

PUSD Text Discussion – Text References in Context with Comment

Note: This analysis supplements the 'PUSD Social Studies Curriculum Text Choice' analysis under separate cover.

Summary of selected High School text lessons:

TCI focuses on training students in:

1. Recognition of Grievances
2. Activism and
3. Supporting 'Progressives'
4. Glorification and encouragement of revolutions.

Omitted is educating students in the value of:

1. Character
2. Integrity
3. Work Ethic
4. Learning from major historical events (to avoid repetition)
5. Generosity
6. Mercy
7. Citizenship
8. Individual Accountability/Responsibility
9. Rights and Benefits of Private Ownership of Personal Property

And, omissions include:

1. Comparative analysis of actual results 'Progressive' approaches and alternatives
2. Positive role and leadership models, except activists

This analysis focus is largely on omissions. Other analyses may focus on material inappropriately included or distorted/misconstrued material.

Note: This analysis has been conducted by an experienced educator and teacher, parent, resident of and taxpayer in the school district, holder of a Master's Degree with additional post graduate education, published author, as well as a former consultant to and partner in a distance learning and education company.

Note: Herein sections of the TCI text have been shown. Within those sections, text has been highlighted, bolded and enlarged to indicate the area of concern within the context of the section or lesson. Then, a section labeled 'note' has been included to provide this writer's comment on the text. These are only a few examples of the scores of significant omissions, misstatements or factual errors in this curriculum.

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Lesson 8 p. 89 – Great Awakening

The Second Great Awakening Inspires Reformers The reform efforts of the early 1800s found **inspiration in a religious revival** known as the **Second Great Awakening**. **Preachers (unnamed)** traveled from town to town, holding revival meetings and encouraging people to embrace the Christian faith. These preachers urged people to turn from the sins of their selfish lives and receive God's love and forgiveness. Revivalists preached an egalitarian message: God's love and redemption were open to everyone. They taught that Christians could transform society by working for justice. This optimism and outpouring of religious fervor helped fuel the reform movements of the early 1800s.

Few reformers **accomplished more** than Dorothea Dix (***Activist – LARGE PICTURE OF DIX IN THE TEXT CLEARLY SHOWING THE PRIMACY OF ACTIVISM OVER 'SOUL WINNING' – SEE BELOW***). Deeply religious, Dix found her calling after visiting a Boston jail. She was shocked to see inmates locked in small, dark, unheated cells. Among the inmates were mentally ill women who had not committed any crime. Dix made a two-year study of other jails and found the same inhumane conditions. Children, debtors, and the mentally ill were all treated like hardened criminals. Her reform efforts brought about substantial change in the penal system and in mental health care across the United States.

Note: Dix is the only ‘reformer’ mentioned by name and picture. The point of the Awakening was a spiritual awakening. From that comes the reforms. So the originators (founders) of the awakening should at least be mentioned. None are.

The spirit of reform and Jacksonian democracy affected education. In the early 1800s, few children had the chance to attend school. Horace Mann, an early American **educator**, believed that free, public education would strengthen democracy and help young people escape poverty. **Mann pushed for a public school system** in Massachusetts, and his idea soon caught on in other states as well. By 1850, many states were promoting public education.

Another **reform effort** fueled by the Second Great Awakening was the temperance movement. Many reformers blamed crime, poverty, and mental illness on alcohol abuse. They called for temperance, or moderation in drinking habits. The American Temperance Union attracted more than a million members within a year of its formation and became a training ground for leaders in other areas of reform.

NOTE: THE CLEAR EMPHASIS IS ON ACTIVISM AS THE ONLY WAY TO ‘ACCOMPLISH’ SOMETHING POSITIVE

**Note: This is a credible source listing the actual founders of the Awakening:
OhioHistoryCentral.org:**

The Second Great Awakening was a U.S. religious revival that began in the late eighteenth century and lasted until the middle of the nineteenth century. While it occurred in all parts of the United States, it was especially strong in the Northeast and the Midwest.

By the late 1700s, many people in the U.S. no longer regularly attended church services. This occurred for several reasons. Some believed that God did not play an important role in everyday life. God was also supposedly unconcerned with a person's church attendance; rather, God would judge the person on how he or she had lived his or her life on Earth. Other people had become too consumed with earning a living to have time to worship God. **As a result of declining religious convictions, many religious faiths sponsored**

religious revivals. These revivals emphasized human beings' dependence upon God.

