved the way for the absolute supremacy of Islam based on its numbers. The Judeo-Christian foundation of the United States has been eliminated. Christianity, while still numerically superior, is presented by Pearson in a secondary position to Islam.

Pearson eliminates Judaism as a World Religion and eviscerates the Jewish People

Chapter 6 p. 194, Judaism, ll.30-32; 38-40; 45-47

P. 30-32 Roughly two-fifths of the world’s 14 million Jews live in the United States and another two-fifths live in Israel.

P. 194, ll. 38-40

Judaism plays a more substantial role in Western civilization than its number of adherents would suggest. Judaism is the first recorded religion to espouse **monotheism**, belief that there is only one God. Fundamental to Judaism is one all-powerful God.

By naming only the U.S. and Israel and not teaching students that Jews live in Western Europe, Eastern Europe, Latin America, South America, Asia, and in various countries in the Middle East, Pearson indeed removes Judaism as a world religion and eviscerates the Jewish people. Pearson's first sentence is condescending at its best and substantiates the anti-Semitism and the anti-Israelism that this publishing house has exhibited in its textbooks over the years. The first sentence is the extent of Pearson's acknowledgement of the role of Judaism in the development of civilization. Not even the Ten Commandments make it into this section or any other section of this textbook.

Chapter 6 p. 194, ll. 45-47

The world's two most widely practiced religions – Christianity and Islam – find some of their roots in Judaism.

To state that Christianity and Islam found "some of their roots in Judaism" is religious revisionism. Christianity developed from Judaism. Jesus was a Jew, a rabbi who preached his enlightened interpretations and he died a Jew. What he preached came from variations upon and interpretations of what he studied and believed. Christianity grew out of Judaism and went forward. It never separated itself from its origins. In this textbook, Pearson has succeeded in eliminating the Judeo-Christian tradition upon which this country's philosophy and ideology are based. Judeo-Christian, written with the hyphen, means equality of the two religions. This is how the American Founding Fathers understood the ideological relationship shared by these two religions.

Islam was and remains an "eclectic" religion, one whose basic ideology derives from two religions: Judaism and Christianity.

By using only the number of present-day adherents, Pearson has done its best to destroy the chronological and thereby historical development of the three leading world religions: Judaism, Christianity and Islam.

By relegating Judaism to the category of "Other religions" Pearson has set the stage for "pitting" Christianity and Islam against each other and for giving Islam the superiority worldwide. Pearson is using this textbook as the ultimate academic Jihadi weapon.

Chapter 6 p. 196, ll. 13-32

Christianity was founded upon the teachings of Jesus, who was born in Bethlehem between 8 and 4 B.C. and died on a cross in Jerusalem about A.D. 30. Raised as a Jew, Jesus gathered a small band of disciples and preached the coming of the Kingdom of God. The four Gospels of the Christian Bible – Matthew, Mark, Luke and John – document miracles and extraordinary deeds that the writers believed Jesus performed. He was referred to as *Christ*, from the Greek word for the Hebrew word *messiah*, which means “anointed.”

According to the Gospels, in the third year of his mission, Jesus was betrayed to the authorities by one of his companions, Judas Iscariot. After sharing the Last Supper (the Jewish Passover Seder) with his disciples in Jerusalem, Jesus was arrested and put to death as an agitator. On the third day after his death, his tomb was found empty. Christians believe that Jesus died to atone for human sins, that he was raised from the dead by God, and that his Resurrection from the dead provides people with hope for salvation.

This material denigrates Christianity as a world religion. It is storytelling, written in a language that does not deal with and teach a world religion.

- “... *Jesus gathered a small band of disciples.*” The disciples were not a band. They were a group of disciples. Robin Hood had a band of merry men. Jesus had a small group of disciples as well as a large group of followers.
- “...*miracles and extraordinary deeds the writers believed Jesus performed*”. In writing about the Gospels, Christianity’s holy books, these words deliberately denigrate the holiness of the Books and turn them into books of fiction.
- “...*was referred to as Christ, from the Greek word for the Hebrew word messiah, which means “anointed.”*” There is no word “messiah” in Hebrew. The word is *Moshiach*. Jesus was not merely “referred to as Christ.” OT Israel anticipated a coming deliverer “anointed” by God to initiate God’s rule of righteousness and peace. The descriptive adjective Christ was added to his name by Early Christians who saw Jesus as fulfilling this hope [as a deliverer from death] and designated him “Christ” Mark 8: 29; Acts 5: 42; Rom. 5: 6.1
- “*Jesus was betrayed to the authorities by one of his companions, Judas Iscariot.*” Judas Iscariot was NOT merely a companion of Jesus. He was one of the 12 Disciples. Judas Iscariot, known as the traitor, was the son of Simon who lived in Judah. He betrayed Jesus for thirty pieces of silver and afterwards hanged himself (Matthew 26:14-16).

Chapter 6 p. 197, Origin of Islam, ll. 4-6; 7-21; 22-37

Pearson has successfully raised Islam to the stature of the leading World Religion, but not only because of the number of its adherents. Islam, Christianity, Hinduism and Buddhism rule and Judaism is no longer one of the primary world religions. Judaism, Christianity and Islam are no longer the “big three” and the Judeo-Christian Tradition is gone.

P. 197 ll. 4-6 Like other universalizing religions, Islam arose from the teachings of a historical founder. The core of Islamic belief involves performing five acts, known as the five pillars of faith.

ll. 7-21 Presentation of the five pillars of faith

ll. 22-37 Islam traces its origin to the same narrative as Judaism and Christianity. All three religions consider Adam to have been the first man and Abraham to have been one of his descendants. According to the Jewish Torah and Christian Old Testament narrative, Abraham married Sarah, who did not bear children. As polygamy was a custom of the culture, Abraham then married Hagar, who bore a son, Ishmael. Sarah’s fortunes changed, and she bore a son Isaac.

Jews and Christians trace their story through Abraham’s original wife Sarah and her son Isaac. Muslims trace their story through his second wife, Hagar, and her son, Ishmael. The Islamic tradition tells that Abraham brought Hagar and Ishmael to Makkah (spelled Mecca on many English-language maps), in present-day Saudi Arabia. Centuries later, according to the Muslim narrative, one of Ishmael’s descendants, Muhammad, became the Prophet of Islam

- Neither the section on Judaism nor the section on Christianity contains the teachings of either religion or of the founders of the religion. In the case of Judaism at least the Ten Commandments should appear. In the case of Christianity, the basic teachings of Jesus should appear.
- They are called the Five Pillars of Islam, not the five pillars of faith.
- The definition of each Pillar is stylized and enlarged to make it palatable and understood by the students.
- (ll. 22-37) After separating Judaism from the world religions and minimalizing Christianity, Pearson now creates the equivalency it needs to elevate Islam in the eyes of the students and give it supremacy.
- (ll.33-35) Neither the Torah nor the OT as found in the New Testament has Abraham bringing Hagar and Ishmael to Mecca or in fact to Saudi Arabia. This fact should be included.

Pearson has devoted two paragraphs on the life of Muhammad, his activities and the cities of his activities. Neither the section on Judaism nor the section on Christianity has the life of its “Founder” or information on the place, time and culture of its Founder. Judaism does not have a developed, accurate segment on Abraham just as Christianity does not have a developed, accurate segment on Jesus.

I. Anti-Israel Bias

It is a universal truth that Israel is demonized and delegitimized in textbooks created by most American publishing houses. Israel has received the brunt of the revisionist agenda promulgated by the 1974 “master plan” designed, funded and promoted by Saudi Arabia. We are not just looking at “Modern” Israel. Arab Petrol dollars have skillfully rewritten the history, geography, archeology and culture of Biblical Israel, the Yishuv, Mandate Palestine and Modern Israel. Arab Petrol dollars have rewritten the history of Judaism and the Jewish People, of Zionism and the Jewish People, of the Holocaust and the Jewish People.

Virulent Islamist anti-Semitism is anti-Zionism. Anti-Zionism is anti-Semitism and our textbooks teach both, sometimes covertly but when dealing with Israel, overtly, using egregious lies and specious truths. Almost 55 years of creating fallacious history, designed to destroy the history of the Jewish people as the indigenous inhabitants of Biblical Israel, from Canaan and the Kingdoms of Israel forward to present day Israel. The demonization of Israel through the revisionist creation of an occupying state which oppresses and kills and has no right to live. Anti-Israel bias in our textbooks is amplified by teachers who have been taught the same lies and teach from books with agenda-based materials and imbedded videos. Many textbooks are now written by leftist university professors who excoriate Israel in their classroom and pass their revisionist anti-Israel bias onto the younger generations.

Anti-Israel historical revisionism in our textbooks dates from the early 1980s. The doctoral dissertations referred to earlier in this report served and still serve as a roadmap, which leads directly to the textbooks written and used since then. Some of the ones with the most egregious errors are in their 8th or 9th edition. As history acts itself out in the Middle East it is rewritten in the textbooks.

Random examples of anti-Israel bias from leading publishers. The first one actually has most the fundamental egregious errors.

- **Holt, Rinehart and Winston, Orlando, FL *World History Continuity and Change*, 1999**

P. 47 “According to these accounts, the founder of the Hebrews was a shepherd named Abraham, who originally lived in Sumer. From there he migrated with his family to Palestine.”

P. 47 “Moses eventually led his people back to Palestine, although he died without setting foot into the promised land.”

Abraham never migrated to Palestine and Moses certainly did not lead the Jews back to Palestine. Abraham went to the land of Canaan and Moses led his people back to the land of Israel. The use of the name Palestine is not historical ignorance. It is just one part of a carefully constructed agenda to remove all traces of Jewish ties to the land of Israel. The use of “promised land” in quotation marks instead of Israel is also in keeping with Islamist revisionism, which is dedicated to removing all the biblical ties of the Jewish people to the land of Israel. Both of these examples are no different in their results than the destruction of ancient Jewish archeological sites in Jerusalem and elsewhere in Israel to eliminate visible proof of biblical Judaism.

P. 779 “In 1948, as frustrated British leaders abandoned the mandate for Palestine, Zionist leaders proclaimed the new state of Israel. War between the Jews and the Arab states broke out immediately. Although Israel survived this and other wars, for many years the history of bitterness between Jews and Arabs cast a shadow of violence and uncertainty over the region.”

The information here is historically inaccurate. “On February 15, 1947 Great Britain turned the issue of the Palestine mandate over to the United Nations...The United Nations Special Committee on Palestine (UNSCOP) was created to investigate the issue and suggest appropriate measures to be taken After considerable deliberation, the UNSCOP proposed a plan that called for the partition of the British mandate of Palestine into an Arab state and a Jewish state, with an international regime (*corpus separatum*) for the city of Jerusalem and its environs...The Yishuv [Jewish Community under the mandate], though unhappy with the exclusion of Jerusalem, and the Jewish Agency accepted the decision of the General Assembly as an important step toward independent statehood and a practical...When the new state of Israel declared its independence in May 1948, it was within the lines drawn by the United Nations...Meanwhile, the Arab leadership in Palestine *and League of Arab States* unconditionally rejected the UN partition plan on the grounds that all of Palestine should be awarded to a Palestinian state.” ¹⁴

14. Bernard Reich, *A Brief History of Israel* (New York: Checkmark Books, 2005), 40-42.

The language “War between Jews and the Arab states broke out immediately” is overtly anti-Semitic. War broke out between the newly declared state of Israel and the Arab states. No one would write that war broke out between the Catholics and the Germans when referring to the German attacks on France and Italy. Furthermore, the war didn’t just break out, like spontaneous combustion. Armies from Egypt, Syria, Jordan, Iraq, and Lebanon, with assistance from other Arab quarters, entered Palestine on May 15, 1948, one day after Israel became a legitimate state.

- Pearson Prentice-Hall, Upper Saddle River, NJ, *World Explorer Eastern Hemisphere*, 2001

Pp. 628-629 Each country’s use of Jordan River water affects its neighbors. The long conflict between Israel and the Arab states makes it hard for these neighbors to trust each other...Today, the country of Jordan worries that it does not have enough water to meet its needs. It plans to build a dam near the Sea of Galilee. No building has begun, because if Jordan starts without Israel’s approval, war could result.

This passage ignores the peace treaty that Israel and Jordan signed in 1994. Article 6 of that treaty provides for an equitable share of the water resources of the Jordan River and the Yarmouk River. Whether or not they trust each other, both countries have honored and are expected to continue to honor their peace treaty.

- Performance Education, Free Union, VA *The Middle East and the Cold War across the Globe*, 2002

p. 157 in 1948, Israel was created by the United Nations as a home for the Jewish survivors of the Holocaust.

First, the move to create a Jewish haven and homeland long preceded the Holocaust. Second, the Holocaust survivors who went to Palestine live in Jewish areas, not Arab areas. There is also no mention of the attempt of the Peel Commission to partition the land. Still, to its credit, the book acknowledges the Jews’ acceptance of the UN partition of 1947 and the Arab refusal. What is not clear is that the partition was drawn along the lines of Jewish land and Arab land; it proposed nothing that would necessitate Arabs having to give up their land.

- Chelsea House, NY *The Palestinian Authority (Creation of the Modern Middle East)*, 2003

P. 40 Unlike their Muslim counterparts, . . . (Christians and Jews) . . . came (to Palestine), not as refugees seeking sanctuary, but as Crusaders, Salvationists, and Redeemers.

From the year 627, when the Muslims began their wars of conquest with the expulsion and exterminations of Jews and Christians from the Arabian Peninsula, they came to Palestine not as refugees but as conquerors, as the 9th-century Muslim chronicler Baladhuri relates. Between 1925 and 1935 more Muslims immigrated to Palestine than Jews, not as refugees but looking for economic opportunity.

P. 47 Arabs [whose land was purchased by Jews] were deprived of their land by Jewish settlers.

If the land was purchased, the sellers were not deprived. In fact, between 1950 and 1970, approximately 39,000 square miles of Jewish land was stolen from Jews living in the various Arab nations, who expelled about 850,000 Jews from those lands. The area of the Jewish State is about 7,300 square miles.

P. 82 Zionist leaders worked with the Nazi government to establish training camps in Germany to prepare immigrants for their futures in Palestine.

This is one of the most blatant, thoroughly exposed, notorious lies told by Holocaust deniers, including Mahmoud Abbas.

P. 94 "Jews [were] immigrant-settlers; Arabs [were] indigenous Palestinians.

Obviously not true. As indicated, the Arab immigration to Palestine between 1925 and 1935 exceeded the Jewish immigration. Further, Jews have always lived in the land. Even after the destruction of both Temples, there were always Jews in the land.

P. 105 Palestine had been an Arab country for hundreds of years.

No, for four hundred years (early 16th – early 20th century) it was not a country but a territory controlled by the Ottoman Turks. Palestine has never been the name of a country, but the name of a region.

- **Glencoe/McGraw Hill, NY *World Geography*, 2003**

P. 440 Jews living in Israel and elsewhere trace their religious heritage to the Israelites, who in ancient times settled in Canaan, the land shared today by Israel and Lebanon. The Israelites believed that God had given them this area as a permanent homeland. Over the centuries, wars, persecution, and trade led many Jews—as the descendants of the Israelites are called—to settle in other countries. Their religious identity, however, kept alive their link to the ancestral homeland.

This implies that no Jews remained in this ancestral homeland and that their only link to the land is their religious identity. This is a perfect example of Islamist revisionism of Jewish history.

P. 440 The Arabs of the region, however, did not want a Jewish state in territory that had been their homeland for centuries. Tensions between Arabs and Jews resulted in four wars that brought severe hardship to all the people of the area, including the Palestinians—Arabs living in the territory in which Israel was established. During this period of conflict, many Palestinians were displaced from their homes and lived in refugee settlements in neighboring Arab countries.

First of all, Jews had been living continuously in the same land since biblical times. Next, all who lived in this area were Palestinians until May 14, 1948 when Israel was established and the word Israelis came into being. The wording in this paragraph continues to support the Islamist claim that the Palestinian Arabs are the indigenous people.

Pp. 450-51 “After World War II, hostilities broke out in Palestine among Jews, Arabs, and British forces. Finally, the United Nations decided in 1947 to divide Palestine into separate Jewish and Arab states. When the British withdrew from Palestine, the Jews proclaimed the independent state of Israel in 1948. During the next 25 years, Arab opposition to Israel and Israel’s concern for its security led to four major wars in the region. In the 1948 and 1967 Arab-Israeli conflicts, victorious Israeli forces took over Arab lands that had been part of Palestine.”

