

STUDY GUIDES



2019
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@realNapoleonBonaparte

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ECONOMICS



STUDY GUIDE

All I Want to Do Is Make Cookies

KEY TERMS:

margins
bureaucrats

government regulations
excessive

compliance

NOTE-TAKING COLUMN: Complete this section during the video. Include definitions and key terms.

How much revenue from cookie sales does Mr. Semprevivo's company have to make in order to earn \$10,000.00?

Of the hundred hours a week that Mr. Semprevivo works, approximately how many of those hours are spent dealing with compliance issues?

How many jobs are small businesses responsible for?

CUE COLUMN: Complete this section after the video.

What type of regulation is Mr. Semprevivo's business subject to?

How does excessive regulation negatively impact Mr. Semprevivo's business?

Discussion & Review

1. Towards the beginning of the video, Mr. Semprevivo contends that, “...some regulations are necessary—especially, for obvious reasons, in the food industry. But ‘necessary’ and ‘excessive’ are two entirely different things. Excessive, unnecessary regulations soak up valuable hours of my time and my money for no good purpose. That one hundred hours I work per week? I estimate thirty-six of them are spent on compliance issues alone. This keeps me away from activities that would help me grow my business – like sales and product development. And that keeps me away from hiring more people.” Why do you think that regulatory agencies create and enforce regulations that don’t serve any good purpose? Why is the condition of Mr. Semprevivo having to spend so much time on compliance rather than on development, sales, and hiring people so detrimental to his business?
2. Mr. Semprevivo goes on to state that, “...[maintaining compliance with government regulations is] a struggle every single day. I could be more productive and feel a lot less anxiety, if I didn’t have to fight my own government; or should I say governments – federal, state and local.” What do you think Mr. Semprevivo means by the phrase ‘fight my own government?’ Explain.
3. When discussing government regulation, Mr. Semprevivo states that, “I get the roads and the bridges and national defense, but I don’t get why they have to be involved in every tiny aspect of my business, sometimes competing with each other as to who can make my life more difficult. For example, as a bakery I’m under the jurisdiction of the Food and Drug Administration (FDA), the Department of Agriculture, and the Occupational Safety and Health Administration (OHSA). I also have to deal with the state health agency. They all have different rules. If these rules contradict one another, it’s not their problem, it’s mine.” Why is a contradiction in rules Mr. Semprevivo’s problem, not the problem of the regulatory agencies? Why do you think that the regulatory agencies have contradicting rules in the first place? Do you think that government regulatory agencies should be involved in every little aspect of a small business? Why or why not?
4. After explaining that the government has rules about the size of the wording on his packaging, Mr. Semprevivo shares with us that, “The inspector gets out his magnifying glass and decides the font is off by 1/100th of an inch. All the packaging had to be trashed and whole new set ordered. That cost me fifteen thousand. Or 1.5 million dollars in cookies to make that money back.” Do you think that having the type be off by such a fractional amount would cause any ‘real-world’ problems for consumers? If yes, what might those problems be? Explain. If no, then why do you think that the inspector held Mr. Semprevivo’s company to such an absurd standard- knowing that Mr. Semprevivo’s company would have to spend a large amount of money to fix the issue? Explain. Do you think that companies should be held to such an excessive standard regarding the size of type on packaging? Why or why not?
5. At the end of the video, Mr. Semprevivo points out that, “Small businesses are responsible for 60 million jobs. We could be responsible for a lot more – IF the politicians who pass these laws and the bureaucrats who enforce them, would back off. Common sense regulation, I’m all for it. Excessive, unnecessary, wasteful regulation? I need to get back to work.” Why is the statistic about small businesses so important? What do you think would or should characterize a regulation as ‘excessive, unnecessary, and wasteful?’ Explain.

Extend the Learning:

Case Study Bizarre Government Regulations

INSTRUCTIONS: Read the article “12 Ridiculous Government Regulations That Are Almost Too Bizarre to Believe,” then answer the questions that follow.

1. How long was the Federal Register at the time the article was published? What is a possible consequence for giving a tour of Washington D.C. without a license? Who is Robert J. Eldridge, and why was he fined \$500 dollars? How many more 1099s will the average small business have to fill out every year, as an estimate? Where do you need a license to close a business? What does the author say the government needs to do in order to give the U.S. economy a ‘fighting chance’ to survive? What does each new wave of bureaucrats think they need to do in order to ‘fix things?’ What always happens instead?
2. At what point do you think that regulation goes beyond being reasonable and becomes excessive and unnecessary? Do you think it’s right for businesses to be subject to so much regulation at such an absurd standard that even staying in compliance, like Mr. Semprevivo having to purchase and keep two sets of doors, is punitive for businesses? Explain.
3. Why do you think that so many regulations keep being created? What, specifically, do you think can be done to at least slow down the pace of newly created regulation? What do you think can be done to dial back enforcement of regulations to reasonable standards? Explain. In what ways are out of control regulation a threat to freedom and economic prosperity? Explain.

12 Ridiculous Government Regulations That Are Almost Too Bizarre To Believe

Michael Snyder,
The Economic Collapse
Nov 12, 2010, 8:50 AM

Even with all of the massive economic problems that the United States is facing, if the government would just get off our backs most of us would do okay. In America today, it is rapidly getting to the point where it is nearly impossible to start or to operate a small business.

The federal government, the state governments and local governments are cramming thousands upon thousands of new ridiculous regulations down our throats each year. It would take a full team of lawyers just to even try to stay informed about all of these new regulations.

Small business in the United States is literally being suffocated by red tape. We like to think that we live in "the land of the free", but the truth is that our lives and our businesses are actually tightly constrained by **millions** of rules and regulations. Today there is a "license" for just about every business activity. In fact, in some areas of the country today you need a "degree" and multiple "licenses" before you can even submit an application for permission to start certain businesses. And if you want to actually hire some people for your business, the paperwork nightmare gets far worse. It is a wonder that anyone in America is still willing to start a business from scratch and hire employees. The truth is that the business environment in the United States is now so incredibly toxic that millions of Americans have simply given up and don't even try to work within the system anymore.

Today, the U.S. government has an "alphabet agency" for just about everything. The nanny state feels like it has to watch, track and tightly control virtually everything that we do. The Federal Register is the main source of regulations for U.S. government agencies. In 1936, the number of pages in the Federal Register was about 2,600. Today, the Federal Register is over 80,000 pages long. That is just one example of how bad things have gotten.

But it is not just the federal government that is ramming thousands of ridiculous regulations down our throats. The truth is that in many cases state and local governments are far worse. We have become a nation that is run and dominated by bureaucrats. Yes, there always must be rules in a society, but we have gotten to the point where there are so many millions of rules that the game has become unplayable.

The following are 12 examples of ridiculous regulations that are almost too bizarre to believe....

#1 Private Investigator's License

The state of Texas now requires every new computer repair technician to obtain a private investigator's license. In order to receive a private investigator's license, an individual must either have a degree in criminal justice or must complete a three year apprenticeship with a licensed private investigator. If you are a computer repair technician that violates this law, or if you are a regular citizen that has a computer repaired by someone not in compliance with the law, you can be fined up to \$4,000 and you can be put in jail for a year.

#2 Business Privilege License... For Bloggers

The city of Philadelphia now requires all bloggers to purchase a \$300 business privilege license. The city even went after one poor woman who had earned only \$11 from her blog over the past two years.

#3 Funeral Director License for Monks

The state of Louisiana says that monks must be fully licensed as funeral directors and actually convert their monasteries into licensed funeral homes before they will be allowed to sell their handmade wooden caskets.

#4 Teeth Brushing Regulation

In the state of Massachusetts, all children in daycare centers are mandated by state law to brush their teeth after lunch. In fact, the state even provides the fluoride toothpaste for the children.

#5 D.C. Tour Guide License

If you attempt to give a tour of our nation's capital without a license, you could be put in prison for 90 days.

#6 Raw Milk License

Federal agents recently raided an Amish farm at 5 A.M. in the morning because they were selling "unauthorized" raw milk.

#7 Pumpkin and Christmas Tree Vendor License

In Lake Elmo, Minnesota farmers can be fined \$1,000 and put in jail for 90 days for selling pumpkins or Christmas trees that are grown outside city limits.

#8 Untangling Whale Restriction

A U.S. District Court judge slapped a \$500 fine on Massachusetts fisherman Robert J. Eldridge for untangling a giant whale from his nets and setting it free. So what was his crime? Well, according to the court, Eldridge was supposed to call state authorities and wait for them to do it.

#9 Interior Design License

In the state of Texas, it doesn't matter how much formal interior design education you have - only individuals with government licenses may refer to themselves as "interior designers" or use the term "interior design" to describe their work.

#10 Additional 1099s to File

Deeply hidden in the 2,409-page health reform bill passed by Congress was a new regulation that will require U.S. businesses to file millions more 1099s each year. In fact, it is estimated that the average small

business will now have to file 200 additional 1099s every single year. Talk about a nightmare of red tape! But don't try to avoid this rule - it is being reported that the IRS has hired approximately 2,000 new auditors to audit as many of these 1099s as possible.

#11 License to Close a Business

The city of Milwaukee, Wisconsin makes it incredibly difficult to go out of business. In order to close down a business, Milwaukee requires you to purchase an expensive license, you must submit a huge pile of paperwork to the city regarding the inventory you wish to sell off, and you must pay a fee based on the length of your "going out of business sale" plus a two dollar charge for every \$1,000 worth of inventory that you are attempting to sell off.

#12 Labeling Products with Calorie Counts

The U.S. Food and Drug Administration is projecting that the food service industry will have to spend an additional 14 million hours every single year just to comply with new federal regulations that mandate that all vending machine operators and chain restaurants must label all products that they sell with a calorie count in a location visible to the consumer.

This isn't funny anymore

The following short video produced by the Institute for Justice examines some more examples of completely ridiculous regulations across the United States. The video is very funny, but please keep in mind that all of this red tape is absolutely killing many very real businesses....

So is this what "free enterprise" is supposed to look like? Over and over again I have written about the dangers of globalization, but no matter what changes are made a lot of companies will still not want to set up shop in the United States until something is done about all of these ridiculous regulations. As mentioned earlier, the U.S. economy is facing a vast array of incredibly serious problems, but if government would just get off our backs at least we would have a fighting chance. Instead, it gets worse every single year. Each new wave of bureaucrats just seems to get worse than the wave before it. They always seem to think that if they just write more regulations and impose more fees and require more licenses and raise more revenue that they will be able to "fix" things. But the truth is that they always make things worse. Our economy is literally being suffocated by red tape. A "total control grid" is being erected all around us and most Americans are so numb that they don't even realize that it is happening.



QUIZ

All I Want to Do Is Make Cookies

1. How many hours a week does Mr. Semprevivo work each week?
 - a. 40 hours
 - b. 60 hours
 - c. 80 hours
 - d. 100 hours

2. Mr. Semprevivo's profit margin on his cookies is _____.
 - a. 1%
 - b. 2%
 - c. 3%
 - d. 4%

3. Mr. Semprevivo has to sell a million dollars worth of cookies to make \$10,000.
 - a. True
 - b. False

4. Mr. Semprevivo's business is under the jurisdiction of which government agency?
 - a. Food and Drug Administration (FDA)
 - b. Department of Agriculture
 - c. Occupational Safety and Health Administration (OSHA)
 - d. All of the above.

5. When the inspector got out his magnifying glass and decided that the font was off by 1/100th of an inch on the package printing for the cookies, Mr. Semprevivo had to spend _____ to reprint and repackage the product.
 - a. \$5,000
 - b. \$10,000
 - c. \$15,000
 - d. \$20,000



QUIZ - ANSWER KEY

All I Want to Do Is Make Cookies

1. How many hours a week does Mr. Semprevivo work each week?
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STUDY GUIDE

Public Pensions: An Economic Time Bomb

KEY TERMS:

pension
unions

liability
bankruptcy

public sector
401K Plan

NOTE-TAKING COLUMN: Complete this section <u>during</u> the video. Include definitions and key terms.	CUE COLUMN: Complete this section <u>after</u> the video.
<p>Why have major American companies taken steps to phase out pensions?</p> <p>How many retired public employees are receiving pensions of over 100,000 dollars per year in California?</p> <p>What claim do politicians often make in terms of being able to pay for generous pensions?</p>	<p>In what ways are public pensions detrimental to cities and states?</p> <p>What can be done to avoid cities and states from suffering the consequences of public pension liabilities?</p>

Discussion & Review

1. Towards the beginning of the video, Professor Rauh points out that, “...pensions still live on in the public sector - among employees of the government - and they’re eating city and states’ budgets alive. More and more money that could go to tax cuts or better services is instead being shoved aside to pay for these benefits. Why is this happening? Over decades, politicians have promised trillions of dollars in pensions to government workers. That includes police, firefighters, teachers, and city and state officials. You name a government job and there’s a pension associated with it.” Why do you think that pensions were originally created, instead of some other less costly benefit for employees? Explain. Why do you think that many state and local governments continue to offer pensions to public sector employees, even though the model of offering pensions has been proven to be so disastrous for other state and local governments? Explain.
2. After providing some outrageously high examples of pension beneficiaries, Professor Rauh goes on to note that, “The system amounts to a self-perpetuating, corrupt merry-go-round. Public sector unions give large donations to candidates, who are then responsible for negotiating how much of your money goes to public sector workers. These arrangements not only promise high salaries in the short-term, but they also hide the payments that will be due down the road when it will be much too late.” Do you think that the system of public employee unions funding politicians that then ‘pay back’ the unions with high pension jobs should be legal? Why or why not? Why do you think that people making such arrangements attempt to ‘hide’ the fact that the pensions will be so costly over time? Explain.
3. Professor Rauh shares with us that, “State and local governments across the U.S. openly admit to 1.4 trillion dollars of unfunded pension liabilities, or 11,000 dollars per household. Unfunded means dollars that have been promised but there’s no actual money in the bank. And that’s just the amount they admit to. The real number, according to the Federal Reserve, is much larger – around 4 trillion dollars or 32,000 dollars per household. Pensions have already thrown California cities like San Bernardino and Vallejo into bankruptcy. And the entire state of Illinois is teetering on the edge.” Why do you think that many state and local governments do not admit to the actual amount of debt that they suffer from due to having to fund public employee pensions? What might some of the primary and ancillary negative consequences be for cities and states that have to declare bankruptcy due to pension liabilities?
4. Later in the video, Professor Rauh explains that politicians get away with justifying paying for public pensions they have promised because those politicians, “...lie by saying they can pay for more and more generous pensions – not by collecting more taxes, but by making investments at a guaranteed 7.5% return. But this is nonsense. It’s less and less likely they’ll meet their 7.5% goal over time, and their investment behavior, pouring ever more funds into ever-riskier investments, suggests they know it. But if they were to use a more realistic assessment, they’d need to raise taxes dramatically. And they love their jobs too much for that.” Why will most politicians not be able to meet their promised investment goals? Why do you think that so many politicians are willing to make riskier and riskier investments with taxpayer’s money? What do you think Professor Rauh means when he states that politicians ‘love their jobs too much’ to raise taxes? Explain.

5. At the end of the video, Professor Rauh concludes by encouraging us to, “...end the current structure of public sector pensions, and move to a sustainable way of compensating our public workforce. Save your city. Save your state. Save your money.” What might be some better, more ‘sustainable,’ means of compensating deserving public employees than with pensions? Explain.

Extend the Learning

Case Study Vallejo/ CalPERS

INSTRUCTIONS: Read the articles “Vallejo, Calif., Goes Bankrupt,” and, “Two years after bankruptcy, California city again mired in pension debt,” then answer the questions that follow.

1. How many police stations does Vallejo have, and how often are they open? How often do burglaries occur? What distinction did Vallejo achieve in 2008? How many storefronts stand vacant in downtown Vallejo? What are the conditions for senior citizens like in Vallejo? Why didn't city leaders boost taxes? How many cities have filed for bankruptcy in America? How much did Vallejo's lawyers say that the city owed in unfunded pension liabilities? At the same time, how much had Vallejo's property and sales tax revenue dropped to? What has the city of Vallejo now gained a reputation as? How many of the city's nine firehouses have permanently closed? Why is Vallejo facing a budget crisis two years after filing bankruptcy? What are Wall Street and public pension funds having a titanic battle over? Who is Karol Denniston, and what did she have to say about municipal bankruptcy? What is CalPERS, and what is their argument in terms of their responsibility regarding pensions? What do Vallejo city leaders say is putting its post-bankruptcy budget under enormous strain? In the latest budget, what percentage of the general fund goes to CalPERS payments, and what explains the increase from before? Who is Marc Levinson, and what salient questions about pension plans and CalPERS does he ask in the article? Who is Dan Keen, and what does he plan to do about Vallejo's budget issues, especially in terms of city services?
2. Why do you think that Vallejo opted to file for bankruptcy? Why do you think that reducing the pension liabilities was not part of the debt restructuring during bankruptcy? What do you think Vallejo can do to try to recover from the financial mess that it is in? Do you think that Vallejo will ever be able to fully recover? Why or why not?
3. Towards the beginning of the video, Professor Rauh laments that almost no one is paying attention to the serious issue of public pension liabilities. Why do you think this is the case, especially considering how drastic and pervasive the consequences can be? Explain.

Two years after bankruptcy, California city again mired in pension debt

Tim Reid

(Reuters) - Less than two years after exiting bankruptcy, the city of Vallejo, California, is again facing a budget crisis as soaring pension costs, which were left untouched in the bankruptcy reorganization, eat up an ever-growing share of tax revenues.



A man enters City Hall in Vallejo, California in this February 27, 2008 file photo. REUTERS/Robert Galbraith/Files

Vallejo's plight, so soon after bankruptcy, is an object lesson for three U.S. cities going through that process today - Detroit, Stockton and San Bernardino, California - because it shows the importance of dealing with pension obligations as part of a financial restructuring, experts say.

The Vallejo experience may be particularly relevant to Stockton, which is further along in its bankruptcy case than Detroit and San Bernardino and has signaled its intention to leave pension payments intact.

All three current bankruptcies are considered test cases in the titanic battle between Wall Street and public pension funds over whether municipal bondholders or current and retired employees should absorb most of the pain when a state or local government goes broke.

"Any municipal bankruptcy that doesn't restructure pension obligations is going to be a failure because pension obligations are the largest debt a city has," said Karol Denniston, a municipal bankruptcy attorney in San Francisco.

“A city like Vallejo can be reasonably managed but it is still going to be flooded out because it cannot be expected to keep up with its pension obligations.”

Calpers, the retirement system for California public employees, said it had “reached out” to Vallejo to discuss concerns. “Employers looking to cut costs have some options that can make benefits easier to manage in the near term, some of which Vallejo has already taken,” Calpers said in a statement. “We are pleased Vallejo has remained committed to delivering on the pension promises it made to its employees.”

Calpers is the largest pension system in the United States and serves many California cities and counties. It has long argued that it has a much wider responsibility than managing pensions for individual cities. It says state law mandates that it is the custodian of the entire fund, and as such is unable to renegotiate pension rates that cities have agreed to with their workers.

Vallejo, a port city of 115,000 near San Francisco that was staggered by the closure of a local naval base and the housing market meltdown, filed for Chapter 9 bankruptcy protection in 2008 with an \$18 million deficit.

During its three-and-half year bankruptcy, the city slashed costs, including police and firefighter numbers, retiree health benefits, payments to bondholders and other city services.

The only major expense the city did not touch was its payments to the \$260 billion California Public Employees Retirement System.

“We realized we did not have the time or the money to take on a giant behemoth like Calpers,” said Stephanie Gomes, Vallejo’s vice mayor.

Now city leaders say that growing, and unexpected, costs to Calpers are putting its post-bankruptcy budget under enormous strain. The city budget shows a deficit of \$5.2 million for this fiscal year, and that is set to rise to \$8.9 million next year unless significant cost savings can be found.

When Vallejo entered bankruptcy in 2008, its annual employer payments to Calpers were \$8.82 million, or 11 percent of the city’s general fund, according to the city’s finance department.

When it exited bankruptcy at the beginning of 2011, the payments to Calpers were just over \$11 million, or 14 percent of the fund. The latest budget pegs those payments at \$15 million, or 18 percent of the general fund.

The increase comes largely from the recent decision by Calpers to lower its projected investment return rate, from 7.75 percent to 7.5 percent, and to change the way it calculates long-term pension maturity dates.

Those changes mean cities, state agencies and counties must pay rate increases of up to 50 percent over the next decade. Vallejo expects an increase in pension contribution rates of 33 to 42 percent over the next five years.

“Our five-year business plan was based on things we knew,” said Deborah Lauchner, the city’s finance director.

“Now we have to figure out a way to pay for these new Calpers rates. Every time we react to the last rate change they impose, they come up with another one. I understand they want to improve their funding status, but it’s on the backs of the cities.”

David Skeel, a bankruptcy law professor at the University of Pennsylvania Law School, said: “Vallejo made a conscious decision under enormous pressure not to mess with Calpers. That is a decision coming home to roost.”

Marc Levinson, of the law firm Orrick, Herrington & Sutcliffe, was the lead attorney for Vallejo in its bankruptcy and has the same role for Stockton. He says his clients would welcome pension reform in California, and he is the first to say that contributions to Calpers are a big problem for cities.

But, Levinson said, dealing with the issue is no simple matter.

“How does a city start a new pension plan when it can’t pay its bills?”, Levinson said. “How can a city break away from Calpers and still retain employees when other jurisdictions have a pension plan?”

Vallejo has met in full its annual payments to Calpers since exiting bankruptcy, and even accurately projected them.

“But just because a cost is projected does not make it sustainable,” said Lauchner, the finance manager.

Dan Keen, Vallejo’s city manager, said the only way for the city to meet growing pension costs is to get more concessions from city unions - contract negotiations are underway - and to cut services further.

Keen said options were to slow or freeze hiring and make other cost cuts, for example, at the city marina. But he added: “The reality is we don’t have anywhere else to cut.”

Gomes, the city’s vice mayor, said of Calpers: “It’s the biggest part of my city’s problem. I don’t know any city that can afford it.”

Editing by Jonathan Weber and Dan Grebler

Vallejo, Calif., Goes Bankrupt

Jobs and senior services are being cut to the bone

by Michael Zielenziger, From the AARP Bulletin Print Edition, May 1, 2011

Vallejo, Calif. At 11 a.m. on a Friday morning, you'd be hard-pressed to file a police report or meet with a detective in this sprawling blue-collar city of 120,000. The city's sole police station is closed to the public three days a week, and its three substations are permanently shuttered.

Drug sales are on the rise and so is prostitution on Sonoma Boulevard, one of the town's main drags. Burglaries are commonplace. Amid a rising tide of unemployment — 12 percent — and a surge of foreclosed homes, squatters have taken hold even in upscale areas.

"Vallejo is just going to pot," says lifelong resident Marti Thornton, 54. "It once felt like the town was getting itself together, but now things are really getting worse."

"People who used to eat at Taco Bell now are robbing Taco Bell," says Nancy, a 69-year-old resident who didn't want her last name published.

Situated at the mouth of the Napa River about 25 miles north of San Francisco, Vallejo holds a prominent place in California history. It was the first state capital in 1852, and for nearly 150 years was the site of one of the nation's most important naval shipyards.

In 2008, it achieved a new kind of distinction — the state's largest city to file for bankruptcy.

The plight of the tattered, ethnically diverse city, still dotted with Victorian homes from the 1850s, may presage the future for many financially strapped American cities: rising health care and pension costs colliding with eroding property and sales tax revenues in the aftermath of the recession and housing meltdown.



A woman sweeps the pavement of an abandoned car dealership, her home, in bankrupt Vallejo, California

Justin Maxon/RAZON

But if Vallejo serves as any lesson, it's that entering a Chapter 9 bankruptcy hardly offers a panacea.

On a recent midday, the busiest retailers in the faded downtown were establishments selling medical marijuana. Dozens of storefronts stood vacant.

"When you don't see streets paved, when you see crime soaring and squatters taking over foreclosed houses, something is wrong with this picture," says Bob Sampayan, 58, a retired Vallejo police officer. He now works with the Fight Back Partnership, a community group that organizes crime watch campaigns. Its operating hours, too, have been cut.

"Vallejo has always been the affordable American dream, but now that's all in jeopardy," Sampayan says. "We can't support the local theater group, the senior citizens center or the community arts group. All the things that help make up a community are not being supported."

The city used to provide about \$80,000 each year to support the Florence Douglas Senior Center, director Vicki Conrad says. She's now trying to plug the hole in the budget with private contributions and grants. Staff and operating hours have been cut, but demand for hot lunches has risen nearly 10 percent, and the center's thrift shop is busy.

"It's harder for seniors to get the resources they need," says Conrad, 72. As gas and food prices rise, homelessness among seniors is headed up, she says. And with the police cutbacks, "people are afraid to go out at night."

The Mare Island Naval Shipyard, which built ships and submarines in World War II, was for decades the city's economic engine. In its heyday, the base employed 46,000 people, who spent their wages in local stores and restaurants. The rolls of city employees expanded.

The shipyard was closed in 1996, but the housing boom in the 2000s helped keep the local economy going. On the Vallejo highlands along Interstate 80, which connects Sacramento with San Francisco, acres of gleaming new subdivisions went up. Gays gentrified an area closer to downtown.

But then the recession and the housing crisis hit. Though parts of Vallejo retained an all-American allure, in others the picture turned gloomy. Construction stopped, Walmart left town, property tax revenues took a dive. With expensive labor contracts to fund, Vallejo found itself with a budget that didn't add up.

City leaders couldn't summon the political will to boost taxes in the middle of a slowdown. And when the gaps proved too big to close with conventional steps, Vallejo opted for the radical: In May 2008 it filed for protection in U.S. bankruptcy court.

Municipal bankruptcy remains quite rare across America. In the more than 60 years since Congress established a federal mechanism for the resolution of excessive municipal debts, only about 600 cities have filed for protection from their creditors.

Vallejo officials entered a protracted court battle with unions in an ultimately successful battle to reduce city workers' wages. The city burned through more than \$8.3 million in payments to lawyers, court records show. The bad news has continued. In a court filing in January, Vallejo's lawyers noted that the city's unfunded pension liabilities totaled \$195 million while overall revenues from property and sales taxes had dropped from \$83 million to \$65 million since 2008.

The city has outlined a five-year recovery plan. It has agreed not to disrupt pensions for former city employees but has cut payments for accrued sick leave or unused vacation time.

Jobs and services are being cut to the bone. With only a handful of police officers now working the street, Vallejo has gained a reputation as a good place for criminals to set up shop, some residents say.

In light of lengthy legal battles and the economic collapse, employees should have seen the writing on the wall, says fire chief Doug Robertson, 51. "We were overblown. Salaries, benefits, the whole thing." His department, which once had 122 members, now has 65. Three of nine firehouses have been permanently closed. Firefighters took a 25 percent pay cut and must do more work with fewer resources.

As a police siren wails in a downtown neighborhood on a recent day, credit union employee Alain Norris, 37, says that given the economic collapse around him, he's been lucky just to have a job. But for now, he says, "really, the only thing I like about this place is the weather."

Michael Zielenziger writes on business and the economy. He lives in the San Francisco Bay area.



QUIZ

Public Pensions: An Economic Time Bomb

1. Major American companies have taken steps to phase out pensions because _____.
_____.

 - a. the taxes on them have become too complicated
 - b. older employees want other types of benefits instead
 - c. they are too expensive
 - d. European companies have mostly phased them out already

2. How many retired public employees are receiving pensions of over 100,000 dollars per year in California?
 - a. 32,000
 - b. 42,000
 - c. 52,000
 - d. 62,000
3. A retired New York City sanitation worker is getting \$35,000 per year in pension payouts.
 - a. True
 - b. False
4. How much in unfunded liabilities do State and local governments across the U.S. openly admit to?
 - a. 1.4 trillion dollars, or 11,000 dollars per household.
 - b. 2.4 trillion dollars, or 21,000 dollars per household.
 - c. 3.4 trillion dollars, or 31,000 dollars per household.
 - d. 4.4 trillion dollars, or 41,000 dollars per household.
5. We can turn the odds of state and local governments going into bankruptcy due to public pension liabilities with _____.
 - a. public pressure
 - b. discipline
 - c. common sense
 - d. All of the above.



QUIZ - ANSWER KEY

Public Pensions: An Economic Time Bomb

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STUDY GUIDE

What's the Deal With the Green New Deal?

KEY TERMS:

Green New Deal
CO2

fossil fuel energy
nuclear energy

renewable energy
climate

NOTE-TAKING COLUMN: Complete this section during the video. Include definitions and key terms.

Despite decades of government subsidies and mandates to encourage their use, how much energy comes from solar and wind for Americans to use?

How much warmer has the average temperature of the planet been in the past?

What percentage of France gets its electricity from nuclear power?

CUE COLUMN: Complete this section after the video.

What are the underlying premises for the Green New Deal, and in what ways are they flat-out wrong?

In what ways are fossil fuels and nuclear energy good?

Discussion & Review Questions

1. Towards the beginning of the video, Mr. Epstein explains that, “The core idea of a Green New Deal is that government should rapidly prohibit the use of fossil fuel energy and impose ‘100% renewable energy,’ mostly solar and wind. This may sound appealing, but consider what it would entail. Today, 80% of the energy Americans use to heat their homes, farm their land, run their factories, and drive their cars comes from fossil fuels: coal, oil, and natural gas. Only 3.4% comes from solar and wind- despite decades of government subsidies and mandates to encourage their use. The reason we don’t use much sunlight and wind as energy is that they’re unreliable fuels that only work when the sun shines and the wind blows. That’s why no town, city, or country has ever come close to 100%–or even 50%–solar and wind.” Considering the fact that wind and solar energy is so unreliable, why do you think that Leftists are proposing such unrealistic and regressive ideas regarding compulsory use of that type of energy? Considering how much they benefit from it, why do you think that Leftists are so opposed to fossil fuel energy? Do you think that a government should be imposing 100% renewable energy on a society when it isn’t even possible- i.e. would you consider the New Green Deal to be politically-motivated, idealistic, over-regulation? Why or why not?
2. Next, Mr. Epstein notes that, “Green New Deal proponents say they can do the impossible- if only we give the government control of the energy industry and control of major users of energy, such as the transportation industry, manufacturing, and agriculture. All of this is justified by the need to ‘do something’ about the ‘existential threat’ of rising CO2 levels. We’re told on a daily basis that prestigious organizations like the United Nations have predicted mass destruction and death if we don’t get off fossil fuels.” Why do you think that Leftists wish to solve problems through government control, which rarely works, rather than through free-market competition, which almost always works? Do you think that progressives actually consider rising CO2 levels to be a genuine threat, or do you think that they just wish to scare people into voting for them and their agenda? Explain.
3. Mr. Epstein goes on to point out that, “What is truly unprecedented, though, is how safe we are from climate. The International Disaster Database... shows that such deaths have been plummeting as CO2 emissions have been rising. How is this possible? Because of the fossil fuel energy that emitted the CO2, which has empowered us to climate-proof our environment with heating, air-conditioning, sturdy buildings, mass irrigation, and weather warning systems. Fossil fuel energy has not taken a naturally safe climate and made it unnaturally dangerous; it’s taken our naturally dangerous climate and made it unnaturally safe.” Why do you think that progressives ignore all of this positive truth about CO2 actually making us safer in our environment? Explain.
4. Later in the video, Mr. Epstein asks, “Does this mean that we shouldn’t look for lower carbon energy alternatives? Of course not. But the alternatives should lead us toward more abundant, more reliable power, not less. The most promising form of alternative energy is not unreliable solar and wind, but reliable, carbon-free nuclear energy... While nuclear energy is smeared as unsafe, it has actually been demonstrated by study after study to be the safest form of energy ever created.” Why do you think that some of the people who clamor for alternative forms of energy refuse to accept nuclear energy as a reliable and safe option? Why is abundance such a critical factor in opting for a particular type of energy to use? Explain.

5. At the end of the video, Mr. Epstein concludes that, "...Green New Deal proponents, who say that we have 12 years to save the planet from rising CO2 levels, vigorously oppose nuclear—in addition to all fossil fuel use. By opposing every affordable, abundant, reliable form of energy, the Green New Deal won't protect us from an existential threat—it is an existential threat." What do you think Mr. Epstein means by this last statement? Explain. Considering that the claim that the planet only has 12 years to be saved from rising CO2 levels is laughable and not rooted in any genuine science, would you support any form of the Green New Deal? Why or why not?

Extend the Learning:

Case Study Greenhouse Warming Theory

INSTRUCTIONS: Read the article "Greenhouse Warming Theory Is Not Physically Possible," then answer the questions that follow.

1. What fundamental misunderstanding is Greenhouse Warming Theory based on? What is heat? What is physically impossible, in terms of heat radiated by Earth? What cannot be physically warmed by its own radiation? What is the only way the Earth can be warmed? What determines average global temperatures? How do the physical properties of radiation from the sun compare to the physical properties of radiation from the Earth? What is thermal radiation? What is thermal energy? What is resonance? How does distance affect thermal radiation? What do greenhouse gasses absorb, and what affect does that absorption have on air temperature? What does Planck's law show us, in terms of radiation warming matter? Why is Greenhouse Warming Theory not possible? Why was global warming from 1970 to 1998 twice as great in the northern hemisphere as in the southern hemisphere? What explains arctic amplification of global warming and why the greatest warming since 1970 observed anywhere on Earth was along the Antarctic Peninsula? Exactly how do volcanic eruptions both cool and warm the Earth? What is contemporaneous with periods of major warming? What are the consequences of climate scientists continuing to ignore clear evidence that Greenhouse Warming Theory appears to be mistaken?
2. Why do you think that so many people, including some scientists, choose to believe in Greenhouse Warming Theory without bothering to study and understand the basic science and scientific principles involved? Why do you think that Dr. Ward's work, and the work of other scientists who study climate and thermodynamics, is not better known amongst the general population, even though it is easily found and widely available? Which of the points made in the video are supported by information presented in this article?
3. Before reading this article, were you aware that global warming is largely due to ozone depletion, not CO2 levels? Before reading this article, were you aware that Greenhouse Warming Theory is invalid because it is not possible? Has reading this article changed your viewpoint on whether or not to support the Green New Deal? Why or why not?

Greenhouse Warming Theory Is Not Physically Possible

**Observed warming throughout Earth history is explained clearly
and in detail by depletion of the ozone layer
allowing more solar ultraviolet-B thermal energy to reach Earth**

Dr. Peter Langdon Ward
United States Geological Survey retired

Clear, unambiguous observations of Nature show that greenhouse warming theory is based on a fundamental misunderstanding in physics about what heat is physically and how heat flows through matter, air, and space.

Heat is what a body of matter must absorb to become warmer and must lose to become cooler. Heat, as shown below, is a broad spectrum of thermal energies, most of which are not absorbed by greenhouse gases.

Furthermore, heat is well known to flow spontaneously only from warmer bodies of matter to cooler bodies of matter where the flux of heat that flows decreases to zero as the difference in temperature decreases to zero. It is physically impossible, therefore, for heat radiated by Earth to flow back to the planet's surface, making Earth warmer in any of the ways assumed in greenhouse warming theory. A body of matter cannot physically be warmed by its own radiation; otherwise bodies, under the right conditions, could spontaneously heat up, providing an endless supply of free thermal energy.

Earth can only be warmed by absorbing radiation from a much hotter body, of which Sun is the only example in our solar system. It turns out that average global temperatures are determined primarily by how efficiently different frequencies of solar radiation penetrate Earth's atmosphere.

A fundamental misunderstanding about heat

The roots of this misunderstanding are deep, extending back to the 1700s—at least a century before scientists began to understand the atomic and molecular nature of matter. Physicists at that time had no idea what thermal energy in matter was physically. They simply thought of thermal energy as some generic thing contained within matter as they would think of a liquid contained in a tank. The more of this generic thermal energy absorbed, the hotter the matter was assumed to become. Thus, they thought of heat as an amount of some undefined thing called thermal energy flowing per second across a surface ultimately in units of watts per square meter.

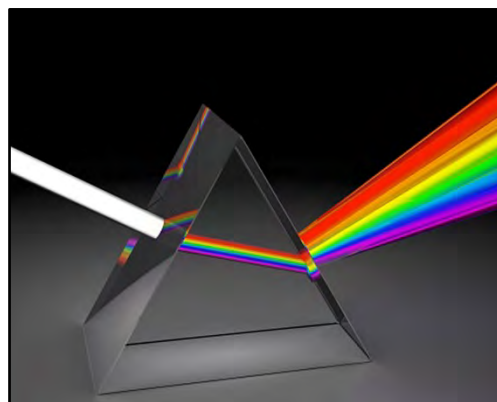
Thinking of thermal energy only as an amount has been a reasonable approximation, even today, when the temperatures of the bodies of matter involved are similar. For greenhouse

warming theory, however, this thinking breaks down catastrophically because Sun, which clearly warms Earth, is twenty times hotter than Earth.

Climate scientists currently assume that thermal energy radiated by Sun is the same physical thing as thermal energy radiated by Earth except Sun radiates a much greater amount of it. Yet today we observe clearly that the physical properties of radiation from Sun are significantly different from the physical properties of radiation from Earth. Solar radiation, even in small amounts, includes visible light and ultraviolet radiation, which causes sunburn, skin cancer, cataracts, and mutations of DNA. Radiation from Earth, on the other hand, does not include visible light and cannot cause any of these chemical changes no matter how great the amount. Thus, contrary to current thinking in terms of simple amount, the physical properties of radiation from Sun are actually distinctly different from the physical properties of radiation from Earth.

The physical properties of heat

Visible light has two main physical properties: frequency of oscillation, which is equivalent to color, and amplitude of oscillation, which is equivalent to intensity or brightness of that color. Visible light, in fact, contains a whole spectrum of colors that we see in a rainbow or when white light is passed through a prism, ranging from different shades of red, to orange, to yellow, to green, to blue, to violet.



*A **prism** disperses white light into its frequency components.*

Thermal radiation, the radiation from a body of matter caused by its temperature, is well known to be the electromagnetic spectrum ranging from extremely low frequency radio signals oscillating at a few cycles per second, to microwaves, to infrared radiation, to visible light oscillating at hundreds of trillions of cycles per second, to ultraviolet radiation, to X-rays, to gamma rays oscillating at nearly one billion trillion cycles per second.

All these frequencies of oscillation are always present simultaneously in matter, air and space, but depending on the temperature of the emitting body, the amplitude of oscillation at each frequency of oscillation ranges from insignificant to dominant. In other words, these amplitudes of oscillation increase, especially at high frequencies, with increasing temperature of the radiating body of matter.

By the late 1800s, many physicists were measuring the physical properties of radiation. In 1900, Max Planck, one of the fathers of modern physics, developed, by trial and error, an equation, now known as Planck's law, that accurately calculates all observations of the distribution of frequencies of oscillation and their amplitudes of oscillation as a function of the temperature of the radiating body.