Most of the religious revivals occurred as camp meetings. Adherents and interested parties would spend several days hearing the word of God from various religious leaders. While these services were often very emotional, they did not become hysterical gatherings as many earlier revivals had become. They also served as social gatherings. Many people in the U.S. living on the frontier did not have regular contact with their neighbors. The revivals allowed these people an opportunity to hear God's word, but they also provided rural families an opportunity to talk and trade with one another.

Perhaps the most influential evangelist of the Second Great

Awakening was Charles Finney. He began to spread his message in western New York during the early 1820s. In 1835, he became a professor of theology at Oberlin College in Ohio. He eventually served as Oberlin College's president.

Numerous religious groups benefited from the Second Great Awakening. Baptists and Methodists found the largest number of converts, swelling their numbers across the United States, including in Ohio. New religious groups also resulted from the revivals. These groups were unsatisfied with the already established faiths and created their own doctrines. Among these groups were the Mormons.

The revivals encouraged people to return to God. Many people in the U.S. were convinced to more actively dedicate their lives to God and to live in a godly manner. As a result, church attendance increased during the first half of the nineteenth century. A desire to reform the U.S. also arose out of the Second Great Awakening. The U.S. temperance and abolitionist movements were both greatly influenced by the revival movement and its messages. Additionally, women's involvement in the revival provided support for the women's rights movement.

Lesson 10 Civil War

Section 1 pp. 106-109

Text: The Emancipation Proclamation Changes Union War Aims Although Lincoln opposed slavery, he initially refused to make abolition a war aim. "My paramount object in this struggle is to save the Union," he wrote, "and is not either to save or destroy slavery." However, as the war dragged on, Lincoln realized that linking the war effort to **emancipation**—freeing people from enslavement—made sense.

Calling for the end of slavery, Lincoln knew, would connect the war to a moral cause in the North. Freeing people from enslavement would also win support in Europe, where opposition to slavery was strong, as well as deprive the South of part of its workforce. In fact, since the beginning of the war, thousands had become fugitives from slavery by running away to the Union lines. **Text: News of these runaways may have**

influenced Lincoln's decision to call for the emancipation of all enslaved people.

Note: This is speculation. Lincoln was anti-slavery for years, was elected on that basis and the South seceded in 1860-61 because they knew Lincoln was anti-slavery. This text speculation diminishes Lincoln's character and longstanding anti-slavery positions.

Note: One small portion of a section is dedicated to the Emancipation Proclamation and two whole sections on the effect of the war on slaves and women, with no comment on the general effect of the war on the soldiers and other citizens of the north or south. One section is devoted to the war, while many sections are devoted to other issues. This minimizes the price the North paid for the abolition of slavery in the U.S.

Note: The 54th Mass. Regiment is highlighted, as were none of the other U.S. regiments (e.g. the 20th Maine regiment which held the line at Gettysburg and helped turn the tide of the war).

By ignoring many other battles (e.g. Shiloh, Fredericksburg, Chattanooga, etc.) the price paid for freeing the slaves is diminished or minimized.

Lesson 17 Progressive Movement

1. The Origins of Progressivism

By 1900, industrialization, urbanization, and immigration were catalyzing sweeping changes in American life. These changes introduced new opportunities but also created new problems, especially in cities. In response to these growing concerns, the progressives took action, **hoping to improve society by promoting social welfare,**

protecting the environment, and making government more efficient and democratic (How is that working out for you?). The progressives were optimistic about the future and held strong beliefs in the nation's founding ideals, which they ultimately wanted to implement.

Note: Other worldviews (capitalism, limited government – see US Constitution, religions, libertarianism, Islam, etc.) are not compared or contrasted (side by side) with Progressivism. Were there no other 'movements' in U.S. history? The Text gives prominent and lengthy discussion space to Progressivism, but no other worldviews/ideologies get any where near this much space. Also, Progressivism outcomes (e.g. years later) are never examined. However, the industrial revolution, capitalism are all held up for historical examination in the years following their initiation.