There is no mention of the Arab rejection of the partition

- Pearson Prentice-Hall, Upper Saddle River, NJ *Global Mosaics*, 2004

P. 615 For more than 50 years, the conflict between Arab nations and the state of Israel has focused world attention on the Middle East. In that time, Arabs and Israelis have waged four wars and launched numerous guerilla attacks.

Israel has never launched any “guerrilla attacks.” People fighting a guerilla war hit military and strategic targets using hit-and-run tactics.

Pp. 616-617 Since the 1948 war, the conflict between Israel and its Arab neighbors has erupted into three more wars. In 1956, Israel, Britain, and France attacked Egypt after Nasser nationalized the Suez Canal. Israeli troops occupied but later withdrew from the Sinai Peninsula.

Israel attacked Egypt mainly because of a systematic campaign of terrorist raids into its territory from the Egyptian controlled Sinai Peninsula and the Gaza Strip and related Egyptian threats. The number of raids increased after 1955, as did overall Arab bellicosity toward Israel. In addition, in 1955 Egypt blockaded the Straits of Tiran, which in effect was an act of war, and began receiving massive arms supplies from the Soviet bloc. Israel also had other goals in joining with the British—primarily to get rid of Nasser—but it was the Egyptian raids and threats that above all drove it to act in 1956. One can come up with endless quotes from Nasser, including this one from October 1956: “There is no sense in talking about peace with Israel. There is not even the smallest place for negotiations.” Absolutely everything Nasser did and said shows that he meant what he was saying here.

- Pearson Prentice Hall, Upper Saddle River, NJ
World Regions in Global Context Peoples, Places, and Environments, 2005

P. 203 The contemporary history of the city [Jerusalem] derives from political and geographical implications of the Balfour Declaration, which stipulated that Jerusalem should be an international city with no one state claiming it as entirely its own. Today, Jerusalem is a highly contested city as Palestinians, Christians, Muslims and Israeli Jews fight for control of it.

This is simply false: The Balfour Declaration makes no mention of Jerusalem. In addition, Christians are not fighting for control of Jerusalem. Neither are Jews for that matter. Jews are fighting not just to keep it Jewish but to keep it free, so that anyone who wishes to pray there may do so; it is a freedom that Jerusalem has known only since its reunification as the Israeli capital in 1967. Jews, moreover, do not lay claim to Jerusalem--Jerusalem lays claim to the Jews.

As the Holy City, it does not belong to the Jews--it belongs to the Holy One. In our prayers we refer to it not as our city but as irkhah, as "Your city" (addressing God). Only the Muslims want to have it under their control, so that they may control who comes and goes, just as they have done every time they have controlled it, just as they control Mecca, where only Muslims may enter and only Muslim women who are accompanied by a father, husband, or brother.

- Pearson Prentice Hall, Upper Saddle River, NJ, *Global History and Geography*, 2007

P. 308 "Since 1945, the Middle East has been an area of tension and change. The state of Israel was created in 1948...." "The creation of Israel has led to conflicts between Jews and Arabs."

No, the source of the conflict is the very existence of the Jews, as Salafist Sheikh Muhammad Hussein Yaqoub (b. 1956) declared in a broadcast aired on Egypt's Al-Rahma TV, 17 January 2009: "If the Jews left Palestine to us, would we start loving them? Of course not. We will never love them. Absolutely not. They are enemies not because they occupied Palestine. They would have been enemies even if they did not occupy a thing...Our fighting with the Jews is eternal, and it *will not end until the final battle..., until not a single Jew remains on the face of the Earth.*"

- Pearson, *The Cultural Landscape An Introduction to Human Geography*, AP Edition, NY: 2017

Chapter 6 pp. 222-225

P. 222, ll. 7-14

WARS BETWEEN ISRAEL AND NEIGHBORS

The United Nations voted in 1947 to partition the United Kingdom's Palestine Mandate into two independent states, one Jewish, one Arab. Jerusalem was to be an international city, open to all religions, and run by the U.N. When the British withdrew in 1948, Jews declared an independent State of Israel within the boundaries prescribed by the U.N. resolution. Over the next quarter-century, Israel fought four wars with its neighbors.

P. 222, ll. 32-37

1967 Six-Day War

Israel's neighbors massed a quarter-million troops along the borders and again blocked Israeli ships from using international waterways. In retaliation, Israel launched a surprise attack, destroying the coalition's air forces. Israel captured territory...

These pages are skewed, but dangerously so. They look “correct” on the surface and to the historically untaught eye, they are. But they are not accurate. They are continuing examples of Pearson’s anti-Israelism, which prove in themselves that anti-Israelism and anti-Semitism are the same. Pearson states that the Jews “declared an independent State of Israel within the boundaries prescribed by the U.N.” Pearson should have included the following sentence: *Israel was then attacked by five Arab States, who also represented the Palestinians as well as their own countries.* It is NOT adequate for that critical information to follow under a bullet point on the 1948-1949 Independence War. The following information is missing: After each war, Israel tried to return land as part of the Armistice Agreements. Following the Six-Day War, Israel offered to return the Gaza Strip and the Sinai Peninsula. The result of Israel’s attempt for peace was met by what is known as the 3 Nos. **“no peace with Israel, no recognition of Israel and no negotiations with Israel.** (<http://sixdaywar.org/content/khartoum.asp>)

Chapter 6 p. 224 ll. 1-6

At the heart of the conflicts among religious groups in Southwest Asia lies the city of Jerusalem, an important place for all three religions. The challenge is that the most sacred space in Jerusalem for Muslims was literally built on top of the most sacred space for Jews.

JUDAISM’S JERUSALEM

ll. 8-9

Jerusalem is especially holy to Jews as the location of the Temple, their center of worship in ancient times.

ISLAM’S JERUSALEM

ll. 34-46

The most important Muslim structure in Jerusalem is the Dome of the Rock, built in A.D. 691.

Muslims believe that the large rock beneath the building’s dome is the place from which Muhammad ascended to heaven, as well as the altar on which Abraham prepared to sacrifice his son Isaac (according to Jews and Christians) or his son Ishmael (according to Muslims).

Immediately south of the Dome of the Rock is the al-Aqsa Mosque. The challenge facing Jews and Muslims is that al-Aqsa is built on the site of the ruins of the Jewish Second Temple. Thus, the surviving Western Wall of the Jewish Temple is situated immediately beneath holy Muslim structures.

This entire section is biased, skewed, revisionist history designed by Pearson to remove the Jewish people historically from its homeland and to complete its elevation of Islam as the primary World Religion. It needs to be completely rewritten. I have included brief examples of the problems.

- (ll. 8-9) The holiness of Jerusalem for the Jews is not based just on the remnants (The Wailing Wall) of the Second Temple. Jerusalem has been the Capital of Israel since it was built by King David, over 3,000 years ago.
- Correction of the names used in this textbook. They are part of revisionist history whose purpose is to eliminate the Jewish presence from all of Jerusalem as they would eliminate Israel from existence.
- Abraham was supposed to sacrifice Isaac on Har Moriah, Mt. Moriah. The correct name for where this was to take place is the Temple Mount.
- The Dome of the Rock stands on the Temple Mount as does al-Aqsa, another mosque.
- (ll. 34-46) The Dome of the Rock is a mosque. It is a mosque, built in 691-692. As is Islamic practice, Muslims build over Jewish and Christian religious sites to eliminate traces of these religions. In the days of Mohammed, who died in 632 of the Common Era, Jerusalem was a Christian city within the Byzantine Empire. There were no mosques at that time, only synagogues and churches. Jerusalem was captured by Khalif Omar in 638, six years after Mohammed's death. A church stood on the Temple Mount, called the Church of Saint Mary of Justinian, built in the Byzantine architectural style.
- The Aksa Mosque was built 20 years after the Dome of the Rock, which was built in 691-692 by Khalif Abd El Malik. The name "Omar Mosque" is therefore false. In or around 711, or about 80 years after Mohammed died, Malik's son, Abd El-Wahd - who ruled from 705-715 - reconstructed the Christian- Byzantine Church of St. Mary and converted it into a mosque. He left the structure as it was, a typical Byzantine "basilica" structure with a row of pillars on either side of the rectangular "ship" in the center. All he added was an onion-like dome on top of the building to make it look like a mosque. He then named it El-Aksa, so it would sound like the one mentioned in the Koran.
- There is NO mention of Jerusalem in the Quran. Jerusalem is mentioned more than 630 times in the Torah. Therefore, it is crystal clear that Mohammed could never have had this mosque in mind when he compiled the Koran, since it did not exist for another three generations after his death. The famous "Night Voyage" could not have taken place from this mosque since it had not yet been built. Rather, as many scholars long ago established, it is logical that Mohammed intended the mosque in Mecca as the "Sacred Mosque," and the mosque in Medina as the "Furthest Mosque." So much for the Moslem claim based on the al-Aksa Mosque.

- With this understood, it is no wonder that Mohammed issued a strict prohibition against facing Jerusalem in prayer, a practice that had been tolerated only for some months in order to lure Jews to convert to Islam. When that effort failed, Mohammed put an abrupt stop to it on February 12, 624. Jerusalem simply never held any sanctity for the Moslems themselves, but only for the Jews in their domain.
- Jerusalem's role as "The Third Holiest Site in Islam" in mainstream Islamic writings does not precede the 1930s. It was created by the Grand Mufti Haj Amin al Husseini
- Most of the problems surrounding Jerusalem can be traced to two areas of dispute. One is the political area that asks Jerusalem to be the capital of both Israel and the nascent Palestine. The other and most contentious problem is the holiness of Temple Mount to both Judaism and Islam.
- The role Jerusalem has in the Hebrew holy works is well known and not open to debate; however, there are varying opinions on the holiness of Jerusalem, specifically Temple Mount to Islam.
- Many if not most opinions that counter Islam's claim point out the Jerusalem is not mentioned in the Quran and did not occupy any special role in Islam until recent political exigencies transformed Jerusalem into Islam's third holy site.
- Jerusalem's role as "The Third Holiest Site in Islam" in mainstream Islamic writings does not precede the 1930s.
- It was created by the Grand Mufti, Haj Amin al Husseini. The Mufti knew that nationalist slogans alone would not succeed in uniting the masses against arriving Jewish refugees. He therefore turned the struggle into a religious conflict. He addressed the masses clearly, calling for a holy war. His battle cry was simple and comprehensive: "Down with the Infidels!" From the time Herbert Samuel appointed him to the position of Mufti, Haj Amin worked vigorously to raise Jerusalem's status as an Islamic holy center. He renovated the mosques on the Temple Mount, while conducting an unceasing campaign regarding the imminent Jewish "threat" to Moslem holy sites.
- Dr. Manfred R. Lehmann, "The Islamic claim to the Temple Mount is very recent," *Algemeiner Journal*, 1994.
- <http://www.eretzyisroel.org/~jkatz/templemount.html>

- Pearson Prentice Hall, *World History*, NY, 2016

Topic 17, Lesson 2, page

P. 6 Competing claims to the land continue to lie at the heart of the Arab-Israeli conflict.

The conflict is rooted in ideology, not competing land claims. The Islamist aim, as written in the PLO Charter is to destroy Israel and the Jews.

Yaacov Bar-Siman-Tov, Editor, "Barriers to Peace in the Israeli-Palestinian Conflict," 2010, Yitzhak Reiter, "Religion as a Barrier to Compromise in the Israeli-Palestinian Conflict," page 228.

Topic 20, Lesson 4, Conflicts in the Middle East, Text 2: The Difficult Road to Peace. Caption with photo

P. 3 Here, some Israelis protest the building of housing units in East Jerusalem, which they see as an obstacle to peace between Israelis and Palestinians.

This is a fallacious photograph, staged to condemn the Ultra-Orthodox Jews. The clothing and positions of the demonstrators do not belong to either Ultra-Orthodox or Orthodox Jews. (<http://www.jewishvirtuallibrary.org/jsource/Peace/settlements.html>)

Topic 20, Lesson 4, Text 2 The Difficult Road to Peace

P. 3 One obstacle to peace concerns the Palestinian refugees who fled or were forced off their lands in earlier wars.

Palestinians were told to leave by their Arab leaders as they planned to annihilate the Jews through war. Many Arabs fled because of the war. Others fled when their villages came under attack. The newly established Israeli government under Ben Gurion asked the Arabs to remain in their houses.

<http://www.jewishvirtuallibrary.org/jsource/myths3/MFrefugees.html>

Topic 20, Lesson 4, Text 2 The Difficult Road to Peace p. 4, paragraph 3

P. 4 The distribution of water resources impacts negotiations between Israel and the Palestinians concerning the control of the water supply, water consumption, and the costs of investments in water management.

Israel has doubled the Palestinian water supply and according to World Health Organization the Palestinians consume far more than is necessary. During the interim period of the Oslo talks, Israel made available approximately 70 MCM/year of water to the Palestinians in the West Bank even though the Water Agreement allocates a much smaller quantity of only 23.6 MCM/year.
<http://www.jewishvirtuallibrary.org/jsource/History/water99.html>

- Pearson, *World History Modern Era*, 2020

P. 559 In 1948, five Arab nations invaded the newly independent Israel, and were defeated. Israel and its Arab neighbors fought for its existence and in the process of turning back attacking Arab forces gained more land.

There is no inclusion of information on the four times that Israel offered to return land for peace and the offers were rejected.

III. Holocaust Revisionism

As we know, Holocaust Denial is a major part of the Weltanschauung of the Muslim world. However, it did not start as Holocaust Denial. The world was too close to the reality of the Nazi destruction of at least 6 Million Jews to accept Holocaust Denial. There were still survivors and liberators of the camps who bore witness to the atrocities. That is why Holocaust Revisionism became the mandate of the Arab Master Plan, tailored to the victimization, not of the Jews, but of the "Palestinians," the indigenous inhabitants of the land "stolen" by the Jews. Palestinian Victimization and the delegitimization of Israel...the basis of Holocaust Revisionism. Holocaust Revisionism appears in doctoral dissertations as early as 1982. In 2018 we have the fully-grown offspring of this Arab Master Plan.

American publishing houses do not perpetuate classic Holocaust denial – the claim that the Nazis never tried to annihilate European Jewry and that Jews invented the Holocaust story in order to advance their own interests. This is not to say that our textbooks are devoid of errors in chapters devoted to the Holocaust. Major publishing houses such as Prentice Hall and Glencoe have textbooks with severely flawed material on the Holocaust. Some of the errors reveal a lack of historical verification by their editors; some have anti-Semitic overtones; others verge on Holocaust denial. What we need to examine at this time is the agenda-based Islamist Holocaust revisionism that has become prevalent in textbooks published by major and secondary publishing houses. This revisionism attributes the creation of Israel to world guilt over the Holocaust and maintains that Arabs were forced to give up land for the survivors of the Holocaust. The seeds for Islamist Holocaust Revisionism appear as early as the 1980s in doctoral dissertations written by Michel Nabti, *The Coverage of Arabs in American Secondary Schools*, Stanford University, 1981;¹⁵ Charmaine Smiklo, *American Recognition of the PLO*, Claremont Graduate School, 1982;¹⁶ Mafaz Kurdi, *Saudi Arabia (1970-1980) Oil and the Arab-Israeli Conflict*, Claremont Graduate School, 1982;¹⁷ Hisham Ahmed, *U.S. Foreign Policy & Palestinian Self-Determination*, University of California, Santa Barbara, 1989.¹⁸ The seeds of Islamist Holocaust revisionism, planted in the 1980s, have come to fruition in textbooks published by some of our most respected companies. At the root of Islamist Holocaust Revisionism is the assertion that if there had not been a Holocaust there would be no Israel.

15. Michael Nabti, "Another Zionist claim discussed by most textbooks is the issue of anti-Semitism...While nineteenth century anti-Semitism stimulated the formulation of Zionist political ideology, the anti-Semitism of Nazi Germany stimulated the mass migration of Jews to Palestine where they eventually transformed ideology into political reality," 230.

16. Charmaine Smiklo, "Many Americans are deeply imbued with sympathy for the Jews as a result of the catastrophe suffered under Hitler, but they are aware neither of the distinct sense of nationality of the Palestinian Arabs, nor of the extent of their losses or dispersion, nor of the fact that the world's recompense for the sufferings of the Jews was rank injustice to the Palestinians," 9.

17. Mafaz Kurdi, "There are some who believe in the myth that Israel is a strategic asset and ally. The Saudi view is that it is Israeli aggression and expansionist policy that will endanger United States interest and influence, and it is this same Israeli policy that will bring the Soviet Union into the Middle East. These proponents of Israel believe in morality and this morality has led them to feel committed to defend the state of Israel. They are still crying about the Holocaust. But, in the Saudi view, these victims of the Holocaust are denying the Palestinians the very morality they believe in. The Saudis insist that Israel's military occupation has corrupted its democratic ideals," 180-181.