Oscillation of what? By the late 1800s, the atomic revolution in science was underway with the discovery of electrons in 1897 and the nucleus of atoms in 1909. Physicists and chemists began to understand the structure of atoms and that matter consists of atoms bonded together into molecules. These bonds are not rigid. In the 20th century, it became clear that thermal energy within matter consists of the simultaneous oscillation of all of these bonds holding matter together. Each bond oscillates between forces of repulsion as atoms get too close and forces of attraction as atoms get farther apart.

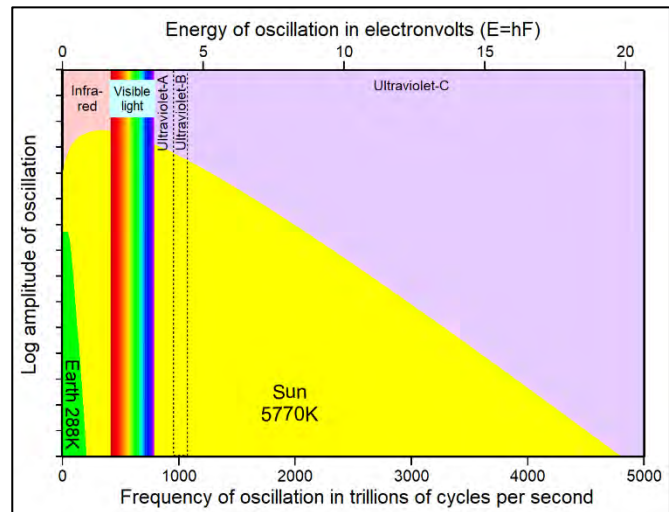
Planck's law shows that the higher the temperature of the body, the greater the amplitude of oscillation at each frequency of oscillation and the greater the frequencies of oscillation that have the greatest amplitudes of oscillation. Furthermore, the greater the amplitude of oscillation, the greater the average length of the bond and, therefore, the greater the volume of the matter. Most materials are observed to expand when they are heated.

The physical properties of transferred heat, therefore, vary significantly with the temperature of the radiating body. Heat radiated by the very hot Sun (yellow in the figure) contains much higher frequencies of oscillation and much higher amplitudes of oscillation at each and every frequency of oscillation than heat radiated by the much cooler Earth (green).

It is these much higher frequencies of oscillation in the ultraviolet-B range that cause sunburn, skin cancer, cataracts, and even mutations—chemical reactions that cannot be caused by any amount of infrared radiation from Earth. In this way, the average temperature of Earth's surface is determined by how efficiently these much higher frequencies of oscillation penetrate Earth's atmosphere.

What is thermal energy physically?

In 1900, Planck was able to write his law by postulating that thermal energy (E) equals a constant (h) times frequency (F), where $E=hF$. This simple equation says that thermal



Planck's law is an equation derived by experiment that calculates the observed amplitude of oscillation at each frequency of oscillation for radiation from a body of matter at a given absolute temperature in units of kelvin. The hotter the body, the higher the amplitude of oscillation at each and every frequency of oscillation and the higher the frequencies with major amplitudes. Note that the frequencies emitted by Earth (green) are a tiny subset of the frequencies emitted by Sun (yellow).

energy is physically identical to frequency of oscillation times a scaling constant (h , the Planck constant), which simply changes the units of measure from cycles per second to energy measured in either joules or electronvolts.

In 1905, Albert Einstein used this equation, $E=hF$, to describe the photoelectric effect where light, with a color above some minimum frequency in the blue to violet color range, is observed to release electrons from a fresh, unoxidized, metallic surface. In this usage, E is the minimum level of energy, the minimum frequency of oscillation, required to break the bond holding an electron to a molecule of some specific metal. Atmospheric chemists similarly use this equation, $E=hF$, to specify the minimum level of energy, the minimum frequency of oscillation, required to break a chemical bond that is holding together, for example, the two atoms of an oxygen molecule. Einstein visualized E as a discrete number, an amount of energy, a quantum of energy, a particle of light, which soon became known as a photon. Einstein's concept of a "light quantum" in 1905, led to the development of modern quantum physics and modern particle physics.

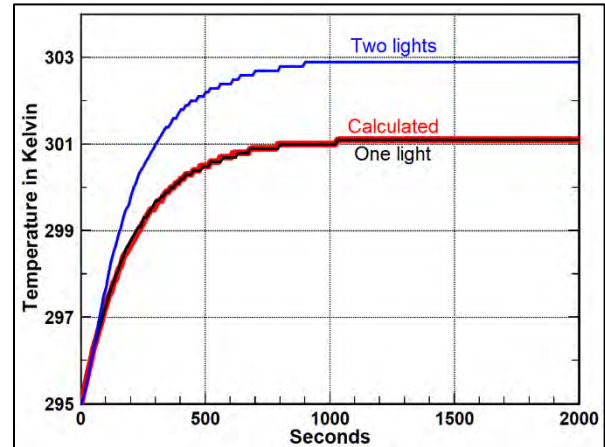
This simple equation, $E=hF$, however, contains a most surprising and inconvenient truth. When applied to heat, frequency (F) is the electromagnetic spectrum, well-known to be a spectrum of frequencies of thermal oscillations, as described above. A constant (h) times a spectrum of frequencies of oscillation must equal a spectrum of energies of oscillation. Thermal energy E , therefore, is not a quantum, a photon, or a particle—it is a spectrum of energies where each frequency of oscillation has a different energy of oscillation—the higher the frequency, the higher the energy of oscillation. Each frequency is the frequency of oscillation of a single physical oscillator, which is a single degree of freedom of motion of a single bond. Each oscillator is oscillating at a specific frequency, which is a specific level of energy ($E=hF$). Energy is not limited to be an integer multiple of some basic quantum value of energy as assumed in quantum physics. An individual discrete energy can be any value. Thermal energy is the spectrum of all discrete energies of all degrees of freedom of motion of all physically discrete bonds oscillating simultaneously.

In summary, Planck's law calculates, based on the temperature of the radiating body of matter, the observed amplitude of oscillation at each frequency of oscillation throughout the whole electromagnetic spectrum. Thermal energy at each frequency of oscillation is the same physical thing as the frequency of oscillation. Heat, however, that which must be absorbed to increase the temperature of a body of matter, is the difference between the Planck curve for the final temperature minus the Planck curve for the starting temperature. Heat, therefore, is a spectrum of values of the difference in amplitudes of oscillation at each frequency of oscillation. A body of matter is heated by absorbing radiation that contains greater amplitudes of oscillation at each frequency of oscillation throughout the whole electromagnetic spectrum that is being radiated. This radiation, this heat, can, at best, raise the temperature of the absorbing body only as high as the temperature of the radiating body.

Heat flows by resonance

Heat is observed to flow spontaneously through matter, through air, and through space from higher temperature to lower temperature. How can a spectrum of frequencies flow? The only option I know of is by resonance.

Resonance is a widely observed physical process whereby two discrete physical oscillators, oscillating at nearly identical frequencies, average their amplitudes of oscillation. In the simplest case, one-half the difference in amplitude of oscillation moves from the higher amplitude oscillator to the lower amplitude oscillator. From Planck's law, this means at each frequency of oscillation that some amplitude of oscillation moves from the higher temperature oscillator to the lower temperature oscillator, in effect averaging the two amplitudes. When resonance occurs simultaneously across all frequencies of oscillation, the two temperatures of two similar bodies are averaged, as typically observed. The greater the difference in temperature, the greater the amount of amplitude that flows at each frequency. Heat is the flow of this broad spectrum of amplitudes. The greater the difference in temperature, the greater the flow of heat, the greater the flux of heat, which is also typically observed.



The rate of warming, the rate heat flows, decreases with decreasing difference in temperature forming an asymptotic curve. The black line shows temperature increase of a small black object caused by radiation from a light bulb. The blue line shows similar warming caused by two identical light bulbs. The red line shows the temperature calculated by adding 4.6% times the ending temperature minus the existing temperature at each 10-second interval.

Resonance can occur by the physical touching of two oscillators and thus by conduction, but it is also observed to occur across air and space by electromagnetic communication. A radio station radiates (broadcasts) at a specific frequency. We tune a radio receiver to resonate at that specific frequency, thereby receiving a signal with most amplitude just from that single transmitter.

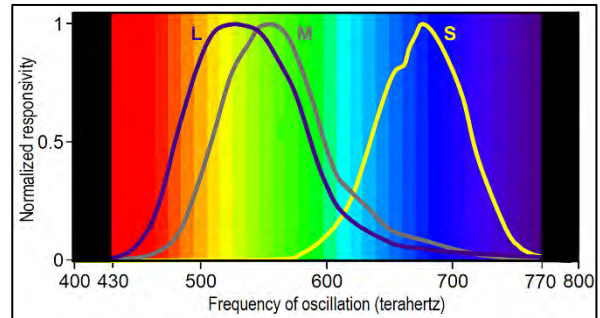
Electromagnetic communication is made possible by the observation that an oscillating electric charge induces what we think of as an oscillating electric field. This oscillating electric field then induces an oscillating magnetic field. The oscillating magnetic field then induces an oscillating electric field, and so on, providing a way for resonance to occur. We still have much to learn about the detailed physics of electromagnetic communication—about precisely how resonance occurs.

Resonance is all around us

We all hear by resonance. The frequencies of sounds in air resonate with tiny hairs in our inner ear, sending signals to our brain that let us differentiate all the different frequencies. Similarly, a tuning fork in air resonates when an identical tuning fork oscillates nearby.

We all experience resonance when pushing a child on a swing. If we push at the same frequency as the swing is moving, the swing will go higher and higher.

We all see via resonance. When sunlight shines on a green leaf, for example, most frequencies of radiation are absorbed by the leaf, but the green frequencies are, in effect, reflected. Well, actually the color-forming bonds resonate with the light source at the frequencies of their natural color green. These color-forming oscillators then resonate with three different cells in the cones of our eyes (L, M, and S), each of which have a different amplitude response to frequency. Our brain can then differentiate ten million different colors just from these three amplitude responses



Three different types of cone cells in our eyes (L, M, and S) respond differently when resonating with different colors.

in the same way that the color of a pixel on your RGB computer screen is determined by three different shades of Red, Green, and Blue primary colors.

For the propagation of heat, resonance is occurring at each and every frequency simultaneously. On a cold, clear night, bonds oscillating on the surface of Earth resonate with much colder bonds in deep space, leading to the transfer of a great deal of heat. When a cloud is present, often heated by the Sun, the difference in temperature with Earth is much smaller, so that much less heat is transferred.

Resonance is the process in Nature that quantum physicists try to explain as quantum entanglement, where the physical state of something here influences the physical state of something at an arbitrary distance over there with no visible connection between them. Resonance is all around us, it occurs by line of sight, and it is the primary way that living organisms sense the physical world.

The thermal effects of radiation decrease with distance

Frequency of oscillation in radiation and the chemical energy $E=hF$ in radiation are clearly observed not to change with distance, even over galactic distances, except for a small shift when the radiating body is moving relative to the absorbing body—known as the Doppler effect. Amplitude of oscillation in radiation similarly does not change with distance—it only changes through resonance. There is no friction in space to change frequency or amplitude. The heat transferred, however, is observed to decrease with the square of the distance travelled and with decreasing angle of the absorbing surface to the line of sight.

A body of matter looks smaller at a distance because the “size” we see is the solid angle subtended by the distant body at our eye. This solid angle is inversely proportional to the square of the distance. When two bodies are close together, each bond oscillator on the emitting surface resonates with a similar bond oscillator on the absorbing surface. As the bodies move apart, the percent of oscillators on the absorbing surface that resonate, the density of oscillators on the absorbing surface that resonate, decreases proportionally to the square of the distance. In this way, each bond oscillator on the absorbing surface must share by conduction the amplitude of oscillation transferred with an increasing number of bond oscillators that do not resonate with the distant oscillator. There is a similar effect, as the angle of the absorbing surface to the line of sight decreases from ninety degrees to zero.

What is the velocity of light?

For more than 2500 years, natural philosophers and scientists have argued whether electromagnetic radiation, a small subset of which is visible light, travels through space as a wave, a particle, or, in modern physics, via some mixture of both called wave-particle duality. These three alternatives are hard to understand physically. Waves travel by deforming a medium such as water or rock, and physicists have proven that there is no light-conducting medium in space. There are no particles of light as explained above. $E=hF$ is a spectrum, not a quantum. Furthermore, waves and particles are physical things that we can see, while we cannot see light until it is absorbed by matter. Why do we insist on explaining things we cannot see in terms of waves and particles that we can visualize? We cannot see radio signals because each is a specific frequency.

The apparent velocity of light is measured to be a very large value, nearly three hundred thousand kilometers per second. Our current experience with waves and particles makes it hard to conceive of how they could move physically at such a high velocity and how this velocity could be constant. Recognizing that light travels by resonance suggests that what we think of as the constant velocity of light might simply be the very short time it takes for resonance to happen via line of sight from close at hand to galactic distances.

Greenhouse gases absorb some thermal radiation but not heat

Heat is a very broad spectrum of frequencies of oscillation with amplitudes of oscillation described by the Planck’s law curve based on the temperature of the radiating body minus the Planck’s law curve based on the temperature of the absorbing body. Greenhouse gases, however, are clearly observed to absorb only very small parts of this spectrum. Carbon dioxide, for example, simply absorbs the resonant frequencies of its bonds that make up less than 16% of the frequencies in the spectrum required to constitute the heat radiated by Earth. If you have 16% of a person, you do not have a person. In the same way, greenhouse gases do not absorb heat—they just absorb some oscillatory energy into the molecular bonds, which has no direct effect on air temperature.

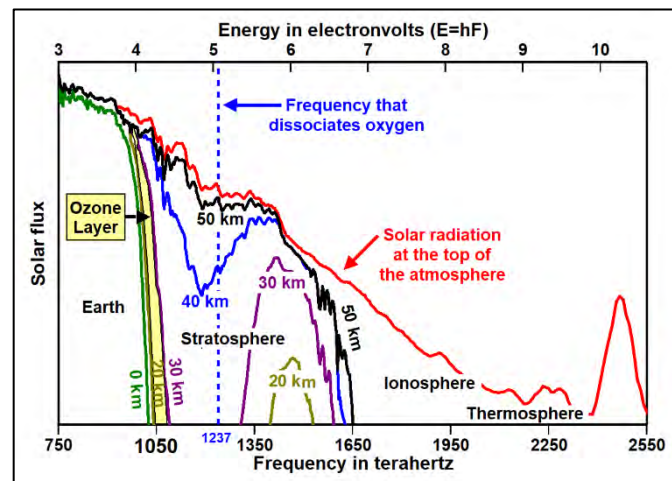
Temperature in air is well-known to be determined by the average kinetic energy of the independent movements of all air molecules travelling and colliding in random directions through space. To convert radiant energy absorbed into the bonds holding the molecule together to air temperature, we must assume that the absorbed oscillatory bond energy is converted through myriads of collisions to kinetic energy of motion of all air molecules. Even if such conversions actually occur efficiently, which they probably do not, the kinetic energy from a single carbon dioxide molecule must still be shared with 2500 other gas molecules because carbon dioxide makes up only 0.04% of air.

Furthermore, Planck's law shows us that the only way that radiation can warm a body of matter, is if the radiation comes from a hotter body that has bonds oscillating at higher amplitudes of oscillation for each and every frequency of oscillation. There is no physical way, without adding heat from a hotter body, for radiation from Earth to have its amplitude of oscillation at every frequency of oscillation increased so that it could warm Earth's surface. Heat cannot flow by resonance from a warm body of matter to a warmer body of matter. Terrestrial radiation does not contain high enough amplitude of oscillation at each and every frequency of oscillation to warm Earth. Greenhouse-warming theory is not physically possible.

Humans most likely caused observed global warming from 1970 to 1998

Solar radiation is well observed to warm Earth every day. Solar radiation, as shown by Planck's law, contains significantly larger amplitudes of oscillation than radiation from Earth at each and every frequency of oscillation.

Ultraviolet-C frequencies of solar radiation are nearly all absorbed in the stratosphere, causing dissociation of oxygen molecules and leading to the formation of ozone molecules. Then ultraviolet-B radiation causes dissociation of ozone molecules in the lower stratosphere in an endless oxygen-ozone cycle that continually forms and destroys the ozone layer every 8.3 days on average. Dissociation causes a molecular bond to come apart, allowing the molecular pieces to fly apart at very high velocity. Dissociation, in this way, converts all energy in the chemical bond directly into kinetic energy of motion, efficiently raising air temperature.



The highest energy solar radiation with frequencies greater than about 1050 terahertz are nearly all absorbed in the atmosphere at altitudes above 20 km.

In this way, the ozone layer protects life on Earth from Sun's hottest, most damaging ultraviolet-C and ultraviolet-B radiation. When the amount of ozone in the ozone layer is decreased, when ozone is depleted, less ultraviolet-B radiation is absorbed in the ozone layer, cooling the ozone layer as observed, and more ultraviolet-B is measured to reach Earth's surface, warming Earth, as observed. Ultraviolet-B radiation penetrates oceans tens of meters, efficiently increasing ocean heat content and sunburning corals.

On land, however, ultraviolet-B radiation is absorbed warming the surface during the daytime, but much of this warmth can be radiated back as infrared radiation at night. In heavily populated areas, however, ground-level ozone pollution is formed in the presence of sunlight by chemical reactions between oxides of nitrogen and volatile organic compounds. When ultraviolet-B radiation dissociates this ground-level ozone pollution, air temperatures rise. This dissociation appears to explain why global warming from 1970 to 1998 was twice as great in the northern hemisphere as in the southern hemisphere because the northern hemisphere contains eighty-eight percent of global population and most air pollution.

Furthermore, ozone depletion is greatest within the Arctic and Antarctic circles, explaining widely observed arctic amplification of global warming and why the greatest warming since 1970 observed anywhere on Earth was along the Antarctic Peninsula. In addition, ozone depletion is greatest during late winter/early spring, raising global minimum average temperatures more than global maximum average temperatures.

Humans depleted the ozone layer from 1970 to 1995 by manufacturing chlorofluorocarbon gases (CFCs) used widely for refrigerants, spray-can propellants, solvents, and such. When these CFCs rise into the stratosphere, they are broken down by ultraviolet radiation, releasing chlorine atoms. One atom of chlorine in the ozone layer has been shown by three Nobel laureates to catalyze numerous heterogeneous chemical processes that can destroy more than 100,000 molecules of ozone. Thus, ozone depletion is the Achilles heel of the climate system.

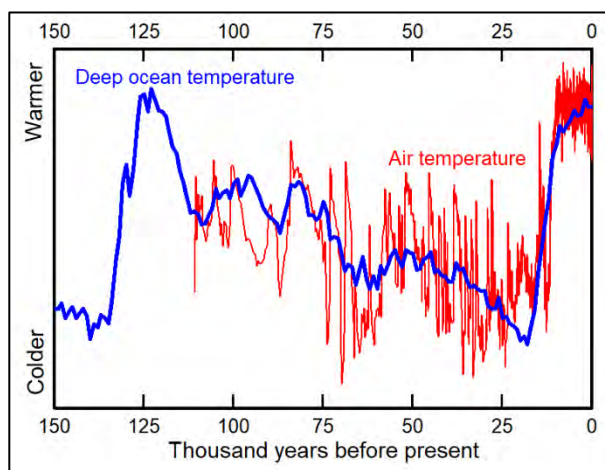
When the Antarctic ozone hole was discovered in 1985, scientists and political leaders moved quickly to pass the United Nations Montreal Protocol on Substances that Deplete the Ozone Layer, which mandated rapid cutback in manufacturing of CFCs. By 1993, the increase in CFCs in the atmosphere stopped. By 1995, the increase in ozone depletion stopped. By 1998, the increase in average global temperature stopped for 16 years. Humans appear to have caused global warming by manufacturing CFCs and humans appear also to have stopped the increase in global warming by limiting CFC production.

CFCs are very stable molecules that remain in the atmosphere for many decades. Ozone depletion, therefore, is not likely to be reduced to 1970 levels for many more decades. This natural decay is slowed by an ongoing black market in CFC gases especially in lesser-developed countries and the recent discovery that insulating-foam-blowing industries in

China are ignoring the Montreal Protocol. As long as ozone remains depleted, increased ultraviolet-B radiation sublimates snow on the surfaces of glaciers and warms the oceans very efficiently.

Volcanic eruptions both cool and warm Earth

Volcanic eruptions also deliver chlorine and bromine gases into the lower stratosphere where they are observed to deplete ozone, causing short-term warming. Big, explosive eruptions, however, also form sulfuric-acid aerosols in the lower stratosphere that reflect and scatter sunlight, causing net global cooling of about one-half degree centigrade for two to four years. This short-term cooling of the whole ocean surface is modeled to reduce ocean temperatures for as long as a century. That is why several major explosive eruptions per century, continuing over tens of thousands of years, are observed to cool oceans incrementally down into ice-age conditions (blue line for deep ocean temperature in the figure).



Average deep ocean temperature (blue) and air temperature in Greenland (red) during the past 150,000 years.

Hot chlorine and bromine gases rising from basaltic lava flows, on the other hand, are observed to cause sudden global warming but form little if any cooling aerosols. Rapid global warming from 2014 to 2016 appears to have been caused by the slow, effusive eruption of the volcano Bárðarbunga in Iceland, which spread basaltic lava over an area of 85 square kilometers within six months, the largest basalt flow since 1783. Extensive basaltic eruptions throughout Earth history, covering hundreds to millions of square kilometers of Earth's surface, are all contemporaneous with periods of major warming—the larger the flow, the longer the eruption lasts, the greater the warming.

Extensive basaltic eruptions on land that cause global warming are most common in areas of continental rifting such as Iceland and the East African Rift, while explosive eruptions forming aerosols that cause global cooling are most common above subduction zones where ocean plates and continental plates are converging. The prime example is the “Ring of Fire” formed around the Pacific Ocean today, involving 452 explosive volcanoes. Motions of tectonic plates covering Earth's surface control climate in this way, causing net warming when continental rifting is most frequent and net cooling when subduction is most widespread.

Details in the geologic record document sudden global warming within just a few years followed by slow global cooling over tens of thousands of years in highly erratic sequences

often as short as just a few thousand years (red line for air temperature in the figure). This interplay between basaltic lava flows and explosive, aerosol-forming volcanic eruptions explains the geologic record in considerable detail. The largest basaltic eruptions covering millions of square kilometers and erupting over tens of thousands of years, produce the greatest warming, ocean acidification, and mass extinctions. Changes in greenhouse gas concentrations, on the other hand, are unable to explain most of the details of climate change documented throughout the geologic record.

The greenhouse consensus is built on mistaken science

Most climate scientists have worked very hard together for decades to demonstrate consensus behind greenhouse-warming theory so that political leaders would act promptly to reduce greenhouse-gas emissions. Climate scientists have also diligently fought off politically motivated sceptics who fear new government regulations if it is shown that humans can affect climate significantly. Thus, it is easy to understand why the possibility that the science of greenhouse-warming theory could be mistaken is anathema to the scientists, while the possibility that humans manufacturing CFCs could have caused the warming from 1970 to 1998 is anathema to climate sceptics, many of whom are staunchly libertarian.

Unfortunately, most climate scientists, hiding behind “the consensus”, refuse to even look at papers that question greenhouse theory. Most leading scientific journals refuse to even send papers out for review that question greenhouse theory. This is not good science. Consensus is the stuff of politics. Debate is the stuff of science. Science evolves. Science is never settled.

What is described in this short document provides, if correct, a revolution in thinking about radiation and heat in thermodynamics, climate science, and quantum physics. What are the chances that I am correct? Everything written here is based on direct observation of Nature. There are no assumptions. Interpretations of these basic observations do not depend on some theory. The closest thing to truth in science is quality observation of Nature.

Physics is about what is physically happening in the world around us. The fundamental goal of science is to understand Nature and how Nature works. We still have a lot to learn from Nature. Science is not done by popular vote. Science is not done by consensus. A major benefit of science is that, over time, it is self-correcting, but only if some scientists have minds open to evaluating new observations and new insights.

As long as climate scientists continue to ignore clear evidence that greenhouse warming theory appears to be mistaken, they are causing those who believe in the value of science for informing sound public policy to squander very large amounts of money and political capital. They are also delaying efforts to minimize ozone depletion that would reduce observed global warming. Warming due to volcanic eruptions recovers within years after the eruptions stop. Warming of the oceans due to CFC gases will continue to increase for

many more decades until the ozone layer has recovered to pre-1970 levels. There is much work to be done to speed this recovery. Quality science should be leading the way.

Dr. Peter L. Ward, Dartmouth College 1965 and Columbia University 1970, chaired a White House committee and worked on a Committee for Vice President Al Gore during his 27 years as a research geophysicist and leader at the U.S. Geological Survey. He is a well-published scientist who helped develop and manage a major national research program. Ward has appeared on more than 130 television and radio shows including being featured on Good Morning America. Ward earned two national awards for educating the public about science. He founded the non-profit *Science is Never Settled* to challenge current consensus that he believes has shut down true scientific debate—the life-blood of Science.



He explains, “If Science was settled, we would still believe the Earth was flat.”

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Physically-Impossible.com

WhyClimateChanges.com

OzoneDepletionTheory.info

JustProveCO2.com





QUIZ

What's the Deal With the Green New Deal?

1. The core idea of the Green New Deal is _____.
 - a. that government should make all industrial pollution illegal by the year 2025
 - b. that government should rapidly prohibit the use of fossil fuel energy and impose 100% renewable energy, mostly solar and wind
 - c. that the government should legislate and enforce laws whereby all major cities have to reduce the amount of concrete per square acre by 35% and replace it with trees and shrubs
 - d. that government should mandate all energy sector jobs to be filled with at least 35% immigrants

2. Despite decades of government subsidies and mandates to encourage their use, how much energy actually comes from solar and wind for Americans to use?
 - a. 3.4%
 - b. 50%
 - c. 80%
 - d. 100%

3. No town, city, or country has ever come close to being able to use 100%, or even 50%, solar and wind energy to power them.
 - a. True
 - b. False

4. Since we started using significant amounts of fossil fuels in the middle of the 19th century, how much have we increased the percentage of CO₂ in the atmosphere?
 - a. from .01% to .02%
 - b. from .02% to .03%
 - c. from .03% to .04%
 - d. from .04% to .05%

5. _____ of France gets its electricity from nuclear power.
 - a. 20%
 - b. 40%
 - c. 50%
 - d. 70%



QUIZ - ANSWER KEY

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STUDY GUIDE

Why Can't America Fill a Pothole?

KEY TERMS:

infrastructure
adversarial legalism

environmental activists
environmental impact study

labor unions
regulated

NOTE-TAKING COLUMN: Complete this section <u>during</u> the video. Include definitions and key terms.	CUE COLUMN: Complete this section <u>after</u> the video.
What two groups prevent the U.S. from having better infrastructure?	In what ways do environmental activists keep the U.S. from having good infrastructure?
How many pages of environmental studies and how many years of environmental review did it take to raise the Bayonne Bridge in New Jersey?	In what ways do labor unions keep the U.S. from having good infrastructure?
How many of the East Side Access workers were found by an investigation to be paid to do nothing?	

Discussion & Review Questions

1. At the beginning of the video, Mr. Smith contends that, “From left-wing Democrat to right-wing Republican, everyone loves infrastructure. We all want safe bridges, smooth roads, and world-class airports. So, why can’t we have them? Why are America’s bridges falling down, our roads riddled with potholes and many of our major airports dilapidated? Why can’t the United States build or repair infrastructure like European and Asian countries do?” How would you answer Mr. Smith’s questions? Explain.
2. Later in the video Mr. Smith explains that, “[The Keystone Oil Pipeline project] is a case study of what Brookings Institute scholar Robert Kagan calls ‘adversarial legalism:’ environmental reviews of every aspect of every public improvement. In a given year, the federal government produces 50,000 Environmental Assessments. Individual states and cities add thousands more.” What, essentially, do you think Mr. Kagen means by the term ‘adversarial legalism?’ Why do you think that the Left uses adversarial legalism as a tool to slow or stop the improvement of infrastructure in the U.S.? Explain.
3. Mr. Smith points out that, “Americans like to think of themselves as more free-wheeling and less regulated than European and Asian countries, but when it comes to infrastructure this just isn’t true. Europe and Asia don’t have the redundant layers of city, state, and federal bureaucracies that we do. As a result, their ideas get proposed, approved, and built in the time it takes us to agonize over a single environmental impact study. And, to add insult to injury, their roads, bridges, subways, and airports are much cheaper to construct.” How, specifically, does having multiple government agencies to contend with negatively impact infrastructure projects? Do you think that multiple government agencies should be involved with most infrastructure projects? Why or why not?
4. Mr. Smith goes on to ask, “Why is everything so expensive to build in the US? Enter the labor unions. Their motto seems to be: Work slowly and charge more. Sometimes: ‘Don’t work at all.’ ...an investigation of East Side Access construction found that roughly 200 of 900 workers on the underground project were being paid to do nothing.” In what ways, specifically, do you think labor unions drive up the cost of building infrastructure in the U.S.? How do you think that the unions are able to negotiate a deal whereby workers don’t even have to do any work? Why do you think that labor unions don’t care about driving up labor costs on infrastructure projects? Explain.
5. At the end of the video, Mr. Smith concludes that, “Americans are living in a 20th century infrastructure world. We can’t build a 21st century one. The unions and environmentalists won’t let us.” Considering how difficult unions and environmental activists make building infrastructure, do you agree with Mr. Smith’s contention at the beginning of the video that we all want safer bridges and smoother roads, or do you think that these two groups don’t actually want the U.S. to have good infrastructure? Explain. Do you agree with Mr. Smith’s contention that the unions and environmental activists won’t allow the U.S. to have modern infrastructure? Why or why not?

Extend the Learning:

Case Study The East Side Access Project

INSTRUCTIONS: Read the article “How New York City’s subway construction costs got so high,” then answer the questions that follow.

1. What did the *New York Times* investigate? What were the primary sources of that investigation? What three factors did the investigation expose as contributors to driving the cost of construction in New York up? What did an East Side Access project accountant discover? How much were some employees being paid to do nothing? What are some of the other reasons that construction costs in New York are so bad? Who does the *New York Times* blame for excessively high ‘soft costs’?
2. How do you think that labor unions and government agencies became so powerful that persons could get paid a thousand dollars a day for doing nothing? Explain. Do you think that doing away with labor unions and most government bureaucracy would improve the conditions for building infrastructure in New York and elsewhere? Why or why not? Do you think that Leftists, including many Democrat politicians in New York, who self-identify as ‘progressive’ are hypocritical for stifling the progress of modern infrastructure? Why or why not? Which specific points made in the video are supported by evidence in the article?
3. Do you wish to see the U.S. have safer bridges, smoother highways, etc...? Why or why not? How would you approach attempting to improve how infrastructure projects in the U.S. get done? Explain.

How New York City's subway construction costs got so high

The inflation is off the charts

By [Amy Plitt@plitter](#) Dec 29, 2017, 2:59pm EST



Workers stand in a tunnel in the East Side Access project. Photo by Spencer Platt/Getty Images

If you need something to make you even *more* enraged at the MTA than you probably already were this year, well, here it is: *The New York Times* dropped a doozy of an investigation into the MTA's construction costs, and it's ... illuminating, if we're being charitable; enraging, if we're being honest.

The fact that the MTA's construction costs are high, particularly when compared to those of other cities around the world, is not new; journalist and Curbed contributor Alon Levy has been covering that beat for some time now. But the *Times* investigation, which came from dozens of interviews with experts in and outside of the MTA, lays bare the bureaucratic inefficiency, red tape, and corruption that drives these costs up.

The piece, by Brian Rosenthal, starts with an anecdote about East Side Access, one of the agency's capital construction projects, that sets up what's to come. An accountant discovered that while 900 workers were employed, only 700 had jobs to do. "Officials could not find any reason for the other 200 people to be there," per the *Times*—and they were being paid \$1,000 per day to do nothing.

It gets worse from there. Here are some of the reasons that things have gotten so bad:

Overstaffing

The *Times* got its hands on documents that show deals brokered between the MTA and labor unions for jobs like East Side Access, and according to the paper, they “reveal a dizzying maze of jobs, many of which do not exist on projects elsewhere.”

Or, more specifically:

In New York, “underground construction employs approximately four times the number of personnel as in similar jobs in Asia, Australia, or Europe,” according to an internal report by Arup, a consulting firm that worked on the Second Avenue subway and many similar projects around the world.

The *Times* also pointed out that trade unions, which staff subway construction projects, have plenty of political clout—per their investigation, “unions working on M.T.A. projects have donated more than \$1 million combined to Mr. Cuomo during his administration.”

Lack of competition

This quote pretty much sums it up:

“In other cities, you get eight bids for projects,” said Gary Brierley, a consultant who has worked on hundreds of projects in the last 50 years, including the No. 7 line extension and the Second Avenue subway. “In New York, you get two or three, and they know that, so they’ll inflate their bids if they think they can get away with it.”

Political pressure

That’s not the only way contractors drive up costs, though—the *Times* spoke with more than a dozen MTA contractors, who explained:

First, the contractors said, the vendors add between 15 and 25 percent as an “M.T.A. Factor” because of how hard it can be to work within the bureaucracy of the transit authority. Then they add 10 percent as a contingency for possible changes. And then they add another 10-12 percent on top of all that for profit and overhead.

And then there’s this...

More than a dozen M.T.A. workers were fined for accepting gifts from contractors during that time, records show. One was Anil Parikh, the director of the Second Avenue subway project. He got a \$2,500 ticket to a gala, a round of golf and dinner from a contractor in 2002. Years later, shortly after the line opened, he went to work for the contractor’s parent company, AECOM. Mr. Parikh and AECOM declined to comment.

So-called “soft costs”

The *Times* defines these as non-construction aspects of larger projects—things like project managers, or preliminary design. For the Second Avenue Subway, those costs were around \$1.4 billion; for East Side Access, they’ll be an estimated \$2 billion. The problem? That’s way higher than other major cities.

And as the *Times* notes, the MTA is to blame for this. The agency hired the same engineering firm, WSP USA, for both projects; thanks to the number of former MTA employees that are now on its payroll, it's garnered the nickname "the M.T.A. retirement home." The agency is also guilty of "struggling to coordinate between vendors, taking a long time to approve plans, insisting on extravagant station designs and changing their minds midway through projects."

As a point of comparison, the *Times* used an extension of the Paris Metro, called Line 14; where the Second Avenue subway's first phase cost \$2.5 billion per mile, Line 14 only cost \$450 million per mile. The difference? Doing basically the opposite of everything laid out in the *Times* piece.

What happens next? That remains to be seen. The *Times* quoted MTA chairman Joe Lhota as saying "we recognize this has been a problem. We're never going to deny history... This is an issue that needs to be addressed. It needs to be attacked." But MTA officials were also quick to defend the state of things, or deflect when questioned about these issues.

There are plenty of critical takes on Twitter, too, including many trenchant ones from Second Ave. Sagas's Ben Kabak:

Based on this article in which denials and obfuscations are the norm, I'm not optimistic these problems are on a path toward resolution, but this city and any rational (and badly needed) transit expansion plans are in limbo until they are.

— Second Ave. Sagas (@2AvSagas) December 29, 2017



QUIZ

Why Can't America Fill a Pothole?

1. Two groups that prevent the U.S. from having better infrastructure are

_____.

- a. taxpayers and legal analysts
- b. environmental activists and labor unions
- c. Antifa and the #MeToo movement
- d. the Russian government and the European Union

2. Why did it take around 20 years for the dredging project in Oakland Harbor to be completed?

- a. Because of fluctuations in the economy.
- b. Because of natural disasters.
- c. Because of legal and environmental challenges.
- d. Because the equipment kept breaking down.

3. Everything is so expensive to build in the U.S because of labor unions.

- a. True
- b. False

4. Out of 900, how many East Side Access construction workers were paid to do nothing?

- a. roughly 20
- b. roughly 80
- c. roughly 140
- d. roughly 200

5. The Green Line extension of the light-rail in Boston is set to cost
_____ **per mile.**

- a. 530 million
- b. 430 million
- c. 330 million
- d. 230 million



QUIZ - ANSWER KEY

Why Can't America Fill a Pothole?

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FOREIGN AFFAIRS



STUDY GUIDE

If You Hate Israel, You're No Friend of the Jews

KEY TERMS:

illegitimate
anti-Semitic

state
Judaism

anti-Zionist
religion

nation

NOTE-TAKING COLUMN: Complete this section during the video. Include definitions and key terms.

How many independent states have existed in what is now called Israel over the past 3,000 years?

What are the three components that Judaism has always been comprised of?

Since 1947, how many times have Palestinians rejected an offer to found their own state?

CUE COLUMN: Complete this section after the video.

What claims do anti-Zionists make, both regarding Israel and regarding not being anti-Semitic?

What evidence proves the anti-Zionists wrong on all counts?

Discussion & Review Questions

1. At the beginning of the video, Mr. Prager asks us to, “Imagine a group of people who work to destroy Italy because, they claim, Italy’s origins are illegitimate. Imagine further that these people maintain that of all the countries in the world, only Italy doesn’t deserve to exist. And then imagine that these people vigorously deny they are anti-Italian. Would you believe them? Now substitute ‘Israel’ for ‘Italy,’ and you’ll understand the dishonesty and absurdity of the argument that one can be anti-Zionist—that is, against the existence of a Jewish state—but not anti-Semitic. But that is precisely what anti-Zionists say.” Would you believe an anti-Zionist’s claim that she or he is not anti-Semitic? Why or why not? What makes the anti-Zionist’s assertion of not being anti-Semitic so absurd? Explain. Why do you think that anti-Zionists make such a claim, i.e. what would anti-Zionists have to gain from pretending not to be anti-Semitic? Explain.
2. Mr. Prager then goes on to ask, “How can they [the anti-Zionists] make this argument [that they are not anti-Semitic]? First, they change the topic. They say it’s unfair to charge those who merely ‘criticize’ Israel with being anti-Semitic. But criticism of Israel is fine. Denying Israel’s right to exist isn’t. Anti-Zionism isn’t criticism of Israel. Anti-Zionism is opposition to Israel’s existence.” Why do you think that anti-Zionists deceitfully separate their criticism of Israel with their outright will to destroy Israel? Explain. Why do you think that anti-Zionists are fine with being called anti-Zionists, but are offended at being called anti-Semitic? Explain.
3. During his explanation of the fallacious rationale that anti-Zionists use to advance their claim of not being anti-Semitic, Mr. Prager points out that, “...anti-Zionists claim that Judaism is only a religion; therefore, Jews are only members of a religion, not a nation. But the Jews are called a ‘nation’ more than a hundred times in the Bible. That is why there can be irreligious, secular and even atheist Jews—because Jews are not only a religion. They are also a people, or a nation. There are no atheist Christians because Christianity is only a religion.” Why do you think the distinction between ‘religion’ and ‘nation’ is so important to the topic of Israel’s right to exist? Explain.
4. Mr. Prager shares with us that “Palestinians have rejected offers to found their own state on five separate occasions since 1947. That’s the only reason they don’t have a state. And why have they always rejected building a Palestinian state? Because they have always been more interested in destroying the Jewish state.” Why do you think that the Palestinians keep rejecting the opportunity to found their own state? Do you agree with Mr. Prager’s answer, that the Palestinians are more interested in destroying Israel than with establishing their own state? If no, why not, and what other motive could there be for rejecting the opportunity to have their own state five times? If yes, what evidence do you find compelling to agree with Mr. Prager?
5. Later in the video, Mr. Prager notes that “...the anti-Zionists claim that Israel’s origins are illegitimate. Of all the world’s 200-plus countries, the only country anti-Zionists declare illegitimate is also the only Jewish one. That’s pretty much all you need to know about their motives.” Why do you think that the anti-Zionists claim that Israel’s origin is illegitimate? What do you think anti-Zionists’ motives are for exclusively singling out Israel as having an illegitimate creation? Explain.

