



**PROCLAIMING JUSTICE
TO THE NATIONS**

How does an American Civics textbook teach systemic anti-Semitism and manipulate the US Constitution to do so?

By Dr. Sandra Alfonsi



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The textbook in question is McGraw-Hill's *United States Government. Our Democracy*, 2018. Produced by a reputable American publishing house, it was written by two competent, respected historians, educators and scholars, Richard C. Remy, Ph.D. Donald A. Ritchie, Ph.D. There are other reputable secondary authors and contributors.

How is it then possible that this textbook has an agenda that includes: teaching systemic anti-Semitism, underscoring systemic American racism against Black Americans, and shifting from Eurocentrism to Afrocentrism? How is it then possible that Constitutional experts manipulate the Constitution to create this agenda? There is no way to find these agenda topics in a Table of Contents or an Index. They certainly do not appear in a Glossary. Yet, if one reads carefully, certain omissions become apparent which will lead the reader to discover a hidden and certainly nefarious agenda. Interestingly enough, I found the first indication of the entire agenda as well as the involvement of Constitutional manipulation in one small section on Housing Discrimination.

Page 374, II.1-8 Housing Discrimination

“Many Americans have been discriminated against when trying to rent or purchase a home. For many years, a combination of private and public policies prevented African Americans and other minorities from buying houses and renting in many parts of cities. Banks often refused to provide bank loans, and ordinances mandating large lot sizes prevented all but the wealthy from building homes in many suburbs. Many cities kept low-income housing separate from middle-and-upper-class neighborhoods. Often landlords refused to rent to people based on their race or gender.”

This short paragraph most definitely sets the scene for teaching the BLM mantra of “systemic racism” and opens the road to what I call the subtle indoctrination of systemic anti-Semitism, i.e. the elimination of the contributions of the Jews to American society as well as the elimination of the discrimination against the Jews from the time of their arrival in what was to become America. This leaves the Jews as part of the White Privilege and Systemic Racism syndrome, created most recently by the BLM. Having grown up in Washington, DC where Housing Discrimination against Jews was rampant, my first reaction to this paragraph was to ask myself about Housing Discrimination against Jews. To be historically accurate, especially where laws based on the Constitution are involved, Housing Discrimination must not exclude the Jews unless the purpose of the authors is to instill disregard, disdain and subtle anti-Semitism in our students. Factually, in the first half of the 20th century, Jews were discriminated against in employment, access to residential and resort areas, membership in clubs and organizations, and in tightened quotas on Jewish enrollment and teaching positions in colleges and universities. Restaurants, hotels and other establishments that barred Jews from entry were called “restricted”.

The question which remains is how this portion of the authors’ apparent agenda was brought to fruition without raising the question about Housing Discrimination against the Jews. The transition was simple but brilliant. Focus on discrimination based on race and add gender to level the “playing field”. One must decry this manipulation of the First Amendment by removing Religion from the equation and removing the Jews as well. The fact that the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, **religion**, sex, national origin does not enter into the presentation of Discrimination in America in this textbook. This elimination of Religion while focusing only Race serves as the catalyst for teaching White Systemic Racism and systemic anti-Semitism.

Page 119 II. 36-47 Racial Discrimination National Power and the Commerce Clause

“In recent decades, Supreme Court decisions have expanded the constitutional power of the national government to regulate interstate commerce. The court has interpreted the term *commerce* to mean almost any activity connected with producing, buying, selling, and transporting goods across state lines. For example, Congress used the commerce clause for the authority behind the Civil Rights Act of 1964 that prohibited racial discrimination in hotels, restaurants, and other public accommodations. In upholding the law the Court reasoned as follows:

- If restaurants and hotels discriminate against African Americans or any group of Americans, it restricts interstate commerce.
- Congress has the power to regulate commerce.
- Therefore, Congress may pass laws against **racial discrimination**.”

Here again, Discrimination is presented only under the guise of **racial**, despite the First Amendment and the wording of the Civil Rights Act of 1964. How are our students being taught the meaning of Discrimination? Interestingly enough, the inclusion of the word **religion** appears once, quite generically but is never found in the study of any acts of Discrimination. It should be noted here that as related to Interstate Commerce, it was Religious Discrimination against Jews that brought about the development of Jewish-owned hotels in the Catskill Mountains, where Jews were not allowed to vacation.

Page 466 II-1-10 Definition of Discrimination

“Discrimination occurs when some people are treated differently than others because of their membership in a group based on some shared characteristic – like their race, age, gender, religion, or appearance. Sometimes the government must treat different groups of people differently. For example, we require people to be a certain age before we allow them to drive. Those laws discriminate on the basis of age, but that is

reasonable and legal to do so. Other laws or government actions discriminate in a way that is unconstitutional. For example, in the 1950s, some public school districts did not allow children of different races to go to school together. That kind of discrimination violates the US Constitution, specifically the 14th Amendment.”