18. Hisham Ahmed, "Zionists' zealotry appeared most dramatically in their collaboration with the Nazis...Pertinent to our study is to note that Zionist collaboration with the Nazis evolved into Zionist obstruction of efforts to change immigration laws in Western Europe and the United States which were intended to rescue persecuted Jews," 213-214.

- Pearson Education. *World History The Modern Era*, 2020

Topic 9.3 The Holocaust

P. 476 The Holocaust had a significant impact on international law. The term “genocide” for an attempt to deliberately destroy a race was created in 1944 to describe the Nazi Final Solution. Four years later, nations signed the Convention on the Prevention and Punishment of the Crime of Genocide, which established genocide as a crime that could be prosecuted in international courts.

This paragraph contains a false statement on genocide and the Holocaust. The word genocide was not created to cover Hitler and the Final Solution. The actual term in German is *Endlösung*, and the phrase “The Final Solution” is the translation. It is a short hand expression of a longer phrase *Endlösung der Judenfrage* (“final solution to the Jewish Question”) and it predated any connection to genocide. The shortened term was already in common use without reference to Jews when it was co-opted by the Nazis. In 1944, a Polish-Jewish lawyer Raphael Lemkin ¹⁹ created the word genocide to define the slaughter of the Jews. In order to imply equivalency, the words genocide and holocaust are used interchangeably. Macmillan Publishers was one of the first to use the word holocaust with the lower-case h, thereby removing the specificity of the Holocaust, i.e. the eradication of the Jewish People and creating the equivalency of all genocides. ²⁰

P. 476 As the horrors of the Holocaust were revealed, worldwide support for an independent Jewish homeland increased. On May 14, 1948, Jewish leader David Ben Gurion proclaimed the establishment of the State of Israel in the former British Palestine Mandate site of the ancient Jewish Kingdom of Israel. Many displaced Holocaust survivors immigrated to Israel to make a new start.

This is a classic of Islamist Holocaust Revisionism couched in non-violent language and therefore inoffensive. Islamist Holocaust Revisionism indoctrinates and teaches that without the Holocaust there would be no Israel and that the land was taken away from the “indigenous people” – the Palestinian Arabs. In addition, students using this textbook are given the idea that the state of Israel was just proclaimed by Ben Gurion, thereby usurping the land from the Palestinians.

19. <https://www.ushmm.org/wlc/en/article.php?ModuleId=10007050>

20. <http://www.jewishmag.com/107mag/holocaustword/holocaustword.htm>

- Pearson Prentice Hall, Upper Saddle River, NJ *United States History*, 2010

P. 833 “The revelation of the Holocaust also increased demand and support for an independent Jewish homeland. In 1948, when the Jewish community in Palestine proclaimed the State of Israel, President Truman immediately recognized the nation. The United States became perhaps the staunchest ally of the new Jewish state.”

While there is nothing false in this statement, it prepares the terrain for the assertion that if the Holocaust had not taken place, there would be no modern state of Israel.

- McDougal Littell/Houghton Mifflin, Evanston, IL *World Geography*, 2009

P. 512 “At the end of World War II, thousands of Jewish survivors of the Holocaust wanted to settle in Palestine. Palestine was considered a Jewish homeland. World opinion supported the establishment of a Jewish nation-state. Britain eventually referred the question of a Jewish homeland to the United Nations. In 1947, the United Nations developed a plan to divide Palestine into two states – one for the Arabs and one for the Jews.”

While there is nothing false here, it sets the terrain for the Islamist assertion that without the Holocaust, there would be no state of Israel.

- Pearson Prentice-Hall, Upper Saddle River, NJ *Global Mosaics*, 2004

Pp. 615-616 “After World war II, violence between Arabs and Jews in the British mandate of Palestine increased. Thousands of Jewish refugees had left Europe for Palestine. Refugees are people who flee their homeland to seek safety elsewhere. Most of the Jewish settlers were survivors of Hitler’s death camps. Together with earlier settlers, they were determined to set up a Jewish state. To both Jews and many non-Jews, Hitler’s murder of 6 million European Jews showed a need for a homeland where Jews could live in safety...Palestinian Arabs bitterly opposed the arrival of Jewish immigrants. They had no desire to lose any of their homeland to make up for wrongs done to Jews in Europe. Fighting intensified as both sides battled for control of towns and villages. Unable to end the violence, and exhausted by World War II, Britain withdrew from Palestine and turned the area over to the UN. In 1947, the UN recommended that Palestine be partitioned, or divided, into a Jewish state and an Arab state.

Zionists accepted the plan. Arabs, however, objected to giving up any territory to Jews. They regarded the plan as a violation of their right to self-determination.”

*** This is pure Islamist Holocaust revisionism. It eliminates the historical fact that this was the biblical homeland of the Jews and that Jews have always had a presence there, and in some cases a majority. The use of the vocabulary “earlier settlers” means that there were no “indigenous” Jews. Furthermore, it presents all of Palestine as Arab homeland.

Dr. Sandra Alfonsi, Truth in Textbooks

Anti-Semitic, Anti-Israel and Holocaust Revisionism, sources Submitted by Dr. Sandra Alfonsi

A. Anti-Semitism:

Judaism as a World Religion

This section reflects the presentation of World Religions in all textbooks, regardless of grade levels. Until this Pearson textbook, World Religions were taught as Judaism, Christianity and Islam, followed by Hinduism, Buddhism, etc.

B. Anti-Israel:

Bar-Siman-Tov, Yaacov, Editor. “Barriers to Peace in the Israeli-Palestinian Conflict,” 2010, Palgrave-Macmillan, 2007, Yitzhak Reiter, “Religion as a Barrier to Compromise in the Israeli-Palestinian Conflict.”

Karsh, Efraim. *Fabricating Israeli History: The ‘New Historian.’* London: Frank Cass, 2000.

Karsh, Efraim. *Palestine Betrayed.* New Haven: Yale University Press, 2010.

Lehmann, Manfred R. Dr. “The Islamic claim to the Temple Mount is very recent,” *Algemeiner Journal*, 1994.

<http://www.eretzisroel.org/~jkatz/templemount.html>

<http://sixdaywar.org/content/khartoum.asp>

C. Holocaust Revisionism:

<https://www.ushmm.org/wlc/en/article.php?ModuleId=10007050>

<http://www.jewishmag.com/107mag/holocaustword/holocaustword.htm>

Patterson, David A. *Genealogy of Evil: Anti-Semitism from Nazism to Islamic Jihad.* New York: Cambridge University Press, 2011.

Appendix C

Pro-Islamic Indoctrination

Submitted by: M. Zuhdi Jasser, M.D.

Title: American Educational System Blind Spots on Muslim Diversity

Problem: A monolithic and pro-Islamist narrative and bias in American public school textbooks is exposing our youth to a singular worldview of history, which leaves our youth and thus our nation at risk. The current process (if there is one) by which writers and publishers of school textbooks are vetted needs to be overhauled and balanced.

Background:

1. The primary influencers upon the writing, production and selection of textbooks which teach our children that world history has been dominated by American Islamist groups and leaders (those who have a world view which teaches that Muslim majority nations are best run by the Islamic state apparatus and its legal system (sharia)—political Islam).
2. Islamists believe that various forms of sharia states and their collective histories are superior to the secular liberal democratic western state and its history.
3. Their lens through which Islamists analyze educational material for all ages of children is based upon an Islamist supremacy in which there can be no critique of Islamist icons or Islamic history.
4. Any American who values diversity will help ensure that a more balanced, more diverse review of Arab and Muslim related history is taught in American textbooks and curricula.
5. Currently the perspective being taught is monolithic and whitewashes areas that need more balanced critique from a modern worldview with regards to the history of Muslim majority regions.
6. We need to be honest with our students. They are mature enough to be able to handle a more diverse representation of narratives that includes both non-Islamist and anti-Islamist points of view.
7. Many if not a majority of textbooks used in public schools are purchased from outside the United States and thus influenced by foreign institutions and operatives biased against an American world view (of freedom and liberty) with respect to our origins, history and American narrative.

8. Particular curricular or textbook topics of note in this conversation that can be bellwethers of pro-Islamist, anti-American bias are:

- a. History of Islam, the Prophet Muhammad, the first four Caliphs and the early Muslim dynasties.
- b. What Muslims believe about other religions and their 1400 plus year history of interactions.
- c. Twentieth century history of the Middle East, North Africa and other Muslim majority nations after WWII and in the post-Colonial era.
- d. The genesis of Islamist terror groups.
- e. 9-11: The history, root causes and evolution of Al Qaeda, Hamas, ISIS and other Islamist terror groups is also a bellwether about the false narrative in many of these textbooks.
- f. The genesis of dictatorships across Muslim majority nations also known as OIC (Organization of Islamic Cooperation) nations.
- g. The relative impact of western foreign policy compared to the domestic impact of military dictatorships and Islamist supremacist ideologies across Muslim majority nations.
- h. The review of the wars in Afghanistan and Iraq and any wars in Muslim majority nations are also exemplary of topics that can be dangerously biased versus reviews, which can be more balanced.
- i. Israel and its history, the Holocaust, anti-Semitism (the bias here again related to Islamist dominance in input is covered elsewhere)
- j. Our nation risks participating in the whitewashing of the realities of the current time in history the world is in without a more balanced and frankly a more American input and review.
- k. The current curricula have thus catered toward an American blindness when it comes to Islamic history. In fact, our current curricula have catered as a result toward the actual radicalization of our own domestic American Muslim communities often dominated by the anti-American narrative.
- l. Our opportunity as a nation to assimilate immigrant populations is through our diverse educational system and curricula. When our educational system presents a monolithic and singular, often anti-American narrative of history, this will actually promote a much deeper separationism rather than a better understanding and assimilation of other cultures and peoples.

Solution: Most importantly, create a task force of engaged American citizens including Muslim reformers (anti-Islamists, pro-liberty) among others who understand the Islamist worldview and its narrative.

This task force will:

1. Be tasked with implementing and sustaining systemic processes in educational textbook and curricula selection that protect a more honest and more diverse understanding of Islamic history as looked through a modern American lens.
2. Standardize the textbook and curricular narratives and increase their diverse representations of history.
3. Remove the singular Islamist bias in American public school textbooks teaching world history related to Islam and Muslims replacing them with a more balanced domestic American narrative and review of history.
4. Marginalize the influence of domestic and foreign Islamist groups in the United States on our educational curricula and textbooks and instead engage pro-American, pro-liberty minded Muslim reformers who reject Islamist ideologies and Islamist groups when developing curricula and choosing textbooks and their publishers and writers.

Pro-Islamic Indoctrination, sources submitted by Dr. M. Zuhdi Jasser

A. Schwartz, Stephen. "History Corrupted" *Weekly Standard*. August 9, 2010

B. Svirsky, Myra. "Muslim Imperialism Whitewashed in American Textbooks" *Clarion Project*. March 12, 2012.

C. Mauro, Ryan. "Report on Biased Textbooks goes to 500 Superintendents" *Frontpage Magazine*. January 3, 2012.

D. "Teaching Intolerance in Pakistan: Religious bias in Public School Textbooks" *USCIRF Report*. 2016. (I was a member of USCIRF when this report came out and it is evidence of the bias in most OIC nations about the West and radical interpretations of Islam)

E. "USCIRF Study reveals numerous passages in Saudi Textbooks inciting violence and intolerance." March 24, 2018. *USCIRF Report*. 2018 (this also demonstrates the impact of foreign texts on youth)

Appendix D

Impediments by Local School Officials

Submitted by: Dr. William Saxton

“I wouldn’t want to create the impression that I wouldn’t like the government of the United States to be Islamic at some time in the future, but I’m not going to do anything violent to promote that. I’m going to use education.” – Ibrahim Hooper, National Communications Director, *Council on American-Islamic Relations (CAIR)*; *Minnesota Star Tribune* interview, April 4, 1993.

Advocate

Citizens For National Security (CFNS) is a national nonprofit, nonpartisan, 501(c) (3) Public Charity that identifies and addresses threats to our Constitutional Republic from radical Islam, other extremist ideologies and rogue nations. It specializes in research, education and action on U.S. national security issues.

Islamist-biased content in K-12 textbooks and related instructional materials IS a national security issue!

Problem

- In our experience, most local school superintendents and school boards block attempts to introduce into their K-12 classrooms unbiased, objective and accurate textbook content and instructional materials related to Islam, Judaism, Israel, the Arab-Israeli conflict, and the Middle East in general.
- When confronted about this by their taxpaying constituents, and despite monumental efforts by these concerned citizens to identify and expound upon flaws and bias on these subjects to which K-12 children are being exposed,¹ the majority of local school officials are either indifferent, non-transparent, dishonest, uncooperative, arrogant, totally unresponsive or some combination of such transgressions.
- Typifying this national pattern are school superintendents, school boards and other school officials in cities such as San Diego, California;² Newton, Massachusetts;³ Olmsted Falls, Ohio; and Ramona, California.

Bottom Line

What our children ultimately see in their K-12 textbooks and instructional materials, and what they hear from their teachers in their classrooms, is what they believe.

Goals

- Provide to our K-12 classrooms - and discuss with and teach to our children - accurate and unbiased information about Islam, Islamism, Islamists and their worldwide influence.
- Stop local School Superintendents and School Boards from creating roadblocks to truthful, properly vetted, fair and objective content on these subjects in K-12 textbooks and instructional materials.

Recommendations

1. Creation by the *Department of Education* of Federal guidelines for treatment by local School Superintendents and School Boards of issues before them involving Islam and Islamism, Judaism, Christianity and other religions in their schools. These guidelines should foster accuracy, fairness, objectivity, balance, cooperation and transparency.
2. Consideration of issues involving Islam and Islamism, Judaism, Christianity and other religions by local School Superintendents and School Board members should be recorded at the school district level and then reviewed by the *Department of Education* to determine whether their treatment of these matters adheres to the Federal guidelines of accuracy, fairness, objectivity, balance, cooperation and transparency.
3. The Federal guidelines should include a standard that local School Superintendents and School Board members meet to demonstrate a basic and accurate understanding of Islam and Islamism, Judaism, Christianity and other religions before assuming their positions. Those guidelines should also include the formulation by the *Department of Education* of course work and testing on these subjects that provide the information necessary for school officials to gain this understanding; and, provide for end of course certification.

Impediments by Local School Officials, sources submitted by Dr. William Saxton

A. Attachment #1, an Executive Summary of the Citizens for Quality Education (CQE) findings in Ramona, California; and, Attachment #2, yet another appeal by the CQE leader to the Ramona Unified School District's Superintendent of Schools to make textbook and curriculum changes.

B. "Citizens for Quality Education San Diego" et al vs. "San Diego Unified School District" et al; United States District Court. Southern District of California; Case No. 17CV1054BASJMA.

C. "Indoctrinating Our Youth: How a U.S. Public School Curriculum Skews the Arab-Israeli Conflict and Islam," a monograph published by the Committee for Accuracy in Middle East Reporting in America (CAMERA), authored by Steven Stotsky, © 2017. Available at Amazon.com.

Appendix E

Unconstitutionality of Textbooks, A Legal Perspective

Submitted by: Michael S. Goldstein, ESQ.

This is an examination of the American institution of education, how Islam has become a part of it, and whether Islam's role in our schools is constitutional.

A determination of whether religious activity at a government institution violates the "Establishment Clause" of the First Amendment to the Constitution of the United States is based on a line of Supreme Court decisions ending with the extremely fragmented opinions in the case of *County of Allegheny v. ACLU*, 492 U.S. 573 (1989), where the nine justices wrote several differing opinions in deciding two different cases regarding the constitutionality of displaying religious symbols on public property. Justice Blackmun, writing the majority opinion, cites the earlier Supreme Court case of *Lemon v. Kurtzman*, 403 U.S. 602 (1971), which holds that a practice which touches upon religion must not advance or inhibit religion in its principal or primary effect, and that it must have a secular purpose. The courts were considering, as Justice Blackmun states, "...whether the government's display of objects having religious significance improperly advances religion."

This is a three-fold test. In order to be deemed in compliance with the Establishment Clause, a religious activity in a government forum must meet each prong of this test:

1. Must have a secular purpose
2. Its primary effect must neither advance nor inhibit religion
3. It must not entangle the government excessively with religion

Certainly Islam in the public schools, in whatever form, "touches upon" religion. Does it meet all three prongs of this test? If not, the governments, which placed it in the schools, those being the local boards of education, must bar it from their schools because the local boards would be deemed to have taken action in violation of the Establishment Clause.