Extend the Learning:

Case Study The French Government

INSTRUCTIONS: Read the article “Bill equating anti-Zionism with anti-Semitism sparks debate in France,” then answer the questions that follow.

1. What led a group of lawmakers in the French parliament to propose legislation to criminalize anti-Zionism in France? Who was Theodore Herzl, what did he do, and why? What is anti-Zionism now largely associated with in France? Who is Emmanuel Macron, and what is his view on anti-Zionism? What have Alain Soral and Dieudonné both been convicted for, and what linguistic habit do they both engage in? Who is Sylvain Maillard, and what is his position on the bill to criminalize anti-Zionism and his position on the distinction between anti-Zionism and anti-Semitism? What do critics of the anti-Zionism bill say?
2. Do you think that France should criminalize being anti-Zionist? Why or why not?
3. What makes the anti-Zionists claim to not being anti-Semitic so dishonest? Explain. Do you see any meaningful parallels between the Jewish nation exerting a right to a homeland and an indigenous people's right to their own land (such as the Cherokee)? Why or why not? Considering that progressives constantly mischaracterize and lie about Israel oppressing and victimizing Palestinians, which then leads to some people wrongly viewing Israel as violent and villainous, do you think that the Left is responsible for the rising amount of anti-Zionism and anti-Semitism around the world and in Europe in particular? Why or why not?

Bill equating anti-Zionism with anti-Semitism sparks debate in France

Issued on: 20/02/2019 - 17:41 Modified: 21/02/2019 - 18:25



Vincent Kessler, REUTERS | Graves desecrated with swastikas are seen in the Jewish cemetery in Quatzenheim, near Strasbourg, France, February 19, 2019

Text by: Aude MAZOUÉ

A group of French lawmakers proposed a bill on Monday that would make anti-Zionism a criminal offence in the same way that anti-Semitism is illegal in France. But many argue that opposition to Israel is not comparable to anti-Semitism.

Advertising

An ugly scene over the weekend in which vulgar anti-Semitic slurs were hurled at French philosopher Alain Finkielkraut led the Paris prosecutor's office to open an inquiry Sunday into "public insult due to origin, ethnicity, race or religion". The next day, a group of lawmakers from a parliamentary committee against anti-Semitism said they wanted to criminalise anti-Zionism in France.

A resulting debate has raised thorny questions over anti-Zionism and anti-Semitism, with many insisting there is a distinction between being anti-Jewish and being against either the state of Israel or the policies of the Jewish state.

Anti-Semitism is defined by the Oxford dictionary as “hostility to or prejudice against Jews”. Under French law, it is considered a crime like other forms of discrimination, including racism and xenophobia.

Zionism, meanwhile, refers to a political movement founded by Austro-Hungarian writer Theodore Herzl in the late 19th century proposing the creation of a Jewish state on what is now Israeli soil. Herzl was convinced that it was impossible for Jews to assimilate in the countries where they lived as a diaspora as long as anti-Semitism existed.

As a result, anti-Zionism came to be defined as opposition to the creation a Jewish state. But since Israel was founded in 1948, the concepts of Zionism and anti-Zionism have evolved. In France, anti-Zionism is now largely associated with anger at the state of Israel.

The distinction became further blurred in 2017, when French President Emmanuel Macron made international headlines for condemning anti-Zionism as a “reinvented form of anti-Semitism” during World War II commemorations in Paris.

His comments prompted French journalist Dominique Vidal to speak out against conflating the two issues in an essay entitled, “Anti-Zionism = Anti-Semitism? A response to Emmanuel Macron”.

“If we consider opposition to Theodore Herzl’s theory as anti-Semitic, then we’re saying that the millions of Jews who do not wish to live in Palestine and the occupied territories are anti-Semites,” Vidal told FRANCE 24. “It’s historical illiteracy, or worse, stupidity.”

But confusion over the two issues has only been exacerbated by anti-Semitic rhetoric in France that is at times deftly disguised as anti-Zionism.

“We know that [French comic] Dieudonné and [French far-right author] Alain Soral, both of whom have been convicted for inciting hatred against Jews, have adopted the habit of substituting the word ‘Zionist’ for ‘Jew’ and ‘anti-Zionist’ for ‘anti-Semite’ to avoid legal troubles,” Vidal said.

Recent decisions by Israel’s government, such as adopting a controversial law defining the country as a nation state for the Jewish people, have also contributed to the confusion over the terms.

“[Prime Minister] Benjamin Netanyahu has given his country a bad image by racking up populist alliances as well as having the Knesset vote on issues such as the Jewish nation-state law and annexing the West Bank,” Vidal said. “The confusion between anti-Semitism and anti-Zionism allows [Netanyahu], who is concerned about his own image, to silence his opponents. But it is futile, because Israel’s bad image in recent years is directly linked to Israeli policies.”

‘Crimes of opinion’

Sylvain Maillard, one of the French lawmakers behind the proposal to criminalise anti-Zionism, has rejected accusations that his bill conflates the two issues.

“You can criticise the Israeli government, but not question the state’s right to exist,” he said. “No one is questioning the France or Germany’s right to exist.”

Critics of the bill don’t see it that way, warning it could restrict freedom of expression in France.

“This bill will reintroduce crimes of opinion, which have not existed in France since the Algerian War,” Vidal said. “If this measure passes, Zionists will be able to ask for a ban against anti-Zionism, communists can ask for a ban against anti-communism... In short, we’re sliding towards totalitarianism.”

The bill has sparked concerns even at the highest levels of government. Richard Ferrand, president of the national assembly (lower house of parliament), said on Tuesday that the country's existing laws against discrimination were "more than enough" to fight against anti-Semitism, and called for "deep thought before making impulsive announcements".

Macron also spoke out against the measure during a press conference on Tuesday, contradicting his comments from two years ago.

"I don't think that criminalising anti-Zionism is a good solution," he said. "Those who want Israel to disappear are the same people who want to attack Jews."

"I think that once we look at this in detail, criminalising anti-Zionism raises other issues," Macron added.



QUIZ

If You Hate Israel, You're No Friend of the Jews

1. **Why was the historic homeland of the Jews named Palestine by the Romans?**
 - a. to honor a Roman emperor
 - b. because the Jewish people of the time did not want to live in the past anymore
 - c. because the Romans wanted to live in peace side by side with the Jewish nation
 - d. to remove all memory of the Jewish state they destroyed in the year 70

2. **In Israel, Arab Muslims have the same rights as Jewish Israelis.**
 - a. True
 - b. False

3. **Israel controls the West Bank because _____?**
 - a. the United Nations always favors Israel in legal disputes with other countries
 - b. Palestinians and their Arab allies tried to destroy Israel in 1967, and they lost the war.
 - c. the European Union gave it to Israel in exchange for better economic trade conditions
 - d. none of the above

4. **Palestinians have rejected offers to found their own state on _____ separate occasions since 1947.**
 - a. two
 - b. three
 - c. four
 - d. five

5. **Why do anti-Zionists challenge the legitimacy of Israel, but not the legitimacy of Pakistan?**
 - a. because so many people died in the creation of Pakistan
 - b. because all anti-Zionists are Pakistani
 - c. because Israel is the one Jewish state
 - d. None of the above.



QUIZ - ANSWER KEY

If You Hate Israel, You're No Friend of the Jews

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- d. None of the above.



HISTORY



KEY TERMS:

tradition
commerce

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Discussion & Review Questions

1. Towards the beginning of the video, Mr. Federer explains that, “Christmas is when Christians celebrate the birthday of Jesus Christ. That in its self is a very big deal. Christianity, in all its many iterations, remains the most popular religion in the world. Two billion people follow it.” Why is the birth of Jesus Christ such a big deal? Why do you think that Christianity is the most popular religion in the world? Explain.
2. Mr. Federer goes on to point out that, “...the first Christmas stands as the great divide for the recording of human history. Until recently, history was divided between BC (Before Christ) and AD (Anno Domini, which is Latin for ‘Year of Our Lord’). Now you’ll often see BCE (Before the Common Era) and CE (Common Era). No matter. The divide is still Jesus’ birth.” Why do you think that the birth of Jesus Christ was chosen as the great dividing line of human history? What does choosing the birth of Jesus to be the dividing line demonstrate about the importance and significance of that particular event? Explain.
3. Later in the video, Mr. Federer shares with us that, “After Nicholas died and was declared a saint, his popularity and positive Christmas message spread across Europe, each nation adding its own distinct contribution.” What do you think Saint Nicholas’ positive Christmas message was, and why do you think that the message spread so far? Explain. Why do you think that each nation contributed to the story and to the traditions? Explain.
4. After explaining how Professor Moore’s poem helped to grow the popularity of Christmas, Mr. Federer notes that, “The holiday got another push in 1843 when the great British writer, Charles Dickens published his short novel ‘A Christmas Carol.’ The redemption of Ebenezer Scrooge perfectly captured what we now refer to as the Christmas spirit- the idea that the holiday brings out the best in all of us.” What about the story of personal redemption do you think was so compelling to so many people that it helped to make Christmas even more popular? Do you believe that the notion of Christmas spirit is actually manifested each holiday season? Why or why not? Do you engage in Christmas spirit each year? Why or why not?
5. Towards the end of the video, Mr. Federer concludes that, “Many complain today that the religious aspect of Christmas has been overwhelmed by commerce. Retail sales between Thanksgiving and Christmas are now \$1 trillion. This is not a new complaint. The Puritans refused to celebrate Christmas because they thought it trivialized the holiday’s religious message.” Do you agree that Christmas has come to be valued more for gifts rather than for meaningful religious celebration? Why or why not? Do you think that the Puritans have a valid complaint in that celebrating Christmas ‘belittles’ the importance and significance of the religious message? Why or why not?

Extend the Learning:

Case Study Christmas Spirit

INSTRUCTIONS: Read the article “We Are Happier on the Holidays,” then answer the questions that follow.

1. How many people did the author collect data from? What did the data reveal? By what margin was Christmas Day the happiest of the year? What is a robust predictor of happiness? What is one of the main reasons for being happier on Christmas Day? How did happiness during the weeks around Thanksgiving and Christmas Day compare?
2. The author states that one of the main reasons we are generally happier around the holidays is because we are interacting with friends and family more. What might some of the other reasons for the higher levels of general happiness be? Explain. At the end of the article, the author states, “...if we used the holiday season as an excuse to routinely spend more time sharing meals, playing games and connecting with our friends and family, our happiness on a typical day in December might begin to look a lot like Christmas.” Do you agree with the author? Why or why not? Do you think that the same notion could extend to apply year-round? Why or why not? Do you agree with critics who state that people shouldn’t need a holiday to be nice to each other? Why or why not?
3. At the end of the video, Mr. Federer states, “In a world that feels so divided, Christmas still unites us. For that we should all be grateful.” Why do you think that Mr. Federer characterizes the world as feeling divided? Do you agree with Mr. Federer that Christmas unites us and that we should be grateful? Why or why not?

We Are Happier on the Holidays

Matt Killingsworth is a Robert Wood Johnson Health and Society Scholar and the creator of Track Your Happiness.org.

Updated December 23, 2012, 7:01 PM

As part of my research, I've collected data from more than 20,000 people who report how happy they feel at randomly selected moments during daily life. These data reveal that we actually are happier than usual on holidays. In fact, Christmas Day, though not celebrated by everyone, is the happiest day of the year by a significant margin. Thanksgiving and New Year's Eve are not too far behind. While it's easy to call to mind spoiled children fighting over toys or distant relations making awkward conversation, the holidays are, relatively speaking, quite happy.

Spending time with our friends and family turns out to be a robustly positive predictor of our happiness.

Of course, this is not to say that everyone is happy on the holidays or that we are as happy as we could be, but holiday misery is the exception rather than the rule. Why is this the case? There are several reasons, but one of the main reasons is that we spend more time interacting with our friends and family on these holidays and, as it turns out, doing so is a robustly positive predictor of our happiness.

How could we be happier during the holidays? Although we are demonstrably happier on specific holidays like Thanksgiving and Christmas and on a few of the immediately surrounding days (like Christmas Eve), our happiness during the weeks surrounding these holidays is merely average. We are neither overcome with stress nor bursting with holiday cheer. One drag on happiness is last-minute shopping. People are not pervasively unhappy when shopping during the holidays -- except on Dec. 23, 24 or 25, when shopping excursions are associated with significantly lower levels of happiness. More generally, if we used the holiday season as an excuse to routinely spend more time sharing meals, playing games and connecting with our friends and family, our happiness on a typical day in December might begin to look a lot like Christmas.



QUIZ

The Amazing History of Christmas

1. Which religion is the most popular in the world?

- a. Islam
- b. Hindu
- c. Christianity
- d. Judaism

2. _____ follow Christianity.

- a. One billion people
- b. Two billion people
- c. Three billion people
- d. Four billion people

3. The first Christmas stands as the great divide for the recording of human history.

- a. True
- b. False

4. Which of the great kings of the first millennium were either baptized or had a coronation ceremony on December 25th?

- a. Charlemagne
- b. Alfred the Great
- c. William the Conqueror
- d. All of the above.

5. *'Twas the night before Christmas* was written by _____ for his children.

- a. William Blake
- b. Robert Burns
- c. Clement Moore
- d. Rudyard Kipling



QUIZ - ANSWER KEY

The Amazing History of Christmas

1. Which religion is the most popular in the world?

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STUDY GUIDE

Frederick Douglass: From Slave to Statesman

KEY TERMS:

revered
Jim Crow

abolitionist
American

liberty
virtue

NOTE-TAKING COLUMN: Complete this section <u>during</u> the video. Include definitions and key terms.	CUE COLUMN: Complete this section <u>after</u> the video.
Why did slave owners often make a point of separating families?	How did Mr. Douglass become the man that he did?
How did Mr. Douglass escape from slavery?	What were Mr. Douglass' beliefs regarding liberty?
Mr. Douglass was fond of saying that freedom was dependent upon which three boxes?	

Discussion & Review Questions

1. In the video, Mr. Sandefur notes that Mr. Douglass, "...believed that the Constitution was fundamentally opposed to slavery. 'Interpreted as it ought to be interpreted,' Douglass said, 'the Constitution is a glorious liberty document.'" Why do you think that Mr. Douglass held this view regarding the Constitution, in terms of slavery? Explain.
2. Mr. Sandefur goes on to share with us that, "For Douglass, it was self-evident that black Americans, as citizens, were entitled to full freedom—and full legal protection. At a speech in 1893, when white hecklers began booing him, Douglass set his speech aside and spoke extemporaneously. 'There is no Negro problem,' he roared. 'The problem is whether the American people have honesty enough, loyalty enough, honor enough, patriotism enough, to live up to their own Constitution.'" Why do you think that some people in Mr. Douglass' time argued that black Americans were not entitled to the same full rights and privileges as granted by the Constitution to any other American? What do you think Mr. Douglass meant when he said 'live up to their own Constitution?' Explain.
3. Later in the video, Mr. Sandefur explains that Mr. Douglass, "...believed that true liberty would only come for black Americans, as it comes for anyone, when they took full responsibility for their own fate. Ultimately, hard work and education would secure blacks the rights they deserved." What do you think Mr. Sandefur means by 'true liberty?' Why do you think that Mr. Douglass foresaw black Americans working hard and getting an education as the right pathway for securing the rights that they deserved? Explain. Do you think that Mr. Douglass' hopeful vision has come true? Why or why not?
4. Mr. Sandefur points out that Mr. Douglass followed up the thought about black Americans taking responsibility for their own fate by stating, "'There can be no independence without a large share of self-dependence... This virtue cannot be bestowed. It must be developed from within,' he declared in his most popular lecture, appropriately titled Self-Made Men." In simple terms, what exactly do you think Mr. Douglass meant by this passage from his lecture? Explain.
5. At the end of the video, Mr. Sandefur concludes that Mr. Douglass, "...had well understood the deep prejudice that existed, but he never accepted it as an inherent part of American culture. 'My cause,' he wrote, 'was and is that of the black man. Not because he is black, but because he is a man.'" Why do you think that Mr. Douglass had such a mature and wise outlook regarding prejudice- having never 'accepted it as an inherent part of American culture?' Explain. What do you think Mr. Douglass meant by the last part of his statement? Do you think that prejudice and/or racism is an inherent part of American culture? Why or why not?

Extend the Learning:

Case Study Briana Williams

INSTRUCTIONS: Read the article “Single Mom Graduates From Harvard Law School With Daughter In Her Arms,” then answer the questions that follow.

1. Who is Briana Williams, and what did she do? Why and when did she request an epidural? Who does Miss Williams credit with inspiring her to reach her dream? What subject is Miss Williams’ undergraduate degree in? What words of encouragement did Miss Williams’ father give to her? What title did Miss Williams hold in her third year of law school? How did Miss Williams approach choosing her courses? What does Miss Williams do now?
2. What meaningful insights could one take away from Miss Williams’ story? Do you think that Miss Williams could be an inspiration to other single mothers? Why or why not? Do you think that Frederick Douglass would consider Miss Williams to be a ‘self-made’ person? Why or why not? Do you think that Miss Williams represents at least a part of what Frederick Douglass was working to achieve for black Americans? Why or why not?
3. What do you think Mr. Douglass would say about the overall state of black Americans today? Explain. Do you think that Mr. Douglass would view the fact that Americans twice voted for and elected Barak Obama to be the President of the United States as an example of black Americans having secured the rights they deserved through hard work and education? Why or why not?

https://www.theinbox.me/breaking-news/single-mom-graduates-from-harvard-law-school-with-daughter-in-her-arms/?utm_source=Social&utm_medium=MChestnut&utm_campaign=MChestnut

Single Mom Graduates From Harvard Law School With Daughter In Her Arms



by [Carl Joseph](#) 2 months ago2 months ago

24-year-old Briana Williams received her Juris Doctor degree from the prestigious Harvard Law School, all while single-handedly raising her daughter Evelyn. By her Instagram account, Brianna Williams seems as if she has it all. She's beautiful, stylish, well-traveled, and she's the mom of an adorable little girl named Evelyn.

Williams is also a hard-working, smart, financially savvy, single mother graduate of Harvard Law School.



A few months ago, she carried her baby daughter across the stage as she accepted her Juris Doctor degree from one of the most prestigious law schools in the world.

In an emotional post, Williams explained the unusual struggles she faced during her pregnancy.

“I went into labor in April—during the final exam period. I immediately requested an epidural so that my contractions wouldn’t interfere with my Family Law grade. And, with tears in my eyes, I finished it.

This ‘biting the bullet’ experience is quite quintessential of my time at Harvard.”

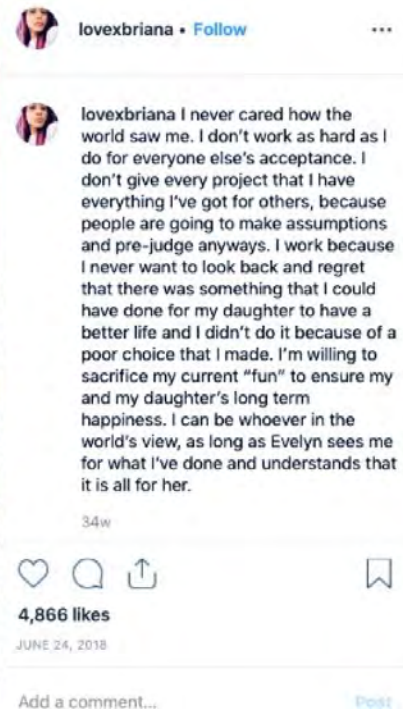


After the birth of Evelyn, Williams challenges only got bigger.

“To say that my last year of law school, with a newborn, and as a single mom was a challenge would be an understatement. Some days I was so mentally and emotionally fatigued that I did not leave my bed.”

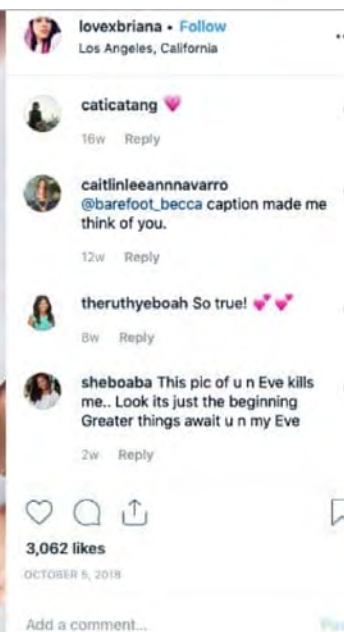
“I struggled with reliable childcare,” she admitted. “Evie attended classes often.”

Sometimes her self-confidence wavered.



“So I’m going, to be honest with you guys...I didn’t think I could do it. I did not think that, at 24 years old, as a single mom, I would be able to get through one of the most intellectually rigorous and challenging positions of my life. It was hard. It hurt.”

Williams credits her daughter for the inspiration to reach her dream.



“Evelyn—they said that because of you I wouldn’t be able to do this. Just know that I did this BECAUSE OF YOU. Thank you for giving me the strength and courage to be invincible. Let’s keep beating all their odds, baby.”

Calling herself a small-town girl from Atlanta, Williams was the first in her family to graduate from college. She attended and graduated from Saint John’s University, magna cum laude, with a degree in Legal Studies. “I went to college with one suitcase and one pair of shoes, holding on to a bible that my older sister had tucked away in my bag.”

Although she was intimidated by all the students who had graduated from other Ivy League schools when she entered Harvard Law School, her father’s words gave her encouragement.

“You got something they don’t get—you’re street smart. You’re book smart AND you’re street smart,” he told her.



She thrived at Harvard Law School and was even the communications director for the Harvard Black Law Students Association in her third year. “I made sure to engage in courses that contextualized the law with my blackness, femininity, and income strata,” she wrote.

This story is so inspiring because it reminds us that having children does not mean life stops or that mothers can’t reach their dreams. Handling an unexpected pregnancy, young and alone, did not slow this badass mother down. Now a Harvard educated lawyer, Williams works in Los Angeles encouraging other young women—as her father encourage her—to reach their own dreams, no matter their circumstances.

This Article Originally Published at [didyouknowfacts](https://www.didyouknowfacts.com)



QUIZ

Frederick Douglass: From Slave to Statesman

1. **Having been born a slave, Frederick Douglass _____.**
 - a. never knew the exact date of his birth
 - b. never knew his father
 - c. never saw his mother after the age of seven
 - d. All of the above.

2. **How did Mr. Douglass make his escape from slavery in 1838?**
 - a. by beating up his master and running away with a group of escapees
 - b. by saving money and paying a guide to take him along the underground railroad
 - c. by slipping into the north disguised as a U.S. Navy sailor
 - d. None of the above.

3. **Frederick Douglass believed that the Constitution was fundamentally opposed to slavery.**
 - a. True
 - b. False

4. **Frederick Douglass was fond of saying that freedom depended on _____.**
 - a. the ballot box
 - b. the jury box
 - c. the cartridge box
 - d. All of the above.

5. **Under what condition did Frederick Douglass believe that true liberty would come for black Americans?**
 - a. Only when all Jim Crow laws were abolished.
 - b. Only when they took full responsibility for their own fate.
 - c. Only when a black president was elected.
 - d. None of the above.



QUIZ - ANSWER KEY

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STUDY GUIDE

@realNapoleonBonaparte

KEY TERMS:

emperor
empire

hero
meritocracy

republic
dictator

NOTE-TAKING COLUMN: Complete this section during the video. Include definitions and key terms.

Where was Napoleon born?

At what age did Napoleon become a general?

What did the Code Napoleon do that was so important?

CUE COLUMN: Complete this section after the video.

Why is judging Napoleon complicated?

What did Napoleon accomplish?

Discussion & Review Questions

1. Towards the beginning of the video, Professor Roberts contends that, “At the peak of his power, he [Napoleon] personally controlled more of the European continent than anyone since the great emperors of Rome. Today, most people see him as an ambitious little man with an outsized ego. Others see him as a forerunner of the great aggressor of the twentieth century, Adolph Hitler. This portrait is as flawed as it is unfair.” Why do you think that some people judge Napoleon so negatively? Why do you think that Professor Roberts characterizes an exclusively negative view of Napoleon as ‘flawed’ and ‘unfair’? Explain.
2. After sharing Napoleon’s early history with us, Professor Roberts points out that, “As shrewd a politician as he was a general, by the first month of the new century, at the tender age of 30, Napoleon was the undisputed leader of France. He crowned himself Emperor on December 2, 1804, turning the French Republic into the French Empire, with a Bonaparte line of succession.” What factors do you think contributed to Napoleon rising to power at such a relatively young age? Explain. Why do you think that Napoleon so drastically and fundamentally changed the way the French government worked? Do you think that Napoleon should have crowned himself an emperor? Why or why not?
3. Professor Roberts notes that, “To Europe, Napoleon brought the best fruits of the French Revolution: concepts of equality and meritocracy. He liberated the Jews from the ghettos to which they had been confined for centuries, leading to an explosion of artistic, scientific and economic innovation from this long-oppressed minority.” Why do you think that Napoleon freed the Jewish people in France? What, specifically, do you think accounts for and explains the correlation between liberating the Jewish people and the ‘explosion of artistic, scientific and economic innovation’ that occurred as a result? Explain.
4. Later in the video, Professor Roberts explains that, “It’s hard to assess Napoleon because he was responsible for all these good things while also being responsible for much that was bad. But we can say this with certainty: to compare him to the murderous, oppressive dictators of the 20th century like Hitler and Stalin, or their tin-pot versions like Saddam Hussein or Colonel Gaddafi, is a gross injustice.” Why would it be such a gross injustice to compare Napoleon to more modern-day dictators? Explain.
5. At the end of the video, Professor Roberts concludes that, “Napoleon was sui generis, unique unto himself, and proof positive that one man, given the right circumstances, can change history.” Do you agree with Professor Roberts’ conclusion here? Why or why not? Do you think that the ‘right circumstances’ could happen again and lead to one person having as much of a significant impact on world history as Napoleon did? Why or why not?

Extend the Learning:

Case Study The Sorbonne

INSTRUCTIONS: Read the article “The Sorbonne in the 19th century,” and “The Sorbonne in the 20th century,” then answer the questions that follow.

1. What did Napoleon create the five faculties to do, primarily? How many students attended during the restoration period? Under what important condition did the Sorbonne become the heart of the Parisian and French university system? How was the University of Paris recreated? How many professorships did the Sorbonne have around the year 1900? In 1906, by what percentage had female matriculation increased? Why was the first half of the 20th century so outstanding for the Sorbonne? Why were so many Sorbonne students killed in World War I, but not many faculty were killed? What was the result of the ‘laws of exclusion?’ What happened during the ‘Thirty Glorious Years?’ Where in France had always been a particularly active center of student politics? What exactly ‘guarantees the academic prestige of the reputation that the Sorbonne has earned for itself over many centuries?’ What does Chavannes’ fresco depict?
2. Why do you think that Napoleon took such an interest in French higher education? In what ways has Napoleon’s contribution to France’s higher education structure benefitted the French? Explain.
3. How do you think that one should go about judging historical figures? Do you think that history has to necessarily assign a value judgment (the person is good or bad) to all historical figures? Why or why not? What do you think that value is in learning the full story about Napoleon? Explain.

The Sorbonne in the 19th century

From 1806, Napoleon overhauled the whole of the French system of higher education, which was now called the *Université impériale*, and created five faculties in Paris whose aim was to train secondary school and seminary teachers: the faculties of science, arts, theology, law and medicine. It was in the Sorbonne that the first three of these faculties were based, as were the offices of the Rector of the Academy of Paris to which the specifically Parisian function of Grand Master of the University was adjoined. Initially, these three faculties were located in the *Collège du Plessis* and it was not until 1821 that they were moved to the old Sorbonne, which had been abandoned thirty years earlier.

The Faculty of Arts was very soon a success. People came to study Greek, Latin, literary history, French literature, philosophy, ancient and modern history and geography. In the Restoration period (1814-1830), the faculty was home to between 1,000 and 1,500 students per year on average and later 2,000 under the July Monarchy (1830-1848). However, the number of teachers remained limited – only 51 between 1809 and 1878 at the Faculty of Arts.

As a centre of political liberalism, the Faculty of Arts benefited from its closeness to the ruling regime under the July Monarchy. Guizot, Cousin and Villemain each held in turn the position of Minister of Public Instruction. It was at this period that the Sorbonne became the heart of the Parisian and French university system.

After the failure of many projects of reform and reconstruction during the Second Republic (1848-1852) and the Second Empire (1852-1870), the advent of the Third Republic (1870-1940) was a major turning point in the history of the Sorbonne. From the point of view of the university, the defeat to Germany in 1870 revived projects of reform supported by renowned professors such as Duruy, Taine, Renan, Monod, Boutmy, Bréal and Berthelot. Teaching then became more specialised with the creation of lectureships. While the Faculty of Theology was closed in 1885, new institutions were added to the old faculties: the *Ecole Pratique des Hautes Etudes* in 1868 and the *Ecole des Chartes* in 1897.

The University of Paris, which had no longer been a constitutional body since the Revolution, was finally recreated in 1896 with the grouping together of the five faculties, administered from the Sorbonne.

The reconstruction of the cramped, uncomfortable 17th century buildings was finally carried out at the instigation of the Minister of Public Instruction, Jules Ferry. This task was given to the architect Henri-Paul Nénot and the foundation stone of the new building was laid in 1885. Besides the construction of an Academic Palace where meetings of the education administration were held, the old 17th century buildings were replaced by the main courtyard and the only thing that was kept was the chapel. A vast, 300-seat library was built and it contained more than 600,000 volumes in 1913.

The work was not totally completed until 1901, but the first part of the building was inaugurated in 1889, as part of the centenary celebrations of the French Revolution. From that moment, the new Sorbonne became, all over the world, the symbol of science and culture of the young French republic.

In around 1900, the university had more than one hundred professorships and as many courses taught by lecturers. The number of students fluctuated between around 3,000 (which was 42% of all those registered in the whole of France) and 4,500 just before the Great War. There were still few foreigners, but the number of young women increased from 11% in 1897 to 22% in 1906.

The Sorbonne in the 20th century

For the Sorbonne, the first half of the 20th century was an outstanding period of revival. Its researchers and teachers were in the frontline of the major scientific developments in many different fields: in history with the *Ecole des Annales*, in literature with the development of the science of language and comparative literature, in science with the first research in nuclear physics. Proof of the Sorbonne's international renown and prestige can be seen with its many Nobel Prize winners (Pierre and Marie Curie, Jean Perrin, Louis de Broglie, Irène and Frédéric Joliot-Curie). Paradoxically, there were hardly any changes made to the buildings or to the administrative and teaching structures.

While World War I led to the death of a huge proportion of the student population (the extent of which is expressed by the war memorial situated in the hall of the library), it did not have much of an impact on the teaching staff whose average age meant that they were not mobilised.

After slumping during the war, the number of students started to rise again during the interwar years. It doubled between 1921 and 1926, then tripled in the 1930s, reaching a peak of 14,500 enrolled students. Two thirds of these were studying literature and there were more and more females (41%) and foreign students (30%) whose stay was made easier thanks to the opening in 1925 of the *Cité Internationale Universitaire de Paris* student residence in the 14th arrondissement.

World War II provoked a lasting trauma. The laws of exclusion promulgated by the Vichy Regime hit Jewish students and teachers hard. Many professors died tragically, shot or as deportees. This was the case for Marc Bloch, Georges Ascoli, Victor Basch and Louis Halbwachs in literature and also for the physicians Henri Abraham, Eugène Bloch and Georges Bruhar.

Nevertheless, the Sorbonne resumed its growth just after the war. During the “Thirty Glorious Years” (*les “Trente Glorieuses”*) period, in the immediate aftermath of the world conflict, the number of students rose sharply to reach 61,400 in 1965. This success did, however, have a downside. By the late 1950s, the number of students enrolled at the Sorbonne was already ten times greater than the number it had been built for a century earlier. With the democratisation of higher education, which made the influx of young people from less privileged backgrounds possible, the teaching structures and the facilities were increasingly outdated and had to be changed to adapt to the new demands of mass education. New buildings were erected in the 1950s and 1960s with, notably, the creation of the Jussieu Campus, which became home to the Science Faculty.

With these different factors, the seeds were sown for the student protest at the end of the 1960s. Since the 19th century, the Sorbonne, and notably the Arts Faculty, had always been a particularly active centre of student politics. For example, the Boulangism movement, the Dreyfus Affair and the Algerian War were all events that enabled generations of “Sorbonnards” to take up causes and helped to develop solid student associations.

And yet, the events of May 1968 did not start in the Sorbonne but rather in one of the new universities that had just been built for the very reason of responding to the boom in higher education – the University of Nanterre (just west of Paris). When the protest movement reached the Latin Quarter, the Sorbonne was itself occupied many times during the month of May and soon became an international symbol of student protest until it was evacuated for good between the 14th and the 16th of June. The reform process that was put in place just after the protest movement led to the splintering of the University of Paris into nine – later thirteen – universities. At the instigation of the Minister of Education, Edgar Faure, the blueprint law for higher education voted on the 12th of November 1968 granted limited autonomy to these new universities. Each of these institutions would now have at its head a president who was a professor elected by a board of governors.

However, this law stipulated that the administration of all of the old University of Paris's buildings and joint property was to be the responsibility of a public institution placed under the authority of the Rector of the Academy. This institution – the *Chancellerie des Universités* – was given legal status and financial autonomy. It was created in 1971 and is also the owner of the *Cité Internationale Universitaire de Paris* student residence on the Boulevard Jourdan and of the Jacques-Doucet literary library on the Place du Panthéon. As the inheritor of property (notably from the Richelieu family) and of a tradition of excellence for which it rewards prizes and scholarships every year, the *Chancellerie des Universités* guarantees the academic prestige of the reputation that the Sorbonne has earned for itself over many centuries.

Great universities and prestigious schools count on this almost thousand-year-old tradition, making the Sorbonne one of the principle centres of scientific creativity and intellectual revival in the 21st century.

A temple of knowledge



Construction of the current Sorbonne building started in 1885 and lasted until 1901. It was carried out at the instigation of Jules Ferry, Minister of Public Instruction, and under the permanent supervision of Octave Gréard, Vice-Rector of the Academy of Paris from 1879 to 1902. It is the work of the architect Henri-Paul Nénot, who succeeded in giving overall unity to this complex, eclectically-inspired construction, with its neo-Renaissance facades and classic peristyles and courtyard. Decorated with plaques bearing the names of all of the Academies in France and shields with the coats of arms of all the towns with a *lycée* (high school) in them, it is a veritable temple of knowledge built in the glory of the new national education system.

The Academic Palace is located to the north. This part of the building, which has housed the offices of the *Rectorat* (education authority) of the Academy of Paris since the 19th century, was the first to be constructed. Completed in 1889 for the centenary of the French Revolution, it is a prestige building with a grand staircase, ceremonial reception rooms, its main lecture theatre (1,700 seats initially) that is lavishly decorated with statues by Barias and Dalou and especially with the fresco by Puvis de Chavannes, *Le Bois Sacré*, depicting a lay virgin who embodies the Sorbonne around whom are crowding the allegorical figures

of Eloquence, Science, Philosophy and History. From here, two monumental galleries lead southward. These are also decorated with evocative frescoes. One of them leads to what was the Science Faculty and the other to what was the Arts Faculty. It was not until the 1890s that the buildings dating back to Richelieu's time were replaced with new ones. These were built around a redesigned main courtyard facing the chapel, which is all that is left of the former Sorbonne.

In the quadrangle, which is now fully occupied, there is a vast 300-seat library. There is also a lavish *Salle des Doctorats* (room for doctorates) which is called after Louis Liard, Jules Ferry's Director of Higher Education at the time of the construction and who later became Vice-Rector. Finally, there is a whole series of lecture theatres that were decorated to illustrate what they were to be used for, like for archaeology or geology, which is the largest one of all and is dedicated to Richelieu, the university's 17th century benefactor whose tomb lies in the neighbouring chapel.



QUIZ

@realNapoleonBonaparte

1. Napoleon was the most famous man of the _____ century.
 - a. 17th
 - b. 18th
 - c. 19th
 - d. 20th

2. By what age had Napoleon become a general?
 - a. 24 years old
 - b. 34 years old
 - c. 44 years old
 - d. 54 years old

3. The French people loved Napoleon so much that they crowned him emperor on December 2, 1804.
 - a. True
 - b. False

4. In all, Napoleon won _____ of the 60 battles he fought, drawing seven and losing seven.
 - a. 26
 - b. 36
 - c. 46
 - d. 56

5. What was the *Code Napoleon*?
 - a. A signal for men of various villages across France to join the French military
 - b. A merging of 42 legal different sources of code into a single body of French law
 - c. A restructuring of the French tax system into tiers based on an individual's total wealth
 - d. None of the above.



QUIZ - ANSWER KEY

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STUDY GUIDE

Reconstruction: The Good, The Bad, and The Ugly

KEY TERMS:

reconstruction
civil rights

integration
racism

Southern Democrats
Jim Crow

NOTE-TAKING COLUMN: Complete this section <u>during</u> the video. Include definitions and key terms.	CUE COLUMN: Complete this section <u>after</u> the video.
What were the years immediately after the civil war known as?	Why was the reconstruction period in the South immediately after the American Civil War so terrible for black Americans instead of being a period of healing and integration like it should have been?
What did the Republicans passing the 14th and 15th amendments to the Constitution enable former slaves to do?	What should have happened during the reconstruction period instead of what actually happened?
Why did voters give control of the House of Representatives back to the Democrats in the 1874 midterm elections?	