President Woodrow Wilson described these goals in a speech in 1913: We have been refreshed by a new insight into our own life . . . We have made up our minds to square every process of our national life again with the standards we so proudly set up at the beginning and have always carried at our hearts. Our work is a work of restoration.

—Woodrow Wilson, inaugural address of 1913



Progressives **believed that government should actively address the problems (Not Individual Achievement or Character)** caused by the rapid growth of industry and cities. Women were numerous in the progressive movement, and tended to be white, middle class, and college educated. The women in this photograph were factory inspectors in 1914. The third woman from the left is Florence Kelley, a noted reformer and colleague of Jane Addams.

Progressives See Problems and Seek Solutions Progressives were determined to solve the increasing problems they observed in society. To accomplish this, they petitioned the government, which previously assumed no responsibility in these matters, to address glaring social issues. By blazing this new approach, the progressives became **activists** who sought government intervention in solving society's problems, utilizing political action as a means to achieve reforms.

The majority of progressives lived in urban areas and were largely white, middle class, and college educated. Many progressives were also women. The progressives differed on questions about what issues to reform, how best to reform them, and the extent of reform necessary. They opted to represent many smaller reform movements rather than joining together as a single, unified movement. However, they were united in a commitment to progress and the belief that they could improve society.

The Political and Religious Roots of Progressivism

Note: Progressivism cloaks itself in its religious roots. How do Progressives view Religion today? The text is silent. This perspective is omitted.

The progressives were inspired by two reform movements of the late 1800s. One was the political movement known as populism, while the other was the religious movement called the [Social Gospel](#).



Some progressives volunteered their time to provide services for the poor and to solve problems in impoverished urban neighborhoods. In this photo, two female volunteers distribute loaves of bread to the poor. Progressives worked to improve society by supporting social welfare and other democratic reforms.

Progressivism and populism were similar in many ways, even though their social origins differed. Populism was primarily a rural movement, whereas progressivism was born mainly among the urban middle class. Despite this difference, progressives embraced many populist goals. They wanted to improve conditions for farmers and industrial workers, curb the power of big business, and make government more accessible to average citizens. They

also sought to expand economic opportunity and make American society more democratic.

Many progressives were also inspired by the religious ideals of the Social Gospel movement, which was founded on the idea that social reform and Christianity went hand in hand. Followers of the Social Gospel applied Christian teachings to social and economic problems. For example, they believed that the single-minded pursuit of wealth had led some Americans down the wrong moral path. Walter Rauschenbusch, a Social Gospel minister, described the problem this way:

If a man sacrifices his human dignity and self-respect to increase his income . . . he is . . . denying God. Likewise if he uses up and injures the life of his fellow-men to make money for himself, he . . . denies God. But our industrial order . . . makes property the end, and man the means to produce it.

—Walter Rauschenbusch, *Christianity and the Social Crisis*, 1907

Followers of the Social Gospel believed that society must take responsibility for the less fortunate. Many progressives embraced this ideal and infused their reform efforts with a strong emphasis on Christian morality.

The Progressive Challenge to Social Darwinism Progressives strongly opposed social Darwinism, the social theory based loosely on Charles Darwin's theory of natural selection. As Darwin hypothesized that only the fittest survive in nature, social Darwinists believed that in human society the fittest individuals— and corporations—would thrive, while others would fall behind. They asserted that the concentration of wealth and power in the hands of business owners and monopolies reflected the natural order.

Progressives rejected social Darwinism, arguing that domination by the rich and powerful distorted democracy. They declared that most Americans were harmed when monopolies controlled the economy and corrupted politics. Progressives believed that government should actively defend the political and economic rights of average citizens against the power of big business. They also wanted government to promote social reforms to clean up the cities and help those in need.

Although progressives criticized big business, most were not radicals, and unlike many socialists, they believed in private enterprise. They felt that government should balance the interests of business owners and workers while promoting order and efficiency. They favored helping the needy but also

believed that aid should go to those willing to help themselves. Although some radical reformers worked with the progressives, the progressives generally pursued moderate political goals.

Lesson 17 (Contd.)