If I were to make the argument that Housing Discrimination was not just based on Race but also on Religion, it would open the argument that Housing Discrimination became an accepted tool of keeping Jews out of the prestigious, i.e., white, wealthy primarily Christian school districts. The textbook has ONLY **racial** discrimination in schools. However, there was **religious** discrimination against Jewish students in schools, but not in this textbook.

If indeed the authors are instilling systemic anti-Semitism in our students, the easiest approach is to remove the word **religions** describing those who fought alongside the African Americans during the Civil Rights Movement and focus solely on the word **races**. This is precisely what these authors have done and their message is quite clear.

pp. 466 I.47 - 467 I.1

“Courageous men and women of many races fought segregation and discrimination through actions across the country.”

Many races but no religions eliminates the Jews and their historic place in the Civil Rights Movement.

p. 467 II. 2-4

“Many individuals and groups worked tirelessly, organized nonviolent protests and *risked their lives* to stand up to entrenched discrimination.”

This eliminates the 2 Jewish university students who were killed side by side with a Black university student during the fight for Civil Rights in Mississippi.

By choice and not by history, McGraw-Hill has eliminated the history of the Jews in America and the discrimination that they have always faced. Done solely by eliminating Discrimination Based on Religion, the authors have chosen Afrocentrism, White Systemic Racism, and systemic anti-Semitism as their platform.

pp. 466-470

“Types of Discrimination enumerated by McGraw-Hill

pp. 466-467 Discrimination Based on Race

p. 468 Discrimination Based on National Origin

pp. 468-469 Discrimination Based on Sex and Gender

pp. 469-70 Combatting Other Forms of Discrimination

Discrimination Based on Sexual Orientation

Discrimination Based on Age

Discrimination Based on Disability”

1. Systemic anti-Semitism and Discrimination Based on Religion

By eliminating Discrimination Based on Religion, McGraw-Hill has created the terrain for teaching anti-Semitism and has manipulated the Constitution for its own anti-Semitic Agenda.

By focusing solely on Discrimination Based on Race, McGraw-Hill has exposed its multi-faceted agenda of creating Afrocentric textbooks, presenting arguments for the accusations of Systemic Racism and “White Privilege”, and teaching anti-Semitism through omission of facts about Discrimination against Jews and the participation of Jews in the Civil Rights Movement.

McGraw-Hill manipulates the Constitution and its Amendments, especially #1 and #14, to enable the creation of its particular Afrocentric agenda and to develop its subtle curriculum of systemic anti-Semitism.

2.

Skokie, the First Amendment and creating Systemic anti-Semitism

Page 452 II. 4-18

“A controversial example of balancing the freedom of speech with freedom of assembly involved a Nazi Party rally in Skokie, Illinois. In 1977 the American Nazi Party, a small group patterned after Adolph Hitler’s German Nazi Party, announced plans to hold a **rally** in Skokie, Illinois, a largely Jewish suburb of Chicago. Skokie residents were outraged. Many were survivors of the Holocaust, the mass extermination of Jews and other groups by the Nazis during World War II. Others were relatives of Jews who were killed in Nazi death camps.

Skokie officials, citizens, and many others argued that the Nazis should not be allowed to march. They claimed that the march would cause great pain to residents and would attract a counterdemonstration. To prevent the march, the city required the Nazis to post a \$350,000 bond to get a **parade** permit. The Nazis claimed that the bond interfered with their rights to free speech and assembly. The courts sided with the demonstrators, ruling that the law requiring the high bond was intended to restrict speech based on its content.”

II. 27-31

“In keeping with the freedoms of the First Amendment, the government cannot deny a demonstration permit simply because it does not like the message. If, for example, the government permits pro-government groups to rally in a public park, then it cannot deny the same rights to groups that protest the government’s actions.”

This material on Skokie is replete with incorrect terminology and incorrect analogies. According to the textbook, the American Nazi Party

announced plans to hold a **rally**. The city required a permit and a bond of \$350,000. Then, the rally was presented as a **demonstration**, then as a **parade**. Rally was correct. Demonstration was closer to the truth but a parade? Furthermore, a pro-government vs. anti-government rally has no relationship at all to Skokie vs. the American Nazi Party.

Because this is not a United States history book, crammed with facts, but rather a US Civics textbook focusing on the Constitution and its Amendments, there is no information available to the students about the American Nazi Party or Hitler's Nazi Party or about any danger of incitement and virulent anti-Semitism. There is no material about the Incitement Clause of the Constitution and its applicability or non-applicability to this demonstration in Skokie. Here is another weakness in this textbook and another time where the Constitution is manipulated. Yes, speech is protected by the First Amendment, however, speech that is directed to incite or produce lawless action is **not** protected by the First Amendment. The students are not taught that and it is just a "free speech" issue and a permit for a parade. There is no information about the Court rulings or about the fact that the American Nazi Party's demonstration was moved to Chicago.

What remains with the students is that these demonstrators were denied their First Amendment Rights because of the Jews of Skokie.

These are but a sample of issues in this textbook. But they are indicative of the Afrocentrism of the textbook, of the advancement of the BLM agenda of systemic white racism and White Privilege and of systemic anti-Semitism.