Discussion & Review Questions

1. At the beginning of the video, Professor Guelzo contends that, “The American Civil War ended in 1865. And a new conflict immediately began. The North won the first war. The South won the second. To truly understand American history, one needs to understand how this happened and why.” What does it mean to truly understand American history? Explain. Why does one need to understand how and why the South won the peace in order to understand the Reconstruction period? Explain.
2. After Professor Guelzo points out that after blacks were given new rights, especially to vote, and President Grant was elected on a platform of carrying out the Republican’s plan to help blacks during Reconstruction, that, “...a new problem arose: disgruntled Southern whites organized themselves into ad hoc militias to terrorize Southern blacks and their white Republican supporters into silence. The largest and most famous of those militias went by a still-familiar name: the Ku Klux Klan.” Why do you think that Southern whites were ‘disgruntled’ to the point of terrorizing and committing violence against blacks and their Republican supporters? Explain.
3. Professor Guelzo notes that, “Grant left office in 1877. Soon after, the last Republican state governments in the South were overthrown. Black voters were disenfranchised, “Jim Crow” racial segregation became the order, and the South returned to social and economic backwardness.” Why do you think that when the Republican-led state governments in the south were voted out that conditions for blacks regressed back to such a deplorable, oppressive, and un-American state? Explain. What do you think Professor Guelzo means by ‘social and economic backwardness?’ Explain.
4. Later in the video, Professor Guelzo asks, “What could we have done better [to avoid the shameful conditions and lasting consequences of what actually happened during the reconstruction period]? First, we should have imposed a real occupation on the defeated Confederacy until a new political generation grew up in the South which learned a newer lesson about race and rights than white supremacy.” Who do you think that Professor Guelzo is referring to when stating ‘we’ in this passage? What do you think Professor Guelzo means by ‘real occupation?’ Explain. Why do you think it would have been better to wait for a new generation to arise before relaxing the occupation? What lesson about race and rights could a new generation have learned instead of the wrong lesson of white supremacy? Explain.
5. Professor Guelzo goes on to conclude that, “...we should have gotten landownership into the hands of the freed slaves, and brought the South into the same world of free markets, economic mobility, small-scale manufacturing and industry that Lincoln’s Republicans advocated.” Who do you think should have been responsible for making sure that freed slaves had access and opportunity for land ownership? Explain. How, specifically, might bringing the South into the ‘world of free markets, economic mobility, small-scale manufacturing and industry’ have helped to avoid the awful treatment that blacks received during the reconstruction period instead? Explain. Do you agree with Professor Guelzo’s conclusion? Why or why not?

Extend the Learning:

Case Study The Ku Klux Klan

INSTRUCTIONS: Read the article “Grant, Reconstruction and the KKK,” then answer the questions that follow.

1. During the time that President Grant was elected, what did Southern Democrats do ‘in outright defiance of the Republican-led federal government?’ What did the Klan evolve into, and what was it responsible for? Who did the white mob attack in New Orleans? Who was the first Grand Wizard of the KKK? What did Klansmen do ‘in the name of preserving law and order in a white-dominated society?’ How did the Klan do away with Republican influence in the South? How many murders of Republicans and blacks were committed by white terrorists like the KKK in connection with the presidential election in Kansas? How many black were killed in Louisiana? Which party won decisive victories in those states? What right did the 15th Amendment give, and to whom? What were the Enforcement Acts? What was the Ku Klux Klan act, and what happened to it?
2. Why do you think that President Grant did not enforce the new laws that protected blacks enough? Why do you think that Northerners were so different, culturally, from Southerners in terms of racism- i.e. why do you think that so many Northerners were disgusted with the racism of the South? Explain. Why do you think that racism was so prevalent in the South for so long? Considering the history, Republicans consistently supporting the freedom and rights of blacks, and Democrats actually organizing groups to oppress and commit violence against blacks, why do you think that a significant majority of the black community has so strongly supported and voted for Democrats and has so fiercely opposed and voted against Republicans for the last 70 years? Explain.
3. What do you think that Professor Guelzo means when he asserts the South won ‘the peace’ after the American Civil War? Do you agree with his assertion? Why or why not? Why do you think that racism still exists, and what do you think can and should be done about it? Explain.

Grant, Reconstruction and the KKK

From the Collection: The Presidents

At the time of Ulysses S. Grant's election to the presidency, white supremacists were conducting a reign of terror throughout the South. In outright defiance of the Republican-led federal government, Southern Democrats formed organizations that violently intimidated blacks and Republicans who tried to win political power.

The most prominent of these, the Ku Klux Klan, was formed in Pulaski, Tennessee, in 1865. Originally founded as a social club for former Confederate soldiers, the Klan evolved into a terrorist organization. It would be responsible for thousands of deaths, and would help to weaken the political power of Southern blacks and Republicans.

Racist activity in the South often took the form of riots that targeted blacks and Republicans. In 1866, a quarrel between whites and black ex-soldiers erupted into a full-fledged riot in Memphis, Tennessee. White policemen assisted the mobs in their violent rampage through the black sections of town. By the time the violence ended, 46 people were dead, 70 more were wounded, and numerous churches and schools had been burned. Just two months later, on July 30, a similar outbreak of violence erupted in New Orleans. This time, a white mob attacked the attendees of a black suffrage convention, killing 37 blacks and three whites who allied with them.

In this violent atmosphere, the Ku Klux Klan grew in size and strength. By 1868, the Klan had evolved into a hooded terrorist organization that its members called "The Invisible Empire of the South." The reorganized Klan's first leader, or "Grand Wizard," was Nathan Bedford Forrest, who had been a Confederate general during the Civil War.

White Southerners from all classes of society joined the Klan's ranks. In the name of preserving law and order in a white-dominated society, Klansmen punished newly freed blacks for a variety of reasons, including behaving in an "impudent" manner toward whites. They whipped the teachers of freedmen's schools and burnt their schoolhouses. But first and foremost, the Klan sought to do away with Republican influence in the South by terrorizing and murdering its party leaders and all those who voted for it.

In the time leading up to the 1868 presidential election, the Klan's activities picked up in speed and brutality. The election, which pitted Republican Ulysses S. Grant against Democrat Horatio Seymour, was crucial. Republicans would continue programs that prevented Southern whites from gaining political control in their states. Klan members knew that given the chance, the blacks in their communities would vote Republican.

Across the South, the Klan and other terrorist groups used brutal violence to intimidate Republican voters. In Kansas, over 2,000 murders were committed in connection with the election. In Georgia, the number of threats and beatings was even higher. And in Louisiana, 1000 blacks were killed as the election neared. In those three states, Democrats won decisive victories at the polls.

Nevertheless, the Klan's violent actions proved to many Northerners that the South had not learned its lesson in the recent war. In this way, the Klan's activities actually backfired. People realized that harsher laws would have to be passed in order to stop the violence and protect Southern blacks. And those laws were soon in coming.

In the 1868 presidential election, Republican Ulysses S. Grant won the office with the slogan, "Let Us Have Peace." Republicans also won a majority in Congress. Many Northerners, disgusted by Klan violence, lent their support to the Fifteenth Amendment, which gave the vote to black men in every state, and the First Reconstruction Act of 1867, which placed harsher restrictions on the South and closely regulated the formation of their new governments.

Other legislation attacked the Klan more directly. Between 1870 and 1871, Congress passed the Enforcement Acts, which made it a crime to interfere with registration, voting, officeholding, or jury service of blacks. More than 5,000 people were indicted under these laws; a little more than 1,000 were convicted.

In 1871 Congress also passed the Ku Klux Klan Act, which allowed the government to act against terrorist organizations. Grant did not rigorously enforce these laws, although he did order the arrest of hundreds of Klan members. But with the overwhelming support of the Klan in the South, convictions proved difficult to obtain, and the financial panic of 1873 would distract the North from the problems of Southern racism. In 1882 the United States Supreme Court declared Ku Klux Klan Act unconstitutional.



QUIZ

Reconstruction: The Good, The Bad, and The Ugly

1. The American Civil War ended in _____.
 - a. 1863
 - b. 1864
 - c. 1865
 - d. 1866

2. Why did President Lincoln add Andrew Johnson to his reelection ticket in 1864?
 - a. To anger the Southern Democrats.
 - b. As a gesture of wartime bi-partisanship.
 - c. To greatly speed up reconstruction.
 - d. None of the above.

3. After the Civil War the Southern states were able to count 100% of the freed slaves for the purpose of determining representation in Congress.
 - a. True
 - b. False

4. In 1869, with the help of _____ votes from newly-enfranchised blacks, a new Republican president, Ulysses S. Grant, took office.
 - a. 500
 - b. 5,000
 - c. 50,000
 - d. 500,000

5. What could America have done better in the South after the war to avoid 'Jim Crow' laws, to avoid racial segregation, and to avoid social and economic backwardness?
 - a. Imposed a real occupation on the defeated Confederacy until a new political generation grew up in the South.
 - b. Gotten landownership into the hands of the freed slaves.
 - c. brought the South into the same world of free markets, economic mobility, small-scale manufacturing, and industry that Lincoln's Republicans advocated
 - d. All of the above.



QUIZ - ANSWER KEY

Reconstruction: The Good, The Bad, and The Ugly

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 - d. All of the above.



STUDY GUIDE

What Was the Enlightenment?

KEY TERMS:

Enlightenment
reason

dogma
common law

tradition
skepticism

NOTE-TAKING COLUMN: Complete this section <u>during</u> the video. Include definitions and key terms.	CUE COLUMN: Complete this section <u>after</u> the video.
<p>What is wrong with Professor Pinker's statement that, "Progress is a gift of the ideals of the Enlightenment"?</p> <p>When did Fortescue elaborate the theory of "checks and balances", due process, and the role of private property in securing individual freedom and economic prosperity?</p> <p>When did statesmen and philosophers articulate principles of free government, in relation to the founding of the United States?</p>	<p>What are the salient tenets of enlightenment thinking?</p> <p>What is wrong with enlightenment thinking?</p>

Discussion & Review Questions

1. Towards the beginning of the video, Dr. Hazony asks, in regard to the roots of progress in modern science, medicine, political freedom, and the market economy, “...why give the Enlightenment all the credit? Apparently because it doesn’t look good to admit that the best and most important parts of modernity—were given to us by individuals who nearly all held conservative religious and political beliefs.” To whom do you think that it doesn’t ‘look good’ to credit conservatives with progress in the modern world? Explain.
2. After Dr. Hazony shares with us the example of Napoleon being misguided by Enlightenment thinking, Dr. Hazony goes on to explain that, “Today’s cheerleaders for the Enlightenment... also pass over the fact that the father of communism, Karl Marx, saw himself as promoting universal reason. His new ‘science’ of economics ended up killing tens of millions of people in the 20th century. So did the supposedly scientific race theories of the Nazis. The greatest catastrophes of modernity were engineered by individuals who claimed to be exercising reason.” Why do you think that advocates for Enlightenment thinking ignore such hugely important historical evidence against their views? Explain.
3. Dr. Hazony points out that, “...most of the progress we’ve made comes from conservative traditions openly skeptical of human reason. The Enlightenment’s critics, including John Selden, David Hume, Adam Smith and Edmund Burke, emphasized the unreliability of ‘abstract reasoning,’ and urged us to stick close to custom, history, and experience in all things. Which brings us to the heart of what’s wrong with today’s idolization of the Enlightenment. Its leading figures were not skeptics open to what history and experience might teach us.” Why do you think that the Enlightenment critics valued ‘custom, history, and experience?’ Explain. What do you think that history and experience might teach us, and why should reason be tempered with what we learn from history and experience?
4. Later in the video, Dr. Hazony notes that, “...I see American and European elites clamoring for Enlightenment Now. They rush to embrace every fashionable new ‘ism’— socialism, feminism, environmentalism and so on- declaring them to be universal certainties and the only ‘politically correct’ way of thinking. They display contempt toward those who won’t embrace their dogmas, branding them ‘unenlightened,’ ‘illiberal,’ ‘deplorable’ and worse.” Why do you think that Progressives tend to conflate their opinion of what objective truth is with actual reality? Explain. Do you agree that truth is whatever Leftists claim truth to be? Why or why not? Why do you think that these elites are so entrenched in such myopic Enlightenment thinking, even though historically such rigid thinking has led to such catastrophe on such a large scale? Explain. What might some negative consequences be of such narrow, black-and-white thinking when applied to the world today? Why do you think that Leftists excoriate conservatives for supposedly polarizing governments and dividing countries when it is the Leftists themselves who staunchly operate under an ‘Us versus Them’ and ‘You Are Wrong/ Evil if You Don’t Embrace Our Ideology’ mentality? Explain.
5. At the end of the video, Dr. Hazony concludes that, “...these new dogmas deserve to be greeted with some of that old Anglo-Scottish skepticism. Enlightenment overconfidence in reason has led us badly astray too many times.” Do you agree with Dr. Hazony that Leftist, Enlightenment dogma should be challenged? Why or why not? Do you agree with Dr. Hazony’s last statement? Why or why not?

Extend the Learning:

Case Study Nazi eugenics

INSTRUCTIONS: Read the article “Securing the World’s Commercial Sea Lanes,” then answer the questions that follow.

1. From 1933 to 1945, what did Nazi Germany do in terms of the nation’s ‘health’? Who helped to develop racial health policies? What were those policies, and what were they supposedly legitimized with? What did the program consist of? What was the campaign based in part on? What is eugenics, and in what countries was it supported?
2. What types of reasoning and ‘-ism’s did Nazi eugenics and Nazi racial health policies support? Do you think that it is possible for modern advocates of Enlightenment thinking to steer nations towards such destruction and catastrophe again? Why or why not?
3. What is the main point of the presenter in the video? What is the relationship between the information in this article with the main point of the presenter in the video? Explain.

Nazi Racial Science

Introduction

From 1933 to 1945, Nazi Germany carried out a campaign to “cleanse” German society of individuals viewed as biological threats to the nation’s “health.” Enlisting the help of physicians and medically trained geneticists, psychiatrists, and anthropologists, the Nazis developed racial health policies that began with the mass sterilization of “genetically diseased” persons and ended with the near annihilation of European Jewry. With the patina of legitimacy provided by “racial” science experts, the Nazi regime carried out a program of approximately 400,000 forced sterilizations and over 275,000 euthanasia deaths that found its most radical manifestation in the death of millions of “racial” enemies in the Holocaust.

This campaign was based in part on ideas about public health and genetic “fitness” that had grown out of the inclination of many late nineteenth century scientists and intellectuals to apply the Darwinian concepts of evolution to the problems of human society. These ideas became known as eugenics and found a receptive audience in countries as varied as Brazil, France, Great Britain, and the United States. But in Germany, in the traumatic aftermath of World War I and the subsequent economic upheavals of the twenties, eugenic ideas found a more virulent expression when combined with the Nazi worldview that espoused both German racial superiority and militaristic ultranationalism.

[Rest of article redacted]



QUIZ

What Was the Enlightenment?

1. Modern science, medicine, political freedom, and the market economy are all a result of the Enlightenment.
 - a. True
 - b. False

2. The U.S. Constitution and the Bill of Rights are products of _____.
 - a. the Renaissance
 - b. the Enlightenment
 - c. English common law
 - d. None of the above

3. The claim that all good things come from the Enlightenment is most closely associated with which late-18th-century German philosopher?
 - a. Christian Wolff
 - b. Georg Wilhelm Friedrich Hegel
 - c. Johann Wolfgang von Goethe
 - d. Immanuel Kant

4. The Enlightenment's critics, including John Selden, David Hume, Adam Smith, and Edmund Burke, emphasized the _____ of "abstract reasoning."
 - a. reliability
 - b. accuracy
 - c. unreliability
 - d. usefulness

5. American and European elites clamoring for "Enlightenment Now" rush to embrace every fashionable new "ism" – socialism, feminism, environmentalism, and so on – declaring them to be the only "politically correct" way of thinking.
 - a. True
 - b. False



QUIZ - ANSWER KEY

What Was the Enlightenment?

1. Modern science, medicine, political freedom, and the market economy are all a result of the Enlightenment.
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STUDY GUIDE

Who Should Win the Nobel Peace Prize?

KEY TERMS:

free
dystopian future

conflicts
veteran

disarmed
debt

NOTE-TAKING COLUMN: Complete this section <u>during</u> the video. Include definitions and key terms.	CUE COLUMN: Complete this section <u>after</u> the video.
<p>Who did the United States military save from Japanese and German Fascism in the Second World War?</p> <p>How many troops does the United States military have stationed in free South Korea to protect it from un-free North Korea?</p> <p>Why should you thank a veteran if you meet one?</p>	<p>Why is the United States military so deserving of a peace prize?</p> <p>Why is it so important for the United States military to 'police' the world?</p>

Discussion & Review Questions

1. At the beginning of the video, Major Hegseth contends that, “If the Nobel Peace Prize was given out to people who truly made the world a more peaceful place, one group would win every year. The United States military.” Why do you think that the Nobel Peace Prize isn’t always awarded to the U.S. military? Do you think that the U.S. military is worthy of such a prize? Why or why not?
2. Later in the video Major Hegseth points out that, “...it’s not just the open conflicts the American military resolves, it’s the not-wars – all the conflicts that were never fought because our adversaries feared the consequences of American military involvement.” Why, exactly, do you think that U.S. adversaries fear American military involvement? Explain. President George Washington said in his 1793 State of the Union address, “...if we desire to secure peace, one of the most powerful instruments of our rising prosperity, it must be known that we are at all times ready for war.” Later, a pillar of President Reagan’s foreign policy was this same notion of ‘peace through strength.’ Do you agree that this policy is effective and should continue to be implemented? Why or why not?
3. Major Hegseth goes on to explain that, “The reason Iowa soybeans can be shipped from Seattle to Shanghai, or coffee from Columbia to Cleveland is because the American military, specifically the Navy, stands guard over the world’s shipping lanes. Block those lanes and the price of everything skyrockets- and international commerce grinds to a halt. Like it or not, the US military has been, and remains, as close to a global sheriff as exists on planet earth- on the beat, keeping the peace.” Considering that the U.S. military keeps the peace and provides for global commerce to commence, do you think that their work merits thanks and acknowledgment? Why or why not?
4. Later in the video, Major Hegseth notes that, “...across the globe for the last 100 years and more, the bad guys have been thwarted— not only by the American military, of course, but in every major conflict American military force has been decisive.” Why is this fact so important, in terms of the U.S. military’s effectiveness in ‘policing’ the world today? Explain. What factors do you think have contributed to the U.S. military’s overwhelming success? Explain.
5. At the end of the video, Major Hegseth concludes that, “We have been in their [the U.S. military] debt for so long, it’s easy to take what they did – what they risked and what they sacrificed – for granted. We shouldn’t. Veterans Day is meant to remind us. This year, don’t forget.” Why are we in debt to the U.S. military? What exactly has the U.S. military risked and sacrificed? Will you be thanking a veteran anytime soon? Why or why not?

Extend the Learning:

Case Study The U.S. Military

INSTRUCTIONS: Read the article “Securing the World’s Commercial Sea Lanes,” then answer the questions that follow.

1. What is the main reason that the United States is a superpower? Which navies represent the greatest threat to the U.S. navy? How many ships did President Reagan manage to get built by the end of his presidency? Why did President Reagan double the defense budget by 1989? What happened to the USS Yorktown and the USS Caron in 1988 when they entered the Black Sea? What did both governments do after this incident? What was Operation Praying Mantis, and what resulted from it? What principle did President Reagan have to defend in the Mile East? Who kept Iran and Libya from disrupting freedom of navigation in the 1980’s? How many dollars worth of cargo transits the South China Sea?
2. Why do you think that certain countries have challenged the U.S. military in recent decades? Do you think that the U.S. will continue to keep the peace in most places around the world? Why or why not?
3. Do you think that most U.S. citizens are aware of how dangerous and how hard the work is that the U.S. military does? Explain.

Securing the World's Commercial Sea Lanes

by Robert Zapesochny

March 15, 2017, 12:00 AM

One main reason America is a superpower is that our Navy is still the strongest in the world. Since a majority of the world's commerce passes through our oceans, whoever has the world's strongest navy can protect — adversely impact — the global economy.

The Chinese and Russian navies today represent the greatest threat to our navy since the Soviet threat in the late 1970s and early 1980s. In 1980, the United States Navy had 434 ships. Reagan promised a 600-ship navy to counter the 775 ships in the Soviet Navy.

He managed to build 592 ships by the end of his tenure as part of his military build-up. We didn't have to match the Soviets ship for ship because we had allies and we also had more aircraft carriers.

Early in his presidency, Reagan knew, from his intelligence reports, that Soviet defense spending was straining the Soviet economy to its limits. Ronald Reagan reasoned that if we could push the Soviets to the brink of insolvency, they would eventually come to their senses and negotiate an end to the arms race.

For that reason, President Reagan doubled the defense budget from \$157.5 billion in 1981 to \$303.6 billion in 1989. By the end of his first term, Reagan built a military that could keep the peace and control the world's sea lanes.

In 1986, the USS *Yorktown*, a Ticonderoga-class cruiser, and USS *Caron*, a Spruance-class destroyer, entered the Black Sea and were six miles off the southern coast of Crimea before returning home. In 1988, the *Yorktown* and *Caron* entered the Black Sea again.

Only this time, the Soviet sent their frigates on a collision course to push the U.S. ships back into international waters. Both sustained minor damage, but stayed on an even course.

After the incident, both governments sought to improve relations and to avoid any future attacks. With Reagan, the days of American retreat under Carter were over.

In 1986, the United States protected Kuwaiti oil tankers from Iranian ships. When the USS *Samuel B. Roberts* was hit by an Iranian mine, the United States launched Operation Praying Mantis.

In just one day, the United States Navy destroyed two Iranian oil platforms, and sank an Iranian frigate, a gunboat, and three armed speedboats. Another Iranian frigate, the IS *Sabalan*, was crippled, but the ship and crew were spared destruction in order to prevent any further escalation.

In the 1980s, Colonel Muammar Gaddafi was a menace in the Middle East. Reagan knew that he had to defend the general principle of freedom of navigation against this bully.

In 1973, Gaddafi claimed more of the territorial waters in the Gulf of Sidra. He called this a "line of death" and warned foreign ships and planes not to cross it.

International law claims that international waters begin 12 nautical miles from a country's shore. In 1973 and 1980, Gaddafi fired on American planes that crossed his line of death.

It was not until the Reagan administration that there was any response to Libya's flagrant disregard for international law. In 1981, two Libya Su-22 fighters fired on two American F-14A Tomcats. The American pilots returned fire and quickly shot down both planes.

In March 1986, three aircraft carriers, more than twenty other naval vessels, and over 200 airplanes conducted exercises in the Gulf of Sidra. When the Libyans opened fire, the American navy sank two of their boats and damaged two others.

In April 1986, Libya was responsible for a terrorist attack on a Berlin discotheque. Three people were killed (two of them were Americans) and 229 people were wounded (79 Americans). Ten days later, the United States bombed Libya.

Just two weeks before Reagan left office, the Libyans staged one more incident in the Gulf of Sidra. In January 1989, the Libyans sent two MiG-23 Floggers to intercept two American F-14A Tomcats. The F-14s shot down both Libyan planes with no casualties on the American side.

In the 1980s, our military was able to dominate the sea and keep Iran and Libya from disrupting the freedom of navigation. Today, China is threatening to build a navy that could make it difficult for us to uphold the right of safe passage through the South China Sea.

More than \$5 trillion in cargo goes through the South China Sea. Van Hipp, who once served as Deputy Secretary of the Army, and later as the Principal Deputy General Counsel of the Navy, wrote only a few months ago:

The U.S. must instead reengage itself with real leadership and a proactive strategy demonstrating American strength and resiliency to its allies in the region. The U.S. must bolster its strategic partnerships with the Alliance of South East Asian Nations (ASEAN) and implore regional leaders to work cohesively against the common Chinese aggressor.

I couldn't agree more. The world is a dangerous place. Like President Reagan before him, President Trump and Congress will need to see to it that our Navy is given what it needs to sustain American control over the world's sea lanes.



QUIZ

Who Should Win the Nobel Peace Prize?

1. If the Nobel Peace Prize was given out to people who truly made the world a more peaceful place, which group would win every year?

- a. The Irish Republican Army
- b. Hezbollah
- c. The United States Military
- d. The Islamic Revolutionary Guard

2. The United States Military saved _____?

- a. the free world from German domination in the First World War
- b. the free world from Japanese and German Fascism in the Second World War
- c. the free world from Communism in the Cold War
- d. All of the above.

3. National security is the product of the hard work of American military men and women who stand guard 24 hours a day, 365 days a year, every year.

- a. True
- b. False

4. The United States military has _____ stationed in free South Korea to protect it from un-free North Korea.

- a. 20,000 troops
- b. 30,000 troops
- c. 40,000 troops
- d. 50,000 troops

5. Why can Iowa soybeans be shipped from Seattle to Shanghai and coffee from Columbia to Cleveland?

- a. Because the United Nations enforces economic treaties signed by the U.S. and other nations .
- b. Because multinational corporations pay bribes to lower-level government officials to let their goods pass through customs inspections.
- c. Because the American military, specifically the Navy, stands guard over the world's shipping lanes
- d. None of the above.



QUIZ - ANSWER KEY

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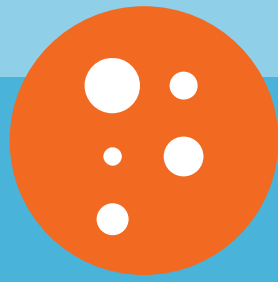
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LIFE STUDIES



STUDY GUIDE

The Borderline Bar And Grill: A Tale of Men and Masculinity

KEY TERMS:

masculinity
moral

protect
evil

duty
men

NOTE-TAKING COLUMN: Complete this section <u>during</u> the video. Include definitions and key terms.	CUE COLUMN: Complete this section <u>after</u> the video.
How old was Matt Wennerstrom when the massacre at the Borderline Bar and Grill happened?	What happens when masculinity is developed and praised?
How many people did Matt Wennerstrom and his buddies pull to safety as the shooter was reloading?	What would the negative consequences to society be if masculinity and the male impulse to act heroically were mocked, belittled, and devalued?
What was the last thing that Sgt. Ron Helus said to his wife before he went in to stop the shooter and save the victims?	

Discussion & Review Questions

1. At the beginning of the video, Ms. Shrier contends that, “The mass shooting at the Borderline Bar and Grill in Southern California on November 7, 2018 is a tale of men and masculinity. Lost in the carnage is a lesson we would all be advised to heed. That lesson has little to do with the monster who took lives and everything to do with the men who saved lives.” What, specifically, do you think that Ms. Shrier means when she characterizes the Borderline shooting as a ‘tale of men and masculinity?’ Explain. What do you think the ‘lesson’ is that Ms. Shrier is referring to?
2. When describing the horrific developments of the shooting, Ms. Shrier shares with us that, “One woman, who was celebrating her 21st birthday, told Good Morning America: ‘There were multiple men who got on their knees and pretty much blocked all of us with their back toward the shooter, ready to take a bullet for every single one of us.’ When the shooter paused to reload, Wennerstrom grabbed a bar stool and tossed it through a window. He and his buddies pulled 30 to 35 people to safety. After getting each group safely to the parking lot, Wennerstrom and his buddies went back for more.” Why do you think that Matt and his friends shielded the women? After they rescued the first groups through the broken window, what do you think compelled Matt and his friends to actually go back towards the danger and help more people? Explain.
3. Later in the video, Ms. Shrier points out that, “There will always be young men like the Thousand Oaks shooter, full of rage, mentally unstable, failing to launch. We can work to eliminate the threat they pose, or treat whatever mental disease hobbles them. But we will never stop every evil-doer from obtaining weapons. The extended magazine that enabled the shooter to fire so many rounds is already illegal in California. As many laws as we pass, we will never eradicate evil.” Why do you think that there will always be young men like the Thousand Oaks shooter? Explain. Why do you think that Leftists often blame the methods and tools of mass shooters rather than on the shooters themselves? Do you agree with Ms. Shrier that evil can never be eradicated, no matter how many laws are passed? Why or why not?
4. Later in the video, Ms. Shrier explains that, “Masculinity is a style of behavior –not a code of conduct. It can be used for great good and it can be perverted into evil. One of the most important tasks of a moral society must be to make boys into good men.” What are the important and significant differences between masculinity being a style of behavior versus being a code of conduct? Explain. Do you agree with Ms. Shrier that a moral society is obligated to shape boys into good men? Why or why not?
5. Towards the end of the video, Ms. Shrier concludes that, “If we continue to disparage the male impulse to act heroically — if we mock those who want to protect women — we will fail in our task. Yet many seem bent on doing just that, especially in our institutions of higher education.” What ‘task’ do you think Ms. Shrier is referring to here? Why do you think that some people disparage the male impulse to act heroically? Explain.

Extend the Learning:

Case Study Sergeant Ron Helus

INSTRUCTIONS: Read the article “Who was Ron Helus, the ‘hero’ sergeant killed in the California mass shooting,” then answer the questions that follow.

1. Who was Ron Helus, and what did he do? How long had he been serving as a deputy sheriff? How many people were at the Borderline grill when the shooting started, and how many were killed? What happened when Sgt. Helus and the CHP officer entered the bar? Who is Geoff Dean, and how did he describe Sgt. Helus? What family did Sgt. Helus leave behind? What hobbies did Sgt. Helus enjoy? What subject did Sgt. Helus earn a master’s degree in?
2. Why do you think that Sgt. Helus answered the call and engaged the shooter when he arrived? Do you consider Sgt. Helus to be a ‘hero,’ even though it was his job to protect people? Why or why not? Would you consider the CHP trooper and the civilians who pulled Sgt. Helus out of the building after he had been shot to be heroes as well- i.e. do you think that they demonstrated heroic masculinity? Why or why not?
3. Do you think that Sgt. Helus fits into Ms. Shrier’s vision of masculine men that society should be valuing rather than disparaging? Explain.

Who was Ron Helus, the ‘hero’ sergeant killed in the California mass shooting?

By Matthew Martinez

November 08, 2018 05:00 AM, Updated November 08, 2018 01:03 PM

Sgt. Ron Helus charged into the Borderline Bar & Grill after the shooting started at about 11:20 Wednesday night.

He was a 29-year-veteran of the Ventura County Sheriff’s Office, according to his end of watch bio on the department’s website.

But on Wednesday, Helus and a California State Highway Patrol trooper were the first responders to the shooting at the bar in Thousand Oaks filled with nearly 200 college students, according to the Sheriff’s Office.

At least 13 people were killed in the mass shooting, and 10-15 more were injured.

The suspect, who was also found dead in the bar and whose identity has not been released by authorities, fired at them as they entered, hitting Helus several times, the Los Angeles Times reported.

Ventura County Sheriff Geoff Dean told the newspaper that Helus died “a hero,” and that Helus was hoping to retire from law enforcement next year. Helus and the trooper got inside the bar within 2-3 minutes of the gunshots being reported, CNN reported.

“He gave his all. He went in to save lives — to save other people,” Dean told the Thousand Oaks Acorn, also calling Helus a “hard-working, dedicated Sheriff’s Sergeant.”

Civilians helped the trooper and the deputies behind Helus pull him from the bar, critically wounded, according to the Sheriff’s Office. Helus passed away from his wounds hours later at an area hospital.

“A true cop’s cop. This was in his blood,” Ventura County Sheriff’s Sgt. Eric Buschow told CNN. “He just had this natural instinct for going after crooks. He did it with enthusiasm. My heart goes out to his family. I can’t imagine what they’re going through right now.”

A veteran of 29 years. Sheriff SGT. Ron Helus ran in when everyone else was running out. RIP
pic.twitter.com/66zwqbHhAt

— Blue Alert (@BlueAlertUs) November 8, 2018

Helus leaves behind a wife and a son. The Times reports that Helus called his family before going inside Borderline Bar & Grill.

He claimed the neighborhood of West Hills, California, just 18 miles from Borderline Bar & Grill in Thousand Oaks, as his hometown, according to his Facebook profile, which has been refashioned into a “Remembering Ron Helus” page. He lived in nearby Moorpark.

According to photos on the page, Helus loved fishing and the outdoors. He got his master's degree in administrative leadership from the University of Oklahoma, according to his LinkedIn profile, and he did firearms training work on the side.

"When he heard the gunfire, he ran in. He ran in and no doubt saved others... And that's what cops do. That's what he did.": Sgt. Ron Helus had been set to retire in the next year. He is among at least 12 killed in the Thousand Oaks shooting. <https://t.co/WDmZrgvadjpic.twitter.com/s3p2JDKTdr>

— CNN (@CNN) November 8, 2018



Ron Helus, a 29-year veteran of the Ventura County Sheriff's Office, rushed into Borderline Bar & Grill in Thousand Oaks, Calif., Wednesday night, and was shot and killed. Ventura County Sheriff's Office/Facebook



QUIZ

The Borderline Bar And Grill: A Tale of Men and Masculinity

1. How old was Matt Wennerstrom when the massacre at the Borderline Bar and Grill happened?
 - a. 16 years old
 - b. 20 years old
 - c. 24 years old
 - d. 28 years old

2. When Matt Wennerstrom and his friends first heard the shots, they _____.
 - a. ran out of the front door while the shooter reloaded
 - b. cowered behind a booth in the back and waited for the whole thing to be over
 - c. pushed as many people as possible behind the pool table and shielded the girls
 - d. ran into the kitchen and called 911, hoping the police would save them

3. After breaking a window and pulling multiple groups of people safely though to the parking lot, Wennerstrom and his buddies went back to help more people.
 - a. True
 - b. False

4. When questioned by a reporter, Matt Wennerstrom said he was there to protect whom?
 - a. His friends.
 - b. His family.
 - c. His fellow humans.
 - d. All of the above.

5. What did Sgt. Ron Helus of the Ventura County Sheriff's Office die from?
 - a. A heart attack triggered by the stress of the shooting.
 - b. A car accident on the way to the shooting.
 - c. Suffocation from the crowd pushing their way out of the restaurant in a panic.
 - d. The wounds he suffered as he tried to stop the rampaging gunman.



QUIZ - ANSWER KEY

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STUDY GUIDE

Goodbye, America

KEY TERMS:

America
institution

progressive
rights

identity
touchstones

NOTE-TAKING COLUMN: Complete this section <u>during</u> the video. Include definitions and key terms.	CUE COLUMN: Complete this section <u>after</u> the video.
<p>What did George Orwell state was the “most effective way to destroy a people?”</p> <p>According to the Progressive narrative, why did the Founders write the U.S. Constitution?</p> <p>The United States is a country that overcame and abolished slavery at the cost of how many lives?</p>	<p>What are the two prevailing views of America, as described by Dr. Robbins in the video?</p> <p>How and why did such a schism come to exist?</p>

Discussion & Review Questions

1. At the beginning of the video, Dr. Robbins contends that, “If you read about it [America] in a history textbook, you probably learned about a land of oppression, racism, sexism, income inequality, police brutality, and imperial wars. Aside from that it was a great place. That is how America is portrayed in most American high schools and colleges – and America’s media, films, and by its progressive politicians.” Was your experience of learning about America’s history similar to what Dr. Robbins described in this passage? Why do you think that progressives paint such an awful portrait of America and only focus on the negative aspects of America’s past rather than rejoice in America’s triumphs and transcendence over those negative conditions? What might the lasting consequences of exclusively focusing on the negative aspects of America’s past be for current and future Americans? Explain.
2. Later in the video Dr. Robbins points out that, “Until the last few decades, liberals and conservatives alike shared a common understanding of America’s origins, its history, and its mission of spreading liberty – within America and around the world... This was the country of the frontier spirit, of almost unlimited possibilities; the country that paid for the sin of slavery with the carnage of its Civil War; of economic dynamism and endless invention; of unparalleled individual opportunity, and the country that defeated fascism and communism in the 20th Century. Previous generations took all this for granted and reveled in it.” What factors do you think contributed to Americans all across the political spectrum having shared ‘a common understanding of America’s origins, its history, and its mission of spreading liberty’ until just a few decades ago? What factors do you think contributed to previous generations taking the unified perspective of America’s past for granted? Explain.
3. Dr. Robbins goes on to ask, “So, what changed? Starting in the 1960s a new, so-called ‘progressive,’ narrative took hold that sought not to uplift, inspire, and unite, but to demean, degrade and divide. It sought to replace the pride of American achievement with shame... [and] anything less than perfection – which can never exist, given that every society is composed of flawed human beings – is now considered a total failure; and victims of the past are elevated as an indictment of the present.” What do you think sparked this negative narrative to begin? Why do you think that the negative narrative ‘took hold?’ What exactly does Dr. Robbins mean by the statement ‘victims of the past are elevated as an indictment of the present,’ and why is this the case? Explain.
4. Following this last point, Dr. Robbins notes in the video that, “When you raise a generation of Americans to hold their country’s past in contempt by exaggerating America’s faults and ignoring its triumphs, then they will have no respect for American institutions or the beliefs on which the nation is based.” Why would raising a generation that has no respect for American values be devastating for America? Explain.
5. Later in the video, Dr. Robbins explains that, “The outcome of this new, non-violent civil war between those who hold America and its history in contempt and those who, without denying its flaws, revere America, will determine the future of the American experiment – the new history we will make.” Do you agree with Dr. Robbins notion that there is a cultural civil war going on? Why or why not? Do you agree with Dr. Robbins that the outcome of this cultural civil war will determine the future of America? Why or why not?
6. At the end of the video, Dr. Robbins asks, “Is America a country that was built by slavery? Or a country that overcame and abolished slavery at the cost of 600,000 lives? Is America

a country of rampant discrimination? Or an accepting people in active pursuit of a more perfect union? Is it a country of grinding exploitation? Or a land of limitless opportunity? The time has come to choose. How will you remember America?" How would you answer Dr. Robbins' last question? Why do you think that Dr. Robbins claims that it is 'time to choose'? Explain.

Extend the Learning:

Case Study By The People

INSTRUCTIONS: Read the article "The Story Behind That Anti-Trump Textbook," then answer the questions that follow.

1. What is the most underappreciated political story of our time? What has more influence on American politics than 90 percent of the books reviewed in our leading newspapers and political magazines? What is 'a recipe for political exile and social ostracism' for conservatives? What is By The People, and who wrote it? How does Mr. Fraser's text portray conservatives? How does Mr. Fraser's text portray President Trump? How does Mr. Fraser's text portray the Black Lives Matter movement? Why is By The People so troubling? What is the clear educational philosophy behind By The People? Who was Mr. Fraser's Marxist mentor, and what is their political agenda? What did the Eastern European textbooks that Mr. Fraser admired teach, especially in terms of Socialism? What does Mr. Fraser consider education a form of? What does Mr. Fraser do rather than address the arguments of conservatives and even moderate liberals? Which anarchists has Mr. Fraser praised? What did Pearson say when challenged about the Anti-Trump language in its text, and why was their response laughable? How are conservatives consistently portrayed in By The People? How does Mr. Fraser's text incorrectly explain conservative opposition to Obamacare? How does Mr. Fraser's text egregiously mischaracterize the opposition to Hillary Clinton? How are conservative stances on social issues treated in the heavily biased text? What anti-conservative language is used to refer to abortion opponents? In what ways are illegal immigrants labeled in the text? In what way is the College Board and the APUSH framework prejudiced? What is By The People a recipe for? What have critics also warned that the College Board's decision to issue detailed curricula for its AP courses was a strategy for? What does the author of the article argue for, in terms of a solution to the problem of the publishers and College Board promoting the progressive agenda?
2. The author of the article writes, "A Marx-loving disciple of Paulo Freire is now churning out textbooks, teachers, and students who neither understand nor respect America's founding ideas, nor those who continue to defend them." Do you think that political extremists on either side should be allowed to write their

Extend the Learning (cont.):

political biases into textbooks? Why or why not? Why do you think that Pearson, the publisher, and the College Board allowed such biased language to permeate and egregiously taint a textbook that they promote? What is so damaging about the progressive narrative being codified and taught as fact? Which points made by Dr. Robbins in the video are supported by this story?