The Progressives Respond

Note: ‘The Progressives Respond’, as if there were no other citizens doing anything – e.g. churches. Thus, the student concludes that the Progressives and government are the only

solution to society's problems)

Who were the progressives, and how did they address the problems they saw?



Jane Addams cofounded Chicago's Hull House, a settlement house that provided support for poor urban residents, including many new immigrants. Hull House was the

first of a number of settlement houses founded in American cities during this period. Addams also served as a garbage inspector for the 19th Ward of Chicago, in order to keep neighborhood streets free of garbage.

Garbage was a major issue facing American cities at the start of the 20th century. Because most cities did not have decent garbage collection systems, trash accumulated on the streets. One historian described the garbage problem in the 19th Ward, a poor neighborhood in Chicago:

In some of its alleys putrefying rubbish was piled a story and more high; its rotting wooden streets were clogged with manure, decaying garbage, and the bloated corpses of dogs and horses; and its plank-board sidewalks were lined with large uncovered garbage boxes filled to overflowing because of erratic pickup service by city-licensed scavengers.

—Donald Miller, *City of the Century*, 1996

One of the 19th Ward's residents was Jane Addams, social worker and cofounder of [Hull House](#), the city's first settlement house. Addams was aware of children playing in trash piles, among breeding rats. Garbage heaps, she wrote, "were the first objects that the toddling children learned to climb." She worried that these conditions promoted the spread of disease in Chicago's poor neighborhoods.

Addams decided to take action and badgered Chicago's political leaders about the substantial trash problem. After receiving no response, Addams applied for the position of garbage collector for her ward and was then appointed garbage inspector. In the inspector role, Addams ensured that garbage collectors did their jobs properly.

Addams was one of many social and political reformers of the early 1900s who called themselves [progressives](#) because they were committed to improving conditions in American life. Cleaning up city streets was one such reform that progressives supported.

In this lesson, you will learn who the progressives were and what they believed. You will also read about their efforts to improve urban life, eliminate government corruption, and expand American democracy.



Lesson 34 Totalitarianism and Dictatorships before WWII

1. Dictators and Militarists Rise to Power

By violating the Treaty of Versailles, Hitler boosted his domestic popularity. Germans resented paying the war reparations that the treaty required, and further objected to its war-guilt clause, which blamed their country for World War I. The nationalist sentiment that the treaty aroused allowed Hitler to seize control and transform Germany into a dictatorship. Nationalism also helped strong leaders take power in Italy and Japan. However, dictatorship in the Soviet Union emerged from an alternate source—communism.

Stalin Creates a Totalitarian Dictatorship in the Soviet Union The Russian Revolution overthrew Czar Nicholas II in 1917. Shortly

thereafter, Vladimir Lenin's Communist Party declared itself the country's sole authority. In 1922, the communists formed the Union of Soviet Socialist Republics (USSR), commonly known as the Soviet Union. After Lenin's death in 1924, Joseph Stalin machinated his way to power, and by the early 1930s had established a totalitarian dictatorship. [Totalitarianism](#) is a system in which the government completely controls all aspects of a society, including the economy.

Note: Stalin is labeled (in the title) a Totalitarian Dictator, not a Communist Dictator. Below Mussolini is labeled a Fascist Dictator and Hitler a Nazi. The authors appear to not want to tarnish the name Communism with what Stalin did, however, Stalin and Lenin built their empire on the ideology of communism.

Stalin set two main economic goals for the Soviet Union: to increase agricultural production, and to modernize industry. The two goals were connected in that increased exports of food would produce funds to finance industrialization.

In 1928, Stalin established a Five-Year Plan to achieve these goals. This plan called for seizing private land from farmers and forcing them to relocate onto huge collective farms. Many farmers did not want to resettle on these cooperative, state-owned farms, but those who resisted were killed or forced to do hard labor in prisonlike concentration camps. Millions of others died from famine caused by shifting to collective farming. To make matters worse, Stalin sold food products abroad to make money, rather than divert it to starving farmers. The industrial objectives of Stalin's plan were a resounding success, and modernized factories were churning out machinery, iron and steel, and consumer goods by the early 1930s.