Secular Purpose - Islam is in our schools, not for a secular purpose, but for the religious purpose of promoting adoption of Islam by a majority of Americans. This is evidenced, to cite only one example, by a statement by Ibrahim Hooper, National Communications Director, Council on American-Islamic Relations (CAIR). It appeared in the Minnesota Star Tribune interview, April 4, 1993.

"I wouldn't want to create the impression that I wouldn't like the government of the United States to be Islamic at some time in the future, but I'm not going to do anything violent to promote that. **I'm going to use education.**" [Emphasis added]

The goal of Islam in the United States is unitary: Islam is to become dominant. Omar Ahmed, co-founder of CAIR, stated,

“Islam isn’t in America to be equal to any other faiths, but to become dominant. The Koran should be the highest authority in America, and Islam the only accepted religion on earth.”

Interview by Lisa Gardiner, San Ramon Valley Herald, ‘American Muslim leader urges faithful to spread Islam’s message,’ July 4, 1998

The Muslim Brotherhood, of which CAIR is an affiliate, states in its Explanatory Memorandum, that the Brotherhood’s

“... work in America is a kind of grand Jihad in eliminating and destroying the Western civilization from within and "sabotaging" its miserable house by their hands and the hands of the believers so that it is eliminated and God's religion is made victorious over all other religions.” <https://www.investigativeproject.org/documents/misc/20.pdf>

Thus, with the assistance of Muslims (the believers) infiltrating our American institutions, those institutions will destroy Western civilization from within, so as to make Islam “victorious over all other religions” in North America. Here is how this has been made to work in the American institution of education.

Our schools’ textbooks are replete with laudatory emphasis on the Muslim religion. This bias is set forth at great length and in minute detail in Appendix B to this White Paper, *Anti-Semitic, Anti-Israel and Holocaust Revisionism* authored by Dr. Sandra Alfonsi. To take just one example of hundreds, ***Modern World History: Patterns of Interaction***, McDougal Littell, 2005, Pages 14-15, declares,

“Muhammad’s teachings, which are the revealed word of God ..., are found in the holy book called the Qur’an.”

“According to the New Testament, Jesus of Nazareth was born around 6 to 4 B.C.”

“According to Jesus’ followers, he rose from the dead...”

The declarative phrasing of the first textbook quotation creates the impression that Muhammad’s teaching from the Quran is factual. “Teachings which are the revealed word of God” leaves no doubt that the writer wishes to create the impression that Muhammad’s teaching from the Quran is the absolute truth.

The phrasing of the second quotation qualifies the veracity of the Bible because the adverb “according” appears to dismiss the authority of the Bible. In fact the Bible is at least 2000 years older than the Quran and prophesies regarding the coming of Christ were written at least 700 years before the birth of Christ.

The reference to Muhammad’s teaching should properly say, “*According* to Muhammed, author of the Qur’an, that book is the revealed work of God.”

Taken together, inclusion of these three quotations in the textbook demonstrates its non-secular, wholly religious, purpose, which is to convince the reader of the “revealed truth” of Islam, while at the same time advancing Islam as being superior to Christianity.

Advance or Inhibit Religion – The textbook studies by PJTN and others demonstrate that the primary effect of the favorable way in which Islam is portrayed in our textbooks, especially in light of the less favorable way in which Christianity is portrayed, is to advance religion, and a particular religion, Islam. This is clearly demonstrated in the example set forth above, ***Modern World History: Patterns of Interaction***, McDougal Littell, 2005, Pages 14-15, which is illustrative of many more examples.

Government Entanglement with Religion - Local boards of education are inextricably entangled with providing religious instruction in their schools, as are the teachers, all government employees. The boards approve the curricula, and once they have done so, they fight tooth and nail against transparency and against any effort by parents to determine the accuracy of the content and instructional materials related to Islam. See, for example, *Impediments by Local School Officials*, Dr. William A. Saxton, Chairman, Citizens For National Security. See also, *Corrections to Islam-Biased Content in Florida’s K-12 Textbooks*, Teacher’s Guide, by William M. Korach, II and Dr. William A. Saxton, February 2012.

CONCLUSION

The manner in which Islam is presented to our K-12 students clearly violates each prong of the Supreme Court mandated test for compliance with the Establishment Clause of the First Amendment of the Constitution of the United States. Local school boards which mandated and allowed this practice and these material to enter their schools should be compelled to remove them immediately, before another generation of our children is harmed.

***Unconstitutionality of U.S. Textbooks: A Legal Perspective*, sources submitted by Michael Goldstein, Esq.**

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E. <https://www.investigativeproject.org/documents/misc/20.pdf>

F. *Modern World History: Patterns of Interaction*, McDougal Littell, 2005, Pages 14-15

Appendix F

Title VI of the Higher Education Act: An Anti-Israel & Anti-American Education Submitted by: The Endowment for Middle East Truth (EMET)

Introduction

Anti-Semitism at university campuses is on the rise, as pro-Israel and Jewish students are often subject to harassment and intimidation. Many universities continue to hold annual “Israeli Apartheid Week” to delegitimize and disseminate lies about Israel, and an increasing number of student governments have introduced resolutions to divest from Israel. Furthermore, there is an increasing amount of incidents of faculty members and academic associations that have endorsed an academic boycott of Israel. These hostile activities, and the advancement of the Boycott, Divestment, and Sanctions (BDS) movement, are at times supported or inspired by university departments and faculty funded by the Department of Education under Title VI of the Higher Education Act (HEA). Specifically, Title VI-funded National Resource Centers (NRCs) on the Middle East – at some of our nation’s prestigious universities - incite anti-American, anti-Israel and pro-Islamist rhetoric, substituting politicized propaganda for facts and diverse perspectives. These Middle East Centers also conduct K-12 teacher training workshops, which often use curriculums hostile to U.S. foreign policy and the State of Israel, encourage teaching Islam in the classroom, and are replete with a one-sided, highly biased agenda, which elicits sympathy for violence and terrorist organizations. Thus, these biases trickle down to our most vulnerable youth.

Background

The Higher Education Act (HEA) was signed into law on November 8, 1965, with the intent of strengthening the educational resources of American universities and colleges and providing financial assistance for students in postsecondary and higher education. Title VI of HEA – “International Education Programs” - authorizes the Secretary of Education to fund foreign language and area studies (FLAS) at colleges and universities, and National Resource Centers (NRCs), or regional studies centers. The goal of these centers is to produce graduates with language expertise and knowledge to contribute to defending U.S. national security interests.

\$22,743,107 was awarded to 96 NRCs in the Fall of 2018 by the Department of Education (DoE). Of that amount, more than \$3.4 million was awarded to Middle East NRCs at 15 universities and more than \$13 million will be provided to these Middle East NRCs for the entire grant cycle of 2019-2021. Universities currently receiving Title VI funds for their Middle East NRCs are: Columbia University; Duke University, George Washington University; Georgetown University; Indiana University; New York University; University of Arizona; University of California, Berkeley; University of California, Los Angeles; University of Chicago; University of Michigan; University of Pennsylvania; University of Texas, Austin; University of Washington; and Yale University.

Under Title VI, NRCs are required to extend their activities by creating programs of “public outreach,” including K-12 teacher training programs. The training materials and curricula in Middle East studies are partially supported and influenced by Saudi money and Saudi-funded organizations. Some of the training materials include essays by Islamist radicals who advocate for terrorism, and textbooks painting Israel and the West as colonial powers.

On June 19, 2003, the Subcommittee on Select Education, Committee on Education and the Workforce of the U.S. House of Representatives conducted a hearing to examine the charges of bias in the international and foreign language programs funded under Title VI. Testimony provided by Stanley Kurtz, then a research fellow at the Hoover Institution of Stanford University, offered detailed evidence of how a large number of Title VI funded programs, mainly in Middle Eastern Studies, are extremely critical of U.S. Foreign Policy. Kurtz explained that the main theory dominating Middle Eastern Studies at university campuses is “post-colonial theory,” founded by the late Columbia University professor Edward Said. The theory focuses on the premise that there is a Eurocentric prejudice against the Arab and Muslim people. The anti-American, political biases stemming from Said’s work were also found in teacher training workshops; for example, K-12 teachers at a workshop sponsored by the Title VI-funded Middle East Center at the University of California, Santa Barbara, were assigned reading materials extremely critical of U.S. policy.

Kurtz recommended the creation of a supervisory board to oversee Title VI, as well as additional oversight protections, such as holding public hearings on Title VI activities. In 2007, the National Research Council for the National Academies prepared a report on Title VI at the request of Congress. The report recommends increased oversight, reporting and measurement to ensure accountability of the use of Title VI funds.

The Higher Education Opportunity Act (HEOA) was signed into law in August 2008, revising and reauthorizing the HEA. Among other provisions, the new law 1) Requires Title VI grantees to conduct post-graduation placement surveys to determine “postgraduate employment, education, or training;” 2) Requires federally subsidized academic programs to “reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs;” and 3) Requires the Secretary of Education to consult with a wide range of government agencies to find out what are the languages of national need.

The Endowment for Middle East Truth (EMET) was instrumental in including the “diverse perspectives” requirement into the law, in an attempt to ensure that Title VI grant recipients do not utilize their academic power and authority to teach a one-sided, biased point of view. Nonetheless, research shows that grant recipients, and the Department of Education, have largely ignored their statutory requirements to provide “diverse perspectives.” Middle East NRCs continue to abuse and misuse funds, instead using them to advocate for the BDS movement, promote programming that is hostile to both America and Israel, and provide teacher training materials and workshops that whitewash terrorism and radical Islam, and create a false narrative of U.S. foreign policy towards the Middle East.

EMET and a number of other non-profit organizations including the AMCHA Initiative and the Louis D. Brandeis Center for Human Rights Under the Law have diligently been working to hold universities accountable for violating the law, and to make legislative changes to Title VI to remedy the biases.

Following a number of meetings with the DoE, the Department is now giving more consideration to the 2008 amendments of "diverse perspectives and a wide range of viewpoints" when evaluating applications for funding under Title VI of HEA.

Also, in part due to EMET's educational efforts on Capitol Hill, legislative changes were finally made in an attempt to remedy Title VI within the Promoting Real Opportunity, Success, and Prosperity through Education Reform Act," also known the "PROSPER Act," H.R 4508. The PROSPER Act, which passed the House Education & Workforce Committee December 13, 2017, is the new name for the Higher Education Act (HEA). The new language within the PROSPER Act creates accountability for universities and Title VI-funded programs – including the NRCs – that fail to comply with the "diverse perspectives" requirement, including the possibility of losing funding. EMET also prompted an amendment within Title VI, which states that any Title VI-funded program "shall not promote any biased views that are discriminatory toward any group, religion, or population of people." Despite this victory, the PROSPER Act needs to be reintroduced in the 116th Congress, will need to be voted on by the entire House, and a companion bill will need to be introduced and passed in the U.S. Senate.

Examples of Title VI Biases and Misuse of Funding at Universities

It is significant to note some examples of the Title VI biases that occur at universities; often-times these same Middle East faculty members and programs influence the Title VI-funded K-12 teacher training materials and workshops.

- Eight out of the 15 Title VI-funded directors of the Middle East National Resource Centers have publicly endorsed an academic boycott of Israel; two of whom have endorsed an academic boycott-compliant call to shut down UC Israel Abroad programs.
- A study produced by the AMCHA initiative on anti-Semitic discourse and anti-Israel bias in public events sponsored by UCLA's Center for Near East Studies (CNES) over a three-year period, from 2010 – 2013, concludes that CNES events disproportionately focused on Israel and the Israeli-Arab conflict, with 93% of events on Israel being anti-Israel, and 75% displaying anti-Semitic discourse.
- Title VI funding continues the narrative of Edward Said's post-colonial theories. Columbia University's Title VI-funded Middle East Institute boasts Rashid Khalidi as its "Edward Said Professor of Arab Studies." Khalidi engages in double speak, utilizes PLO propaganda, and has served as apologist for terrorist organizations.

- Some Title VI-funded NRCs team up with other NGOs to host anti-Israel teacher training workshops. In October 2015, Georgetown’s Center for Contemporary Arab Studies hosted a teach-in for K-14 teachers and the public on Gaza featuring speakers who have defended Hamas and support the BDS movement. The event was co-sponsored by the World Affairs Council and the Jerusalem Fund.
- UC Berkeley’s Hatem Bazian, a lecturer at UC Berkeley’s Department of Near Eastern Studies, which is a part of the Title VI-funded Center for Middle Eastern Studies, has a history of making incendiary comments about Jews, including his anti-Semitic remarks allegedly made during the 1990s at San Francisco State University. Bazian co-founded the oftentimes anti-Semitic and pro-BDS student organization, Students for Justice in Palestine (SJP), and is the chairman of the radical anti-Israel organization, American Muslims for Palestine (AMP). AMP was the topic at a Congressional hearing on BDS in April 2016, which exposed the organization as one of the main funders of the BDS movement, as well as for having ties to the terrorist organization Hamas.
- Bazian also heads UC Berkeley’s Center for Race and Gender Islamophobia Research and Documentation Project (IRDP); Bazian offered students the opportunity to attend a “Palestine De-Colonial Summer School” trip to Turkey in 2016 through the IRDP. The Summer School focused on looking at Zionism as a “colonial, racial and Euro-centric Project,” and exploring “Palestinian resistance to colonization.”
- The Title VI-funded Center for Middle Eastern and North African Studies (CMENAS) at the University of Michigan (UM) held a “Teach-in Town Hall” on the BDS movement, on October 29, 2018, only several weeks after two UM instructors refused to write letters of recommendations for students because they planned to study abroad in Israel. CMENAS’s director Samer Mahdy Ali said the Town Hall would feature a “teach in” portion that “is decidedly pro-BDS.” In hosting the event, CMENAS and its director abused its Title VI-funding by failing to fulfill the “diverse perspectives” requirement; the Center also contradicted what it noted in its grant application for funding, which had stated that the University maintains ties to Israeli universities.

Examples of Title VI-Funded Biases on the K-12 Level

- Yale University’s Title VI-funded Council on Middle East Studies’ resource library on the Middle East includes *The Arab World Studies Notebook* by Audrey Shabbas. The book is published by the Middle East Policy Council, which receives funding from Saudi Arabia, and the Arab World and Islamic Resources and School Services, funded by Saudi Aramco. The book is extremely anti-Israel, and includes statements that demonize the Jewish State.

- For example, the book features a poem called “Identity Card” by Mahmoud Darwish, which states “I am an Arab...You have stolen the orchards of my ancestors.” Shabbas has claimed that the Notebook has been distributed to more than 10,000 teachers.
- Indiana University Bloomington's Title VI-funded teacher training resources on the Middle East, on the roots of Islamism, includes a document that portrays the Muslim Brotherhood and Sayyid Qutb in a positive light. Qutb was an Egyptian fundamentalist whose teachings inspired Osama bin Laden, and who advocated for Islamic holy war and the use of violence against the West. The document also includes excerpts from a book by Yusuf al-Qardawi, who advocates for suicide bombings and has been listed on the terror lists of Saudi Arabia, Egypt, the UAE and Bahrain.
- Arizona’s Title VI-Center for Middle East Studies’ (CMES) resources for educators on the K-14 level include a document on the “Overview of the Palestinian-Israeli conflict.” The document is extremely biased against Israel, stating, “As a result of the settlements, Palestinians lost more of their land. In addition, the settlements have created conflict by establishing armed settlers and Israeli troops within the occupied territories and by drastically limiting Palestinians’ freedom of movement...Palestinian civilians are frequently the victims of settler violence, and Palestinian guerillas have struck back by killing civilians within Israel.”
- Another document for educators from Arizona’s CMES mischaracterizes the oppression of women in the Muslim world, while stating: “The question of the social/political status of women can be looked at in many different ways. For example, American women DO have lots of rights, but there has never been a female president – while in the Muslim country of Pakistan, there HAS been a female prime minister.”
- George Washington (GW) University’s Title VI-funded Middle East Institute includes teacher-training materials on terrorism, including one on the 9/11 attacks titled “The War on Terrorism Begins.” The piece examines the “...reason Middle Eastern terrorists have targeted Americans...” including: “American support for Israel”
- Included in GW’s learning and teaching resources is an article from *The New York Times* called “The Past 50 Years of Israeli Occupation. And the Next,” by Nathan Thrall. Thrall blames the U.S. and Israel for the failure of the peace process, stating “...The United States and its allies pay lip service to the need to end the occupation, but do nothing to steer Israel from its preferred option of perpetuating it: enjoying the dowry, denying the bride.”