3. Do you think that it is important to learn and to keep a balanced, broad view of the history of one's country? Why or why not? In the video, Dr. Robbins explains that, "History is much more than a collection of facts. History, and our understanding of it, tells us who we are as a people in the same way your personal memories and experiences define and shape who you are. Wipe out your memory, and you wipe out your identity." What, specifically, is the connection between a country's past and its identity? Why is it so important for citizens of a country to have a balanced, broad, comprehensive knowledge and understanding of that country's history? Explain.
4. Why do you think that Dr. Robbins speaks in the past tense when asking about remembering America? Who do you think is going to 'win' the cultural civil war in America, if any one side can truly be characterized as a 'winner?' Explain.

The Story Behind That Anti-Trump Textbook

By Stanley Kurtz
May 1, 2018 10:17 AM



President Trump greets reporters outside a meeting with congressional Republicans in Washington, D.C., March 21, 2017. (Jonathan Ernst/Reuters)

The most underappreciated political story of our time is the changing content of K-12 textbooks in history, civics, social studies, and related subjects. Yes, I said *political* story. Why are Millennials so receptive to socialism? Why are today's Democrats dominated by identity politics? Why have movements on the political right shifted from a constitutional conservatism symbolized by the Boston Tea Party to a populist nationalism? All these changes, and more, are connected to what today's history textbooks are, and are not, teaching. Yet we've barely noticed the link.

Almost any Advanced Placement (AP) U.S. history textbook has more influence on American politics than 90 percent of the books reviewed in our leading newspapers and political magazines. Yet when was the last time you read a review of a high school history textbook? Never, I'll bet. That's partly because these thousand-page monstrosities are tough to read, and even tougher to judge for anyone but professional historians. And with growing academic specialization, even historians find it difficult to assess an entire text.

Liberals needn't bother keeping track of history textbooks because they're the ones who write them. But conservatives have dropped the ball on this issue so essential to their survival. Conservative politicians,

institutions, and donors focus far more on short-term electoral politics and policy than culture. History textbooks don't even register. Over the long haul, that's a recipe for political exile and social ostracism.

Conservatives saw the tip of the enormous textbook iceberg earlier this April when a radio host tweeted out pictures a Minnesota student had sent her of an AP U.S. history (APUSH) textbook. The student had photographed pages of the not yet formally released update of James W. Fraser's *By the People*, an APUSH textbook published by the international education giant Pearson. Those pages covered the 2016 election and the Black Lives Matter movement. Their blatantly partisan bias set off a conservative media firestorm. (I commented here, and Joy Pullman's important take is here.)

Essentially, Fraser's updated text portrayed conservatives as bigots, Trump as mentally unstable, and the Black Lives Matter movement as a reasonable response to a police force acting like an "occupying army" in a "mostly African-American town."

It was hit job as history.

Yet the full story of James W. Fraser's *By the People* is more troubling than this. Fraser's bias is no mere artifact of a bitterly polarizing election, but runs deeply through his text. The true tale of Fraser's *By the People* makes you wonder how a textbook like this could have been published by a giant like Pearson, or effectively endorsed by the College Board, even pre-Trump. The answers are disturbing.

James W. Fraser is a professor of history and education at NYU's prestigious Steinhardt School of Education. Prior to that, Fraser was the founding dean of Northeastern University's School of Education. Fraser's Ed School background is important. So let's first have a look at his academic publications, which make the educational philosophy behind *By the People* frighteningly clear.

American Ed Schools are famously infatuated with Brazilian Marxist Paulo Freire's 1970 book, *Pedagogy of the Oppressed*, and Fraser has been a leader in that movement. Fraser and a group of American educators worked closely with Freire in the mid-1990s to publish *Mentoring the Mentor: A Critical Dialogue with Paulo Freire*. Fraser's contribution to that volume shows him to be a faithful acolyte of his mentor Freire. Both men seek a pedagogy capable of inspiring the overthrow of capitalist hegemony and its replacement by a classless society.

Like Freire, Fraser draws on the wisdom of Marxist heroes like Che Guevara. Yet as an historian of education, Fraser also invokes his extensive knowledge of textbooks. His most striking claim is that the textbooks used under Eastern European Communism were excellent in substance, even if their lessons were hammered home too harshly by teachers: "...in their critique of capitalism and imperialism, in their sophisticated approach to anti-Semitism, Fascism, and revolutionary struggle — [Eastern European communist textbooks] represented a very liberating view of the world...But sadly the pedagogy was as repressive as the content was liberating."

This is a stunning claim. Fraser believes that if only Eastern Europeans had taught communism in a less authoritarian manner, a public freed from the Soviet yoke might not have rejected communism for capitalism. That is, Fraser sees the turn to capitalism by Eastern Europe as an avoidable "tragedy" caused by the unnecessarily harsh teaching methods of communist schools.

This is deluded. The content of Eastern European textbooks was every bit as authoritarian as communist pedagogy. Those textbooks, for example, included poems inspiring children to report even their best friends to the authorities for violations of party dictates. Those textbooks taught that no one is allowed to have "purely personal cares and difficulties in a socialist collective," and denounced Germans who tried to escape over the Berlin Wall. East German textbooks instilled hatred for the "capitalist and imperialist" United States, which was painted in nightmare colors. Or is this the content Fraser considers "liberating"?

Fraser argues that “regimes of the right, including those in the United States and other so-called democracies” are every bit as authoritarian as communists, in their attempts to force capitalism on students. How curious, then, that Fraser and his Ed School comrades have so far escaped America’s Gulag.

Don’t mistake Fraser’s rejection of hard-nosed communist pedagogy for a commitment to political even-handedness. On the contrary, Fraser rejects “the pretense” of teacher neutrality as a pernicious cover for the interests of the powerful. The teacher, he says, “must begin with a commitment to social and political liberation.” Education, for Fraser, is a form of “revolutionary struggle.”

Fraser’s affinity for Marxism isn’t quite as obvious in his other work, but it isn’t particularly hidden either. Fraser’s academic writings of the 1990s regularly invoke leading socialist thinkers of the day, while attacking capitalism and private property. Fraser was positively hostile to the center-left presidency of Bill Clinton, and praised only the most leftward Democrats, like Maxine Waters and Barney Frank.

But Fraser reserves his most passionate antipathy for conservatives, whom he excoriates in his academic writings with unceasing fury. At one point Fraser approvingly quotes novelist E. L. Doctorow decrying the “poisonous” effects of Reagan conservatism, its “gangsterdom of the spirit” and affinity for fascism. According to Fraser, “If one characteristic marks the... years of the Reagan-Bush presidencies, it is the legitimization of greed.” Later Fraser adds, “Racism, like greed, has also been legitimated in the America of the 1980s and 1990s.” Fraser regularly condemns conservative intellectuals and rejects the “sheer mean-spiritedness of much of what passes for religion in this country.” During the George W. Bush administration, Fraser considered it the special responsibility of Ed School faculty to counter the president by advocating for an “internationalist and multicultural approach to foreign policy.”

Perhaps Fraser’s greatest wrath is reserved for what he calls “angry white maleness.” Like liberals of the day, Fraser saw the 1994 Republican takeover of the House as an expression of “angry white maleness,” which he called “a recipe for fascism.” But Fraser went further and dismissed even liberal Arthur Schlesinger’s well-received critique of multiculturalism, *The Disuniting of America*, as but a symptom of “angry white maleness.” Rather than address the arguments of conservatives and even moderate liberals, Fraser regularly dismisses them with attributions of anger and mean-spiritedness.

If Fraser scorns America as a “so-called democracy” and continually denounces conservatives, he has a soft-spot for radicals of every sort. His 2004 book, *History of Hope*, rummages through America’s past looking for models of hope amidst what Fraser sees as the general gloom of U. S. history. Fraser lauds the 19th century utopian movements that dispensed with monogamy and private property. He celebrates ethnic Mexicans in the American Southwest who refused to accept the results of the Mexican-American war even generations later, praising their violent resistance to “Anglo-American aggression.” Fraser even applauds traditional Mexico’s communal conception of property as a hopeful alternative to America’s acceptance of capitalism. Naturally, Fraser hails America’s first great socialist leader, Eugene V. Debs. He commends the various liberation movements of the 1960s, lauds Jesse Jackson’s Rainbow Coalition, and even praises the anarchists whose violent demonstrations in Seattle in 1999 shut down a meeting of the World Trade Organization. Those violent demonstrators, forerunners of Occupy Wall Street, were fiercely condemned by mainstream liberals at the time.

So does Fraser’s AP U.S. history textbook, *By the People*, reflect the egregious political biases of his popular and academic work? Not according to his publisher, Pearson, which said when challenged on the anti-Trump additions: “[This textbook] was developed by an expert author and underwent rigorous peer review to ensure academic integrity...[it] aims to promote debate and critical thinking by presenting multiple sides.” The claim that a thoroughly politicized and almost uniformly leftist history profession would nix this textbook via peer review is laughable. When it comes to political bias, today’s academics are peers, all right.

By the People does provide a fig leaf for the “multiple sides” claim by presenting occasional “boxes” juxtaposing original texts from opposing sides of the political spectrum. We know from *History of Hope*

that Fraser sees Jesse Jackson's "Rainbow Coalition" speech at the 1988 Democratic National Convention as a high point of American history. In *By the People*, though, excerpts from Jackson's address are juxtaposed to passages from Pat Robertson's speech at the 1988 Republican Convention.

The problem is that the main text of *By the People* lays the groundwork for Jackson by presenting every leftist movement of the time in glowing, uncritical terms. Conservatives, on the other hand, are consistently portrayed as angry, unthinking reactionaries and vicious racists.

In the main text, for example, Fraser quotes gauzy, moderate-sounding rhetoric from the charter of the radical Students for a Democratic Society (SDS), and lengthy inspiring excerpts from President Obama's second inaugural address. When leftists go to extremes, Fraser always offers justifications: American napalm in Vietnam explains violent anti-war demonstrations; Black Panther radicalism is merely a response to police forces acting like "occupying armies" in the black community (identical to Fraser's controversial framing of the Black Lives Matter movement). Fraser goes into high dudgeon over Rush Limbaugh's humorous jabs at the left, bemoaning the decline of "good manners." Yet he presents the vastly cruder antics of the Yippies as necessary mockery of those who were "leading the country to ruin."

Conservatives, by contrast, lacking apparent justification for their actions, simply react in anger and fear. Fraser rarely provides reasons for conservatives' views, and they're mangled when he does. Opposition to Clintoncare and Obamacare is said to be fueled by selfish insurance interests, not policy arguments. While leftists are presented via their own most inspiring rhetoric, conservatives' actions are framed by quotes from their critics.

Fraser highlights religious arguments, like the preacher who said, "The blessings of capitalism come from God." Yet the modern conservative movement and its leading ideas remain a mystery to Fraser's readers. After reams of gauzy leftist rhetoric, the sum total of Fraser's account of Buckleyite conservatism is that "any interference with individual rights would destroy human freedom." Instead of presenting the argument for limited government, we're told that conservatives opposed Obamacare because of a "longstanding bias among Americans against big government." All of this is consistent with Fraser's academic work, which reduces conservatism to a series of irritable mental gestures.

Again and again, Fraser portrays conservatives as heartless racists and sexists. He mischaracterizes the GOP's "southern strategy," and explains opposition to Hillary Clinton as the product of sexism. Concerns about crime are dismissed as code for racial bigotry. Controversies over single motherhood and conservative stances on social issues are treated as simple heartlessness or antiquated religiosity, rather than concern over family decline. On abortion, opponents are not in favor of the right to life but said to be "opposed to abortion rights." For Fraser, there's no such thing as illegal immigrants, only those who came to the United States "without official approval."

So the anti-conservative bias of the recent updates to *By the People* is matched by the prejudice of the larger text. It's impossible to see how a student using Fraser's textbook could even respect conservatives, much less become one.

All this was to be expected, given the 2014-2015 battle over the College Board's revised AP U.S. history curriculum. I argued then that the new APUSH framework was biased for portraying liberals responding to genuine problems but conservatives reacting from fear. Obviously, Fraser's political biases match perfectly with the College Board's.

How could a man who at least appears to be a committed socialist, who dismisses America as a fake democracy, and who despises conservatives, have been chosen by a leading publisher like Pearson to write an American history textbook meant to be used by students of every political view? It's clear from the left-multiculturalist bias of the College Board's APUSH framework that Fraser was a logical choice to write an accompanying textbook. The College Board's new curriculum was bound to produce this sort of text.

By the People also shows us that the College Board's controversial decision to cover "history" right up to the present is a recipe for political abuse, just as critics claimed. Students should not be forced to digest Fraser's (or anyone else's) viciously partisan take on the politics of the day as "history."

Critics also warned that the College Board's decision to issue detailed curricula for its AP courses was a strategy for circumventing state and local authorities to create a de facto leftist national curriculum. Fraser himself buys into that view. He teaches a course at NYU that uses *By the People* and the College Board's new AP U.S. History framework to train, not only future AP teachers, but teachers of social studies and regular U.S. history. His syllabus for that course argues that we should treat the College Board's new APUSH framework as de facto national standards for all U.S. history courses, AP or not. Sadly, he's got a point.

Still more sadly, James W. Fraser's story is America's story. I know no more powerful example of the radical left's long march through the institutions. A Marx-loving disciple of Paulo Freire is now churning out textbooks, teachers, and students who neither understand nor respect America's founding ideas, nor those who continue to defend them.

Conservatives have been caught short, not so much by pious denials of bias on the part of institutions like Pearson or the College Board, but by their own obsession with short-term politics. Meanwhile, we're getting killed in the culture, which just may be the most underexplored *political* story of our day.

As I've argued for several years, it's time to bring competition to the world of college-placement testing. Only a testing company able to compete with the College Board's AP program can restore choice, balance, and local control to America's education system.



Stanley Kurtz is a senior fellow at the Ethics and Public Policy Center.



QUIZ

Goodbye, America

1. Film maker Michael Moore stated that America is a nation _____.
 - a. founded on genocide
 - b. built on the backs of slaves
 - c. maintained through the subjugation of women to second class citizenship and economic disempowerment
 - d. All of the above.

2. What happens when you raise a generation of Americans to hold their country's past in contempt by exaggerating America's faults and ignoring its triumphs?
 - a. They become patriots and openly express acceptance and love of their country.
 - b. They embrace American values and proudly uphold them.
 - c. They have no respect for American institutions or the beliefs on which the nation is based.
 - d. None of the above.

3. Until the last few decades, liberals and conservatives alike shared a common understanding of America's origins, its history, and its mission of spreading liberty—within America and around the world.
 - a. True
 - b. False

4. Instead of uplifting, inspiring, and uniting the country, the progressive narrative started in the 1960's sought to _____.
 - a. exclusively elevate white, male historical figures to legendary status
 - b. replace the pride of American achievement with shame
 - c. demonize social warriors and identity politics
 - d. All of the above.

5. The United States is a country that overcame and abolished slavery at the cost of how many lives?
 - a. 600
 - b. 6,000
 - c. 60,000
 - d. 600,000



QUIZ - ANSWER KEY

Goodbye, America

1. Film maker Michael Moore stated that America is a nation _____.
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KEY TERMS:

paradigm
education

PRAGERU.COM

Discussion & Review Questions

1. At the beginning of the video, Mr. Kirk contends that college, "...can be a worthwhile pursuit under the right circumstances. If you want to be a doctor, or an architect, for example, it's obviously a necessity. But look through the typical college syllabus and it's clear that most of the majors, not to mention classes, are a waste of time – and money." What might the 'right circumstances' be for students, and how might families go about determining the 'right circumstances' for a family member to go to college? What makes many classes and majors at a college a waste of time and money? Explain.
2. Mr. Kirk goes on to ask, "So why do responsible adults who only want the best for their children and are usually cautious with their hard-earned money, squander it on such a bad investment? Worse, why would they send their son or daughter to a school to learn to reject the values they, the parents, hold dear?" How would you answer his questions? Explain.
3. Later in the video, Mr. Kirk notes that, "According to a Georgetown University Study, there are 30 million jobs paying over \$55,000 a year that don't require a college degree. Learn a skill like welding or plumbing or a dozen other trades and you'll never be looking for a job. The jobs will be looking for you. We're talking \$50 an hour or more. Six figure income after five years and no debt. Consider the military. You learn essential skills, and again, no debt. Or go into sales. You don't need a sociology degree for that." Why do you think that so many high school students don't seriously consider going into a trade job after high school instead of going to college? What do you think would be better for most people- spending four years getting a Classics degree from a prestigious university and being \$80,000 in debt or spending four years learning to be a plumber and earning \$80,000 a year? Explain. Why do you think that many people place a higher prestige and value on someone who is a college graduate that can't find work over someone who is in a trade job and able to provide well for their family? Explain.
4. As part of encouraging potential students to figure out what will work best for them, Mr. Kirk suggests for students to, "Ask yourself if you really need to go to college," and possibly to, "Delay college for a year or longer. If more graduating high school seniors would do this – not jump into college immediately after high school – college curriculums would improve, and nonsense like safe spaces would disappear. Why? Because students who had spent a year or longer in the real world, wouldn't put up with it." In what ways might delaying going to college be helpful to a potential college student? Why would college curriculums improve if more high school students delayed going to college?
5. Towards the end of the video, Mr. Kirk suggests for potential students to, "Get a job, any job, for a year before starting college... One year isn't going to make a difference as to whether or not you succeed in life but waiting tables or stacking boxes or whatever you do for a year will almost certainly change your attitude about a lot of things; like how hard it is to earn a dollar and how easy it is for the government to take that dollar away. You will also develop a new appreciation for the privilege of going to college. And, you'll be much more likely to be immune to the BS." Do you agree with Mr. Kirk's position that not going to college immediately after high school will not have nearly the possible significance to one's future that having a job right afterwards could? Why or why not? In what ways might having a job before college change one's attitude towards college? Explain. What do you think Mr. Kirk means by being 'immune to the BS?' Explain.

Extend the Learning:

Case Study Mike Rowe WORKS

INSTRUCTIONS: Read the article “We’ve got a PR problem,” then answer the questions that follow.

1. What has America become disconnected from? What do millions of well-intentioned parents view apprenticeships and on-the-job opportunities as? What has the push for higher education and the removal of vocational arts from high schools nationwide laid the foundation for? What has the cost of tuition soared faster than? How many student loan borrowers are there, and how much do they owe, collectively? What does the U.S. culture reaffirm, bit by bit? What does Mr. Rowe state that we have to reconnect the average American with, and why? What did Mr. Rowe do in 2008, and why? What is the mission of the mikeroweWORKS Foundation, and what do they do? What is the S.W.E.A.T. Pledge, and what does it do? How many skilled jobs are unfulfilled because no one is trained or willing to do them? How many graduates with jobs aren’t working in their field of study?
2. Do you think that most college students today value college for the opportunity to become better educated in a particular field and to increase their chances of becoming gainfully employed when finished? Why or why not? Do you think that Mr. Kirk would support the decision of many people to support and engage with the mikeroweWORKS Foundation? Why or why not?
3. Why do you think that so many parents equate chances for success exclusively with getting a college degree? Explain. What do you think that one should do in order to plan for a successful future, with or without college? How do you define ‘succeeding in life?’

We've got a PR problem.



What's the problem?

We've made work the enemy.

America has become slowly but undeniably disconnected from the most fundamental elements of civilization—food, energy, education, and the very nature of work itself.

Over the last 30 years, America has convinced itself that the best path for the most people is an expensive, four-year degree. Pop culture has glorified the “corner office job” while unintentionally belittling the jobs that helped build the corner office. As a result, our society has devalued any other path to success and happiness. Community colleges, trade schools, and apprenticeship programs are labeled as “alternative.” Millions of well-intended parents and guidance counselors see apprenticeships and on-the-job training opportunities as “vocational consolation prizes,” best suited for those not cut out for the brass ring: a four-year degree. The push for higher education has coincided with the removal of vocational arts from high schools nationwide. And the effects of this one-two punch have laid the foundation for a widening skills gap and massive student loan debt.

Today, the skills gap is wider than it's ever been. The cost of college tuition has soared faster than the cost of food, energy, real estate, and health care. Student loan debt is the second highest consumer debt category in the United States with more than 44 million borrowers who collectively owe more than \$1.5 trillion. According to the Bureau of Labor Statistics, there are more than 7 million jobs available across the country, the majority of which don't require a four-year degree. And still, we talk about millions of “shovel ready” jobs for a society that doesn't encourage people to pick up a shovel. We keep lending money we don't have to people who can't pay it back for jobs that don't exist. Bit by bit, our culture reaffirms the misguided

belief that a career in the skilled trades shouldn't be desired. And that lack of enthusiasm has reshaped our expectations of a "good job" into something that no longer resembles work.

Why does Mike give a crap?

He's addicted to paved roads, working electricity, and flushing toilets.

As an apprentice on the TV series *Dirty Jobs*, Mike Rowe traveled to every state and worked with plumbers, electricians, steamfitters, pipefitters, brick layers, farmers, fishers, and a bunch of other skilled workers who help keep our polite society humming along. They were individuals who found opportunity where no one else thought to look. They were entrepreneurs running successful businesses. They were happy people who managed to figure out a positive work-life balance. To his surprise, they didn't resemble the unflattering, blue-collar workers often portrayed in the media. This misperception resulted in an undeniable disparity between available skilled jobs and the unemployed local population. Week after week, Mike saw "Help Wanted" signs everywhere, even when unemployment took over news headlines. Our society didn't, and still doesn't, have a trained workforce standing by or willing to fill the positions that actually exist.

"Our crumbling infrastructure, our widening skills gap, the disappearance of vocational education, and the stratospheric rise in college tuition—these are not problems," Mike said. "These are symptoms of what we value. And right now, we have to reconnect the average American with the value of a skilled workforce. Only then, will the next generation aspire to do the work at hand."

In 2008, Mike created the mikeroweWORKS Foundation to launch a national PR campaign for skilled labor...more like a one-man crusade.

How do we change the prevailing misperception of skilled labor?

Make work cool again.

We're on a mission to help close the skills gap by challenging the stigmas and stereotypes that discourage people from pursuing the millions of available jobs. We're redefining the definition of a good education and a good job, because we don't think a four-year degree is the best path for the most people. We want people to understand the impact of skilled labor on their lives, and we're convinced that the solution has to start with a new appreciation for hard work.

Each year, we give away a modest pile of money through the **Work Ethic Scholarship Program** to help people get trained for skilled jobs that are in demand. We've proven that opportunities in the trades aren't alternatives to viable careers – they are viable careers. Through this program, we encourage people to learn a useful skill, and we reward those who demonstrate that they'll work their butts off. When it comes to hard work, there is no alternative. Since our inception, we've granted, or helped facilitate the granting of, more than \$5 million in Work Ethic scholarships and other like-minded programs or initiatives that also work to close the skills gap.

How do we define work ethic?

The S.W.E.A.T. Pledge.

Back in 2008, Mike wanted to find a way to articulate the qualities he values most. He ended up writing **The S.W.E.A.T. Pledge**, which stands for "**Skills and Work Ethic Aren't Taboo.**" It's a collection of beliefs that outlines the importance of work ethic, personal responsibility, delayed gratification, and a positive attitude that we believe every worker can benefit from embracing it. Full disclosure—it's not for

everyone, and that's okay with us. But anyone who applies for the Work Ethic Scholarship Program must agree with and sign it.

How about some good advice?

In the long history of bad advice, you'd have to look pretty hard to find something dumber than Work Smart Not Hard.

In 1977, a version of this poster hung in my guidance counselor's office and was part of a recruitment campaign for college. It was bad advice then, but today, it's just plain dangerous. Google, "Work Smart Not Hard," and you'll see just how far this idiotic cliché has wormed its way into our collective conscious over the last forty years. It's repeated daily by millions of people like some timeless chestnut of conventional wisdom. Is it possible we actually believe such nonsense? You bet it is.

Consider the reality of today's job market. We have a massive skills gap. Even with record unemployment, millions of skilled jobs are unfilled because no one is trained or willing to do them. Meanwhile, unemployment among college graduates is at an all-time high, and the majority of those graduates with jobs aren't even working in their field of study. Plus, they collectively owe \$1.5 trillion in student loans. \$1.5 TRILLION! And still, we push a four-year degree as the best way for the most people to find a successful career?

The evidence suggests we've taken some very bad advice and tried to separate hard work from success. Consequently, we've become profoundly disconnected from a critical part of our workforce. The skilled part. The part that keeps the lights on. That's just crazy. In a sane world, there should be posters hanging in high schools that reflect the reality of the situation we're in. Wouldn't it make more sense to promote Work Smart AND Hard?

So...with a little creative license (and no respect for the original), I'm pleased to present a new platitude with a different attitude. And if you'd like to help spread the word, I'll try to talk you into buying one. Posters are \$12, or as much as you want to give, and all proceeds go to the mikeroweWORKS Foundation.

- Mike Rowe



QUIZ

Is College Worth It?

1. When can college be a worthwhile pursuit?

- a. When already suffering from crippling debt.
- b. Under the right circumstances.
- c. When seeking to validate a victimhood mentality.
- d. None of the above.

2. What's wrong with not being an academic type?

- a. You can't succeed in college.
- b. You can't be happy.
- c. Your family can't be proud of you.
- d. Nothing.

3. According to a Georgetown University Study, there are _____ jobs paying over \$55,000 a year that don't require a college degree.

- a. 10 million
- b. 20 million
- c. 30 million
- d. 40 million

4. Instead of asking if one needs to go to college, many people matriculate into higher education because _____.

- a. it's expected
- b. it sounds like fun
- c. it's an escape from mom and dad
- d. Any or all of the above.

5. Waiting one year to go to college will make a difference as to whether or not you succeed in life.

- a. True
- b. False



QUIZ - ANSWER KEY

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POLITICAL SCIENCE



STUDY GUIDE

AJ+ Is Al Jazeera

KEY TERMS:

propaganda
Osama Bin Laden

Qatar
Leftist

radical Islam
socialists

NOTE-TAKING COLUMN: Complete this section <u>during</u> the video. Include definitions and key terms.	CUE COLUMN: Complete this section <u>after</u> the video.
<p>In which major cities does AJ+ operate out of?</p> <p>Which operations do the government of Qatar bankroll?</p> <p>Which congresswoman did AJ+ make a supporting video about in 2018 entitled "Socialist Rising?"</p>	<p>How does AJ+ operate?</p> <p>Why does Qatar use AJ+ as propaganda?</p>

Discussion & Review Questions

1. At the beginning of the video, Mr. Kassam points out that, “AJ+ is bankrolled by the government of Qatar. Never heard of Qatar? Most people haven’t. It’s a tiny Persian Gulf state with lots of oil money- billions of dollars they’re not afraid to spend on causes they believe in – causes like the terror group Hamas, which runs the Gaza Strip. Without billions from Qatar and its ally, Iran, Hamas would blow away in the next desert sandstorm... But Hamas is only part of Qatar’s terror portfolio. The Qatar government bankrolls the Muslim Brotherhood, Al-Qaeda in Yemen and Syria, radical extremists in Libya, and Hezbollah in Lebanon – in other words a rogue’s gallery of murderous Islamist terror groups.” Why do you think that the government of Qatar funds AJ+? Why do you think that the government of Qatar supports terrorist groups? Explain.
2. After explaining that Al Jazeera re-branded as AJ+, Mr. Kassam notes that, “...they’ve been amazingly successful. Their productions are well-produced, slick and Left. In fact, they are so Left that they make videos railing against Leftist white women for being insufficiently sympathetic to Leftist women of color, especially women of color who are gay or transgendered. It’s hard to ignore the irony that a media operation fully funded by a country that oppresses women and gays makes this kind of content for an American audience.” Why do you think that the re-branding of the network has been so successful? Explain. Do you agree that a country that oppresses woman and gay people producing content that supports women and gay people is hypocritical? Why or why not? Why do you think that the government of Qatar is attempting to manipulate Westerners? Explain.
3. Mr. Kassam answers this last question by asking, “Why, you might ask, would the government of a Middle Eastern country care about influencing young Americans? The answer is this: anything that weakens the U.S. is a victory for them and their radical form of Islam. If they can convince young Americans that the U.S. is a bad place, young Americans are less likely to defend it, and less likely to support its efforts to fight Islamic terror.” Do you think that Qatar’s reasoning here is valid- that young Americans would be less likely to defend America and less likely to support fighting terrorist groups if those young Americans view the U.S. as the ‘bad guy?’ Why or why not? Do you think that AJ+ could be successful in making such an outcome happen? Why or why not?
4. Mr. Kassam goes on to explain Qatar’s further reasoning that, “...if America is bad, then anyone it supports must also be bad. America supports Israel. Qatar, like its allies in the Iranian theocracy, wants Israel destroyed. So AJ+ turns out video after video, news report after news report, portraying the democratic, free, liberal Israel as a repressive apartheid state – despite the fact that Muslims living in Israel have more rights – such as freedom of expression and the equality of women and gays – than Muslims living in Qatar. In AJ+’s world, Israel attacks their peaceful neighbors in Gaza for no good reason. No need to mention rocket attacks randomly directed at Israeli civilians. Weaken America. Weaken Israel. To Qatar a few billion dollars for a few decades is a cheap price to pay if it can achieve those goals.” Why do you think that Qatar wants Israel destroyed? Explain. Do you think that Qatar will achieve these goals? Why or why not?
5. At the end of the video, Mr. Kassam concludes that, “...you don’t have to play into their game. The next time you see an AJ+ video or so-called ‘news report’ consider the source.” What do you think Mr. Kassam means by ‘play into their game?’ Explain. What is Mr. Kassam really asking you to do? Explain.

Extend the Learning:

Case Study AJ+

INSTRUCTIONS: Read the article “Al Jazeera: ‘Jews Exploit Holocaust,’” then answer the questions that follow.

1. What did a recent video promoted by the Al Jazeera Network accuse Jewish people of? What does the video claim that the Zionist movement did with statistics about the holocaust and why? What does Muna Hawaa, the presenter in the video, claim that the Jewish people did, in terms of the holocaust and their alleged ‘agenda?’ What point does the video attempt to make by comparing Israel to Nazis? What are some U.S. government officials concerned about, in terms of the Qatari government utilizing the Al Jazeera Network? How does the Arabic-language version of the programming differ from the English-language version of the content? How have major news outlets in the U.S. reacted to the video?
2. Would you consider content distributed across the Al Jazeera Network, including the video highlighted in the article, to be ‘hate speech?’ Why or why not? Do you agree that watching AJ+ content or supporting AJ+ in any way is supporting the government of Qatar, and thus supporting Islamic terrorism and anti-Semitism? Why or why not?
3. Which specific points in the video are supported by some of the points presented in the article? Do you think that AJ+ should be considered a legitimate source of information? Why or why not? Do you think that AJ+ should be allowed to distribute content in the U.S.? Why or why not?

FOREIGN AFFAIRS



Mohamed Nanabhay, Flickr, CC

Al Jazeera: ‘Jews Exploit Holocaust’.

A recent video promoted by the Qatari-state backed Al Jazeera network accuses Jewish people of exploiting the Holocaust, as well as claiming “it’s different from how the Jews tell it”.

By

Human Events
May 19, 2019

A recent video promoted by the Qatari-state backed Al Jazeera network accuses Jewish people of exploiting the Holocaust, as well as claiming “it’s different from how the Jews tell it”.

The video went viral for all the wrong reasons earlier this week, as the network’s AJ+ channel – rebranded to hide the Al Jazeera moniker and aimed mostly at young people online – published the clips now archived by MEMRI:

The captions read: “The gas chambers killed millions of Jews... So the story says. How true is the #Holocaust and how did the Zionists benefit from it?”

“The Jews weren’t the only targets of the Nazis, but also Gypsies [Roma], the disabled, homosexuals, and Arabs and Christians, too,” the video’s presenter, Muna Hawwa, says.

“In all, the Nazis killed 20 million people during the Holocaust and the Final Solution, and the Jews were just a part of that. Then why does the world focus so much on Jews?”

According to the left-wing Ha’aretz, the video claims, “statistics [about the Holocaust] were inflated by the Zionist movement to help them establish Israel.”

Further along, Hawwa states: “[Jews] exploited the Holocaust for their agenda and made the whole world focus on their murders and forget the other victims... reparations that Israel received were disproportionate.”

Lastly, the video makes the claim many anti-Semites, even those in the U.S. Congress, are recently heard to claim: “But Israel – who benefitted the most from the Holocaust – uses the same pretexts as the Nazis to commit ethnic cleansing against the Palestinians and eliminate them.”

The Qatari government-owned network said in a statement on the matter: “Al Jazeera stated today, that it has taken disciplinary action and suspended two of its journalists over video content produced on the Holocaust... The video content and accompanying posts were swiftly deleted by AJ+ senior management from all AJ+ pages and accounts on social media, as it contravened the Network’s editorial standards.”

Fear is growing on Capitol Hill that the Qatari government utilizes Al Jazeera and the social media-savvy AJ+ to push certain political narratives in the United States. Their Arab language and English language programming is drastically different, with the network claiming to be young, trendy, and socialist in the United States, and socially ultra-conservative with Islamic principles in the Middle East.

Al Jazeera also has a high number of press passes to cover Capitol Hill and the White House in Washington, D.C..

Between Qatar and Saudi Arabia, money has been pouring into media organizations, pressure groups, think tanks, and more in recent years in Washington, D.C., with a proxy war between the two nations playing out in America’s capital.

The U.S. administration is currently far more supportive of Saudi Arabia, though under Barack Obama Qatar, Iran, and the Muslim Brotherhood were the allies of choice in the region.

The story of Al Jazeera’s Holocaust denigration and Jew-hatred has not been reported by major news outlets in the United States. Those same outlets – such as MSNBC and CNN – have historically reported at length on headlines on Fox News, Breitbart, and other conservative-leaning sites which they find “troubling”.

Earlier this month CNN’s Brian Stelter went on a tirade about the One America News Network. CNN has not gone on a tirade about Al Jazeera.



QUIZ

AJ+ Is Al Jazeera

1. **AJ+ is bankrolled by _____.**
 - a. the government of Kuwait
 - b. Hamas
 - c. the government of Qatar
 - d. anti-terrorist organizations

2. **Which groups are funded as part of Qatar's terror portfolio?**
 - a. Hamas
 - b. Muslim Brotherhood
 - c. Al-Qaeda in Yemen and Syria
 - d. All of the above.

3. **Qatar's propaganda arm is the Arab news service Al Jazeera, now known as AJ+.**
 - a. True
 - b. False

4. **AJ+ turns out video after video, news report after news report, portraying the democratic, free, liberal Israel as _____.**
 - a. a strong ally to Muslim nations
 - b. a repressive apartheid state
 - c. a model nation of peace and opportunity
 - d. None of the above.

5. **What are Qatar's goals?**
 - a. To weaken America.
 - b. To weaken and destroy Israel.
 - c. Both of the above.
 - d. Neither of the above.



QUIZ - ANSWER KEY

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STUDY GUIDE

The Charlottesville Lie

KEY TERMS:

informed
condemn

journalist
scandal

fact
truth

malfeasance

NOTE-TAKING COLUMN: Complete this section <u>during</u> the video. Include definitions and key terms.	CUE COLUMN: Complete this section <u>after</u> the video.
<p>What is the media <i>supposed</i> to do, in terms of helping citizens discover truth?</p> <p>Who was President Trump referring to when he described certain groups as 'fine people?'</p> <p>What is news reporting supposed to be about?</p>	<p>In what way did much of the mainstream media engage in journalistic malfeasance when covering what happened during and after the Charlottesville protests?</p> <p>What evidence demonstrates that President Trump did not refer to Neo-Nazis as 'very fine people?'</p>

Discussion & Review Questions

1. At the beginning of the video, Mr. Cortes contends that, “It’s our job, as informed citizens, to figure out the truth. And that’s where journalists and the media come in. They are supposed to help us ferret out fact from fiction. So, when they get a fact wrong, that’s bad. When they get a fact wrong, know it’s wrong and don’t correct it, that’s worse. That’s not getting a fact wrong. That’s a lie. And that’s journalistic malfeasance.” Do you agree with Mr. Cortes that it is our job to figure out what the truth is? Why or why not? In what ways, specifically, can the media help us separate fact from fiction? What do you think would motivate a journalist to engage in journalistic malfeasance- i.e. what does the journalist hope to gain from such vile malpractice?
2. Later in the video, Mr. Cortes explains that, “...a group of white supremacists held a ‘white pride’ rally in Charlottesville, Virginia. The ostensible reason was to protest the removal of a statue of Confederate General Robert E. Lee. An AntiFa group showed up to counter-protest. The mayor and the police were totally unprepared to deal with the violence that ensued. Tragically, a young woman, Heather Heyer, was run over and killed by a neo-Nazi.” Why do you think that so many different groups showed up to the statue removal? Explain. What factors do you think contribute towards some people becoming so hate-filled towards others that they would actually engage in violence against those others? Explain.
3. Mr. Cortes goes on to remind us that, “...the media reported that President Trump described Neo-Nazis as ‘very fine people.’ Only he didn’t. In fact, he didn’t even hint at it. Just the opposite: he condemned the Neo-Nazis in no uncertain terms.” Why do you think that the media purposefully lied about what happened in this case? Why do you think that the media thinks that it can get away with such deception? Explain. Why do you think that the media doesn’t seem to suffer any negative consequences when ‘outed’ for purposefully deceiving the public? Explain.
4. Later Mr. Cortes points out that, “The scandal of Charlottesville is not what President Trump said about neo-Nazis. It’s what the media said President Trump said about Neo-Nazis. It’s a scandal because news reporting is supposed to be about gathering facts, not promoting an agenda.” Why do you think that journalism has drastically changed so much to the point of placing a significantly higher value on promoting an agenda over relaying objective facts? Explain.
5. At the end of the video, Mr. Cortes concludes that, “In Charlottesville they [the media] got it exactly backwards. We have been living with the consequences ever since. Plainly put: ABC, CBS, NBC, NPR, the New York Times, the Washington Post and the others spread a malicious lie that has poisoned our national dialogue. They should apologize to the American people for what they have done. Don’t hold your breath. Actually, I have a better idea. Let out a big sigh of relief. Because now you know the truth.” What do you think the ‘consequences’ are that Mr. Cortes refers to here? Do you think that the media who purposefully deceived the public about what happened in this case should apologize to their consumers? Do you think that the media even cares about their consumers? Why or why not? Why is it important to know the truth?

Extend the Learning:

Case Study Joe Biden

INSTRUCTIONS: Read the article “Joe Biden is running on the media’s Charlottesville lie about Trump,” then answer the questions that follow.