Stalin employed brutal methods to strengthen his control of the Communist Party. In 1934, he began to purge party officials by ordering their arrests, trials, and executions. By 1936, the Soviet secret police were rounding up and killing enormous numbers of party leaders, military officers, industrial managers, and others. This Great Purge, which claimed millions of lives, ensured that remaining officials were loyal to Stalin.

Characteristics of Fascism in Italy Under Mussolini



Benito Mussolini

- Extreme nationalism
- Individual liberties crushed
- State is paramount
- Bring back glory of ancient Rome through military conquest

Mussolini Establishes a Fascist Dictatorship in Italy Italy was plagued with problems after World War I. Inflation and labor strikes damaged the Italian economy, while communists threatened to overtake the democratic government. Italians were also offended by the Versailles Treaty, which did not grant the country its expected allotment of territory. Benito Mussolini, a veteran of the war, took advantage of Italy's tumultuous conditions to emerge as a national figure, eventually forming a dictatorship.

In 1919, Mussolini founded the first fascist political movement. **Fascism** is based on an extreme nationalism in which the state is prioritized over individual liberty. Fascists strongly oppose both communism and democracy. They favor military values, violence, and strong, ruthless leadership. One fascist slogan in Italy called on youth to "believe, obey, fight," while another

claimed, "A minute on the battlefield is worth a lifetime of peace." Fascism often arises during periods of crisis because it promises to revive an earlier era of glory. For Italy, that era was ancient Rome.

Mussolini utilized his extraordinary public speaking skills to promote fascism. Instead of speaking with the calm, soothing voice of Franklin Roosevelt during a fireside chat, Mussolini agitated crowds with emotional outbursts and dramatic gestures. Tough young men wearing black shirts provided security at his rallies. Supporters continued this trend, forming violent Blackshirt squads that broke up political meetings and labor strikes, assaulted socialists and communists, and terrorized local populations.

Fascists dominated several areas of Italy by 1922, and Mussolini soon prepared to seize control of the entire country. In October, he and thousands of Blackshirts threatened to march on Rome. Influential business and army leaders persuaded Italy's king, Emmanuel III, that Mussolini might be capable of solving the nation's ills, so the king asked Mussolini to form a government. As prime minister, Mussolini quickly asserted power, taking the name *Il Duce*, Italian for "the leader." He turned Italy into a fascist dictatorship within a few years, banning labor unions, outlawing opposing political parties, and censoring the press. He also employed spies and secret police to monitor the Italian people.



After Hitler gained control of the German government, he set out to strengthen the Nazi party's influence. His administration issued posters to garner support for Nazism. This particular poster asks students to become Hitler's propagandists.

Mussolini hoped to expand Italy's economy through his industrial development and public works programs, which had moderate success. He also aimed to fashion Italy into a great European power, modeled after the old Roman Empire. Like the ancient Romans, Mussolini sought glory through military conquest.

Hitler Leads the Rise of Nazism in Germany Fascism similarly arose in Germany after World War I. In 1919, a man named Adolf Hitler joined a small political party that later became known as the Nazi Party. Under his leadership, this party would direct a mass political movement based on a form

of fascism called **Nazism**. Nazis believed that Germans and other Nordic peoples—Hitler referred to them as Aryans—were physically and morally superior to other races. Nazis wanted to purify Germany by removing other races, especially Jews.

Hitler detailed the Nazi philosophy in his book *Mein Kampf*, or “My Struggle.” He began writing the book in 1924 from behind prison bars, serving a year for attempting to overthrow the government of the German state of Bavaria. In *Mein Kampf*, Hitler claimed that the superior Aryan race was locked in a struggle with other races. He introduced the idea of *Lebensraum*, or “living space,” declaring that Germany needed land on which Aryan settlers could raise large families. Those families, in turn, would conquer more territory, expanding the German empire. Eventually he hoped, Germany and the Aryan race would rule the world.

Characteristics of Nazism in Germany Under Hitler



Adolf Hitler

- Extreme nationalism and racism
- Territorial expansion to create “living space”
- Civil liberties abolished
- Force used to eliminate opposition

Germany's economic depression enabled Hitler to spread his ideas. The country's parliamentary government could not cope with the crisis, so hungry and unemployed Germans began looking for a leader who would save the nation from ruin. Hitler addressed large crowds at Nazi rallies, blaming Jews for nearly every German problem, from the world war to the depression, and promising to restore Germany's economy and empire. At these Nazi rallies, bodyguards protected him.