- Georgetown University's Title VI funded Center on the Middle East and North Africa holds K-14 "outreach" events for educators, which also receives funds from Saudi Aramco. On October 6, 2018, the Center held a "Workshop on Award-Winning Palestinian Films Nalia & the Uprising and Budrus;" the films cover the First Intifada and the "Palestinian right to self-determination," as well the "separation wall."
- Georgetown's Title VI-funded Middle East Center also held events for educators in the Fall of 2018 covering Palestinian films and arts; current events in the Arab world; and films from the Arab world.

**The above are just a few examples, among hundreds, of biased, K-12 teacher training workshops and materials.*

Misuse of Title VI-Funds & Recommendations

Misuse of Funds: It is a violation of federal law for universities and faculty members to use Title VI funds to promote a politicized, biased agenda. The law requires that Title VI programs "reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs," which, as evidenced by the above examples, the Middle East National Resource Centers (NRCs) fail to do. Additionally, these Centers are also required by law to give assurances that they will "maintain linkages with overseas institutions of higher education and other organizations that may contribute to the teaching and research of the Center." When the director or faculty members of these NRCs pledge support for an academic boycott of Israel, they are removing any assurances that they will maintain ties with any Israeli institution of higher education, and are, arguably, also violating the "diverse perspectives" requirement. As noted previously, more than half of the Title VI-funded directors of the Middle East National Resource Centers have publicly endorsed an academic boycott of Israel; two of who have endorsed academic boycott-compliant calls to shut down UC Israel Abroad programs. Furthermore, many of these Centers have organized and funded events promoting the academic boycott of Israel.

Recommendations:

- The Department of Education should issue a statement informing NRC directors and faculty members that advocating an academic boycott of Israel, or any country within the Center's purview, is a violation of the law and of the legislative intent of Title VI of HEA. Such a violation shall result in defunding these Centers.
- Congress should halt any funds going toward Title VI NRCs that have faculty members, directors or programs that support the BDS movement or an economic and or academic boycott of Israel, and which do not offer alternative viewpoints on the matter. Before Title VI of HEA is reauthorized, statutory language may be included within the law stating that Title VI-funded Centers which support academic boycotts of any country within the Center's purview will be denied funding under Title VI.

Misuse of Funds: As noted in the previous sections, the “diverse perspectives” requirements has been ignored by universities, and until now, the Department of Education; and the anti-American and anti-Israel biases at universities, and on the K-12 level, have worsened. U.S. taxpayer dollars are helping to support these biased programs and content. This despicable rhetoric trickles down to our most vulnerable youth, through teacher training workshops for teachers on the K-12 level, and resource materials for teachers. The training materials and resources are also partially supported and influenced by Saudi-founded organizations, creating more cause for concern.

Recommendations:

- Congress should eliminate the requirement of Title VI-funded Centers to conduct “outreach programs” and teacher training workshops. The evidence overwhelmingly shows that Middle East Centers engaging in outreach activities to educators on the K-12 level are perpetuating anti-Israel and anti-American biases. Furthermore, Saudi Arabia’s infiltration of these workshops –and activities – by helping to design course materials – only further exacerbates the problem.
- Congress should, at the very least, eliminate funding for the “outreach programs” and teacher training workshops of the Title VI-funded Middle East Centers, until a comprehensive Congressional investigation in the matter is complete.

Conclusion

The legislative intent of Title VI of HEA was to establish language and area studies centers to produce graduates that can better serve our nation’s national security interests. But the Title VI grant program, as it currently exists, no longer educates and inspires American students to do so. Instead, many Title VI-funded programs help perpetuate the narrative that the United States is at fault for all of the ills occurring in the Middle East, and that Israel is a liability to the United States, rather than an ally.

At colleges and universities across America, Jewish and pro-Israel students are bullied, harassed and often afraid to express any pro-Israel sentiments. Oftentimes, Title VI-funded Middle East Centers, and affiliated faculty, contribute to this environment. For decades, Title VI grants have supported some programs, faculty, and K-12 teacher training resources that advocate for the destruction of Israel and the BDS movement, whitewash terrorism and create a false narrative of U.S. foreign policy in the Middle East. BDS activity on campuses – including anti-Israel divestment resolutions – is also contributing to the rise of anti-Semitism on campuses. An AMCHA Initiative report states, “The primary sources of anti-Semitic activity are anti-Israel students and faculty who support an academic boycott of Israel.” Additionally, some students and faculty that actively shut down pro-Israel events are affiliated with Title VI-funded Middle East Centers. Perhaps most notably, Students for Justice in Palestine (SJP), a vehemently anti-Israel campus organization with a track record of creating a hostile environment for Jewish students, receives support from the organization’s co-founder Hatem Bazian, a lecturer who is a part of the Title VI-funded Center for Middle East Studies at UC Berkeley.

The requirement of Title VI-funded Centers to conduct “outreach programs,” including K-12 teacher training workshops, is contributing to our youth’s anti-Israel and anti-American education. Many of the materials for educators encourage teaching religion in the classroom, and are replete with a one-sided, highly biased agenda, which elicits sympathy for terrorists, and is sharply critical of American foreign policy toward the Middle East. Also troubling, “outreach coordinators or teacher-trainers at a number of university Middle East Studies centers have themselves been trained by the very same Saudi-funded foundations that design K-12 course materials,” Stanley Kurtz reports.

It is past time that the Department of Education, Members of Congress, educators and the American populace call for the reformation of Title VI of HEA. Not only do U.S. college students and K-12 students deserve to receive a balanced education on the Middle East, but American Jewish students have the legally mandated right to be protected from the virulent rise of anti-Semitism on our campuses to which our federally tax payer dollars are helping to support.

Final Recommendation

It is apparent that this entire statutory scheme has been misused and perverted into a program, which achieves the exact opposite of its original statutory intent, which was to enhance U.S. national security. EMET is under no illusion that this vast bureaucracy, with its leftist and Islamic administrators and professoriate, is at all amenable to revision, which would, for the first time, establish it on its mandated statutory track.

EMET therefore advocates that DOE request Congress to amend the statute to eliminate these programs in their entirety, and to funnel the funding thereby released into an expansion of the long term successful military language programs of the Defense Language Institute, which have been ongoing since the middle of WWII. This will achieve the statutory and desperately needed objective of enhancing national security.

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Appendix G

Proposed Recommendations for Next Steps

Submitted by: Dr. Shmuel Katz

1. Investigate and expose the actions and financial resources of organizations including, but not limited to, CAIR, the Muslim Brotherhood and its affiliated organizations, and other organizations which are undermining the U.S. educational system.
2. Publish a list of textbooks in all subjects which contain inaccurate information; that exploit the system and teach inappropriate values; and that promote dissent and undermine the values of tolerance and unity among the citizens of the USA.
3. Develop relevant criteria to evaluate teachers and publish lists of educators who teach inaccurate/biased information/material.
4. Expose the highjacking of the training programs used to indoctrinate teachers with wrong values, which will be used later to indoctrinate their students.
5. Present a list of valuable books and original papers that can be recommended to schools for their eventual use.
6. Present a list of good and reliable teacher training programs that could be used.
7. Recommend establishing a voucher system, which will give to the students and their families the option to choose schools where the education will promote patriotism, positive relationships between the students and a better overall education. This too, should help secure a better individual and a better national future.
8. Identify professional educators that could be a part of a task force that will be able to follow up on these recommendations and work within a reasonable timetable in order to be able to create and publish the lists with the relevant recommended information as soon as possible.

Appendix H

Supporting Documents and Recommendations

1. Policy Recommendations by PJTN to U.S. DoEd
2. Freedom of Conscience Defense Fund Position Paper, Discriminatory "Anti-Islamophobia" Bullying Initiatives
3. FBI 2016 Hate Crimes Statistics Report
(Attachment 1, Pp. 109-115)
4. The Muslim Brotherhood's Strategic Plan for America
(Attachment 2, P. 116)

WHITE PAPER SUBMISSION TO UNITED STATES DEPARTMENT OF EDUCATION

Policy Recommendations by PJTN to US DoEd

Proposed to Laurie Cardoza-Moore By

**MICHAEL S. GOLDSTEIN, ESQ.
LIEUTENANT COMMANDER, USNR (Ret.)
GENERAL COUNSEL AND STATE OF OHIO DIRECTOR
PROCLAIMING JUSTICE TO THE NATIONS**

Proclaiming Justice to The Nations (PJTN) recommendations to the United States Department of Education regarding what it should adopt and promulgate as DoEd policies concerning the teaching of Islam in K-12 education in American schools.

I noted in my portion of the PJTN White Paper that the teaching of Islam constitutes religious activity at a government institution, our schools. The teaching materials the schools use, including many of the textbooks, violate the “Establishment Clause” of the First Amendment to the Constitution of the United States.

In addition to the unconstitutionality of Islam as presented in our schools today, we have also shown that the purpose of Islam in America is to supplant the United States Constitution in its entirety. This goal summed up by Omar Ahmed, co-founder of CAIR (Council of American Islamic Relations), when he stated,

“Islam isn’t in America to be equal to any other faiths, but to become dominant. **The Koran should be the highest authority in America**, and Islam the only accepted religion on earth.” Interview by Lisa Gardiner, San Ramon Valley Herald, ‘American Muslim leader urges faithful to spread Islam’s message,’ July 4, 1998 [Emphasis added]

The overall policy of DoEd should be to support the removal of the proselytization of this system of civilization and government from our schools. To accomplish this, DoEd should promulgate policies which:

- Encourage the legislatures of the states of the United States to create statutory standards for teaching about Islam, Christianity, Judaism and other religions in their public schools which require accuracy, fairness, objectivity, balance, cooperation and transparency of the materials and methods used to do so.

- Encourage the legislatures of the states of the United States to adopt legislation requiring that the consideration of all issues involving Islam, Christianity, Judaism and other religions by local School Superintendents and School Board members be recorded and otherwise documented.
- Encourage the legislatures of the states of the United States to adopt legislation requiring that prior to considering issues involving Islam, Christianity, Judaism and other religions in their schools, local School Superintendents and School Board members demonstrate a basic and accurate understanding of Islam, Christianity, Judaism and other religions and their goals in the United States.
- Encourage the legislatures of the states of the United States to adopt legislation requiring that local School Superintendents and School Board members be completely open, transparent, timely and cooperative with constituents of their school districts who express a desire to review and analyze textbooks, curricula and teaching methods. Penalties for lack of substantial compliance should be included in the legislation, as should a private cause of action for non-compliance. For states which have a state statute substantially similar to the Federal Freedom of Information Act, the requirements of this policy would be in addition to those of such act.

Further, DoEd should:

- Create model bills for consideration and passage by state legislatures in each of the subject areas set forth above.
- Defund all present programs which present Islam, Christianity, Judaism and other religions in our schools in an unconstitutional and/or proselytizing manner.
- Consider funding new programs which will encourage the teaching about Islam, Christianity, Judaism and other religions in an accurate, fair, objective and balanced manner.

Discriminatory “Anti-Islamophobia” Bullying Initiatives

Daniel J. Piedra, J.D., Executive Director, Freedom of Conscience Defense Fund (FCDF)

Background:

- In recent years, the Council on American-Islamic Relations (CAIR), a self-described Muslim civil rights organization, has been pressuring school districts to adopt “anti-Islamophobia” programs that provide Muslim students with special accommodations and empower CAIR to revise school curricula to ensure a more “inclusive” and “favorable” portrayal of Islam.
- CAIR claims that anti-Muslim bullying is an epidemic, but there is little credible evidence of it. In fact, state and local educational agencies report a higher rate of anti-Semitic bullying than that of any other group.

Problem:

- In April 2017, the San Diego Unified School District (SDUSD) designed and launched an “anti-Islamophobia initiative” as a joint venture with CAIR’s California chapter. The initiative elevates Muslim students as a protected class and delegates government authority to CAIR in significant policy and administrative matters.
- FCDF is representing *pro bono* five families and two local community organizations, including Citizens for Quality Education San Diego, in a federal civil rights lawsuit challenging the constitutionality of the Initiative. FCDF argues, among other claims, that singling out a religious sect for favorable treatment violates the First Amendment’s Establishment Clause.
- Favoring Muslim students sends a message to non-adherents that they are outsiders, while it sends a similar message that Muslim students are the privileged student group in the student community.
- Likewise, allowing CAIR, an anti-Semitic terrorist organization, to proselytize to students and take control of government decision-making is a threat to the safety and well-being of our public school-children.

Status:

- In September 2018, the federal judge denied our motion for a preliminary injunction, which asked the court to prohibit CAIR from operating in SDUSD schools until the case is decided. The judge remarkably held, without citing to any court precedent, that the program does not single out Muslim students for special protections because its focus is not on Muslims and Islamophobia but on behavior and conduct. The court judge also held that the district’s relationship with CAIR does not aid the Islamic organization’s agenda because the school board purportedly backed away from a formal partnership with CAIR.
- In October 2018, FCDF filed a motion asking the judge to reconsider her order denying the preliminary injunction on the grounds that the court overlooked critical facts and misapplied First Amendment jurisprudence as set forth by the U.S. Supreme Court. FCDF also filed a motion to file a second amended complaint, which sets forth new incriminating allegations based on facts that have been developed since the last complaint’s filing. These motions should be ruled on by December 2018. In the meantime, FCDF will move forward with the litigation to proceed to trial.
- In March 2019, FCDF reached an unprecedented settlement agreement with the San Diego Unified School District to resolve its federal lawsuit challenging the constitutionality of the District’s “Anti-Islamophobia Initiative.” The school board adopted the Initiative in response to false claims by the notorious Council on American-Islamic Relations (CAIR) that President Trump’s election triggered an outbreak of anti-Muslim bullying.
- This is a tremendous victory against radical Islamic indoctrination in America’s schools. This settlement agreement will serve as a warning to politically correct school boards nationwide to think twice about partnering with CAIR.

Appendix I

Additional Resources

Blumenfeld, Samuel, and Alex Newman. *Crimes of the Educators: How Utopians are Using Government Schools to Destroy America's Children*. WND Books, 2015.

"Disinformation and Bias in K-12 Education." *Focus On Israel*, PJTN, Inc., TN, Sept. 2015.

Faithkeepers: Be your Brother's Keeper. Directed by Micah Smith, 2016.

Honor Diaries: Culture is No Excuse for Abuse. Directed by Micah Smith, 2014.

Jasser, M.D., M. Zuhdi. *A Battle for the Soul of Islam: An American Muslim Patriot's Fight to Save His Faith*. New York, Simon & Schuster, Inc., 2012.

Stotsky, Steven. *Indoctrinating Our Youth: How a U.S. Public School Curriculum Skews the Arab-Israeli Conflict and Islam*. Boston, CAMERA, 2017.

The Third Jihad: Radical Islam's Vision for America. Directed by Wayne Kopping and Erik Werth, 2008.

Tobin, Gary A., and Dennis R. Ybarra. *The Trouble with Textbooks: Distorting History and Religion*. Lexington Books, 2008.

APPENDIX J

Additional References, sources submitted by Dr. Shmuel Katz

There should be special attention given to the following entities that are interested in undermining the American civil society:

1. The Muslim Brotherhood which is trying to glorify Islam and Sharia Law to the detriment of all others. They have a long term plan to take over our society.
2. The Radical Globalists who are trying to break down local governments, to the benefit of some utopia that a central world government will be able to control all the resources of the world and distribute them equally among all people. They ignore the classical attempt to do just that, via the so called "United Nations," which is not United, is not composed of free Nations and is not looking out to all the citizens of the world. George Soros and the organizations that he supports are at the forefront of this destructive force.
3. The Radical Leftist and Anarchistic Ideologies who are ignoring the failure of lawless societies. Many of them are teaching today even in American Universities.
4. The Radical Socialist movements that ignore the failure of dictatorial governments in the Soviet Union, Cuba, Venezuela and others, are trying to influence our population. Their motives may be related to self serving reasons, which may cater to oblivious populations.
5. The Attempts by foreign governments that would like to undermine the social structure and stability of the USA, like Russian, China and Saudi Arabia. Some relevant information became available by some secret services and by defectors from those countries.

Please note the following references:

The following is a video with amazing documentation and recommendations, exposing "Newton High" in Massachusetts, by the "Americans for peace and Tolerance on Campus" group. Charles Jacobs is the President of this group
<https://www.youtube.com/watch?v=JpSP0InxZY0&feature=youtu.be>

The following is a report from CAMERA from the Spring of 2017
<https://www.camera.org/wp-content/uploads/2018/09/Monograph-Spring-2017.pdf>

Currently, many students are intimidated by their professors who go beyond their educational duties, to present their own beliefs and ideologies:

A recent search by McLaughlin and Associate from Yale University, November 11, 2018, show that many of the college students are afraid to disagree with their professors.