1. How long has the media been spreading the lie about what President Trump said? What did the former vice president present as his primary motivation for running for president? How did much of the media present President Trump’s quote about ‘fine people on both sides?’ What did President Trump make clear several times during the press conference? Which groups did President Trump say ‘should be condemned totally?’
2. Why do you think that Joe Biden has chosen to run his campaign on a proven lie? Do you think that it will work? Why or why not? Do you think that this circumstance proves Mr. Cortes’ point that politicians lie? Explain. In terms of people being able to discover truth and make sound judgments for themselves, what are the short and long-term ramifications of mainstream media outlets having such a strong and extreme bias in the way that it covers news? What are the consequences of mainstream media having any degree of political agenda? In what ways have reporting and editorializing been blended? Do you think that media should blend reporting and editorializing? Why or why not? If the media will not report objective truth anymore, how can citizens become properly informed? Explain.
3. Do you think that people are wrong to expect the media to be objective and to not promote an agenda? Why or why not? Considering that so many media outlets (and now the frontrunner for the Democratic presidential nominee) have blatantly lied about what President Trump said, do you agree that the media engaging in journalistic malfeasance, not President Trump, is what is dividing the country and ‘poisoning our national dialogue’ about racism? Why or why not?

Joe Biden is running on the media's Charlottesville lie about Trump

by Eddie Scarry

April 25, 2019 09:58 AM

If Joe Biden was going to pick anything in the world as his reason to run for the Democratic presidential nomination, you would think he'd get creative. But no, he chose a well-known lie the media have been spreading since 2017.

In his campaign launch video posted Thursday on YouTube, the former vice president said it was President Trump's comments on the Charlottesville, Va., protests that served as his personal bat signal.

"He said there were, quote, 'Some very fine people on both sides,'" said Biden. "Very fine people on both sides? With those words the president of the United States assigned a moral equivalence between those spreading hate and those with the courage to stand against it and in that moment I knew the threat to this nation was unlike any other I'd seen in my lifetime."

You can imagine Biden in 2017 sitting in his recliner with an O'Douls when it struck him that the country needed him. He would don his cape one more time.

His primary motivation to run for president was apparently not so much a belief he had the right ideas on healthcare or immigration or the judiciary, but a blatantly out-of-context quote from Trump that the media played out years ago.

After the violent clash in Charlottesville, where protests against the taking down of an historical statue of Confederate general Robert E. Lee morphed into an alt-right rally, Trump held a press conference wherein he was repeatedly asked about the incident.

Out of more than 15 minutes of questions and answers, the press glommed onto the three seconds where Trump said "You also had people that were very fine people on both sides." It was made to look as though Trump had equated white supremacists who hijacked the event and liberals who were there to counterprotest.

This is precisely the opposite of what Trump said.

Trump made clear several times during the conference that he was referring specifically to those who had showed up to demonstrate against the statue's removal and that he otherwise condemned the white supremacists.

What Trump said, as transcribed by the Los Angeles Times:

"I've condemned neo-Nazis. I've condemned many different groups. But not all of [the people at the rally] were neo-Nazis, believe me. Not all of those people were white supremacists, by any stretch. Those people were also there because they wanted to protest the taking down of a statue, Robert E. Lee."

A reporter yelled out, "Both sides, sir?"

Referring to the so-called antifa, which was also present at the rally wearing masks, throwing paint, and spraying urine, Trump said, “Well, I do think there's blame — yes, I think there's blame on both sides.”

But Trump also said, “You have some very bad people in that group. But you also had people that were very fine people, on both sides.”

He again specified that he was not referring to white supremacists, saying, “You had people, and **I'm not talking about the neo-Nazis and the white nationalists, because they should be condemned totally.** But you had many people in that group other than neo-Nazis and white nationalists” [emphasis added].

Later, he said, “If you look, they were people protesting very quietly the taking down of the statue of Robert E. Lee. I'm sure in that group there were some bad ones.”

What inspired Biden to run is a tired, old media lie.



QUIZ

The Charlottesville Lie

1. It's our job, as informed citizens, _____.
 - a. to only support informed politicians
 - b. to do the journalist's jobs for them
 - c. to always believe the media
 - d. to figure out the truth

2. What is journalistic malfeasance?
 - a. When a journalist gets a fact wrong, doesn't know it's wrong, and doesn't correct it.
 - b. When a journalist gets a fact wrong, knows it's wrong, and doesn't correct it.
 - c. When a journalist gets a fact wrong, knows it's wrong, and corrects it.
 - d. None of the above.

3. Regarding the Charlottesville incident, which group did President Trump *condemn* in no uncertain terms?
 - a. Protestors who wanted the Robert E. Lee statue removed
 - b. The police
 - c. Neo-Nazis
 - d. Protestors who wanted to *keep* the statue and restore the park's original name

4. President Trump's daughter, son-in-law, and grandchildren are Jewish.
 - a. True
 - b. False

5. News reporting is supposed to be about _____.
 - a. promoting an agenda
 - b. making large profits
 - c. gathering facts
 - d. All of the above.



QUIZ - ANSWER KEY

The Charlottesville Lie

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STUDY GUIDE

The Dark Art of Framing

KEY TERMS:

framing
freedom

arguments
biased

Socialism
truth

NOTE-TAKING COLUMN: Complete this section <u>during</u> the video. Include definitions and key terms.	CUE COLUMN: Complete this section <u>after</u> the video.
<p>Why is socialism enjoying renewed popularity, especially among young people?</p> <p>What does the U.S. Constitution state about the right to worship and to hold religious beliefs?</p> <p>How are people who oppose abortion, even late term abortion in a healthy pregnancy, often 'framed' as?</p>	<p>In what ways can framing weaken or strengthen an argument or a position on a given topic?</p> <p>What can be done to counter biased framing, in terms of being able to engage in meaningful, civil discourse on a given topic?</p>

Discussion & Review Questions

1. At the beginning of the video, Mr. Myers contends that, “Often arguments end up unfairly skewed by the information they include or leave out. If you understand how framing works, you’ll have a better chance of seeing through weak arguments and appreciating good ones.” What exactly does Mr. Myers mean when characterizing arguments as being ‘unfairly skewed’ by the information they include or leave out? Why is it so important to be able recognize weak arguments and to appreciate strong arguments? Explain.
2. After giving us an example of how biased framing skews the topic of Socialism, Mr. Myers points out that, “Another example of framing is the issue of religious freedom. The American Civil Liberties Union website says that, ‘The Free Exercise Clause of the First Amendment gives you the right to worship or not as you choose. The government can’t penalize you because of your religious beliefs.’ It sounds good, but only because of the framing. The Constitution doesn’t speak about the right to worship and hold beliefs. Those are a given. The Constitution specifically defends the free exercise of religion. That means freedom to act on your religious beliefs and not to be forced to violate them. And that also includes the right to influence others, just as secular people can. Yet people who want to exercise their religion in these ways are framed as bigots.” Why do you think that the ACLU attempts to frame the topic of religious freedom in such a narrow way? Explain. Why do you think that the Left often mischaracterizes people who disagree with them, and frames those who disagree with them in such a broad and absolute manner? Explain.
3. Later in the video, Mr. Myers shares with us that people, “...who question climate change policies are framed as ‘science deniers,’ people who oppose abortion (even late term abortion) in a healthy pregnancy, are framed as ‘waging a war on women.’ So how does someone who wants to present the other side of these arguments deal with this framing tactic?” How would you answer this question? Do you think that people who have been framed by opponents should use framing for their own side of the argument? Why or why not?
4. Mr. Myers answers the last set of questions by suggesting that viewers should, “Reject biased framing. Now that you know what framing is, you’ll be able to spot it. That’s half the battle. Say something like, ‘Do you think that’s the whole story? Let me suggest another way of looking at it.’” In what other ways might one ‘reject’ biased framing? Explain. Mr. Myers states that identifying biased framing is ‘half the battle,’ what do you think the other half of the battle might be? Explain.
5. At the end of the video, Mr. Myers cautions viewers by advising, “...don’t forget to look out for biased frames. They’re great for making movies. But not for finding truth.” Why is it so important to ‘look out’ for biased frames? Do you think that finding truth is important? Why or why not?

Extend the Learning:

Case Study Hate Speech

INSTRUCTIONS: Read the article “Sorry, College Kids, There’s No Such Thing As Hate Speech,” then answer the questions that follow.

1. What does the author want to make clear about hate speech? What is college supposed to be all about? What is ‘hate speech’ to college students, professors, and administrators? Where does ‘hate speech’ start and stop? What is the difference between free speech and hate speech? What is the legal definition of hate speech? How have courts defined ‘fighting words?’ What did the U.S. Supreme Court rule in *R.A.V. v. City of St. Paul*, and what was the explanation for the majority opinion? What compelled students to violently attack Professor Murray and another professor at Middlebury College? Why isn’t incitement hate speech? What legal principle regarding protected speech came from the U.S. Supreme Court ruling in *Whitney v. California*? What is the ‘heckler’s veto,’ and who is engaging in it? What do many college constituents, such as the editors of college publications at U.C. Berkeley and Wellesley College, believe free speech is and what do they think hate speech is? Why have college students come to this impasse?
2. Why do you think that so many young people, such as college students, think that hate speech exists? Why do you think that some people frame expression that they don’t like as hate speech? What role, if any, do you think social media plays in shaping the way young people debate and express their viewpoints? Explain. Why do you think that so many people believe that violence is an acceptable method for opposing speech that they find offensive?
3. Do you think that universities have more of an obligation to let students be challenged and possibly offended, or more of an obligation to protect them from ‘harmful’ or ‘hateful ideas that might ‘trigger’ them? Explain. What might be some better methods for people to cope with being offended and for coping with expression that they do not like?



Sorry, College Kids, There's No Such Thing As Hate Speech

Progressive college students seem to think violence is okay as long as it's silencing 'hate speech.' Someone should tell them there's no such thing.

By John Daniel Davidson
April 20, 2017

For the sake of campus protestors and their professors across the country, it's time to make something clear: there's no such thing as hate speech.

That should go without saying, since freedom of speech and free inquiry is supposed to be what college is all about. But the recent spate of violent student protests, from the University of California at Berkeley to Middlebury College in Vermont, have been met with a collective shrug from an alarming number of college students, professors, and administrators who seem to be under the impression that violence is okay so long as its purpose is to silence "hate speech."

By hate speech, they mean ideas and opinions that run afoul of progressive pieties. Do you believe abortion is the taking of human life? That's hate speech. Think transgenderism is a form of mental illness? Hate speech. Concerned about illegal immigration? Believe in the right to bear arms? Support President Donald Trump? All hate speech.

But in fact, there is no “hate speech” exception to the First Amendment. The answer to the question, “Where does free speech stop and hate speech begin?” is this: nowhere. For the purposes of the First Amendment, there is no difference between free speech and hate speech. Ideas and opinions that progressive students and professors find offensive or “hateful” are just as protected by the Bill of Rights as anti-Trump slogans chanted at a campus protest.

‘Fighting Words’ Are Not Hate Speech

There are, of course, certain kinds of speech that are not protected by the First Amendment. But those have nothing to do with hate speech, which has no legal definition. For example, there’s an exception for “fighting words,” which the courts have defined as a face-to-face insult directed at a specific person for the purpose of provoking a fight.

But fighting words can’t be expanded to mean hate speech—or even bigoted speech. In the early 1990s, the city of St. Paul tried to do just that, by punishing what it considered bigoted fighting words under its Bias-Motivated Crime Ordinance. The case, which involved a white teenager burning a cross made from taped-together broken chair legs in the front yard of a black family that lived across the street, went to the U.S. Supreme Court.

The court ruled the city’s ordinance was facially unconstitutional (which means a statute is always unconstitutional and hence void) and that it constituted viewpoint-based discrimination. Writing for the majority in *R.A.V. v. City of St. Paul* (1992), Justice Antonin Scalia explained that, as written,

the ordinance applies only to ‘fighting words’ that insult, or provoke violence, ‘on the basis of race, color, creed, religion or gender.’ Displays containing abusive invective, no matter how vicious or severe, are permissible unless they are addressed to one of the specified disfavored topics. Those who wish to use ‘fighting words’ in connection with other ideas—to express hostility, for example, on the basis of political affiliation, union membership, or homosexuality—are not covered. The First Amendment does not permit St. Paul to impose special prohibitions on those speakers who express views on disfavored subjects.

As for discriminating against certain viewpoints, Scalia noted that fighting words are excluded from First Amendment protection not because they communicate a particular idea but because “their content embodies a particularly intolerable (and socially unnecessary) *mode* of expressing *whatever* idea the speaker wishes to convey.” The city’s ordinance, he wrote, simply didn’t fit the definition of fighting words:

St. Paul has not singled out an especially offensive mode of expression—it has not, for example, selected for prohibition only those fighting words that communicate ideas in a threatening (as opposed to a merely obnoxious) manner. Rather, it has proscribed fighting words of whatever manner that communicate messages of racial, gender, or religious intolerance. Selectivity of this sort creates the possibility that the city is seeking to handicap the expression of particular ideas.

Of course, no one is pretending that today’s campus rioters are reacting to fighting words. The protesters who shouted down Charles Murray at Middlebury last month and later attacked him and another professor in a parking lot (sending the professor to the hospital) were not impelled to violence by fighting words. They chose violence as their response to particular ideas they found offensive, nothing more.

Incitement Isn’t Hate Speech, Either

Same thing goes for incitement. Shouting “Fire!” in a crowded theater or tweeting your plans to attack Murray at a specific date and time are not forms of speech protected by the First Amendment—not because

they're hate speech but because they're crimes. It's illegal to make a specific threat against someone, just as it's illegal to incite a panic (or a riot).

Those restrictions on speech apply to everyone at all times, not just those whom campus protesters believe are engaging in hate speech. The prohibition against "imminent lawless action" comes from a 1969 Supreme Court case, *Brandenburg v. Ohio*, in which a Ku Klux Klan leader was charged with advocating violence under the Ohio Criminal Syndicalism statute. At a KKK rally in 1964, the Klan leader gave a speech calling for a march on Washington and made references to the possibility of "revenge" against Jews and African-Americans and their supporters.

The court overturned Ohio's syndicalism statute and overruled an earlier decision, in *Whitney v. California* (1927), that held if speech has a "tendency" to cause lawlessness it can be prohibited. Instead, it articulated "the principle that the constitutional guarantees of free speech and free press do not permit a State to forbid or proscribe advocacy of the use of force or of law violation except where such advocacy is directed to inciting or producing imminent lawless action and is likely to incite or produce such action."

In other words, you're allowed to call for the eradication of the Bill of Rights, even the overthrow of the government, as long as you're not inciting "imminent lawless action." Campus protesters opposing *Citizens United* or gun ownership are effectively calling for the suppression of the First and Second Amendments, just as the black-shirted "antifa" protestors at Berkeley last week were advocating "resistance" against the Trump administration.

Their rioting wasn't legal, but their advocacy for resistance was. Just like it's legal to advocate for a border wall to keep out illegal immigrants. No matter how hateful some college students think that is, it has nothing to do with incitement and is therefore protected by the First Amendment.

'Hate Speech' Is a Pretext for the Heckler's Veto

Shutting down free speech with violence is becoming commonplace on college campuses across the country. Instead of cracking down on violent protests, college administrators are simply canceling controversial events, giving in to the heckler's—or rioter's—veto.

On Wednesday, UC-Berkeley announced it had canceled an event with Ann Coulter scheduled for next week, citing recent violent clashes downtown and, back in February, on campus, ahead of a planned appearance by Milo Yiannopoulos. After that protest, at which masked individuals set fires, threw fireworks and Molotov cocktails, attacked members of the crowd, and threw rocks at police, the student newspaper ran an editorial boasting, "Protests show presence of free speech on campus."

But the student editors at UC-Berkeley, like the Wellesley College editors who recently warned that politically incorrect speech should be met with "hostility," have no idea what free speech is. They believe free speech is only for certain people with certain ideas. Everything else is "hate speech," and anyone engaging in it should be muzzled—by force if necessary.

Our college students have come to this impasse in large part because their parents, high school teachers, college professors, and school officials have all failed them. They have not only refused to instill in them a reverence for the First Amendment, they have taught them to despise the Constitution and the Bill of Rights, the very things that protect their right to protest. In so doing, they have turned them into the thing they claim to despise most: fascists.

John is the Political Editor at The Federalist.



QUIZ

The Dark Art of Framing

1. **Why is socialism enjoying renewed popularity, especially among young people?**
 - a. Because socialism has brought such prosperity and equality to nations like Venezuela.
 - b. Because the education system so heavily promotes capitalism – thus young people naturally rebel against it.
 - c. Because socialism has been very cleverly framed by its proponents.
 - d. None of the above.

2. **Martin Castro, former chair of the U.S. Commission on Civil Rights for the Obama Administration, wrote that religious freedom is a ‘code word’ for _____.**
 - a. discrimination
 - b. racism
 - c. homophobia
 - d. All of the above.

3. **In the current culture common on college campuses, what counts as ‘hate speech’?**
 - a. Any speech involving religion.
 - b. Whatever people who say ‘hate speech is not free speech’ find hateful.
 - c. Any speech that is critical of conservative viewpoints.
 - d. Any speech that is critical of the U.S. Constitution.

4. **People who question climate change policies are framed as ‘science deniers.’**
 - a. True
 - b. False

5. **One of the best ways to counter a biased framing tactic is to _____.**
 - a. reject biased framing
 - b. get up to speed on the big issues
 - c. set some basic ground rules
 - d. All of the above.



QUIZ - ANSWER KEY

The Dark Art of Framing

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KEY TERMS:

mandates

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Discussion & Review Questions

1. At the beginning of the video, Ms. Lukas asks, “The bigger the government, the better for women. Is that statement true or false? Well, if party affiliation is any indicator, most women under the age of 40 would say ‘true.’ Young women, especially single women, are among the Left’s most loyal supporters. This isn’t surprising given that programs like government-subsidized childcare and government-mandated paid family leave sound like things that make life better for women. But do they really?” How would you answer Ms. Lukas’ last question? Why do you think that Ms. Lukas is questioning this idea in the first place? Why do you think that so many young, single women tend to support the Left?
2. Ms. Lukas goes on to point out that, “...these supposedly women-friendly government mandates change the way businesses evaluate female employees. It encourages companies to assume that women will not only cost them more, but they’ll be less productive than men. Spain is a good example. In 1999, that country passed a law giving women with young children the right to work reduced hours. But a study by economists at the IE Business School in Madrid and at Queens College of the City University of New York, found that women paid a big price in lost opportunities. Companies were less likely to hire women of childbearing age, less likely to promote them, and more likely to dismiss them, compared with men.” Why do you think that government-mandated maternity and child-care benefits compel companies to assume that women employees will cost more and be less productive- i.e. what is the specific relationship between the mandates and women employees that underlies the reasoning companies assume regarding female employees? Explain.
3. After sharing the example of occupational licenses, Ms. Lukas shares with us that, “...since more women obtain occupational licenses than men, women are disproportionately hurt. So, what’s the solution? Less government, not more. Since 2017, a combination of tax cuts and deregulation (meaning less government) have been a boon for women. Women’s weekly median earnings have gone up by almost 5 percent. The unemployment rate for women has fallen to 3.4 percent – an historic low. And more women are starting businesses than ever before. Between 2017 and 2018, women started almost two thousand businesses a day! Right now, there are an estimated 12.3 million women-owned businesses, a 6% increase since 2016.” How, specifically, have tax cuts and deregulation led directly to women being able to find work, to increase their earnings, and to start businesses? Explain. Considering that conservative politicians mostly support tax cuts and deregulation, which helps women, and that Leftist politicians tend to mostly advocate for higher taxes and more government, which hurts women, why do you think that so many women tend to support Leftists politicians? Explain.
4. Later in the video, Ms. Lukas notes that, “Since 2017, more and more businesses have voluntarily offered family benefits to employees. Why? Because the more companies have to compete for workers, the more benefits workers receive. That’s how the free market works – and the opposite of how big government works.” Why do you think that businesses are now offering family benefits as an incentive? Do you support free markets? Why or why not?

5. Ms. Lukas goes on to explain that, “The free market, it turns out, does a much better job at creating opportunities for women than big government does. This not only means better jobs and better pay for women, but also the chance to craft the lives they actually want... But when the government mandates benefits, they become, in effect, taxes that every woman and man has to pay.” In what way, specifically, do you think that government-mandated benefits are actually taxes? Explain. Why, and in what ways, do you think that free markets do such a significantly better job than big government in terms of creating opportunities for women? Explain.

Extend the Learning:

Case Study Paid Family Leave

INSTRUCTIONS: Read the article “‘Paid Family Leave’ is a Great Way to Hurt Women,” then answer the questions that follow.

1. Who is Lauren Sandler and what is her argument regarding paid family leave? What do opponents argue will happen as a result of mandating paid family leave? What is the Family and Medical Leave Act, and what does it do? What do ‘worker’s rights advocates’ want to do? What is the basic Libertarian argument against paid family leave legislation? Why is providing family leave, paid or unpaid, a constraint on employers? Why would many employers voluntarily provide family leave in a free market economy? What presumption makes the progressive argument for paid family leave so weak? What will paid leave do to hiring opportunities and base pay for women?
2. What is the author’s main point? Do you agree with his main point? Why or why not? What other salient points regarding paid family leave does the author make in the article?
3. What is your position on mandated paid family leave? Explain.

"Paid Family Leave" Is a Great Way to Hurt Women

Workers' rights advocates don't understand economics

Tuesday, June 2, 2015



Robert P. Murphy

In an article in the *New Republic*, Lauren Sandler argues that it's about time the United States join the ranks of all other industrialized nations and provide legally guaranteed *paid* leave for pregnancy or illness.

Her arguments are similar to ones employed in the minimum wage debate. Opponents say that making particular workers more expensive will lead employers (on aggregate) to hire fewer of them. Supporters reject this tack as fearmongering, going so far as to claim such measures will *boost* profitability, and that only callous disregard for the disadvantaged can explain the opposition.

If paid leave (or higher pay for unskilled workers) helps workers *and* employers, then why do progressives need government power to force these great ideas on everyone?

The United States already has *unpaid* family leave, with the Family and Medical Leave Act (FMLA) signed into law by President Clinton in 1993. This legislation "entitles eligible employees ... to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave." Specifically, the FMLA grants covered employees 12 workweeks of such protection in a 12-month period, to deal with a pregnancy, personal sickness, or the care of an immediate family member. (There is a provision for 26 workweeks if the injured family member is in the military.)

But "workers' rights" advocates want to move beyond the FMLA, in winning legally guaranteed *paid* leave for such absences. Currently, California, New Jersey, and Rhode Island have such policies.

The basic libertarian argument against such legislation is simple enough: no worker has a right to any particular job, just as no employer has the right to compel a person to work for him or her. In a genuine market economy based on private property and consensual relations, employers and workers are legally

treated as responsible adults to work out mutually beneficial arrangements. If it's important to many women workers that they won't forfeit their jobs in the event of a pregnancy, then in a free and wealthy society, many firms will provide such clauses in the employment contract in order to attract qualified applicants.

For example, if a 23-year-old woman with a fresh MBA is applying to several firms for a career in the financial sector, but she has a serious boyfriend and thinks they might one day start a family, then — other things equal — she is going to highly value a clause in the employment contract that guarantees she won't lose her job if she takes off time to have a baby. Since female employment in the traditional workforce is now so prevalent, we can expect many employers to have such provisions in their employment contracts in order to attract qualified applicants. Women don't have a *right* to such clauses, just as male hedge-fund VPs don't have a *right* to year-end bonuses, but it's standard for employment contracts to have such features.

Leaving aside philosophical and ethical considerations, let's consider basic economics and the *consequences* of pregnancy- and illness-leave legislation. It is undeniable that providing even unpaid, let alone paid, leave is a constraint on employers. Other things equal, an employer does not want an employee to suddenly not show up for work for months at a time, and then expect to come back as if nothing had happened. The employer has to scramble to deal with the absence in the meantime, and furthermore doesn't want to pour too much training into a temporary employee because the original one is legally guaranteed her (or his) old job. If the employer also has to pay out thousands of dollars to an employee who is not showing up for work, it is obviously an extra burden.

As always with such topics, the easiest way to see the trade-off is to exaggerate the proposed measure. Suppose instead of merely guaranteeing a few months of paid maternity leave, instead the state enforced a rule that said, "Any female employee who becomes pregnant can take off up to 15 years, earning half of her salary, in order to deliver and homeschool the new child." If *that* were the rule, then young female employees would be ticking time bombs, and potential employers would come up with all sorts of tricks to deny hiring them or to pay them very low salaries compared to their ostensible on-the-job productivity.

Now, just because guaranteed leave, whether paid or unpaid, is an expensive constraint for employers, that doesn't mean such policies (in moderation) are necessarily bad business practices, *so long as they are adopted voluntarily*. To repeat, it is entirely possible that in a genuinely free market economy, many employers would voluntarily provide such policies in order to attract the most productive workers. After all, employers allow their employees to take bathroom breaks, eat lunch, and go on vacation, even though the employees aren't generating revenue for the firm when doing so.

However, if the state must *force* employers to enact such policies, then we can be pretty sure they don't make economic sense for the firms in question. In her article, Sandler addresses this fear by writing, in reference to New Jersey's paid leave legislation,

After then-Governor Jon Corzine signed the bill, Chris Christie promised to overturn it during his campaign against Corzine. But Christie never followed through. The reason why is quite plain: As with California, most everyone loves paid leave. *A recent study from the CEPR found that businesses, many of which strenuously opposed the policy, now believe paid leave has improved productivity and employee retention, decreasing turnover costs.* (emphasis added)

Well, that's fantastic! Rather than engaging in divisive political battles, why doesn't Sandler simply email that CEPR (Center for Economic and Policy Research) study to every employer in the 47 states that currently lack paid leave legislation? Once they see that they are flushing money down the toilet right now with high turnover costs, they will join the ranks of the truly civilized nations and offer paid leave.

The quotation from Sandler is quite telling. Certain arguments for progressive legislation rely on "externalities," where the profit-and-loss incentives facing individual consumers or firms do not yield the

“socially optimal” behavior. On this issue of family leave, the progressive argument is much weaker. Sandler and other supporters must maintain that *they know better* than the owners of thousands of firms how to structure their employment contracts in order to boost productivity and employee retention. What are the chances of that?

In reality, given our current level of wealth and the configuration of our labor force, it makes sense for some firms to have generous “family leave” clauses for some employees, but it is not necessarily a sensible approach in all cases. The way a free society deals with such nuanced situations is to allow employers and employees to reach mutually beneficial agreements. If the state mandates an approach that makes employment more generous to women in certain dimensions — since they are the prime beneficiaries of pregnancy leave, even if men can ostensibly use it, too — then we can expect employers to *reduce* the attractiveness of employment contracts offered to women in other dimensions. There is no such thing as a free lunch. Mandating paid leave will reduce hiring opportunities and base pay, especially for women. If this trade-off is something the vast majority of employees want, then that’s the outcome a free labor market would have provided without a state mandate.



Robert P. Murphy

Robert P. Murphy is senior economist at the Independent Energy Institute, a research assistant professor with the Free Market Institute at Texas Tech University, and a Research Fellow at the Independent Institute.



QUIZ

How Big Government Hurts Women

1. After Spain passed a law giving women with young children the right to work reduced hours, companies _____.
 - a. were less likely to hire women of childbearing age
 - b. were less likely to promote women
 - c. were more likely to dismiss women
 - d. All of the above.

2. What did the Cornell study show, in terms of countries with the most extensive benefits for women?
 - a. That women were more likely to have more babies.
 - b. That women were more likely to have higher salaries than men.
 - c. That women were more likely to be in dead-end jobs.
 - d. That women were more likely to fill executive positions.

3. In the United States, where... [maternity and family leave] benefits are not mandated, women account for more than 40 percent of senior managers while in more 'progressive' Europe, that number is a little over 30 percent.
 - a. True
 - b. False

4. In what way has a combination of tax cuts and deregulation (meaning less government) since 2017 been a boon for women?
 - a. Women's weekly median earnings have gone up by almost 5 percent.
 - b. The unemployment rate for women has fallen to 3.4 percent—an historic low.
 - c. More women are starting businesses than ever before.
 - d. All of the above.

5. Right now, there are _____ women-owned businesses.
 - a. 10.3 million
 - b. 12.3 million
 - c. 14.3 million
 - d. 16.3 million



QUIZ - ANSWER KEY

How Big Government Hurts Women

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STUDY GUIDE

How to Become a Dangerous Person

KEY TERMS:

dangerous
opinion

#MeToo
offended

merits
righteous

tolerance

NOTE-TAKING COLUMN: Complete this section <u>during</u> the video. Include definitions and key terms.	CUE COLUMN: Complete this section <u>after</u> the video.
<p>What is the purpose of the #MeNeither YouTube podcast?</p> <p>How many of the people claiming to be offended had actually listened to the podcast, and why is the answer to this question important?</p> <p>When Ms. Rommelmann invited her critics to come speak with her, how many took her up on her offer?</p>	<p>What happened when Ms. Rommelmann created her #MeNeither platform?</p> <p>What is the main point that Ms. Rommelmann is attempting to convey in both her #MeNeither platform and this video?</p>

Discussion & Review Questions

1. Towards the beginning of the video, Ms. Rommelmann contends that, “Sexual assault and harassment are real, but the idea that any charge [brought by] any woman, or man... must be believed without question? Where’s the logic in that? I believe we are better off judging any claim of harassment, like any other claim, on its own merits.” Why do you think that some people automatically equate a charge or claim of sexual assault or harassment with guilt- without any evidence or proof? What, exactly, does it mean to judge a claim ‘on its own merit?’ Explain. Do you think that sexual harassment and sexual assault claims should be judged on merit? Why or why not?
2. Later in the video Ms. Rommelmann points out that, “I can’t help but think that those who engage in this kind of behavior are steering themselves into perpetually unhappy waters, that they live in fear that everyone and everything is out to get them, so therefore they must strike first. Or are they addicted to the feeling that what they are doing is righteous, not considering intolerance in the name of tolerance is a frightening contradiction, and solves nothing. Or maybe they think they are making progress. But if this is progress, one might reasonably ask, for whom, and to what end?” Do you agree with Ms. Rommelmann that some people’s behavior is driven by the mindset of paranoia and/or unfounded righteousness? Why or why not? Do you agree that not tolerating opposing views in the name of ‘tolerance’ is hypocritical? Why or why not? How would you answer Ms. Rommelmann’s question about progress? Explain.
3. Ms. Rommelmann shares with us in the video that, “She [a former worker at her husband’s business] claimed my views were ‘vile, dangerous, and extremely misguided’ and, in an email to the press, claimed my opinions created a ‘demoralizing and hostile environment for employees.’ Why would the opinions of the wife of the boss demoralize an employee? No one bothered to ask that question. That I appeared to be on the wrong side of the #MeToo debate was all people needed to know.” How would you answer Ms. Rommelmann’s question? Why do you think that no one bothered to ask it? Why do you think that the press didn’t bother to question or to challenge the former employee? Should the press have done so? Why or why not?
4. Later in the video, Ms. Rommelmann warns that, “My story is one of many, another cautionary tale for those who get pulled into the culture wars. I understand why most people want to stay out of it. It’s scary to fight for liberty and against a mob. The whole thing is exhausting.” What, exactly, are the culture wars that Ms. Rommelmann is referring to? Explain. Why do you think that Ms. Rommelmann is having to fight for liberty in the U.S.- the ‘Land Of The Free?’
5. At the end of the video, Ms. Rommelmann further shares with us, “I have repeatedly been asked, usually in ‘you should have known better...’ tones, if I am going to stop having nuanced conversations about sensitive subjects. The answer is absolutely not. And if that makes you feel unsafe? Too bad.” Why do you think that Ms. Rommelmann is fighting for liberty, especially free speech, in the U.S.? Do you support her efforts? Why or why not?

Extend the Learning:

Case Study Illiberals

INSTRUCTIONS: Read the article “How the Left Became So Intolerant,” then answer the questions that follow.

1. What comes in all political shapes and sizes? What mentality does the term ‘illiberal’ describe? What term has been associated with ‘open-mindedness’ for centuries? Traditionally, whom have liberals cared for? What are illiberals like, especially in terms of others’ behavior? What about in extreme cases? What do people who self-identify as progressive liberals often do, especially in terms of free speech, the Constitution, and Christians? What are the ‘hard’ forms of illiberalism? How do Leftists judge liberal democracies? Why? How does illiberalism manifest in America today? Historically, what was a progressive liberal like, in terms of ideology? What influenced Progressives to gradually move Leftward and to hold classic liberalism in contempt? What do progressive social democrats think of individual liberties? What is a postmodernist? What is the agenda of the radical cultural left, and what produces it? From where have illiberal values been imported?
2. How do the values of illiberals differ from those of true Americans? Would you consider Camila Coddou, the person who sent the email to former employees or Ristretto Roasters and to the press, and the ensuing mob to be illiberals? Why or why not? Would you consider illiberals to be haters, especially of America and American values? Why or why not?
3. Do you consider Ms. Rommelmann’s characterization of the illiberals that continue to attack her and to attack her husband’s business to that of a petulant child who doesn’t get his or her way as a valid comparison? Why or why not? Ms. Rommelmann publicly presented her opinions in a manner and on a platform that had nothing to do with her husband’s business, yet Camila Coddou and the rest of the ‘locusts’ directly tied Ms. Rommelmann’s opinions with the business and claimed that the business was directly impacted negatively and must be guilty of similar transgressions merely by being associated with Ms. Rommelmann in some way. Do you think that this was an irrational and fraudulent stretch? Why or why not? Would you support Ristretto Roasters by purchasing food or beverages from there? Why or why not?

How the Left Became So Intolerant

Dec 12th, 2017

COMMENTARY BY

Kim R. Holmes, Ph.D. @kimsmithholmes

Kim R. Holmes is the Executive Vice President at The Heritage Foundation.



Pro-LGBT protesters participate in a demonstration in New York City on June 25, 2017.

iStock

When most people think of intolerance, they imagine a racist taunting a black person. Or they think of the white supremacist who killed a demonstrator in Charlottesville, Virginia.

It seldom occurs to them that intolerance comes in all political shapes and sizes.

A protester storming a stage and refusing to let someone speak is intolerant. So, too, are campus speech codes that restrict freedom of expression. A city official threatening to fine a pastor for declining to marry a gay couple is every bit as intolerant as a right-winger wanting to punish gays with sodomy laws.

There is a word that describes this mentality. It is “illiberal.” For centuries, we have associated the word “liberal” with open-mindedness. Liberals were people who were supposed to be tolerant and fair and who wanted to give all sides a hearing. They cared about everyone, not just their own kind.

By contrast, illiberal people were hardheaded in their opinions and judgmental about others’ behaviors, hoping to control what other people thought and said and to cut off debate. In extreme cases, they would even use violence to maintain political power and exclude certain kinds of people from having a say in their government.

Sadly, the kind of liberalism we used to know is fast disappearing from America. While the intolerance of the far right is well known, its manifestations on the far left are less known and often not fully acknowledged.

All too often, people who call themselves progressive liberals are at the forefront of movements to shut down debates on college campuses and to restrict freedom of speech. They are eager to cut corners, bend the Constitution, make up laws through questionable court rulings, and generally abuse the rules and the Constitution in order to get their way.

They establish “zero tolerance” regimes in schools where young boys are suspended for nibbling breakfast pastries into the shape of a gun. They are supposedly great haters of bigotry but sometimes speak of Christians in the most bigoted manner imaginable, as if Christians were no better than fascists.

American liberals are, in short, becoming increasingly illiberal. They are surrendering to the temptations of the closed mind.

We must be careful about what this means. There are hard (sometimes very hard) and soft forms of illiberalism that exist regardless of their ideological (left-right) variations.

The hard forms are totalitarian or authoritarian. They rely on the threat of force in some measure to maintain power, and they are invariably anti-democratic and anti-liberal. Think of communism, fascism, and all the various hybrids of authoritarian regimes, from Putin’s Russia to Islamist states that support terrorism.

Soft forms of illiberalism, on the other hand, are not totalitarian or violent. Outwardly they may observe the limits constitutional democracies place on the arbitrary use of power, but there is a suspicion that liberal democracies are not fully legitimate.

On the other side of the political spectrum, leftists often judge liberal democracies as economically and socially unjust because they are capitalist. Since most liberal democracies still allow conservatives to have a voice in the democratic process, leftists find them wanting, and in some cases condemn them outright as inherently oppressive (of racial and sexual minorities, for example), precisely because conservatives still have a voice.

Hard forms of illiberalism certainly exist in America today. On the right they are manifest in the form of hard-core racists and white supremacists, and on the left as communists, anarchists, or any leftist radical who openly threatens violence.

But soft illiberalism is present as well, and in America today it is pervasive.

Historically, a progressive liberal was someone who imbibed the intellectual nectars of both progressivism and classical liberalism.

The progressive tradition is easily recognizable. It is the legacy of prominent progressives from the turn of the 20th century such as Herbert Croly, John Dewey, Theodore Roosevelt, Woodrow Wilson, and others.

The classical liberal tradition is less well known, and as a result our understanding of it is murkier.

Classical liberalism is a set of ideas about individual liberty and constitutional government inherited from the moderate Enlightenment.

In America those ideas influenced the Revolution and the founding of the Republic. In Europe they were taken up in the 19th century by such liberals as Benjamin Constant, David Ricardo, Alexis de Tocqueville, François Guizot, and John Stuart Mill.

Although originally swimming in the same intellectual stream, American progressives and classical liberals started parting company in the late 19th century.

Progressives initially clung to freedom of expression and the right to dissent from the original liberalism, but under the influence of socialism and social democracy they gradually moved leftward. Today they largely hold classic liberalism—especially as manifested in small-government conservatism and libertarianism—in contempt.

Thus, what we call a “liberal” today is not historically a liberal at all but a progressive social democrat, someone who clings to the old liberal notion of individual liberty when it is convenient (as in supporting abortion or decrying the “national security” state), but who more often finds individual liberties and freedom of conscience to be barriers to building the progressive welfare state.

To untangle this confusing web of intellectual history, we need a more accurate historical rendering of what “progressive liberals” actually are. If they are not really liberals, then what are they?

As this volume will explore in more depth, they are postmodern leftists. A postmodernist is someone who believes that ethics are completely and utterly relative, and that human knowledge is, quite simply, whatever the individual, society, or political powers say it is.

When mixed with radical egalitarianism, postmodernism produces the agenda of the radical cultural left—namely, sexual and identity politics and radical multiculturalism. These causes have largely taken over the progressive liberal agenda and given the Democratic Party most of its energy and ideas.

The illiberal values inherent in these causes have been imported from neo-Marxism, radical feminism, critical race theory, sexual revolutionary politics, and other theories and movements imbued with the postmodern critique.

Combined with the dreams of the old social democratic-socialist left, of either dismantling or radically containing capitalism, the culture of the postmodern left today is a very potent force in politics.

This excerpt was taken with permission from Kim Holmes’ book, “The Closing of the Liberal Mind: How Groupthink and Intolerance Define the Left” (Encounter Books, 2017).

This piece originally appeared in The Daily Signal



QUIZ

How to Become a Dangerous Person

1. Ms. Rommelmann currently lives in _____.
 - a. Eugene, Oregon
 - b. Portland, Oregon
 - c. Portland, Maine
 - d. Seattle, Washington

2. When did Ms. Rommelmann start her #MeNeither YouTube podcast?
 - a. September, 2018
 - b. October, 2018
 - c. November, 2018
 - d. December, 2018

3. Ms. Rommelmann believes that we are better off judging any claim of harassment, like any other claim, on its own merits.
 - a. True
 - b. False

4. When Ms. Rommelmann offered to speak to her critics, how many of them took her up on her offer?
 - a. 3
 - b. 28
 - c. Around 100
 - d. None

5. In the U.S., every citizen has the equal right to _____.
 - a. vandalize a business that is dangerous to its employees
 - b. slander and to make fraudulent claims against a business that they don't like
 - c. voice his or her opinion, and to express these opinions in a public forum
 - d. All of the above.



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KEY TERMS:

conclusions

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Discussion & Review Questions

1. After describing how Ancel Keyes had supposedly discovered the scientific solution to heart disease through his research, Dr. Scher shares with us that, “There was only one problem. Keyes’ study was bad science. The sample size was so small, the data collection integrity so shoddy, and the life-style variables between the countries he studied so great, that his [keyes’] research had no scientific validity. In other words, he asserted a conclusion he couldn’t prove.” As a researcher, why do you think that Mr. Keyes did not employ a much more rigorous and appropriate standard to his work? Explain. Why do you think that so many people, especially the government, accepted Keyes’ conclusions without corroborating support and valid scientific consensus?
2. Later in the video, Dr. Scher notes that, “In 1973 the American Heart Association set the dietary limit on saturated fat at 10%, and in 1977 the US government followed suit. Where did the 10% value come from? It didn’t come from any scientific data. It was merely a government committee’s best guess.” How do you think that the AHA came up with its 10% figure? Why do you think that a government committee would go ahead and actually publish such an important recommendation based on a guess, rather than to wait and to rely on expert opinions of valid scientific data? Explain.
3. Having summarized Keyes’ flawed findings and resulting recommendations, Dr. Scher points out that, “To make this [Keyes’ conclusions and recommendations] all easier to understand and to spread the message to schools, ‘The Food Pyramid’ was created. That’s that chart you first saw in third or fourth grade with all the supposedly good foods at the bottom—meaning eat a lot of those, and the bad foods at the top—eat those ones sparingly. What our kids are fed in school, what our military troops are fed on bases, what sick people are fed in hospitals, what crops we plant and how we raise our cattle, are all predicated on this deceptive nutritional concept.” What factors do you think contributed to spreading such egregiously incorrect information and shockingly insufficient scientific data to such a widespread swath of American society? Do you find it alarming that such a deception could become so pervasive as to affect the overall health of such a large nation? Why or why not? Do you think that other supposedly scientific concepts that are widely accepted could also be flawed? Why or why not? What do you think that Americans can do in order to prevent such a grossly irresponsible scheme from being able to affect the country again? Explain.
4. Dr. Scher goes on to further explain that, “As Americans ate less saturated fat — margarine instead of butter, processed oils like corn oil instead of olive oil, low fat milk, low fat yogurt and so on — they also started to eat more ‘heart healthy’ grains: exactly what the food pyramid, and the updated version called MyPlate, advises you to do. As the consumption of saturated fat decreased by almost 40%, the consumption of refined grains - carbohydrates that convert to sugar in the body - increased substantially.” Why do you think that the government didn’t apply an equivalent amount of scrutiny towards the other foods on the pyramid, especially the refined grains, before publishing such important guidelines? Why do you think that the food pyramid advocates neglected to educate the public about other nutrition factors, such as portion amounts, that are just as important as what type of food to eat? Explain.
5. At the end of the video, Dr. Scher concludes that, “You need to find the best solution for you. And that’s really the point: we need to take responsibility for our own health. If the food pyramid has taught us one thing, it’s this: Don’t rely on the government to take care of

you.” Do you think that the government should be so heavily involved in promoting nutrition science to the general public? Why or why not? Rather than the government, what are some better sources of information regarding nutrition science for people that are interested? Why should you take responsibility for your own health? Explain.

Extend the Learning:

Case Study Healthy Hunger-Free Kids Act

INSTRUCTIONS: Read the articles “1M kids stop school lunch due to Michelle Obama’s standards,” and “Why Have Michelle Obama’s Healthy School Meals Been Junked,” then answer the questions that follow.

1. What did the Healthy Hunger-Free Kids Act result from, and who was behind its creation and implementation? Which government agency audited the standards? What did the standards and complicated rules lead to? How many kids stopped buying lunch when the standards went into effect? How many districts left the National School Lunch Program altogether, and why? Why did some school food authorities have to add unhealthy food such as pudding or potato chips to the menu? Why did one school food authority have to serve a cheese stick with shrimp? What was the biggest problem that school officials faced due to unappetizing food? Why did lunchroom costs go up? Who signed a proclamation to begin to undo federal standards that the Obama administration placed on lunches in public schools and return those decisions to local schools? Who did Secretary Perdue get feedback from, and what was his reasoning for making the decision to rollback the federal restrictions on school lunch programs? Who is Daren Bakst, and why did he say that Secretary Perdue’s action is ‘significant for both parents and kids?’ Who is Patricia Montague, and what is her position on Secretary Perdue’s decision?
2. Do you agree with the Trump administration’s actions to give back freedom to states, local school districts, and parents to decide how best to serve students in their community? Why or why not? Do you view the Healthy Hunger-Free Kids Act as an overreaction to the problem of Americans gaining weight and suffering from associated health problems, and thus an extension of the massive failure of government to adequately understand and to help solve the problem? Why or why not? Why do you think that Leftists like the Obamas believe that government interference is the best solution to most problems and are so willing to legislate away and to restrict the freedom of Americans in order to impose their righteous agenda on everyone as a thinly veiled ‘solution’ to a problem? Explain.
3. Do you take responsibility for your own health? Why or why not?

1M kids stop school lunch due to Michelle Obama's standards

By Elizabeth Harrington — The Washington Free Beacon - The Washington Times - Thursday, March 6, 2014

New school lunch standards implemented as a result of First Lady Michelle Obama's anti-obesity campaign have led to more than 1 million children leaving the lunch line, according to a new report.

The Government Accountability Office (GAO) released a wide-ranging audit of the Healthy Hunger-Free Kids Act nutrition standards last week, finding 48 out of 50 states faced challenges complying with Mrs. Obama's Healthy Hunger-Free Kids Act.

The new standards led to kids throwing out their fruits and vegetables, student boycotts, higher lunch costs, and odd food pairings such as "cheese stick with shrimp" in order for schools to comply with the complicated rules.

The National School Lunch Program saw a sharp decline in participation once the healthy standards went into effect during the 2012-2013 school year. A total of 1,086,000 students stopped buying school lunch, after participation had increased steadily for nearly a decade.

The report found that 321 districts left the National School Lunch Program altogether, many of which cited the new standards as a factor.

The decline was "influenced by changes made to comply with the new lunch content and nutrition standards," state and local officials said.

Though the USDA has claimed the standards were "proving popular," the GAO report cited numerous cases where kids are unhappy with their new menus.

The standards forced some schools to stop serving peanut butter and jelly sandwiches, and led middle school and high school students to opt for vending machines or buying food off campus to avoid the lunch line.

The GAO conducted a nationwide survey of nutrition directors and visited 17 schools in eight school districts for the audit. In each district, "students expressed dislike for certain foods that were served to comply with the new requirements, such as whole grain-rich products and vegetables in the beans and peas (legumes) and red-orange sub-groups, and this may have affected participation."

The standards brought "negative student reactions." In one case, middle school and high school students organized a three-week boycott after their school changed their sandwiches to comply with the rules.

All eight School Food Authorities (SFAs) the GAO visited "modified or eliminated" popular food items. One district had to cut cheeseburgers because "adding cheese to the district's burger patties would have made it difficult to stay within the weekly meat maximums."

The new standards are exhaustive, including calorie ranges for each age group, sodium limits, zero tolerance for trans fats, and specific ounce amounts for meats and grains. White bread will be mostly phased out beginning in 2014 because only “whole grain rich” items will be allowed.

Portion requirements and calorie limits are also in conflict, leading some SFAs to add unhealthy food such as pudding or potato chips to the menu, and serve odd food combinations in order to meet the rules.

“For example, one SFA served saltine crackers and croutons with certain salads to meet the minimum daily grain requirement and a cheese stick with shrimp to meet the minimum daily meat requirement,” the GAO said.

Unappetizing food led to the biggest problem school officials faced: food waste.

“Students may take the food components they are required to as part of the school lunch but then choose not to eat them,” the GAO said. As a result, 48 out of 50 states cited waste as a challenge.

“In our lunch period observations in 7 of 17 schools, we saw many students throw away some or all of their fruits and vegetables,” the GAO said.

The “morale” for cafeteria workers has also suffered under the new standards.

“Staff in one SFA noted that the increased amount of time and effort to prepare fruits and vegetables also led to morale issues when staff saw students throw the fruits and vegetables in the trash,” the GAO said.

Lunchroom costs are also going up due to the need for “new spoons and ladles to match the new portion size requirements.” Thirty-one percent of SFAs nationwide said they needed additional kitchen equipment to comply with the new lunch requirements last school year.

The law mandated that schools increase the price of school lunches, causing students to stop buying “because they felt they were being asked to pay more for less food.” Kids who pay full price for meals declined by 10 percent last school year, the lowest rate in over a decade.

Challenges with the school lunch program, which cost \$11.6 billion in 2012, are expected to continue, as further regulations go into effect. The “first of three” sodium limits starts in 2014-2015, though “many of the foods available from manufacturers do not yet comply with these limits.”

School officials noted, “it will be very difficult” to serve food that is “palatable to students” under the sodium standards.

As for the other requirements, the GAO said students would get used to it.

“Although school lunch participation has declined, it is likely that participation will improve over time as students adjust to the lunch changes,” they said.

• *Elizabeth Harrington is a staff writer for the Washington Free Beacon. Her email address is elizabeth@freebeacon. Her Twitter handle is [@LizWFB](https://twitter.com/LizWFB).*

Why Have Michelle Obama's Healthy School Meals Been Junked?

Rachel del Guidice

On 5/3/17 at 6:20 AM EDT



Michelle Obama picks vegetables with local elementary school students in the White House Kitchen Garden, Washington, October 6, 2015. Rachel del Guidice writes that Agriculture Secretary Sonny Perdue has signed a proclamation to undo healthy federal school lunch standards the Obama administration placed on lunches in public schools. Joshua Roberts/reuters

Former first lady Michelle Obama's dictates on school lunches were thrown out on Monday by one of President Donald Trump's Cabinet members.

Agriculture Secretary Sonny Perdue signed a proclamation to begin to undo federal standards that the Obama administration placed on lunches in public schools and return those decisions to local schools.

"This announcement is the result of years of feedback from students, schools and food service experts about the challenges they are facing in meeting the final regulations for school meals," Perdue said in prepared remarks. "If kids aren't eating the food and it's ending up in the trash, they aren't getting any nutrition—thus undermining the intent of the program."

The announcement "begins the process of restoring local control of guidelines on whole grains, sodium, and milk," a press release from the Agriculture Department reads.

The standards, implemented in 2012, were crafted with the heavy involvement of Michelle Obama, who made better nutrition and more exercise for children part of her agenda as first lady.

The standards include directives on vastly reducing use of salt, calorie limits, restrictions on meat, prohibitions on the contents of vending machines and increased servings of whole grains, fruits and vegetables, as the New York Post reported.

The standards implemented provisions of a law called the Healthy, Hunger-Free Kids Act of 2010. President Barack Obama's wife also championed the law, Daren Bakst, a research fellow in agricultural policy at The Heritage Foundation, told The Daily Signal in an email.

The 2010 law set calorie limits, stipulated portion sizes and required specific nutrients.

"Michelle [Obama] is a big proponent and defender of the standards," Bakst said.

Perdue, the former governor of Georgia, said in a tweet that the rules have been counterproductive:

Over 1.4 million kids decide against school lunch each day. We've got to make school food both nutritious AND tasty. <http://bit.ly/2qwLxxo>

Perdue "took an important step to making school meals edible again," Bakst told The Daily Signal. "The federal school meal standards implemented by the Obama administration have been a disaster, creating massive plate waste and imposing high costs on schools."

Perdue's action, Bakst said, is significant for both parents and kids.

"This issue isn't about nutrition," Bakst said Monday, adding:

It's about whether one believes the federal government should dictate almost every aspect of what kids eat at schools, or if local communities, with the input of parents, should make these decisions.

Today was certainly a big win for kids across the country, but it was also a big win for those who respect the opinions of parents more than those of federal bureaucrats.

Patricia Montague, CEO of the School Nutrition Association, a national nonprofit with more than 57,000 members that provides meals to students across the nation, praised Perdue's leadership.

"I commend Secretary Perdue for taking this important step," Montague said. "We have been wanting flexibility so that schools can serve meals that are both nutritious and palatable. We don't want kids wasting their meals by throwing them away. Some of our schools are actually using that food waste as compost. That shouldn't be happening."

Rachel del Guidice is a reporter for The Daily Signal.



QUIZ

How the Government Made You Fat

1. In 1977 when the government first set dietary guidelines, the average American male weighed 170 pounds. He now weighs _____ pounds.
 - a. 177
 - b. 187
 - c. 197
 - d. 207

2. The number of Americans diagnosed with Type 2 diabetes has risen from five million people in 1977 to how many people in 2015?
 - a. 15 million
 - b. 20 million
 - c. 25 million
 - d. 30 million

3. The 10% figure that the American Heart Association set the dietary limit on saturated fat at didn't come from any scientific data. It was merely a government committee's best guess.
 - a. True
 - b. False

4. _____ is predicated on the deceptive nutritional concept of the food pyramid.
 - a. What our kids are fed in school
 - b. What our military troops are fed on bases
 - c. What sick people are fed in hospitals
 - d. All of the above.

5. Individually and as a society, who needs to take responsibility for our health?
 - a. The government
 - b. Ourselves
 - c. Scientists
 - d. None of the above.



QUIZ - ANSWER KEY

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STUDY GUIDE

The Myth of Voter Suppression

KEY TERMS:

voter ID
rhetoric

evidence
turnout

voter suppression
myth

NOTE-TAKING COLUMN: Complete this section <u>during</u> the video. Include definitions and key terms.	CUE COLUMN: Complete this section <u>after</u> the video.
<p>3 questions What did Senator Harris blame Stacey Abrams' defeat in the election for Governor of Georgia on?</p> <p>In the recent Census Bureau report, the increased voter turnout was largely driven by which voting group?</p> <p>By how many votes did Ms. Abrams lose the vote for Governor of Georgia?</p>	<p>Why does the Voter Suppression Myth exist?</p> <p>What does the evidence show, in terms of voter suppression?</p>

Discussion & Review Questions

1. At the beginning of the video, Mr. Riley asks, “Do Republicans win elections by preventing minorities- blacks, Latinos, and others from voting? For those on the left and their allies in the major media the answer is yes- even more than that, it’s an article of faith.” How would you answer Mr. Riley’s question? Explain. What do you think Mr. Riley means by ‘an article of faith?’ Explain.
2. Mr. Riley goes on to point out that, “According to the Left, voter ID depresses minority turnout and is therefore a blatant form of racial discrimination. But there’s a problem with this accusation- there’s no evidence to support it. Minorities are voting in greater numbers and at higher percentages than ever before. The facts and figures are there for anyone to see. Still, Progressives and most of the political press don’t seem to have noticed. Or maybe they just don’t want to look.” Why do you think that Progressives and the political press claim that voter ID laws suppress minority voters, even though the evidence shows the opposite to be true? Explain. Why do you think that the Left so often blames anything that they disagree with on racism, even when there is zero evidence to support such a serious allegation?
3. Later in the video, Mr. Riley shares with us that, “Ms. Abrams claims that Republicans have been hard at work trying to disenfranchise black voters, but the reality is that black voter registration is outpacing white registration in the Peach State. These gains are not limited to blacks. Voting has been up substantially in all minority groups. An analysis of the census data published by Pew Research Center found that ‘all major racial and ethnic groups saw historic jumps in voter turnout’ in 2018.” Why do you think that Ms. Abrams blankets herself in victim mentality rather than accepting that other factors likely contributed to her defeat and rather than accepting responsibility for her losing campaign? What factors do you think are contributing to the significant increase in black voter registration and turnout? Explain. Do you think that Ms. Abrams could legitimately reconcile her claim that ‘Republicans are working hard to disenfranchise black voters’ with the fact that more blacks than ever before are voting? Why or why not?
4. After providing evidence that the voting rate for women of color has substantially increased, Mr. Riley notes that, “As to the issue of ensuring the accuracy and integrity of U.S. elections, minority voters appear to be as concerned as everyone else. Ms. [Kamala] Harris and Ms. [Stacey] Abrams may feel that requiring an ID for banking, flying, or buying cold medicine should not apply to voting, but most people don’t seem to have that problem.” Why do you think that minority voters support voter ID laws? Explain. Do you think that identification should be required to vote? Why or why not?
5. Towards the end of the video, Mr. Riley asks, “So, if there is no serious opposition to Voter ID laws and no evidence of Voter Suppression- if, in fact, more people of different races and ethnicities are voting at higher rates than ever before, why won’t this Voter Suppression myth die? The answer is at once surprising and obvious, one party simply can’t accept that they will lose a close election. If a Republican wins one of those, there has to be a nefarious reason. Voter suppression is as good as any- even if it has no basis in fact.” How would you answer Mr. Riley’s question about why the voter suppression myth won’t die? Why do you think that so many on the Left refuse to accept legitimate defeat in elections? Explain.

Extend the Learning:

Case Study Voter ID laws

INSTRUCTIONS: Read the article “New Study Confirms Voter ID Laws Don’t Hurt Election Turnout,” then answer the questions that follow.

1. What impact do voter ID laws have on voting behavior? Whose vote do voter ID laws suppress? Which voters were just as likely to vote in states requiring photo identification as in those that don’t? What did researchers for the National Bureau of Economic Research find? What did the new study also conclude, in terms of mobilization against the laws? According to the study, to what extent did voter registration and turnout rates change? Did an ID requirement discourage eligible voters from registering to vote? What happened to Hispanic turnout in states with an ID requirement? Which activities appear to occur at nearly identical rates in states with and without voter ID laws? How have liberal groups reacted to the findings? What is critical to measuring the deterrent effect of ID laws? How often is election fraud detected, and how often does law enforcement take action? How much reliable data is there on the true scope or frequency of voter fraud, and why? What was the 7th Circuit Court of Appeals’ reasoning on why voter fraud prosecutions cannot be used to measure the overall scope of fraud? How many of the predicted problems have come to fruition concerning Indiana’s voter ID laws? What does the latest research confirm, in terms of states enacting voter ID laws to protect their electoral integrity? What did the Commission on Federal Election Reform, headed by former Democratic President Jimmy Carter and former Secretary of State James Baker, say in 2005 about the electoral system?
2. Do you think that other methods could be enacted to counter voter fraud? If not, why not? If so, what might some of those methods be? One of the criticisms of voter ID laws is that many poor people and many minorities do not have the ability to obtain a valid ID. Do you think that this may be true? If no, why not? If so, then what do you think could be done to help those people to obtain and to not lose their identification?
3. Do you think that it is unreasonable to require an ID to vote? If no, why not? If yes, why, and what about requiring ID for banking, flying on a plane, etc...? Rather than trying to suppress the votes of minorities, don’t you think that Republicans would be working to earn the votes of minorities? Why or why not?

New Study Confirms Voter ID Laws Don't Hurt Election Turnout

Feb 27th, 2019 4 min read

Commentary By:

Hans A. von Spakovsky , Election Law Reform Initiative and Senior Legal Fellow
Caleb Morrison, Spring 2019 member of the Young Leaders Program at The Heritage Foundation



This latest research confirms that states are justified in enacting voter ID laws to protect their electoral integrity. Hero Images/Getty Images

Key Takeaways

- Voter ID laws don't "suppress" anyone's vote.
- Among a variety of minority groups and political affiliations, no significant change in turnout occurred after voter ID laws went into effect.
- The reality is, election fraud often goes undetected; even when it is discovered, investigators and prosecutors often opt to take no action.

Less than one week after Georgia Democrat Stacey Abrams made inflammatory claims in her State of the Union response about an epidemic of "voter suppression" jeopardizing the character of our nation, the National Bureau of Economic Research released a study that demonstrates once again that voter ID laws have no measurable impact on voting behavior.

In other words, voter ID laws don't "suppress" anyone's vote.

This latest study echoes the conclusion of others, including a landmark report by The Heritage Foundation in 2007 finding that voter ID laws don't reduce voter turnout, including among African-Americans and Hispanics. These voters were just as likely to vote in states requiring photo identification as in those that don't.

Researchers for the National Bureau of Economic Research found that between 2008 and 2016, voter ID laws had "no negative effect on registration or turnout, overall or for any specific group defined by race, gender, age or party affiliation."

The new study also concluded that these results "cannot be attributed to mobilization against the laws," contradicting critics who say election turnout has been sustained only by such campaigns.

According to the study, voter registration and turnout rates did not change to any significant extent after voter ID laws took effect. Out of the millions of registered voters the researchers studied over eight years, no statistically observable change in voting behavior could be attributed to voter ID laws.

The study didn't find a statistically significant drop in registration rates in states that liberals falsely claim are improperly "purging" eligible voters from their rolls. Neither did an ID requirement discourage eligible voters from registering to vote.

Among a variety of minority groups and political affiliations, no significant change in turnout occurred after voter ID laws went into effect. It should be noted, though, that Hispanic voter turnout actually increased in states with ID requirements, when compared to states without them. Clearly, the decrease erroneously claimed by critics has not happened.

Contrary to the commonly heralded assumption that voter ID laws mobilize political backlash, this research shows the laws have no significant impact on four different measurements of political mobilization: campaign contact, frequency of campaign signs, volunteering for campaigns, and levels of campaign contributions. These activities appear to occur at nearly identical rates in states with and without voter ID laws.

Still, many liberal groups have ignored the findings and focused instead on the study's second contention: that voter ID laws have "no significant effect" on deterring fraud. To reach this conclusion, researchers reviewed the voter fraud datasets of both The Heritage Foundation and a liberal organization, News21, and used them to measure the frequency of fraud over time.

However, as Heritage has explained, its database of almost 1,200 cases is a representative sampling of election fraud cases from across the country and "not an exhaustive and comprehensive list." This database is intended to demonstrate the many ways in which fraud is committed; it does not capture the full extent of electoral fraud in the United States.

Most importantly, the research fails to take into account or measure whether citizens believe voter ID laws increase the chance of being caught in the act of fraud. A measure of these attitudes before and after a state passes voter ID is critical to measuring the deterrent effect of ID laws.

Research strongly underscores the fact that the certainty of being caught is one of the biggest factors in deterring crime. Without an understanding of their deterrent value, it is impossible to measure the effectiveness of ID laws.

The reality is, election fraud often goes undetected; even when it is discovered, investigators and prosecutors often opt to take no action. In other words, no reliable data exist on the true scope or frequency

of fraud, and Heritage's database can't be treated as a proxy. Statistical claims based on the database should be treated with great skepticism.

Nor can voter fraud prosecutions be used to measure the overall scope of fraud. That reasoning was roundly rejected by the 7th U.S. Circuit Court of Appeals in *Crawford v. Marion County Election Board*, a decision that the Supreme Court affirmed when it upheld Indiana's voter ID law. The 7th Circuit opinion noted:

But the absence of prosecutions is explained by the endemic under-enforcement of minor criminal laws (minor as they appear to the public and prosecutors, at all events) and by the extreme difficulty of apprehending a voter impersonator. He enters the polling places, gives a name that is not his own, votes, and leaves. If later it is discovered that the name he gave is that of a dead person, no one at the polling place will remember the face of the person who gave that name, and if someone did remember it, what would he do with the information?

As the 7th Circuit said, such fraud "has a parallel to littering, another crime the perpetrators of which are almost impossible to catch."

When a lawbreaker is "almost impossible to catch," states are faced with two options, according to the court: States may "impose a very severe criminal penalty" or "take preventative action, as Indiana had done by requiring a photo ID." And that law has been in place for more than a decade, with none of the problems critics predicted.

The researchers at the National Bureau of Economic Research also failed to realize that a voter ID requirement can stop other types of fraud in addition to impersonation of another voter. It potentially may prevent individuals from voting using false and fictitious registrations; prevent noncitizens from casting ballots; catch out-of-state residents who are registered in multiple states; and make absentee ballot fraud harder to commit in states such as Kansas that have extended the ID requirement to absentee ballots.

This latest research confirms that states are justified in enacting voter ID laws to protect their electoral integrity. Such laws don't deter eligible voters from registering and voting, and they do not disenfranchise minority voters.

As the Commission on Federal Election Reform, headed by former President Jimmy Carter and former Secretary of State James Baker, said in 2005:

The electoral system cannot inspire public confidence if no safeguards exist to deter or detect fraud or to confirm the identity of voters. Photo IDs currently are needed to board a plane, enter federal buildings, and cash a check. Voting is equally important.

Is voter ID the only reform that states need to implement to ensure the integrity and security of the election process? Certainly not. But it is one of the many steps states should take to safeguard both voting in person and by absentee ballot.

This piece originally appeared in *The Daily Signal*



QUIZ

The Myth of Voter Supression

1. A recent Census Bureau report found that voter turnout in 2018 climbed 11 percentage points from the last midterm election... surpassing ____ for the first time since 1982.
 - a. 20%
 - b. 30%
 - c. 40%
 - d. 50%

2. How much did the Hispanic turnout increase by?
 - a. 30%
 - b. 40%
 - c. 50%
 - d. 60%

3. In 2012 blacks voted at higher rates than whites nationwide, including in Georgia, which was one of the first states in the country to implement a photo-ID requirement for voting.
 - a. True
 - b. False

4. According to an analysis of the census data published by Pew Research Center, which major racial and ethnic group saw historic jumps in voter turnout in 2018?
 - a. Blacks
 - b. Hispanics
 - c. Asians
 - d. All of the above.

5. In a 2016 Gallup poll, voter-ID laws were supported by 4 in 5 respondents, including 95% of Republicans, 63% of Democrats, 81% of whites and _____ of nonwhites.
 - a. 67%
 - b. 77%
 - c. 87%
 - d. 97%



QUIZ - ANSWER KEY

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- b. 77%
- c. 87%
- d. 97%



KEY TERMS:

restricted
diversity of political discourse

PRAGERU.COM

Discussion & Review Questions

1. Toward the beginning of the video, Mr. George contends that, "...this case [PragerU v. YouTube] is about the most fundamental freedom Americans have: freedom of speech as enunciated in the First Amendment to the United States Constitution. All our freedoms – the very concept of freedom – springs from this right. Lose it and we're no longer free – not as individuals and not as a nation. I'm not willing to accept that. PragerU doesn't accept that. And you shouldn't either." Do you agree with Mr. George that freedom of speech is the most fundamental freedom that Americans have? Why or why not? Why shouldn't you accept losing the right to free speech? Explain.
2. After explaining some background to the case, Mr. George shares with us that, "We [PragerU] didn't want to sue; we tried to reach an accommodation. But when YouTube wouldn't take the 'offending' videos off their restricted list – there are now 100 on that list – we had no other option. YouTube was infringing on our right to free speech." Why do you think that YouTube has restricted so many of PragerU's videos, including ones that are completely apolitical? Explain. Why do you think that YouTube would not work towards a compromise with PragerU to take any of the videos off of their restricted status? Explain. Do you agree that PragerU's right to free speech is being violated by YouTube? Why or why not?
3. Mr. George goes on to explain that, "...a public forum—which can be a physical location, like the classic town square or a shopping mall; or a virtual location, like a website—is a place that must allow individuals and organizations to exercise their free speech rights." Why is it so important that public forums allow people to exercise their right to free speech? Explain.
4. Later in the video, Mr. George points out that, "A few years ago, the social media giants – Google, Facebook, YouTube, and Twitter – started to behave not like public forums, but like publishers. They stopped following Section 230, which specifically requires that these websites promote "a true diversity of political discourse," and began to judge content by their own political and social criteria. In other words, the social media giants want it both ways. They want the protections of a public forum and the editorial control of a publisher. We're fine if they're a publisher. And we're fine if they're a public forum. They just can't be both." Why do you think that the top social media sites started to operate as publishers instead of as public forums? Explain. What are the negative consequences to the public when a company claims to operate as a public forum, but actually operates as a publisher? Explain.
5. At the end of the video, Mr. George concludes that, "If we win our legal action, YouTube will have to return to the way things were when they started. That's freedom. But if we lose, YouTube gets to act as a publisher while pretending to be a public forum. That would mean much less freedom. And then eventually, no freedom. Because the most powerful Internet sites on earth will determine what you see—and what you don't." Do you think that PragerU will win their lawsuit? Why or why not? Do you think that PragerU should win their lawsuit? Why or why not?

Extend the Learning:

Case Study PragerU v. YouTube

INSTRUCTIONS: Read the article “PragerU files new lawsuit against Google in YouTube ‘censorship’ row,” then answer the questions that follow.

1. What does PragerU’s lawsuit claim, in both the federal and state suits? What is ‘Restricted Mode’ and how is it being applied to PragerU? What is two-track litigation? What is YouTube’s position on the allegation of censorship towards PragerU content?
2. Why do you think that the social media giants are so heavily politically biased towards leftism? Would you agree with the claim in the lawsuit that YouTube is discriminating against PragerU? Why or why not?
3. Do you think that the big social media platforms have enough power, via their censorship and discrimination, to meaningfully influence political outcomes? Explain. Do you think that big social media companies should be able to meaningfully influence political outcomes? Why or why not? Are you troubled by the fact that if PragerU loses this lawsuit your freedom will be greatly reduced? Why or why not?

PragerU files new lawsuit against Google in YouTube 'censorship' row

By [James Rogers](#) | Fox News

PragerU has filed a new lawsuit in its legal battle with [Google](#), ramping up its allegations of online censorship against the tech giant and its YouTube video-sharing service.

Founded by radio host Dennis Prager, the conservative nonprofit produces short videos that promote concepts such as limited government and free markets.

The suit was filed against Google and its YouTube subsidiary with the State of California Tuesday, marking the latest development in PragerU's ongoing legal tussle with the Mountain View, Calif.-based firm.

"This lawsuit is 'round two' of the parties' dispute over whether Google/YouTube are above the law when it comes to regulating free speech and expression on YouTube solely because Defendants are private entities who own and operate YouTube for their own profit and commercial gain," the suit claims.

Filed in the Superior Court of the State of California, the lawsuit alleges that the tech heavyweights are "continuing to unlawfully restrict and restrain speech and expression on the global social media and video sharing platform known as YouTube."

The suit claims that Google and YouTube are violating California law in four ways. This includes unlawfully restraining free speech in violation of the state's constitution and discriminating against PragerU based on political, religious, "or other discriminatory animus" in violation of California's Unruh Civil Rights Act, according to the filing. PragerU also alleges that Google and YouTube are "engaging in unlawful, misleading, and unfair businesses practices" in violation of California's Business and Professions Code, as well as violating YouTube's terms of use.

YouTube's "Restricted Mode" filtering feature is being used to block some of the conservative nonprofit's content from the video sharing site, according to PragerU, which also claims that its content falls foul of YouTube's advertising restrictions. "Google/YouTube use these filtering mechanisms as a pretext to justify restricting and censoring PragerU's videos," the court filing alleges.

The lawsuit means that PragerU is now running "two-track litigation" against Google at both state and federal court level.

The legal fight began in October 2017 when PragerU accused the companies of illegally restricting the nonprofit's content.

PragerU initially filed two federal claims against Google – one under the First Amendment and the other for unfair competition and advertising under the Lanham Act. That lawsuit also included five claims under California law, including a free speech claim. Additionally, PragerU filed state law claims for discrimination under the Unruh Act, unfair, unlawful, and fraudulent business practices, and breach of contract.

“We’ve taken an appeal to the Ninth Circuit on the merits of the two federal law claims, and the state law claims were dismissed without prejudice,” explained lead PragerU attorney Peter Obstler in a statement obtained by Fox News. “In other words, the court made very clear that the state law claims were dismissed out of deference to state law courts, that the state courts should decide issues of their own law – not the federal court. Today we’ve come full circle by filing a state law action, as the judge requested we do, in a state court to litigate those issues there. So we’re now going to have a two track litigation.”

“We’re very optimistic we will win our federal suit based upon our case’s First Amendment merits,” said PragerU CEO Marissa Streit in the statement. “But there is reason to believe certain claims are even stronger in California. Specifically claims relating to YouTube’s breach of contract and consumer fraud. They claim to be a public forum for free expression, but they behave instead as a publisher with editorial controls. You cannot have it both ways.”

YouTube denies the allegations of censorship. “Restricted Mode is an optional feature used by a small subset of users to filter out videos that may include sensitive or mature content,” explained a YouTube spokesman, in a statement emailed to Fox News. “Giving viewers the choice to opt in to a more restricted experience is not censorship. In fact, this is exactly the type of tool that Congress has encouraged online services to provide for parents and others interested in a more family-friendly experience online”

“PragerU’s videos weren’t excluded from Restricted Mode because of politics or ideology,” the spokesman added. “A federal court has already held that PragerU’s allegations are meritless, and we believe the state court will reach the same conclusion.”

Follow James Rogers on Twitter [@jamesjrogers](https://twitter.com/jamesjrogers)



QUIZ

PragerU v. YouTube

1. The most important lawsuit in America right now is _____.
 - a. Prager University v. YouTube
 - b. CNN v. Trump
 - c. Brown v. Board of Education
 - d. Roe v. Wade

2. What is the most fundamental freedom Americans have?
 - a. Freedom of religion
 - b. Freedom of speech
 - c. Freedom to peaceably assemble
 - d. Freedom to own firearms

3. YouTube is an example of a public forum.
 - a. True
 - b. False

4. Which social media giants started to behave like publishers instead of public forums?
 - a. Facebook
 - b. Twitter
 - c. YouTube
 - d. All of the above.

5. If PragerU loses its lawsuit and YouTube gets to act as a publisher while pretending to be a public forum, it would eventually mean _____.
 - a. no censorship of content
 - b. that YouTube will have less editorial control
 - c. no freedom of speech
 - d. None of the above.



QUIZ - ANSWER KEY

PragerU v. YouTube

1. The most important lawsuit in America right now is _____.
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STUDY GUIDE

Why I Don't Want and Dont Deserve Reparations

KEY TERMS:

American Dream
victim status

entrepreneur
values

reparations movement
character

privilege
racism

NOTE-TAKING COLUMN: Complete this section during the video. Include definitions and key terms.

How many acres of farmland did Silas Burgess come to own?

Who would reparations money be forcibly taken from?

What percent of black households today live the middle-class American Dream?

CUE COLUMN: Complete this section after the video.

Though seemingly well intentioned, why is the reparations movement actually so offensive, ill-conceived, and immoral?

Why does Mr. Owens feel that his family is not owed any debt from the United States?

Discussion & Review Questions

1. Towards the middle of the video, Mr. Owens contends that, “Because of work I’ve never done, stripes I’ve never had, under a whip I’ve never known, these Progressives want to give me money I’ve never earned. The fact that this money will be forcibly taken from others, who also dreamed, worked, and sacrificed to earn it, I’m told is not my concern. But it is.” Why do you think that Leftists advocate so strongly for reparations? Explain. Why do you think that Mr. Owens feels that the unequitable taking of money from those who earned it and the redistribution of that money to those who have not earned it is his concern? Explain.
2. After sharing his personal story, Mr. Owens explains that, “At the core of the reparations movement is a distorted and demeaning view of blacks and whites. It grants superiority to the white race, treating them as an oppressive people too powerful for black Americans to overcome. It brands blacks as hapless victims devoid of the ability, which every other culture possesses... to assimilate and to progress... This divisive message marks the black race as forever broken, a people whose healing can only come through the guilt, pity, and benevolence of whites. Tragically, we now see this playing out on our college campuses. As young white Americans acknowledge their skin color as a ‘privilege’, young black Americans, with no apparent shame, accept their skin color as one that automatically confers victim status.” Do you agree that the reparations movement belittles and devalues blacks? Why or why not? Why is it wrong to view white-skinned people as ‘privileged’ and to view black-skinned people as ‘victims?’
3. Mr. Owens goes on to point out that, “Those who seek reparations have accepted the theory that skin color alone is capable of making one race superior to the other— that with no additional effort, values, or personal initiative, white Americans will succeed, while black Americans will fail. At its very core this represents the condescending evil of racism. It certainly does not represent black America’s potential.” Do you agree with Mr. Owens’ assertion that seeking reparations is racist? Why or why not? What do you think Mr. Owens means by ‘black America’s potential?’ Explain.
4. Towards the end of the video, Mr. Owens notes that, “Forty percent of black households today live the middle-class American Dream... Many of our society’s most revered and celebrated citizens are black. The journeys of these [successful, black] Americans to wealth and prominence vary, like those of their white counterparts, but many benefited from having ancestors, like Grandpa Silas, who embraced the opportunities their country provided and who left behind a legacy of proud, productive, patriotic, and successful families. Why should white Americans - my neighbors, friends and fellow citizens — owe me anything?” Why do you think that Mr. Owens included the word ‘patriotic’ in his list of black family types? How would you answer Mr. Owens’ last question in the passage? Explain.
5. At the end of the video, Mr. Owens concludes that, “If Grandpa Silas were here, I’m certain his message to everyone, whether Black or White, would simply be this: Good character cannot be bought by bribery.” What do you think Mr. Owens means by this statement? Do you agree with the assertion that reparations are a form of bribery? Why or why not?

Extend the Learning:

Case Study H.R. 40

INSTRUCTIONS: Read the article “Mitch McConnell Says Slavery Reparations Aren’t Needed Because We Elected Barack Obama President,” then answer the questions that follow.

1. What did Senate Majority Leader McConnell tell reporters at the press conference about reparations, and what was his reasoning? Why did he counter calls for reparations? What is H.R. 40, and what would it do? What did President Obama do about reparations? Which of the current democrats running for president endorse a program of reparations? Who is Marianne Williamson, and what has she proposed?
2. Why do you think that so many democrats running for president advocate reparations? Do you think that the democrats campaigning to be president who support reparations are actually supportive of racist ideology, or that they just haven’t thought the issue through well? Explain. The article notes that the house Judiciary subcommittee will call expert witnesses in part to understand a ‘path to restorative justice.’ What do you think that the subcommittee means by ‘restorative justice?’ What do you think ‘restorative justice’ could and/or should be, if anything? Why do you think that Leftists tend to advocate for what sounds or feels good, rather than advocate for what actually does good? Explain.
3. Since reparations are not a good solution, what might some better ways be to heal the nation from lingering racism and from other lasting effects of slavery? Explain.

Mitch McConnell Says Slavery Reparations Aren't Needed Because We Elected Barack Obama President

By Asher Stockler On 6/18/19 at 4:40 PM EDT

Senate Majority Leader Mitch McConnell told reporters on Tuesday that he doesn't believe reparations are an appropriate remedy for America's centuries-long history of slavery.