<http://mclaughlinonline.com/2015/10/26/the-william-f-buckley-jr-program-at-yale-almost-half-49-of-u-s-college-students-intimidated-by-professors-when-sharing-differing-beliefs-survey/>

There is a book by David Horowitz which is calling out the 101 most dangerous Professors in the USA:

<https://www.conservativebookclub.com/book/professors-101-most-dangerous-academics-america>

Looking into the research which was done about the Radical Agenda of the Muslim Brotherhood for the USA may help us address similar dangers from other entities too.

An impressive example of "What is to be done to save the USA" can be found in a very detailed web site which presents a 10 Parts educational program about the plan of the Muslim Brotherhood in the USA. <http://www.muslimbrotherhoodinamerica.com>

The Introduction to the informative course can be found at:

<https://www.youtube.com/watch?v=ul2hpEOngyo&list=PLF834C7965BEA6BCC&t=0s&index=2>

Part #10 of this program, is presenting a detailed plan of specific actions, that should be taken to save the USA from harm. These ideas may provide important ideas about how to address similar dangers from other origins too: <https://www.youtube.com/watch?v=Lak8PLuI0gU&list=PLF834C7965BEA6BCC&index=13&t=0s>

Please review the actions taken by the U.S. Courts in the following cases:

- The recent reports from the court ruling in Texas about the text books (Truth in Textbooks).
- The report from the El-Arian Trial in Florida addressing The Holy Land Terror Funding Trial.

The Muslim Brotherhood Strategic Plan for the USA:

https://clarionproject.org/muslim_brotherhood_explanatory_memorandum/

<https://www.justice.gov/opa/pr/federal-judge-hands-downs-sentences-holy-land-foundation-case> .

Out of control Propaganda in Mosques should be addressed as they greatly influence the minds of the oblivious people, against the USA and its allies:

Boston Imam Abdullah Faaruuq: "Europeans, go home; America is the Land of the Coward and the Home of the Slave"

<https://www.memri.org/tv/boston-imam-abdullah-faaruuq-america-land-of-coward-home-of-slave>

The Muslim Brotherhood's Reach into Michigan:

<https://clarionproject.org/the-muslim-brotherhoods-reach-into-michigan/>

2018 Colorado News Report on Fuqra: Terror in the Rocky Mountains - Some of them integrated into educational projects. (See the end of the video)

https://www.youtube.com/watch?time_continue=21&v=HVZtvqF_vSM

Incitement to kill Jews by an Imam in Texas:

<https://israelvideoupdates.com/you-will-be-shocked-to-see-what-an-imam-in-texas-is-openly-spewing/?omhide=true>

The presentations by a defector from the Soviet Union's KGB will give you an inside story into the ways that they were planning the disintegration of the USA from within in 15-20 years. The scary part is that this presentation was given in 1985 and it feels as if it was presented today!!

Bezmenov on demoralization in America:

<https://www.youtube.com/watch?v=qlpODYhnPEo>

Equality is a lie and that's OK:

<https://www.youtube.com/watch?>

KGB Yuri Bezmenov Deception Was My Job:

<https://www.youtube.com/watch?v=791tx2ex8rM>

KGB Yuri Bezmenov - Full Interview & Lecture - HQ:

<https://www.youtube.com/watch?v=pzeHpf30YQY>

I am sharing with you some information about a dangerous trend which, if not stopped, will have serious effects on the free world as we know it and on the USA, and eventually on Canada.

Unfortunately, the general attempt to influence oblivious people and the current infiltration of the Radical Muslim agenda, into the public schools in the USA is very extensive:

1. It was proven and documented by Proclaiming Justice to The Nations (PJTN) that this agenda is nationwide, and due to this fact, they initiated the "National Textbook Campaign." One of the major publishing companies that is distributing the books to the schools, is the Pearson Publishing Company. They and their affiliates, deliver millions of books contaminated with anti-Christian and anti-Jewish, but with pro-Muslim information, all over the nation.
2. In addition, a current anti-Semitic program in Los Angeles and Orange County, California, is involving the entire teacher body who educates children from K-12. This program evoked the need for a call for action also by StandWithUs.
3. There are too many reports from high school students and University students, who confirm these evolving trends even today. The video documentations of the violence on the various campuses and their wicked leaders, are overwhelming.

This problem started blowing up already several years ago, and it is still evolving and going on today, across the country, despite promises from the Pearson Publishing Company and its affiliates to remove offensive material from their books.

Please see the following links and articles about the calculated infiltration of the "Muslim Brotherhood" into the USA, and into the LAUSD educational program, to indoctrinate US educators in the LA region, and an article about the danger of anti-Semitism.

<https://www.centerforsecuritypolicy.org/the-muslim-brotherhood-in-america/>

<https://www.actforamerica.org/>

Unfortunately the problem is getting worse even in the USA, due to oblivious population.

Radical Muslims Deception and Naive People, Endangers Jews and Non Jews Alike:

A Call to Wake Up

<https://www.israpundit.org/charles-jacobs-moment-leftist-rabbis-endanger-jewish-community/>

<https://www.memri.org/reports/sermon-raleigh-north-carolina-mosque-al-quds-jerusalem-jaffa-acre-and-haifa-acre-our-land>

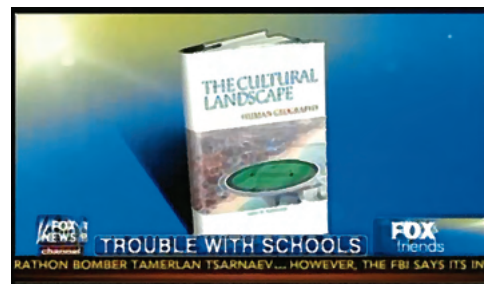
<https://www.memri.org/reports/houston-texas-imam-sermon-our-duties-towards-al-quds-jerusalem-denies-jewish-connection>

Why Are U.S. Textbooks Suddenly Pushing Islam?

Saturday, November 9, 2013

By Victoria Jackson

On Nov. 4 and 5, 2013, passionate parents like Julie West, laden with facts, testified to the TN Senate Education Committee, continuing a six month battle over the “anti-Semitic, anti-Christian, anti-Israel and anti-American” textbooks currently being used in Tennessee schools. These parents/grandparents are heroes. They care.



U.S. textbooks are now biased toward Islam...at the same time that Christianity is under attack! And, this TN textbook battle happens to take place the same week a known terrorist-affiliate, Jamal Badawi, is invited to speak at the new Murfreesboro Mosque in TN. (Story here. <https://www.globalmbwatch.com/2013/10/24/muslim-brotherhood-leader-scheduled-speak-tennessee-mosque>) What's going on?! A similar story from FL was on Fox News tonight.

Is this the trickle-down effect of a President who praises Islam and disses Christianity on a regular basis? Has Islamic Jihad ramped it up a bit? Has the stealth jihad, civilization jihad, sped up because of a Muslim-ring-wearing, Muslim-raised President? Or is the Islamic infiltration that has been quiet for the last 20 years finally reached phase II in the Caliphate process.

TEXTBOOK APPROVAL PROCESS? Who is responsible for this? The College Board? David Coleman, the creator of (Marxist) Common Core?

TN Senator Dolores Gresham was there at the Tuesday hearing “attempting to suspend the usage of questionable textbooks” and “address reforming the textbook adoption process due to the inaccurate and biased textbooks from publishers like Pearson Publishing.”

Who is Pearson Publishing? Are they getting paid off (bribed) by Muslim Brotherhood front groups like C.A.I.R.?

Laurie Cardoza-Moore, President of Proclaiming Justice to The Nations, lead the agenda in court Tuesday, *“requesting that the Commission remove all Pearson textbooks from consideration for the adoption process because of integrity issues, a concern that has included the inclusion of markedly anti-Semitic materials. Central to the ongoing controversy in Middle Tennessee has been the book, **The Cultural Landscape Human Geography 10th Edition textbook** published by Pearson.”*

*“As Ms. Cardoza-Moore has already documented in testimony before the Committee, **an official with the Council on Islamic Education (CIE), Shabbir Mansuri, is engaged by Pearson/Prentice-Hall for content oversight.** As noted by the Act For America Education website: “He has publicly stated in his own words that he is “waging a ‘bloodless’ revolution, promoting world cultures and faiths in America’s classroom” and that the Council on Islamic Education (CIE) has warned scholars and public officials who do not sympathize with its requests that they will be perceived as racists, reactionaries, and enemies of Islam.”*

Here’s the video (http://tnga.granicus.com/MediaPlayer.php?view_id=253&clip_id=8127) of the concerned moms in court standing up for the minds and hearts of their children. That is love.

(* Upcoming story: Local Nashville activist mom, aforementioned-textbook-integrity-champion, Julie West, is being harassed by school board officials, who are trying to silence her, culminating in the sudden appearance of the Child Protective Services (CPS) on the Friday before her court appearance, who interrogated her 16 year old son for hours, without permission or cause.)

This is a battle for the hearts and minds of our children.

Textbook Controversy Over Anti-Israel Content

November 20, 2013

By Ahuva Balofsky

Since the summer, parents in Tennessee's Williamson and Rutherford counties have been fighting to have controversial textbooks removed from their children's classrooms. Last month, the parents asked commissioners to suspend the textbook approval process entirely until the Senate Education Committee meets in November to address anti-Judeo/Christian values in certain textbooks. At the heart of the matter is Prentice Hall's *The Cultural Landscape: An Introduction to Human Geography 11th Edition*. Prentice Hall is owned by Pearson Publishing.

Leading the charge for the parents is Laurie Cardoza-Moore, President of Proclaiming Justice to The Nations, who initiated the request for the book's removal. "Pearson misled Williamson County School Board Members and parents in June when they stated that the anti-Semitic quote that Williamson County parents objected to would be removed from online and 11th & 12th editions," she said. In August, the quote was simply moved to another page in the text. After last month's hearing, however, Pearson provided the final print of the textbook, without the offending quote.

The quote in question encourages students to consider whether terrorism might be a subjective classification. As an example, the book offered, "[I]f a Palestinian suicide bomber kills several dozen Israeli teenagers in a Jerusalem restaurant, is that an act of terrorism or wartime retaliation against Israeli government policies and army actions? Competing arguments are made: Israel's sympathizers denounce the act as a terrorist threat to the country's existence, whereas advocates of the Palestinian cause argue that long-standing injustices and Israeli army attacks on ordinary Palestinian civilians provoked the act."

This is only one of several statements parents in the county have objected to. Other statements in the text are misleading or outright false, including a misrepresentation of mainstream Christian religious beliefs regarding man, nature and the human relationship with God.

PJTN also brought attention to the troubling employment of Shabbir Mansuri of the Council of Islamic Education (CIE) as a consultant for content oversight. Mansuri is on record as having said that he is “waging a ‘bloodless’ revolution, promoting world cultures and faiths in America’s classroom,” while the CIE “has warned scholars and public officials who do not sympathize with its requests that they will be perceived as racists, reactionaries, and enemies of Islam,” Cardoza-Moore noted.

Williamson and Rutherford parents are not alone in protesting materials from this and other publishing houses. Pearson already agreed to reprint and replace, at its own expense, a World History textbook for Palm Beach County in Florida. Meanwhile, parents in Volusia County, also in Florida, failed to have the book removed from their children’s classrooms this week. The parents complain that the book “whitewashes” the history of Islam and its Muslim followers, including involvement in the 9/11 terrorist attacks and the shootings at Fort Hood, Texas, the Daytona Beach News-Journal reported.

Pearson is one of the world’s largest producers of educational materials and owns several smaller publishing companies in addition to Prentice Hall.

Read more at <https://www.breakingisraelnews.com/7129/textbook-controversy-anti-israel-content/#LBjwAxlIJ7IAjl2W.99>

Muslim Brotherhood Infiltration

By Janet Levy

http://www.americanthinker.com/articles/2017/10/muslim_brotherhood_political_infiltration_on_steroids.html

In 2008, during the largest terrorism funding trial in U.S. history, *United States v. Holy Land Foundation*, a document published in 1991 outlined Muslim plans to take over America. An Explanatory Memorandum: On the General Strategic Goal for the Group, seized in a 2004 FBI raid of the Virginia home of a Muslim Brotherhood operative, was presented during the trial as evidence of “a Civilization-Jihadist Process.” It outlined the Muslim Brotherhood goal to conduct a “grand jihad in eliminating and destroying Western civilization from within and ‘sabotaging’ its miserable house by their hands and the hands of the believers so that it is eliminated.”

For several decades, this well-organized and well-funded effort to subvert our constitutional republic and replace it with an Islamic government under Islamic law has focused on infiltrating all levels and branches of the U.S. government. More recently, the Muslim Brotherhood presence within the American political landscape has intensified, accelerated, and become more visible with the establishment of several nonprofit political action organizations. The Muslim Brotherhood stated goal of transforming American society from within in preparation for an eventual takeover is clearly moving forward fueled by the efforts of these groups and their burgeoning success within the umma or Muslim community.

As early as 1987, a declassified FBI confidential informant document described the Muslim Brotherhood as “political action front groups with no traceable ties to Muslim groups” that are organizing external political support to influence both public opinion in America and the U.S. government and its leadership. The informant who disclosed this information told authorities that the MB acknowledged the need to “peacefully get inside the United States Government” for the purpose of meeting “the ultimate goal of overthrowing all non-Islamic governments.”

In 2010, one such "peaceful" group, Project Mobilize, was created by M. Yasser Tabbara to empower and engage the political potential of the Muslim community. Its mission statement called for the exploitation of the growing political capital of the umma, the promotion of issues important to Muslim Americans and the development of strategies for political advocacy on their behalf. In 2011, Project Mobilize began fielding its first Muslim candidates for political office.

Project Mobilize's founder, Tabbara, is a former executive director of the Chicago chapter of the Council on American Islamic Relations (CAIR), a Muslim Brotherhood affiliate and unindicted co-conspirator in the Holy Land Foundation Hamas funding trial. Other board members include Safaa Zarzour, the secretary general of another unindicted co-conspirator and Muslim Brotherhood front, the Islamic Society of North America (ISNA), and Oussama Jammal, vice president of the Mosque Foundation, a known center for terrorism fundraising and haven for Hamas operatives.

In 2014, at the National Press Club in Washington, D.C., representatives from eight Muslim Brotherhood-affiliated groups announced formation of the United States Council of Muslim Organizations (USCMO), a political party for Muslims and the first religion-based political party in U.S. history. At the meeting, the founders disclosed their plans to expand Muslim participation in the American political process by encouraging more Muslims to vote, work on political campaigns and run for office themselves.

Oussama Jammal, who was involved in fundraising for convicted terrorist Sami al-Arian and serves as director of the Muslim Brotherhood-affiliate, the Muslim American Society (MAS), headed the new organization. MAS, created in the early 1990s, was itself begun as the U.S. branch of the Muslim Brotherhood and was designated a terrorist group by the United Arab Emirates. Mazen Mokhtar, another USCMO founding member, also had MAS ties, having served as its executive director. An Egyptian-born imam, Mokhtar served as webmaster for a site that solicited funds for Taliban and Chechen jihadists. In 2007, he was indicted by then-New Jersey Attorney General Chris Christie for tax evasion and filing false tax returns.

In 2015, a new organization, Jetpac Inc. (Justice, Education and Technology Policy Advocacy Center) was begun by Nadeem Mazen, Massachusetts's first Muslim city council member. Jetpac was established as an "open call for American Muslims to immerse themselves in local politics." The group trains American Muslim community leaders and educates them about the political process. According to their website, they have prepared more than 15 aspiring candidates for office in Maine, New York, Rhode Island, and California. The group's activities include development of proprietary software for social media outreach, fundraising and canvassing techniques, media communication and campaign strategy skills as well as advice on combating negative impressions of Muslims. In addition, Jetpac teaches a course on U.S. government and politics at a Massachusetts Islamic school that focuses on grassroots organizing and the history of the civil rights movement.

Following his stint as a Cambridge City Council member, Mazen, a founding member of CAIR Massachusetts and former president of MIT's MSA, announced plans to run for Congress as the third elected Muslim after Keith Hakim Ellison (D-MN) and Andre Carson (D-IN). Just this week, Mazen launched his campaign for Massachusetts' 3rd Congressional District seat. A telling indicator of his more radical views is the fact that Mazen opposed President Obama's Countering Violent Extremism (CVE) program and criticized moderate Muslim groups as promoters of "imperialistic-style" initiatives to "foist secular attitudes on Muslims."

Another political race worth watching involves a CAIR official running for the Des Moines, Iowa, city council. Somali Muslim refugee and president of CAIR Iowa, Abshir Omar, is running as a Democratic Socialist to represent downtown Des Moines and the city's southwest side. City council members can wield significant power and influence over all aspects of community life. Typically, they make key appointments such as city managers, police and fire department heads, library board members, parks and recreation supervisors, transportation directors, as well as administrators for arts councils, housing authorities and planning commissions.