"I don't think reparations for something that happened 150 years ago, for which none of us living are responsible, is a good idea," he told reporters at a press conference on Capitol Hill.

McConnell added that the country has tried to reckon with the "original sin of slavery" by passing "landmark civil rights legislation" and, more recently, by having "elected an African-American president."

The majority leader called America a "work in progress" and countered calls for reparations by saying it would be "pretty hard" to figure out how to distribute restitution.

McConnell's comments come on the eve of a historic hearing set for Wednesday, when the House of Representatives will convene a panel to discuss the continuing legacy of the trans-Atlantic slave trade for the first time in more than a decade.

The House Judiciary subcommittee will call witnesses from a broad cross-section of public life to better understand the institutional effects of slavery, including "its continuing impact on the community and the path to restorative justice."

The panel will examine H.R. 40, a bill repeatedly introduced by veteran congressman John Conyers which would create a commission to study the history of slavery in the United States and make recommendations about how to educate the public and meaningfully address its findings.

The hearing coincides with the holiday of Juneteenth, which was established to commemorate the 1865 abolition of slavery in Texas.



U.S. Senate Majority Leader Mitch McConnell (R-KY) (C) speaks as Sen. John Barrasso (R-WY) (L) and Senate Majority Whip John Thune (R-SD) (R) listen during a news briefing after the weekly Senate Republican policy luncheon June 11, 2019 at the U.S. Capitol in Washington, DC. Alex Wong/Getty

While the question of reparations has long been sidelined by most prominent presidential candidates, including Barack Obama, a growing number of Democrats running for the 2020 nomination have begun to endorse a reparations program, at least in theory, to help address the lingering effects of slavery and Jim Crow.

Senators Kamala Harris and Elizabeth Warren and former HUD Secretary Julián Castro, all running for president, have come out in favor of reparations or an inquiry into how such a program would be implemented.

Senator Cory Booker has introduced the only reparations bill to ever receive consideration in the post-Reconstruction U.S. Senate. It would create a commission to study the impact of slavery and propose reparations-style remedies in response to its findings.

Marianne Williamson, a self-help guru who has received comparatively little attention for her 2020 bid, has proposed perhaps the most sweeping measure to tackle reparations. Her platform calls for a \$200 billion to \$500 billion investment, over 20 years, in various educational and economic projects to be selected by "an esteemed council of African-American leaders."

The current conversation can be traced, in part, to Ta-Nehisi Coates's influential 2014 essay for *The Atlantic* in which the author argued for reparations as a way for the country to reckon with its slave-owning legacy. Coates will appear alongside actor Danny Glover, documentarian Katrina Browne and other scholars at Wednesday's hearing.



QUIZ

Why I Don't Want and Dont Deserve Reparations

1. When the older slaves escaped, they took Silas Burgess with them to

_____.

- a. South Carolina
- b. Eastern Georgia
- c. West Texas
- d. None of the above.

2. How long did it take Silas Burgess to pay off his 102 acres of farmland?

- a. within 2 years
- b. within 3 years
- c. within 4 years
- d. within 5 years

3. Silas founded the first black church and first black elementary school in his town, and was a _____.

- a. Republican
- b. Christian
- c. pillar of his community
- d. All of the above.

4. The reparations movement minimizes the sacrifice of hundreds of thousands of white Americans and a Republican president who gave their lives to eradicate slavery.

- a. True
- b. False

5. What percentage of black households today live the middle-class American Dream?

- a. 35%
- b. 40%
- c. 45%
- d. 50%



QUIZ - ANSWER KEY

Why I Don't Want and Dont Deserve Reparations

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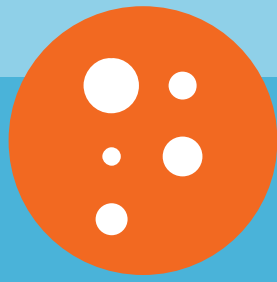
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- d. 50%



RELIGION/ PHILOSOPHY



KEY TERMS:

scientific
mutation

PRAGERU.COM

Discussion & Review

1. Towards the beginning of the video, Dr. Meyer contends that, "...with some modification it [the Theory of Evolution] has been embraced as unassailable by the science community over the last century. As evolutionary biologist Richard Dawkins says, 'If you meet somebody who claims not to believe in evolution, that person is ignorant, stupid or insane.'" Why do you think that the science community treated Mr. Darwin's theory as 'unassailable' for so long? Why do you think that Dr. Dawkins characterizes his sentiment as a 'belief' in evolution- as if science is a belief system? Do you agree with Dr. Dawkins' assertion? Why or why not?
2. Later, Dr. Meyer presents the first of two reasons to doubt evolutionary theory, the Cambrian Explosion, by pointing out that, "A weird and wonderful thing happened 530 million years ago: a whole bunch of major groups of animals, what scientists call the 'phyla,' appeared abruptly within a geologically short window of time- about ten million years. These novel animal forms, exhibiting proto-types of most animal body designs we see today, emerged in the fossil record without evidence of earlier ancestors... A huge number of diverse animals appeared, with no discernible antecedents. So where did they come from?" How would you answer Dr. Meyer's question? Why does this evidence present a problem for evolutionary theory?
3. Dr. Meyer later reminds us that, "...natural selection only 'selects' sequences that random mutations generate. Yet experiments have established that DNA sequences capable of making stable proteins are extremely rare- and, thus, really hard to stumble on randomly." What does this information mean, in terms of supporting or not supporting Mr. Darwin's theory? Explain. Why is the 'random' factor so important to Dr. Meyer's point here? Explain.
4. Further, Dr. Meyer explains that, "...even 4 billion years of life's history is not enough time to overcome a search problem this big [of finding new DNA sequences that can build a functional and/or stable protein]." Why do you think that this is the case? Explain.
5. At the end of the video, Dr. Meyer concludes that, "Scientists who know about these problems [the Cambrian Explosion and the DNA Enigma], are not 'ignorant, stupid, or insane,' they are just appropriately... skeptical." Why do you think that Dr. Meyer makes a distinction between scientists who know about the problems and those who don't? Explain. Do you think that scientists should still be skeptical regarding Darwinian theory? Why or why not?

Extend the Learning:

Case Study de novo genes

INSTRUCTIONS: Read the article “How evolution builds genes from scratch,” then answer the questions that follow.

1. What did scientists long assume, in terms of new genes? Who is Helle Baalsrud, and what did she do? Where have scientists found de novo genes in the last five years? What are de novo genes causing a rethink of? What was the conventional wisdom regarding new genes? What is the starting material for some new genes? What do researchers still have to work out in terms of identifying a gene as de novo, and what questions still remain about de novo genes? What do scientists still wonder, in terms of making genes from scratch? What was Susumu Ohno's thinking about genes? What do all of the gene- duplicating processes have in common? What is 'Junk DNA'? Who is Mar Alba, and what did her research show? What was her speculation on her findings? What could an understanding of what de novo genes are doing for their hosts do to help explain about the existence of de novo genes themselves? What is an ORF, and what could it theoretically do? What does Dr. Carvunis think she has found? What is a proto-gene? How many de novo genes have been found in humans? Who is Claudio Casola, and what does he think about de novo genes, in terms of evolution?
2. How do you think the information in this article fits with the information presented in the video? Do you think that de novo genes support Mr. Darwin's theory? Why or why not? Do you think that any of the information in this article helps to explain the Cambrian Explosion? Explain. Do you think that the information in this article helps to solve the DNA Enigma? If no, why not? If yes, in what way?
3. Do you think that the Theory of Evolution will prevail as factual truth someday, at least to some extent? Why or why not?



GENES FROM THE JUNKYARD

Scientists long assumed that new genes appear when evolution tinkers with old ones. It turns out that natural selection is much more creative.

BY ADAM LEVY

In the depths of winter, water temperatures in the ice-covered Arctic Ocean can sink below zero. That's cold enough to freeze many fish, but the conditions don't trouble the cod. A protein in its blood and tissues binds to tiny ice crystals and stops them from growing.

Where codfish got this talent was a puzzle that evolutionary biologist Helle Tessand Baalsrud wanted to solve. She and her team at the University of Oslo searched the genomes of the Atlantic cod (*Gadus morhua*) and several of its closest relatives, thinking

they would track down the cousins of the antifreeze gene. None showed up. Baalsrud, who at the time was a new parent, worried that her lack of sleep was causing her to miss something obvious.

But then she stumbled on studies suggesting that genes do not always evolve from existing ones, as biologists long supposed. Instead, some are fashioned from desolate stretches of the genome that do not code for any functional molecules. When she looked back at the fish genomes, she saw hints this might be the case: the antifreeze

protein — essential to the cod's survival — had seemingly been built from scratch¹.

The cod is in good company. In the past five years, researchers have found numerous signs of these newly minted '*de novo*' genes in every lineage they have surveyed. These include model organisms such as fruit flies and mice, important crop plants and humans; some of the genes are expressed in brain and testicular tissue, others in various cancers.

De novo genes are even prompting a rethink of some portions of evolutionary theory. Conventional wisdom was that new genes

PAUL NICKLE/ING IMAGE COLLECTION

Some cod species have a newly minted gene involved in preventing freezing.

tended to arise when existing ones are accidentally duplicated, blended with others or broken up, but some researchers now think that *de novo* genes could be quite common: some studies suggest at least one-tenth of genes could be made in this way; others estimate that more genes could emerge *de novo* than from gene duplication. Their existence blurs the boundaries of what constitutes a gene, revealing that the starting material for some new genes is non-coding DNA (see 'Birth of a gene').

The ability of organisms to acquire new genes in this way is testament to evolution's "plasticity to make something seemingly impossible, possible", says Yong Zhang, a geneticist at the Chinese Academy of Sciences' Institute of Zoology in Beijing, who has studied the role of *de novo* genes in the human brain.

But researchers have yet to work out how to definitively identify a gene as being *de novo*, and questions still remain over exactly how — and how often — they are born. Scientists also wonder why evolution would bother making genes from scratch when so much gene-ready material already exists. Such basic questions are a sign of how young the field is. "You don't have to go back that many years before *de novo* gene evolution was dismissed," Baalsrud says.

NEW ARRIVALS

Back in the 1970s, geneticists saw evolution as a rather conservative process. When Susumu Ohno laid out the hypothesis that most genes evolved through duplication², he wrote that "In a strict sense, nothing in evolution is created *de novo*. Each new gene must have arisen from an already existing gene."

Gene duplication occurs when errors in the DNA-replication process produce multiple instances of a gene. Over generations, the versions accrue mutations and diverge, so that they eventually encode different molecules, each with their own function. Since the 1970s, researchers have found a raft of other examples of how evolution tinkers with genes — existing genes can be broken up or 'laterally transferred' between species. All these processes have something in common: their main ingredient is existing code from a well-oiled molecular machine.

But genomes contain much more than just genes: in fact, only a few per cent of the human genome, for example, actually encodes genes. Alongside are substantial stretches of DNA — often labelled 'junk DNA' — that seem to lack any function. Some of these stretches share features with protein-coding genes without actually being genes themselves: for instance, they are littered with three-letter codons that could, in theory, tell the cell to translate the code into a protein.

It wasn't until the twenty-first century that

scientists began to see hints that non-coding sections of DNA could lead to new functional codes for proteins. As genetic sequencing advanced to the point that researchers could compare entire genomes of close relatives, they began to find evidence that genes could disappear rather quickly during evolution. That made them wonder whether genes could just as quickly spring into being.

In 2006 and 2007, evolutionary geneticist David Begun at the University of California, Davis, published what many regard as the first papers to make the case for particular genes arising *de novo* in fruit flies^{3,4}. The studies linked these genes to male reproduction: Begun found they were expressed in the testes and the seminal fluid gland, where it seemed the powerful evolutionary force of sexual selection was driving gene birth.

Shortly before that, evolutionary genomicist Mar Albà at the Hospital del Mar Medical Research Institute in Barcelona, Spain, had shown that the younger a gene is, evolutionarily speaking, the faster it tends to evolve⁵. She speculated that this might be because the molecules encoded by younger genes are

"IT'S LIKE A BETA LAUNCH."

less polished and need more tuning, and that this could be a consequence of the genes having arisen *de novo* — they were not tied to a previous function as tightly as those that had evolved from older genes. Both Albà and Begun recall that it was challenging to publish their early work on the topic. "There was a lot of scepticism," says Albà. "It's amazing how things have changed."

Studies have also started to unpick what *de novo* genes do. One gene allows the thale cress plant (*Arabidopsis thaliana*) to produce starch, for instance, and another helps yeast cells to grow. Understanding what they are doing for their hosts should help to explain why they exist — why it is advantageous to create from scratch rather than evolve from existing material. "We're not going to understand why these genes are evolving if we don't understand what they're doing," says Begun.

GENES-IN-WAITING

Studying *de novo* genes turns out to be part genetics, part thought experiment. "Why is our field so difficult?" asks Anne-Ruxandra Carvunis at the University of Pittsburgh in Pennsylvania. "It is because of philosophical issues." At its heart is a question that Carvunis has been asking for a decade: what is a gene?

A gene is commonly defined as a DNA or RNA sequence that codes for a functional molecule. The yeast genome, however, has

hundreds of thousands of sequences, known as open reading frames (ORFs), that could theoretically be translated into proteins, but that geneticists assumed were either too short or looked too different from those in closely related organisms to have a probable function.

When Carvunis studied yeast ORFs for her PhD, she began to suspect that not all of these sections were lying dormant. In a study⁶ published in 2012, she looked at whether these ORFs were being transcribed into RNA and translated into proteins — and, just like genes, many of them were — although it was unclear whether the proteins were useful to the yeast, or whether they were translated at high enough levels to serve a function. "So what is a gene? I don't know," Carvunis says. What she thinks she has found, though, is "raw material — a reservoir — for evolution".

Some of these genes-in-waiting, or what Carvunis and her colleagues called proto-genes, were more gene-like than others, with longer sequences and more of the instructions necessary for turning the DNA into proteins. The proto-genes could provide a fertile testing ground for evolution to convert non-coding material into true genes. "It's like a beta launch," suggests Aoife McLysaght, who works on molecular evolution at Trinity College Dublin.

Some researchers have gone beyond observation to manipulate organisms into expressing non-coding material. Michael Knopp and his colleagues at Uppsala University, Sweden, showed that inserting and expressing randomly generated ORFs into *Escherichia coli* could enhance the bacterium's resistance to antibiotics, with one sequence producing a peptide that increased resistance 48-fold⁷. Using a similar approach, Diethard Tautz and his team at the Max Planck Institute for Evolutionary Biology in Plön, Germany, showed that half of the sequences slowed the bacterium's growth, and one-quarter seemed to speed it up⁸ — although that result is debated. Such studies suggest that peptides from random sequences can be surprisingly functional.

But random sequences of DNA could also code for peptides that are "reactive and nasty and have a tendency to aggregate and do bad things", says evolutionary biologist Joanna Masel of the University of Arizona in Tucson. Expressing these sequences at low levels could help natural selection to weed out potentially dangerous portions — those that create messy or misfolded proteins — so that what remains in a species is relatively benign.

Creating genes from non-coding regions could have some benefits over other gene-making methods, says Albà. Gene duplication is a "very conservative mechanism" she says, producing well-adapted proteins cut from the same cloth as their ancestors; *de novo* genes, by contrast, are likely to produce markedly different molecules. That could make it

difficult for them to fit into well-established networks of genes and proteins — but they could also be better suited to certain new tasks.

A newly minted gene could help an organism to respond to a change in its environment, for instance. This seems to have been the case for the cod, which acquired its antifreeze protein as the Northern Hemisphere cooled some 15 million years ago.

BIRTH RATE

To trace which of an organism's genes were made *de novo*, researchers need comprehensive sequences for the organism and its close relatives. One crop plant that fits the bill is rice. The sweltering heat of Hainan, a tropical island in southern China, is the perfect environment for growing the crop — although the working conditions can be trying. “It's horrible,” says evolutionary geneticist Manyuan Long of the University of Chicago, Illinois. It's so hot “you can cook your egg in the sand”.

Long's team wanted to know how many genes had emerged *de novo* in the strain *Oryza sativa japonica*, and what proteins those genes might be making. So the team lined up its genome against those of its close relatives and used an algorithm to pick out regions that contained a gene in some species but lacked it in others. This allowed the researchers to identify the non-coding DNA that led to the gene in question, and track its journey to being a gene. They could also tot up the number of *de novo* genes that appeared in the strain: 175 genes over 3.4 million years of evolution⁹ (over the same period, the strain gained 8 times as many genes from duplication).

The study gets at one of the field's biggest preoccupations: how to tell whether a gene is truly *de novo*. Answers vary wildly, and approaches are still evolving. For example, an early study found 15 *de novo* genes in the whole primate order¹⁰; a later attempt found 60 in humans alone¹¹. One option for finding candidate *de novo* genes is to use an algorithm to search for similar genes in related species. If nothing shows up, then it's possible that the gene arose *de novo*. But failing to find a relative doesn't mean no relative is there: the gene could have been lost along the way, or might have shape-shifted far away from its kin. The rice study got around this by explicitly identifying the pieces of non-coding DNA that became *de novo* genes.

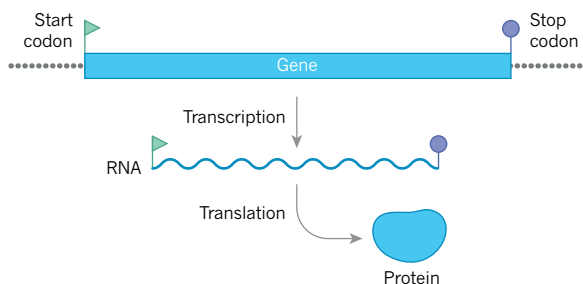
Over long evolutionary timescales — much longer than the few million years of rice evolution — it is hard to distinguish between a *de novo* gene and one that has simply diverged

BIRTH OF A GENE

Scientists long assumed that evolution made new genes from old ones — by copying them in error, or by fusing together or breaking apart existing ones. Now, more and more examples are emerging of genes being created ‘*de novo*’, from barren non-coding portions of the genome.

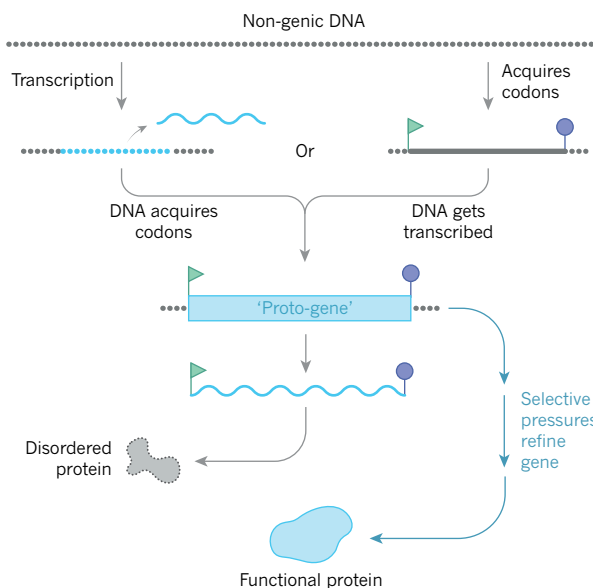
How genes work

Genes are usually considered any stretches of DNA that code for useful molecules. To make a protein, DNA is transcribed into RNA, which is then translated. Three-letter pieces of sequence called codons dictate which portions of the RNA to translate.



Making a gene *de novo*

Genes can evolve from non-coding portions of DNA by gaining transcription and codons, in either order. At first, the products of these ‘proto-genes’ might be dysfunctional or disordered.



too far from its ancestors to be recognizable, so determining the absolute number of genes that have arisen *de novo* rather than from duplication “is an almost unanswerable question,” says Tautz.

To demonstrate how varied the results of different methods can be, evolutionary geneticist Claudio Casola at Texas A&M University in College Station used alternative approaches to reanalyse the results of previous studies, and failed to verify 40% of the *de novo* genes they had proposed¹². To Casola, this points to the need to standardize tests. Currently, he says, “it seems to be very inconsistent”.

Counting *de novo* genes in the human genome comes with the same trail of caveats. But where *de novo* genes have been identified, researchers are beginning to explore their roles in health and disease. Zhang and his colleagues have found that one gene unique

to humans is expressed at a greater level in the brains of people with Alzheimer's disease¹³, and previous work¹⁴ had linked certain variants of the gene to nicotine dependence. For Zhang, research that links *de novo* genes to the human brain is tantalizing. “We know that what makes us human is our brains,” he says, “so there must be some genetic kit to push the evolution of our brain.” That suggests an avenue for future studies. Zhang suggests that researchers could investigate the genetic kit through experiments with human organoids — cultured cells that serve as a model organ.

De novo genes could have implications for understanding cancer, too. One such gene — unique to humans and chimpanzees — has been linked to cancer progression in mouse models of neuroblastoma¹⁵. And cancer-causing versions of human papillomavirus include a gene that is not present in non-cancer-causing forms¹⁶.

Many *de novo* genes remain uncharacterized, so the potential importance of the process to health and disease is unclear. “It will take some time before we fully understand to what extent it contributes to human health and to what extent it contributes to the origin of the human species,” says Carvunis.

Although *de novo* genes remain enigmatic, their existence makes one thing clear: evolution can readily make something from nothing. “One of the beauties of working with *de novo* genes,” says Casola, “is that it shows how dynamic genomes are.” ■

Adam Levy is a science journalist based in London.

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QUIZ

Evolution: Bacteria to Beethoven

1. In what year did Charles Darwin propose his Theory of Evolution?
 - a. 1839
 - b. 1849
 - c. 1859
 - d. 1869

2. The purpose of the conference for evolutionary biologists that Dr. Meyer attended in London was _____.
 - a. to address the fundamental principles of prevailing Intelligent Design theory
 - b. to address growing doubts about the modern version of Darwin's theory
 - c. to present new evidence supporting the Theory of Evolution
 - d. to present evidence that supports the opinions of Richard Dawkins

3. About 530 million years ago a whole bunch of novel animal forms, exhibiting prototypes of most animal body designs we see today, emerged in the fossil record without evidence of earlier ancestors.
 - a. True
 - b. False

4. What startling discovery did Watson and Crick make in the 1950's?
 - a. That proteins will mutate when exposed to neon gas.
 - b. That cells need to move in order to survive.
 - c. That protein sequences are sometimes rejected by certain cells.
 - d. That a DNA molecule stores information as a four-character digital code.

5. Finding a new DNA sequence capable of building a functional protein is like searching blindfolded for a single marked atom among a _____ Milky Way galaxies!
 - a. million
 - b. billion
 - c. trillion
 - d. novemquingintillion



QUIZ - ANSWER KEY

Evolution: Bacteria to Beethoven

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- d. novemquingintillion



STUDY GUIDE

True for You but Not for Me

KEY TERMS:

truth
relativism

opinion
reality

intolerant
common sense

NOTE-TAKING COLUMN: Complete this section <u>during</u> the video. Include definitions and key terms.	CUE COLUMN: Complete this section <u>after</u> the video.
<p>What was the rationale for the 69-year-old man petitioning the court to legally change his age to 49?</p> <p>What is the motto for Harvard university, and what does it translate to?</p> <p>What did Oprah Winfrey state at the 2018 Golden Globe Awards?</p>	<p>What is truth?</p> <p>What are the problems and consequences of believing in and speaking in terms of truth being relative?</p>

Discussion & Review

1. At the beginning of the video, Professor Copan asks, “Is there such a thing as truth? Or is everything, including truth, a statement of personal opinion or preference? In other words, is truth relative?” How would you answer Professor Copan’s questions? If truth can be relative, does that mean that the definition of truth can be relative too? Explain.
2. Later in the video, Professor Copan shares with us that, “In a viral video, a 5-foot, 9-inch American Caucasian male asks students at the University of Washington to acknowledge that he’s Chinese, or six-foot-five, or a woman. Some hesitate, but no one will tell him what he’s saying is not true – that he’s not what he says he is. That would be mean and intolerant. This ‘true for you but not for me’ relativism is disconcerting because it requires the acceptance of obvious contradictions, denial of reality, and common sense. Rather than adjusting our lives to the truth, the truth has to adjust itself to us.” Why do you think that the University of Washington students were unwilling to acknowledge the obvious, objective truth about the Caucasian male making the video? Why do you think that some people automatically equate acknowledging objective truth with being mean and/or being intolerant? Explain. Do you think that attempting to ‘adjust’ truth to fit a particular perspective is better for people in general than accepting truth and learning to cope with it? Why or why not?
3. Professor Copan points out that, “At its root, truth is a match-up with reality. A story, statement, or belief is only true if it lines up with what’s real. It’s like a socket wrench fitting perfectly onto a bolt. Reality is the truth-maker; reality makes something true. To say ‘the earth is flat’ or ‘the moon is made of green cheese’ is false. Why? Because it doesn’t match up with reality,” and further that, “...you can have ‘your experience’ or ‘your perspective.’ But there is no such thing as ‘your truth’ or ‘my truth.’ There is only the truth; that which is true for everyone.” Why do you think that some people mistakenly conflate opinion, perspective, personal history, and/or political agenda with truth? What’s necessarily wrong with conflating personal opinion, etc... with truth, and what can some of the negative consequences be that come from operating in such a way? Do you agree that objective truth is universal? Why or why not?
4. Next, Professor Copan answers the last question by stating, “...here’s another problem with ‘your truth: If ‘your truth’ is truth, anyone who doesn’t hold that truth must be wrong. This sounds a lot like narcissism. And it’s intellectual bullying. ‘Believe ‘my truth’—or else.’ Not exactly a positive pro-truth message. Yeah, truth is going through a tough time.” What do you think Professor Copan means by ‘intellectual bullying?’ Explain.
5. Towards the end of the video, Professor Copan explains that, “Truth can’t be relative. If it is relative, it’s not truth. To say ‘there is no truth for all people’ is to declare a truth for all people. In effect you’re saying, ‘It’s true that there is no truth!’ And to declare that both your and my opinions are true even if they contradict one another is to speak nonsense. Truth isn’t opinion or preference. It’s not subjective or relative. It is inescapable because reality is inescapable.” Do you agree with Professor Copan’s thesis? Why or why not? Since Professor Copan argues that truth is commensurate with reality, then his argument holds that reality too is objective, not subjective. Do you agree? Why or why not? Explain.

Extend the Learning:

Case Study Bill C-16

INSTRUCTIONS: Read the article “Canada passes radical law forcing gender theory acceptance,” then answer the questions that follow.

1. Which legislative body passed Bill C-16, and what was the vote count? What does Bill C-16 do? What do the critics of Bill C-16 argue? Who is Justin Trudeau, and what is his position on the bill? Who is Jack Fonseca, and what is his position on the bill? Who is Jordan Peterson, and what are his points in regard to the outcomes of the bill being passed? What did Professor Peterson insist that he won't use? What does the attorney D. Jared Brown say could happen if someone refused to use genderless pronouns?
2. Do you think that government bodies should be legislating 'relative' truth? Why or why not? What might the negative short-term and long-term consequences be, and perhaps unintended consequences as well, of the government controlling and compelling speech that doesn't comport with objective reality? Explain.
3. How does this article relate to points made in the video by Professor Copan? Explain.



Lianne Laurence

Canada passes radical law forcing gender theory acceptance

OTTAWA, June 15, 2017 (LifeSiteNews) — Canada's Senate passed the Justin Trudeau Liberals' transgender rights bill unamended this afternoon by a vote of 67 to 11, with three abstentions.

The bill adds "gender expression" and "gender identity" to Canada's Human Rights Code and to the Criminal Code's hate crime section. With the Senate clearing the bill with no amendments, it requires only royal assent in the House of Commons to become law.

Critics warn that under Bill C-16, Canadians who deny gender theory could be charged with hate crimes, fined, jailed, and compelled to undergo anti-bias training.

Foremost among these critics is University of Toronto psychology professor Dr. Jordan Peterson, who along with lawyer D. Jared Brown, told the Senate committee that Bill C-16 is an unprecedented threat to freedom of expression and codifies a spurious ideology of gender identity in law.

Peterson was invited to the committee by Manitoba Senator Don Plett, who voted against the bill.

Plett unsuccessfully proposed amending Bill C-16 to add: "For greater certainty, nothing in this Act requires the use of a particular word or expression that corresponds to the gender identity or expression of any person."

Immediately after news of Bill C-16 passing, Twittersphere erupted with hateful attacks against Plett.

Senators who voted against the bill along with Plett are David Tkachuk, Yonah Martin, Richard Neufeld, Leo Housakos, Betty Unger, Norman Doyle, Tobias C. Enverga, Thanh Hai Ngo, Lynn Beyak, and Denise Batters. They are all Conservatives.

Senators who abstained are Anne Cools (independent) and Conservatives Larry Smith, and Michael MacDonald.

Prime Minister Trudeau praised the bill's passage as "great news."

Great news: Bill C-16 has passed the Senate – making it illegal to discriminate based on gender identity or expression. #LoveisLove

— Justin Trudeau (@JustinTrudeau) June 16, 2017

But Campaign Life Coalition, the political arm of Canada's pro-life movement, condemned the passage of Bill C-16.

"This tyrannical bill is nothing but social engineering to the nth degree, all in the name of political correctness," Campaign Life's Toronto vice president Jeff Gunnarson told LifeSiteNews.

Jack Fonseca, Campaign Life's senior political strategist, said the bill will be used to attack Christian belief.

"Mark my words, this law will not be used as some sort of 'shield' to defend vulnerable transsexuals, but rather as a weapon with which to bludgeon people of faith and free-thinking Canadians who refuse to deny truth," he told LifeSiteNews.

Peterson tweeted that Canadians will come to "seriously regret" the bill's passage.

Senate passes Bill C16 without amendment 67 for 11 against. Compelled speech has come to Canada. We will seriously regret this.

— Jordan B Peterson (@jordanbpeterson) June 15, 2017

Peterson told the Senate committee last month that he believes "ideologues" are "using unsuspecting and sometimes complicit members of the so-called transgender community to push their ideological vanguard forward."

"The fact that it's potentially illegal for me not to participate in that is something that I think is absolutely dreadful. It puts a shudder in my heart as a Canadian that we could even possibly be in a situation like that," he said.

Peterson became Canada's preeminent critic of the Liberal bill after he produced three videos opposing the enforcement of gender ideology, one of which blasted Bill C-16, which he said "requires compelled speech."

He has also vowed that, come what may, he will not use "genderless pronouns" such as "zir" and "ze" for those who self-identify as gender non-conforming when requested.

Lawyer Brown told the Senate Committee the federal Liberals have made it clear they will follow Ontario's lead when implementing Bill C-16. And Ontario Human Rights Code guidelines "mandate" the use of genderless pronouns on request, he said.

"Mandating use of pronouns requires one to use words that are not their own that imply a belief in or agreement with a certain theory on gender," he added.

"If you try to disavow that theory, you can be brought before the Human Rights Commission for misgendering or potentially find yourself guilty of a hate crime. To sum up, on the subject of gender, we're going to have government-mandated speech."

Those who refuse to go along could be "brought before the federal tribunal," Brown said.

If the tribunal assesses a penalty such as a fine or “non-monetary remedy, such as a cease and desist order or an order to compel them to do something,” and the person refuses, “they will find themselves in contempt of court and prison is the likely outcome of that process until they purge the contempt,” he added.

Gunnarson said the law indicates that more pro-family politicians are needed to help govern the country.

“We need to step up our efforts to seek out and elect sensible pro-life and pro-family candidates,” he told LifeSite News.

“The Catholic leadership especially needs to flex their muscle, call their parishioners to action and help to bring about a revolt,” he said. “The passage of C-16 is one of many bad bills that will bring about the fall of our nation.”



QUIZ

True for You but Not for Me

1. A 69-year-old man in the Netherlands petitioned the court to legally change his age to _____ because that's how he felt.
 - a. 29
 - b. 39
 - c. 49
 - d. 59

2. Why is 'true for you but not for me' relativism disconcerting?
 - a. Because it requires the acceptance of obvious contradictions.
 - b. Because it requires denial of reality.
 - c. Because it requires denial of common sense.
 - d. All of the above.

3. At its root, truth is a match-up with reality. A story, statement, or belief is only true if it lines up with what's real.
 - a. True
 - b. False

4. What does the motto of Harvard University, *Veritas*, translate from Latin to English as?
 - a. Knowledge
 - b. Truth
 - c. Wisdom
 - d. None of the above.

5. Truth isn't _____.
 - a. opinion
 - b. preference
 - c. subjective
 - d. All of the above.



QUIZ - ANSWER KEY

True for You but Not for Me

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KEY TERMS:

New Testament
hero

PRAGERU.COM

Discussion & Review

1. Towards the beginning of the video, Mr. Reed contends that, “Nowhere in the New Testament does he [Jesus] advocate for the government to punish the rich or even to use tax money to help the poor. Nor does he promote the ideas of state ownership of businesses or central planning of the economy,” and that, “Jesus advises us to be of ‘generous spirit:’ to show kindness, to assist the widow and the orphan. But he clearly means this to be our responsibility, not the government’s.” Do you agree with the premise that the redistribution of wealth (socialism) is a punishment for wealthy people? Why or why not? Why should the responsibility for helping the less fortunate be the responsibility of individuals and private sector organizations, such as churches and other non-profits, and even private, for-profit companies, rather than the responsibility of the government? Explain.
2. Mr. Reed goes on to share with us that, “In addition to the Parable of the Talents, Jesus offers his Parable of the Workers in the Vineyard. In it, a landowner hires some laborers to pick grapes. Near the end of the day, he realizes he needs more workers to get the job done. To recruit them, he agrees to pay a full day’s wage for just one hour of work. When one of the laborers who had worked an entire day complains, the landowner answers, ‘I am not being unfair to you, friend. Didn’t you agree to work for a denarius? Don’t I have the right to do what I want with my own money?’ That is a testament to the principles of supply and demand, private property, and voluntary contracts, not socialism.” Do you agree that Jesus sharing this parable is solid evidence that he values individual freedom and merit, traits of capitalism, over blanket equality, a primary trait of socialism? Why or why not? Why do you think the laborers who had worked all day felt badly about the deal the landowner made with the extra laborers? Why do you think that socialists so vehemently and exclusively equate total equality with ‘fairness,’ rather than allowing for a broader perspective of what could be equitable, i.e. ‘fair,’ between parties involved- what if the laborers who only worked for an hour did a significantly better job than the laborers who worked all day? Wouldn’t those hour-only laborers have earned the money they contracted for just as much as the laborers who worked all day? What lessons do you think Jesus was teaching through this parable? Explain.
3. Following that last point, Mr. Reed shares with us that, “Jesus never endorsed the forced redistribution of wealth. That idea is rooted in envy, something he, and the Tenth of the Ten Commandments, railed against.” Do you think that the Left’s egregious and extreme obsession with equality is rooted in envy? Why or why not?
4. Further along, Mr. Reed notes that, “Jesus cared about helping the less fortunate. He never would have approved anything that undermines wealth creation. And the only thing that has ever created wealth and lifted masses of people out of poverty is free market capitalism.” Why do you think that capitalism is actually able to create wealth and lift people out of poverty, but countless examples demonstrate that socialism fails in this endeavor every time? Explain.
5. At the end of the video, Mr. Reed concludes that, “[You should] Read the New Testament. The plain meaning of the text is loud and clear. Jesus was not a socialist. He couldn’t be: he loved people, not the state.” Considering the overwhelming lack of evidence, why do you think that anyone would make the claim that Jesus was a socialist? Do you think that people who would make such a claim feel compelled to attempt to bolster the appeal of socialism by having such a remarkable figure as Jesus endorse it because socialism, without (or even

with) such perceived credibility, falls so short on economic merit alone? Why or why not?

Extend the Learning:

Case Study Herts for Refugees

INSTRUCTIONS: Read the article “Legends Salvage \$36,000 Of Abandoned Festival Gear For Refugees,” then answer the questions that follow.

1. What did the volunteers with Herts for Refugees do after the Isle of Wight festival? How many people attended the festival? How much gear did the volunteers collect? What will the organization do with all of the gear that they collected? What would have happened to all of that gear if the volunteers had not collected it? How will the gear help others? How much gear do they expect to collect from the next event?
2. Why do you think that it took enterprising and compassionate people to conceive of this scheme and implement it well, rather than the government? In what ways is what this group is engaging in a form of capitalism rather than a form of socialism? Explain. Do you think that Jesus would approve of this group’s efforts? Why or why not?
3. What are the primary tenets of Mr. Reed’s argument in the video? Do you think that he makes a compelling argument? Why or why not?
4. Why do you think that socialists value rigid equality, everyone should get the same no matter what, over freedom, people should get what they choose to earn? Explain. Instead of claiming that everyone gets to go to heaven, Jesus teaches that only those who choose to believe in him can go to heaven. Do you think that this is the sort of proposition that a socialist would make? Explain.

Legends Salvage \$36,000 Of Abandoned Festival Gear For Refugees



A crew of kind-hearted charity workers has salvaged \$36,000 worth of abandoned camping equipment from the trashed grounds of England's Isle of Wight Festival this week.

Seeing an opportunity to do good for both the environment and their fellow man, Herts for Refugees volunteers spent two days on-site saving tents, sleeping bags and other useful camping equipment from landfill.

And boy was there a lot to pick through! With more than 50,000 punters having attended the festival, the camping grounds were littered with garbage mounds, overflowing bins and deserted tents as far as the eye could see.

In total, Herts for Refugees (and their mates from Refugee Compassion and Paris Refugee Ground Support) managed to collect nearly a tonne of gear, which will be taken to those in need via the charity's van (whose name is Nelson Vandela or Vanny de Vito depending on its mood).



A spokesperson for Herts for Refugees, said: “The phenomenon of people abandoning tents and other camping equipment has been very much in the news lately. By salvaging useable tents and sleeping bags, we can save a substantial amount from going into the ground. The reality is, the gear people abandon at festivals is literally saving lives.”

The charity will be back at it again next week at Glastonbury Festival – an event that sees 200,000 people and 2000 tonnes of potential waste come through its doors every year!





QUIZ

Was Jesus a Socialist?

1. _____ , a capitalist, probably gave away more money than anyone in human history.
 - a. Warren Buffet
 - b. Bill Gates
 - c. John D. Rockefeller
 - d. Mark Zuckerberg

2. What does Jesus do in the New Testament?
 - a. Advocate for the government to punish the rich.
 - b. Say to use tax money to help the poor.
 - c. Promote the idea of state ownership of businesses.
 - d. None of the above.

3. Jesus promoted a model of socialism when he kicked the 'moneychangers' out of the temple.
 - a. True
 - b. False

4. Jesus telling the Parable Of The Workers In The Vineyard is a testament to _____?
 - a. the principle of supply and demand
 - b. the principle of private property
 - c. the principle of voluntary contracts
 - d. All of the above.

5. What is the only thing that has ever created wealth and lifted masses of people out of poverty?
 - a. Free market capitalism
 - b. Redistribution of wealth
 - c. Central economic planning
 - d. Raising taxes on the highest earners



QUIZ - ANSWER KEY

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