Meanwhile, the background of Tahirah Amatul-Wadud, another Islamist operative who intends to run for governor of Massachusetts in the future, should cause grave concern. Wadud, who served on the Massachusetts Commission on the Status of Women, has extensive radical Islamic ties. She served as an executive board member for CAIR Massachusetts and as the general counsel for Jamaat ul-Fuqra a.k.a. Muslims of America, a group alleged to have close ties to Al Qaeda.

Jamaat ul-Fuqra was founded in 1980 by Pakistani Sheikh Gilani, who was associated with shoe bomber Richard Reid and implicated in the murder of Wall Street Journal reporter Danny Pearl. According to the Clarion Project, Wadud posted an anti-Semitic article by Gilani on her Facebook that claimed Jewish complicity in the 9/11 and Pearl Harbor attacks.

Jamaat ul-Fuqra has done more than simply issue social media propaganda, however. The terrorist entity has approximately two dozen paramilitary training centers across the U.S. and its members participated in the 1993 World Trade Center bombing. It is known to proselytize and recruit black prison inmates and reportedly seeks “to purify Islam through violence.” The Center for Policing Terrorism maintains that Jamaat ul-Fuqra “may be the best positioned group to launch an attack on the United States, or, more likely, help al-Qaeda to do so.”

Another Muslim with terrorist ties is a political candidate in Arizona. Southern Baptist convert to Islam, Deedra Abboud, a Phoenix attorney and community activist who served as the executive director of CAIR Arizona and is currently associated with the Muslim American Society, is seeking the Democratic nomination for U.S. senator in her state. Abboud opposes President Trump’s policy to temporarily ban refugees from designated Muslim countries rife with terrorist activity. She also opposed the U.S. cruise missile bombing that followed Bashar Assad’s use of chemical weapons on Syrian civilians. Identifying as a feminist, Abboud defends her husband’s right under Islam to have four wives although she admits that she wouldn’t be happy with it. She helped raise bail money for deceased Muslim terrorist, Elton Simpson, when he was convicted of lying to the FBI about his plans to engage in Islamic terrorist activities in Somalia. Simpson, in the first ISIS- claimed attack on U.S. soil, tried to kill participants at the Mohammed cartoon contest in Garland, Texas in 2015. In 2009, Abboud made a statement about the acceptability of police learning Arabic to better understand the Muslim community. However, she objected to the study of Arabic as a law enforcement tool for investigating potential Islamic terrorist activity deeming it targeting.

Self-described devout Muslim and son of Egyptian immigrant parents, Abdul El-Sayed, has substantial connections to the Muslim Brotherhood and is running for governor of Michigan. A medical doctor who served as the executive director of the Detroit Health Department at age 30, his background includes serving as vice president of his MSA chapter at the University of Michigan during his college years. His wife, Sarah Jukaku, who is described as “a mental health doctor,” wears a hijab. His father-in-law is a former president and current board member of CAIR Michigan.

Quite troubling is the fact that El-Sayed is endorsed by Linda Sarsour, an advocate for the Hamas initiative for the boycott, divestment, and sanctioning of Israel and an activist who played a major role in pressuring the NYPD to discontinue its surveillance of mosques and Muslim organizations post-9/11. That surveillance effort had yielded critical intelligence about terrorist activities. Sarsour is one of El-Sayed’s biggest supporters and is reportedly helping fundraise for El-Sayed’s gubernatorial campaign. She is also a close friend of the Muslim Brotherhood-connected Huma Abedin, has family members who have been arrested for aiding and abetting Hamas, openly supports Shariah law and has been a featured speaker at Muslim Brotherhood groups that were designated as unindicted co-conspirators in the Holy Land Foundation trial.

All of the above demonstrate that the Muslim Brotherhood is increasing its political clout in America. As more of its candidates are elected to office, deeper penetration of American society comes within their grasp. Their stated goal to destroy our society from within and replace the Constitution with the tenets of Shariah could become a reality. Their adeptness at appealing to the American public by using the coded language of multiculturalism and by professing a moderate Islam has proved to be an unfortunate asset. In the words of former FBI analyst and expert on the Muslim Brotherhood, John Guandolo, who has closely studied their deceptive language and appearance, Muslim Brotherhood operatives are “suit-wearing jihadis who pretend they’re friendly but they’re not.” America should be alert and aware.

ACT For America

TOP U.S. SCHOOL DISTRICT TO 'INDOCTRINATE' TEACHERS AGAINST ISRAEL

Attendee: Courses teach 'Christians and Jews were always better off under Muslim rule'

October 23, 2017

By CHELSEA SCHILLING, WND.com

The Los Angeles Unified School District, the second-largest school district in America, is co-sponsoring a “professional development” workshop for K-12 teachers to “Learn about Islam and the Arab World” – and the district has apparently partnered with an anti-Israel group for lessons on the Israeli-Palestinian conflict.

“Learning about Islam and the Arab World” is the topic of a two-part course that began Oct. 14 and will continue Oct. 21. It is being led by LAUSD teachers Richard Jessel and Rosa Melendez, according to a posting on the website of the Fellowship of Reconciliation, or FORUSA.

One person, who is Christian, attended the Oct. 14 class and told The Israel Group: “The workshop was nothing more than lectures proclaiming the virtues of Islam, while following the same party lines: All negative information about Islam was labeled as lies, mistranslations, ignorance, prejudice and hoaxes; speakers stated that violent jihad is non-doctrinal, bulls–t; Christians and Jews were always better off living under Muslim rule and anyone who says otherwise is lying.”

According to the agenda for Oct. 21, some of the classes include “Palestine/Israel; Palestine Today: No Way to Treat a Child,” “The Changing Arab World: Overview of Politics, Society, and Refugees” and “Refugees from the Arab World.”

The Israel Group, which first discovered the class offerings and posted the information on its website, warned: “FORUSA is connected with and promotes the boycott movement against Israel (BDS), and aligns itself with Black Lives Matter, which holds decidedly anti-Israel platforms, and the Council on American-Islamic Relations (CAIR). CAIR was found by a Muslim Brotherhood-related organization to promote Hamas financially and politically.”

YOU CAN HELP finally expose CAIR’s subversive and dangerous agenda, once and for all, by contributing to the legal defense of WND’s “Muslim Mafia” author.

Jeff Cooper, a part-time adjunct professor of history at Santa Monica College, is scheduled to teach the “Palestine/Israel” session this Saturday.

The Israel Group Founder and Executive Director Jack Saltzberg notes that one student complained about his “radical” views on the website RateMyProfessors.com, warning: “He has really far out radical left-wing political views. He hates the USA.”

Even a student who encouraged others to “stick it out in this class” said of Cooper: “He rants, he gets heated, and he tells you everything you once knew about history is wrong.”

Cooper offers a 40-page handout titled “Palestine, Israel, and the Arab-Israel Conflict: A Primer” (Part 1 and Part 2), which Saltzberg warns, “is nuanced anti-Israel propaganda from beginning to end, with thousands of inaccuracies, distortions, factual lies, and insidious misrepresentations.”

Concerned individuals may contact the Los Angeles Unified School District Board of Education.

One of the sections in the handout is titled “The Creation of Palestinian Refugees and Ethnic Cleaning.”

Another section with the heading “The June 1967 War” states: “From 1948-1967, Israel’s military and political leadership was looking for a way to conquer and occupy the West Bank and the Gaza Strip.”

Cooper’s handout also discusses the Palestinian-led Boycott, Divestment, Sanctions movement against Israel, or BDS: “Israel regards all forms of Palestinian opposition to the occupation as threats to its national security, including non-violent methods like calling for boycotts, divestment and sanctions.”

The handout only uses the word “terrorism” three times. In one case, it talks about the Palestine Liberation Organization “renouncing” terrorism. In another reference, Cooper says, “This is why military occupations [Israel] are the highest form of terrorism.”

Another session is led by a Palestinian American, Rola Karam, and is titled, “Palestine Today: No Way to Treat a Child.” According to The Israel Group, Karam has taught the course for the LA Unified School District since 2009.

Saltzberg also notes that Karam has been a conference presenter on the “Nakba” (or “catastrophe” of Israel’s founding in 1948) for Sabeel, a Palestinian Christian liberation theology group in Jerusalem. The Israel Group writes: “Sabeel seeks to replace all of Israel with a Palestinian Arab state and specializes in working to turn Christians against Jews and Israel, and is among the ADL’s Top 10 anti-Israel Groups: ‘the worst of the worst.’”

At least 200 K-12 teachers in the LA Unified School District have attended the “Arab, Islamic World” workshops since 2005, according to the Washington Report on Middle East Affairs.

“Neither the Workshop web page on FORLA nor the Registration Form listed any of the pro Palestinian courses sessions,” according to Saltzberg. “Those were only listed in the Class Agenda given at the Workshop.”

Hussam Ayloush, executive director of the Greater Los Angeles chapter of CAIR. Previously, one presenter in the workshops has been Hussam Ayloush, executive director of the Greater Los Angeles chapter of CAIR. As WND has reported, CAIR is an Islamic organization founded in Washington, D.C., by the Palestinian terrorist organization Hamas.

CAIR was designated by the Department of Justice as an unindicted co-conspirator in a plot to fund Hamas that was tried in Texas. It also was designated by the Gulf Arab state United Arab Emirates as a terrorist organization. CAIR has sued a co-author of a WND Books exposé, “Muslim Mafia: Inside the Secret Underworld That’s Conspiring to Islamize America,” which documented the group’s ties to the Muslim Brotherhood. The trial is expected to take place this fall.

More than a dozen CAIR leaders have been charged or convicted of terrorism-related crimes.

As for the LA workshop, Saltzberg said he has three questions concerning the school district’s course offerings:

- Why is a workshop about the Israeli-Palestinian conflict being presented to LAUSD teachers entirely by an anti-Israel political activist group?
- Why was the educational content not vetted?
- Why were no pro-Israel historians invited to present?

Support WND’s legal fight to expose the Hamas front in the U.S., the Council on American-Islamic Relations.

A New Anti-Semitism is Growing in America and We Must Unite Against It

November 24, 2017

By Rabbi Abraham Cooper & Dr. Harold Brackman

FoxNews.com

Hatred of Jews is an ancient cancer of the soul that refuses to die. For thousands of years, successive generations of bigots have embraced it, each trying to sell anti-Semitism in a new and more attractive way, with new lies and slanders. One of the most prominent peddlers of this vile doctrine in America today is Palestinian-American Linda Sarsour. And now, in a supreme irony, Sarsour has been invited to head a panel discussion Tuesday at the New School for Social Research in New York City on combating anti-Semitism. This makes as much sense as inviting a Ku Klux Klan leader to head a discussion on combating racism, or inviting disgraced filmmaker Harvey Weinstein to head a discussion on combating sexual misconduct. Sadly, Sarsour is just one of many enablers and inciters of a troubling new anti-Semitism growing in America today, especially on college campuses, where it is poisoning young minds.

Like a wolf in sheep's clothing, this new anti-Semitism seeks to disguise itself – often by posing as a progressive movement supporting human rights of Palestinians. But like the wolf that masquerades as a sheep, the modern-day Jew-haters are what they are, regardless of how they seek to cover it up. Making Jews a minority in the land of Israel, which was created to be the only Jewish state on Earth, would turn the country into yet another Arab-majority Mideast nation.

Sarsour gained instant media celebrity status as co-chair of the National Women's March protesting in Washington against President Trump the day after his inauguration. She was warmly embraced by many as a leader of the so-called "resistance" to our new president.

Speaking to the Islamic Society of North America in July, Sarsour said that Muslims are "struggling against tyrants and rulers not only abroad in the Middle East or on the other side of the world (she means Israel), but here in these United States of America where you have fascists and white supremacists and Islamophobes reigning in the White House." And Sarsour is also a strong supporter of the Boycott, Divestment, and Sanctions (BDS) movement against Israel. The movement compares Israel to South Africa under its former white minority government that discriminated against nonwhites. BDS seeks to isolate Israel from the world as an international pariah, calling for the end to investment, trade, cultural and academic ties with the Jewish State.

The BDS movement echoes the boycott of Jewish businesses ordered by Adolf Hitler after he became the dictator of Germany in 1933. The Star of David was painted on the doors and windows of businesses owned by Jews, along with anti-Semitic slogans and signs saying “Don’t Buy from Jews.” And while Sarsour asserts she is not against the existence of Israel, her claim is absurd. She wants to replace Israel with a “one-state solution” in which the culture and identities of over 6 million Jewish citizens would be extinguished and subsumed under a nation combining Israel, the West Bank and Gaza that would quickly have an Arab majority.

Making Jews a minority in the land of Israel, which was created to be the only Jewish state on Earth, would turn the country into yet another Arab-majority Mideast nation. From Morocco to Iraq, those nations drove out most of their Jewish citizens decades ago and have a long record of discrimination against the few who remained. Israeli Jews would meet a similar fate, or worse.

Sarsour is a symptom of worsening anti-Semitism in America. In 2016, despite constituting under 2 percent of the U.S. population, Jews were the targets of 684 of the 1,273 anti-religion incidents tallied by the FBI – more than double all other anti-religious attacks combined.

Most of the incidents involved damage or vandalism against synagogues and cemeteries. But 238 involved ugly intimidation on our nation’s campuses. FBI findings are echoed by an Anti-Defamation League report that shows anti-Semitic incidents in the U.S. surged by more than one-third in 2016, and by an astounding 86 percent in the first quarter of 2017. This includes a doubling of anti-Semitic bullying and vandalism at schools.

Fortunately, there is no indication that most Americans have embraced anti-Jewish attitudes. A 2017 Pew Poll shows that 67 percent of Americans have “warm” views about Jews.

However, there are troubling signs. For example:

Anti-Semitic incidents on America’s top college campuses from 2014 to 2015 are increasing. Most involve intimidation of Jewish students who support Israel, pressure to disinvite or silence pro-Israel speakers, and the de-legitimization of Israel by a double standard applied to no other nation.

The BDS movement is growing on college campuses, supporting by vicious lies alleging Israeli atrocities against Palestinians. Some professors support this movement and its lies.

Vandalism continues at synagogues and Jewish cemeteries. Jewish institutions are forced to spend large sums on security measures, fearing attacks like the recent murderous rampage at a church in Texas.

Jew-haters have taken a page from the ISIS online marketing strategy and are using social media to recruit young followers. Rabblrouser Andrew Anglin, who incited the anti-Semitic marchers at the recent neo-Nazi rally in Charlottesville, Va., wrote on his blog: "I have long thought that we needed to get pre-teens involved in the movement. At that age, you can really brainwash someone easily. Anyone who accepts Nazism at the age of 10 or 11 is going to be a Nazi for life."

Self-styled "progressives" have joined right-wing extremists to campaign against the legitimacy of Israel and Zionists. In Britain, Jeremy Corbyn's Labour Party, once the political home of British Jewry, now is home to prominent anti-Semites. And last summer, a convention of the Democratic Socialists of America endorsed BDS.

At a time when Linda Sarsour and progressive "anti-Zionists" have joined racist and neo-Nazi groups working to end America's long history as friendly territory for Jews, we would do well to heed the words of an American hero revered by all – President George Washington.

In 1790, our first president wrote of his good feelings for Jews in a letter to the Hebrew Congregation of Newport in Rhode Island, asserting that the U.S. government "gives to bigotry no sanction, to persecution no assistance." He added: "May the children of the stock of Abraham who dwell in this land continue to merit and enjoy the good will of the other inhabitants – while everyone shall sit in safety under his own vine and fig tree and there shall be none to make him afraid."

Amen.

Rabbi Abraham Cooper is Associate Dean, Director of Global Social Action Agenda at the Simon Wiesenthal Center in Los Angeles. Follow the Simon Wiesenthal Center on Facebook and on Twitter.

Dr. Harold Brackman, a historian is a consultant to the Simon Wiesenthal Center.

FoxNews.com

'The Road to Shariadom' in America"

February 15, 2019

By Janet Levy

https://www.americanthinker.com/articles/2019/02/the_road_to_shariadom_in_america.html

The Assembly of Muslim Jurists in America (AMJA) is part of an international network of Muslim scholars that preaches Shariah rule as a government system, even issuing a fatwa delineating sharia's "superiority" over democracy. It is one of many Muslim organizations now dangerously and politically active in the United States. They include the 25-year-old Council of Islamic Relations, CAIR, self-described as a "Muslim civil rights organization" with an Islamic perspective on American public issues. More recent organizations – created in 2015 and similarly politically dedicated – include JETPAC, the Justice, Education and Technology Policy Advocacy Center, which encourages American Muslims to get involved in local politics, and MPower Change, committed to creating a political platform for Muslim issues and organizing around it.

All these politically active Muslim-American groups, prominent Muslims and other Muslim Brotherhood-affiliated organizations within the U.S. publicly avow that they have no intention of implementing sharia in the U.S. Yet, their stated political goals, public statements and recent reports, betray their true intentions: to grow in political strength sufficient to replace our democracy with their religious governance.

More than 100 top Muslim leaders belong to AMJA, which began in 2003. Imams at over 3,100 U.S. mosques look to AMJA for instructional guidance to lead their congregations. The group's name in Arabic, "The Group of Sharia Specialists in America," implies its purpose: to impel Muslims to follow its comprehensive, sharia-compliant fatwas. Many of the group's leaders attended Egypt's Al-Azhar University, the world's highest academy of Islamic learning and interpreter of the definitive sharia text – The Reliance of the Traveller.

Thus, AMJA possesses authority to provide legal rulings for the worldwide Islamic community and keep all Muslim Americans and affiliated Muslim Brotherhood organizations in line with unalterable sharia law. The organization rules on how Muslims must conduct themselves in the non-Muslim world until sharia becomes law. One fatwa revealingly instructs Muslim judges in non-Muslim countries to judge by Sharia "as much as possible, even if by ruse."

Following the 2016 election and the perceived "calamity" of Trump's victory, AMJA issued a major, fatwa-filled report: "AMJA Post-Election Statement: Principles and Roadmap." It cited concern over three specific Trump administration actions: the executive order barring entry to those from "countries of concern" – Iraq, Syria, Iran, Libya, Somalia, Sudan and Yemen – support for a congressional bill to designate the Muslim Brotherhood as a foreign terrorist organization and the announced move of the American embassy in Israel to Jerusalem.

In response, AMJA's Roadmap calls on Muslims to defend Islam and use U.S. constitutional rights to their benefit. It cautions them to defer to trained scholars, assumedly AMJA leaders, and avoid violating sharia tenets. It calls for Muslim unity, alignment of their dawah efforts and coalition building with other ethnic and religious groups and movements that serve Muslim community causes. The Roadmap also issued veiled threats to American citizens.

The foundation for AMJA's Roadmap exists in a 1991 Muslim Brotherhood document, the Explanatory Memorandum on the General Strategic Goal for the Group in North America, entered into evidence during the 2008 HLF-Hamas trial. The secret internal document, written by senior MB officials and a Hamas leader, clearly defined the Brotherhood's goals, activities and infrastructure in America. It elucidated plans to infiltrate and take over American democracy and the Constitution and replace them with an Islamic government and sharia. It clearly defines its "work in America as a kind of grand jihad in eliminating and destroying the Western civilization from within."

AMJA's general secretary, Dr. Salah Al-Sawy, who also founded Mishkah Islamic University of North America (formerly Sharia Academy of America) has proclaimed that the Muslim American community seeks to improve its position regarding jurisprudence, rather than imposing sharia, as they are not yet in a position to do so in the west.

However, Ibrahim Hooper, CAIR spokesman and co-founder, was more forthright in a 1993 interview when he stated that he wants the U.S. to be governed by Islamic law in the future. In 2003, he admitted that if Muslims became a majority in America, they would likely seek to replace the Constitution with sharia. CAIR, an un-indicted, co-conspirator in the HLF-Hamas trial, has thwarted efforts to protect fundamental constitutional rights, such as the American Laws for American Courts, ALAC, legislation which seeks to prohibit foreign laws from being used in U.S. courts. CAIR has falsely claimed anti-Muslim bias in a bill that actually protects Americans from foreign law and affirms America's commitment to the U.S. Constitution.

The newer Muslim American organizations not surprisingly echo the Muslim Brotherhood, CAIR and AMJA positions and activism. MPower Change, co-founded by MB operative, Linda Sarsour, joined CAIR to fight for repeal of Trump's entry ban on people from designated terrorist havens. It also endorses the boycott, divestment and sanctions movement that targets Israel. It has worked to increase voter turnout with #MyMuslimVote partners national network and held the first ever, National Muslim Voter Registration Day, registering new voters at 50 different nationwide events, including many mosques, and called 10,000 voters in a #CallingAllMuslims phone-bank effort.

Meanwhile, JETPAC developed proprietary software for social media outreach, fundraising, canvassing, and media communications. It also teaches promising candidates grassroots organizing techniques and how to leverage civil rights issues for Muslim community causes.

In November 2018, CAIR, JETPAC and MPower Change jointly published "The Rise of American Muslim Changemakers: Political Organizing in the Trump Era." The report showcased Roadmap and MB strategic plan results. It summarized successful efforts to increase Muslim participation in the American political process and reaffirmed the MB's commitment to influencing the political landscape and advancing Islam. Promoted as "an analysis of the rise of the American Muslim political class in the Trump era," the report profiles the 276 American Muslims who ran for office between 2016 and 2018. They raised \$16.2 million and ran for mostly local, county and state legislative offices. Of those, 131 were elected, 36% women and 64% men. More than half of the candidates were in California, New Jersey, Minnesota and Michigan, states with the largest Muslim populations.

The report also used data on American Muslim voter attitudes from CAIR's 2018 midterm election exit poll survey of 1,027 respondents to provide insight into increased Muslim participation and political success. It characterized Muslim Americans as "unapologetically Muslim" in the face of alleged "Islamophobia" and as aligned with progressive leftist voices in the current political spectrum, citing a 78% Muslim vote in the midterm elections for Democrats. It calls attention to the rise of anti-Muslim bigotry and discounts the role of understandable public concerns about rampant Islamic terrorism and of blatant attempts by Muslim leaders to integrate sharia aspects into American communities. The report also mentions, as an example of bigotry, opposition to build a mosque at the 9/11 site and fails to recognize the insensitivity of such a plan.

It also fails to mention worldwide Islamic terrorist attacks and Muslim ideology spewed nationwide in mosques and universities that are radically antithetical to western principles of liberty and equality. The report attributes "Islamophobia" to the Republican Party, particularly in the Trump era, rather than righteous caution concerning Muslims after radical Islamic activity in the U.S. and abroad.

Despite these conclusions, the report characterizes American Muslim candidates as focusing on community needs to ensure that "American political culture serves everyone, equally and equitably." It says most American Muslim candidates enjoy localized and highly networked support with overlapping constituencies or "intersectionality," affiliate with the Democratic Party and align their interests with those of other ethnic and religious minorities. Remarkably, given Islam's position on homosexuality and drugs, they support LGBTQ and promote marijuana decriminalization. As these positions are antithetical to Islamic norms and values, this smacks of pure opportunism to ally with the Left to advance Islam.

The political advances of these new American Muslim organizations, detailed above, are not surprising. For three generations, the Muslim Brotherhood in America has been building an observant Muslim base to integrate sharia and promote Islam. Their work is beginning to bear fruit as evidenced by the burgeoning of Muslim American political power. This a horrifying prospect given that Islamic doctrine unalterably prohibits the separation of mosque and state, mandates the supremacy of Muslims over non-Muslims and codifies the dominion of men over women. We should be alert and recognize that this movement represents a growing threat to democracy and American values.

Attachment 1: FBI 2016 Hate Crimes Statistics Report



Uniform Crime Report
Hate Crime Statistics, 2016

Incidents and Offenses

The Uniform Crime Reporting (UCR) Program collects data about both single-bias and multiple-bias hate crimes. For each offense type reported, law enforcement must indicate at least one bias motivation. A single-bias incident is defined as an incident in which one or more offense types are motivated by the same bias. As of 2013, a multiple-bias incident is defined as an incident in which one or more offense types are motivated by two or more biases.

Important note about rape

In 2013, the FBI UCR Program initiated the collection of rape data under a revised definition and removed the term “forcible” from the offense name. The UCR Program now defines rape as follows:

Rape (revised definition): Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. (This includes the offenses of rape, sodomy, and sexual assault with an object as converted from data submitted via the National Incident-Based Reporting System [NIBRS].)

Rape (legacy definition): The carnal knowledge of a female forcibly and against her will.

The offenses of fondling, incest, and statutory rape are included in the crimes against persons, *other* category.

The revised and legacy rape totals are provided in Tables 2, 3, 4, 7, and 11 of *Hate Crime Statistics, 2016*. (See the Methodology for more information about this program change as well as others.)

Overview

- In 2016, 15,254 law enforcement agencies participated in the Hate Crime Statistics Program. Of these agencies, 1,776 reported 6,121 hate crime incidents involving 7,321 offenses. (See Tables 1 and 12.)

- There were 6,063 single-bias incidents that involved 7,227 offenses, 7,509 victims, and 5,727 known offenders. (See Table 1.)
- The 58 multiple-bias incidents reported in 2016 involved 94 offenses, 106 victims, and 43 known offenders. (See Table 1.)

Single-bias incidents (Based on Table 1.)

Analysis of the 6,063 single-bias incidents reported in 2016 revealed that:

- 57.5 percent were motivated by a race/ethnicity/ancestry bias.
- 21.0 percent were prompted by religious bias.
- 17.7 percent resulted from sexual-orientation bias.
- 2.0 percent were motivated by gender-identity bias.
- 1.2 percent were prompted by disability bias.
- 0.5 percent (31 incidents) were motivated by a gender bias.

Offenses by bias motivation within incidents (Based on Table 1.)

Of the 7,227 single-bias hate crime offenses reported in the above incidents:

- 58.5 percent stemmed from a race/ethnicity/ancestry bias.
- 21.3 percent were motivated by religious bias.
- 16.9 percent resulted from sexual-orientation bias.
- 1.8 percent stemmed from gender-identity bias.
- 1.1 percent resulted from bias against disabilities.
- 0.5 percent (36 offenses) were prompted by gender bias.

Race/Ethnicity/Ancestry bias (Based on Table 1.)

In 2016, law enforcement agencies reported that 4,229 single-bias hate crime offenses were motivated by race/ethnicity/ancestry. Of these offenses:

- 50.2 percent were motivated by anti-Black or African American bias.
- 20.7 percent stemmed from anti-White bias.
- 10.6 percent were classified as anti-Hispanic or Latino bias.
- 4.2 percent were a result of bias against groups of individuals consisting of more than one race (anti-multiple races, group).
- 3.8 percent were motivated by anti-American Indian or Alaska Native bias.
- 3.1 percent resulted from anti-Asian bias.
- 1.3 percent were classified as anti-Arab bias.
- 0.2 percent (9 offenses) were motivated by bias of anti-Native Hawaiian or Other Pacific Islander.
- 5.8 percent were the result of an anti-Other Race/Ethnicity/Ancestry bias.

Religious bias (Based on Table 1.)

Hate crimes motivated by religious bias accounted for 1,538 offenses reported by law enforcement. A breakdown of the bias motivation of religious-biased offenses showed:

- 54.2 percent were anti-Jewish.
- 24.8 percent were anti-Islamic (Muslim).
- 4.1 percent were anti-Catholic.
- 3.1 percent were anti-multiple religions, group.
- 2.4 percent were anti-Other Christian.
- 1.8 percent were anti-Eastern Orthodox (Russian, Greek, Other).

- 1.3 percent were anti-Protestant.
- 0.8 percent (12 offenses) were anti-Hindu.
- 0.5 percent (8 offenses) were anti-Mormon
- 0.5 percent (7 offenses) were anti-Sikh.
- 0.4 percent (6 offenses) were anti-Atheism/Agnosticism/etc.
- 0.2 percent (3 offenses) were anti-Jehovah's Witness.
- 0.1 percent (1 offense) was anti-Buddhist.
- 5.9 percent were anti-other (unspecified) religion.

Sexual-orientation bias (Based on Table 1.)

In 2016, law enforcement agencies reported 1,218 hate crime offenses based on sexual-orientation bias. Of these offenses:

- 62.8 percent were classified as anti-gay (male) bias.
- 21.5 percent were prompted by an anti-lesbian, gay, bisexual, or transgender (mixed group) bias.
- 11.6 percent were classified as anti-lesbian bias.
- 2.2 percent were classified as anti-bisexual bias.
- 1.9 percent were the result of an anti-heterosexual bias.

Gender-identity bias (See Table 1.)

Of the single-bias incidents, 130 offenses were a result of gender-identity bias. Of these offenses:

- 111 were anti-transgender.
- 19 were anti-gender non-conforming.

Disability bias (See Table 1.)

There were 76 reported hate crime offenses committed based on disability bias. Of these:

- 47 offenses were classified as anti-mental disability.
- 29 offenses were reported as anti-physical disability.

Gender bias (See Table 1.)

There were 36 offenses of gender bias reported in 2016. Of these:

- 26 were anti-female.
- 10 were anti-male.

By offense types (Based on Table 2.)

Of the 7,321 reported hate crime offenses in 2016:

- 28.8 percent were intimidation.
- 26.1 percent were destruction/damage/vandalism.
- 23.0 percent were simple assault.
- 11.9 percent were aggravated assault.
- The remaining offenses included additional crimes against persons, property, and society.

Offenses by crime category (Based on Table 2.)

Among the 7,321 hate crime offenses reported:

- 64.5 percent were crimes against persons.
- 34.4 percent were crimes against property.
- The remaining offenses were crimes against society. (See Data Collection in Methodology.)

Crimes against persons (Based on Table 2.)

Law enforcement reported 4,720 hate crime offenses as crimes against persons. By offense type:

- 44.7 percent were intimidation.
- 35.7 percent were simple assault.
- 18.5 percent were aggravated assault.
- 0.7 percent consisted of 9 murders and 24 rapes (all 24 rapes were submitted under the UCR Program's revised definition of rape). (See Methodology for more details about changes in the definition of rape in the UCR Program.)
- 0.4 percent involved the offense category *other*, which is collected only in NIBRS.

Crimes against property (Based on Table 2.)

- The majority of the 2,519 hate crime offenses that were crimes against property (75.9 percent) were acts of destruction/damage/vandalism.
- The remaining 24.1 percent of crimes against property consisted of robbery, burglary, larceny-theft, motor vehicle theft, arson, and other crimes.

Crimes against society (See Table 2.)

There were 82 offenses defined as crimes against society (e.g., drug or narcotic offenses or prostitution).

By victim type (Based on Table 6.)

When considering the 7,321 hate crime offenses and their targeted victims:

- 81.3 percent were directed at individuals.
- 5.5 percent were against businesses or financial institutions.
- 3.1 percent were against government entities.
- 2.2 percent were against religious organizations.

- 1.1 percent were against society/public.
- The remaining 6.8 percent were directed at other/unknown/multiple victim types.

Attachment 2: The Muslim Brotherhood's Strategic Plan For America

The Muslim Brotherhood's Strategic Plan For America - Court Document

http://www.clarionproject.org/Muslim_Brotherhood_Explanatory_Memorandum

The following is the official document from a 1991 meeting which outlines the Muslim Brotherhood's strategic goals for North America. The document was entered as [evidence in the 2008 Holyland Terror Funding Trial](#). Federal investigators found the document in the home of Ismael Elbarasse, a founder of the Dar Al-Hijrah mosque in Falls Church, Virginia, during a 2004 search. Elbarasse was a member of the Palestine Committee, which the Muslim Brotherhood had created to support Hamas in the United States.

The original document in Arabic follows the English translation.

We have highlighted in yellow the following quotes which are of particular significance. The page numbers noted below correspond to the page numbers in the center of the bottom of each page in the document).

Page 4:

"Enablement of Islam in North America, meaning: establishing an effective and a stable Islamic Movement led by the Muslim Brotherhood which adopts Muslims' causes domestically and globally, and which works to expand the observant Muslim base, aims at unifying and directing Muslims' efforts, presents Islam as a civilization alternative, and supports the global Islamic State wherever it is."

Page 5:

"...the Movement must plan and struggle to obtain "the keys" and the tools of this process in carry out [sic] this grand mission as a 'Civilization Jihadist' responsibility."

Page 7:

"The process of settlement is a 'Civilization-Jihadist Process' with all the word means. The Ikhwan [Muslim Brotherhood] must understand that their work in America is a kind of grand jihad in eliminating and destroying the Western civilization from within and 'sabotaging' its miserable house by their hands and the hands of the believers..."

"[W]e must possess a mastery of the art of 'coalitions', the art of 'absorption' and the principles of 'cooperation.'"

Page 18:

"A list of our organizations and the organizations of our friends" - This is where the Muslim Brotherhood listed its front groups in the U.S.. Note that prominent organizations like CAIR, ISNA, ICNA and others are named here.

The page numbers above correspond to the page numbers in the center of the bottom of each page in the document.

"An Explanatory Memorandum"



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