Hitler's extreme nationalism appealed to many voters, and in the 1932 elections, the Nazi Party won more seats in the parliament than any other political party in Germany. As a result, Hitler was named chancellor, or prime minister, of Germany. He quickly dissolved the German republic, replacing democracy with a totalitarian government.

The Nazis called their government the Third Reich—the successor to two earlier German empires. They passed new laws targeting Jews, barring them from certain jobs and subjecting them to persecution. They sent Jews and other “undesirables” to concentration camps. Hitler centralized the German government so Nazis were appointed to the highest positions of authority. In 1934, Hitler declared himself president as well as chancellor, giving himself the title *der Führer*, or “the leader.” Hitler now had complete command of Germany and began to amass the country's military into a powerful war machine.

Lesson 38 Origins of the Cold War



In 1945, Churchill, Roosevelt, and Stalin met at Yalta, a resort on the Black Sea. There, they discussed plans for postwar Europe. It would be Roosevelt's last meeting with his World War II allies, as he died shortly thereafter.

1. Forming an Uneasy Peace

During the war, the United States and the USSR formed an alliance based on mutual interest, setting aside their political and cultural differences to focus on their shared goal of defeating Germany. These differences resurfaced, however, once the war ended and the Allies began to plan for the postwar era. **A Wartime Alliance Begins to Erode** Before the end of the war, in February 1945, Franklin Roosevelt, Joseph Stalin, and Winston Churchill met in the Soviet city of Yalta for the [Yalta Conference](#). During these mostly amicable

talks, they agreed to collaborate in shaping postwar Europe, deciding to divide Germany into four occupation zones separately controlled by each Allied country. They also declared their support for self-government and free elections in Eastern Europe. Roosevelt returned from Yalta hopeful that the Allies could maintain friendly relations, but they would soon weaken instead.

After Germany was defeated, the Allied leaders convened again in July, this time in Potsdam, near Berlin. President Harry S. Truman now represented the United States, due to FDR's death three months prior. Churchill, who was later replaced by new British prime minister Clement Attlee, and Stalin also attended. At this [Potsdam Conference](#), the Allied leaders finalized their postwar plans for Germany, including the division of Berlin into occupation zones.

The atmosphere at Potsdam was tense. Truman learned that the United States had tested its first atomic bomb during the conference and hinted to Stalin that the United States possessed a powerful new weapon, although he did not name it. This fueled Stalin's distrust of the United States, on par with Truman's wariness toward Stalin. The Soviet army still occupied much of Eastern Europe, and Truman was suspicious of their intentions. The Soviet leader had pledged to allow free elections in Eastern Europe, but his promise had not yet been fulfilled. In fact, the Soviets helped rig elections in Poland to ensure a communist win.

Truman and Stalin clearly envisioned very different versions of postwar Europe. Security concerns motivated many of Stalin's decisions. Germany had attacked the Soviet Union in both world wars, using Poland as its invasion route, so Stalin wanted to create a buffer zone of friendly communist states to protect the USSR. Believing control of Eastern Europe was critical to his nation's security, Stalin claimed the region as a Soviet sphere of influence. On the other hand, Truman wanted to allow Eastern European nations to determine their own form of government, believing that with free choice, they would select democracy.

The U.S. and the USSR Count Up the Costs of War
The United States and the USSR envisioned Europe's future differently partly

because of their different experiences in World War II. The USSR had sustained enormous casualties—as many as **20 million Soviet citizens died in the war, including least 7 million soldiers.**

Many were killed or died of disease in German labor camps, while others starved when invading Nazi forces stripped the Soviet countryside of crops, farm animals, and equipment, and torched farms and villages. In addition, the Nazis leveled several Soviet cities, including Stalingrad and Kiev. Flying into the USSR in 1945, General Dwight D. Eisenhower observed, “I did not see a house standing between the western borders of the country and . . . Moscow.”



**Availability of Goods
in the USSR, 1941–1945,
as Compared to 1940**

	1941	1942	1943	1944	1945
Clothing	61%	10%	10%	11%	18%
Shoes	65%	8%	7%	10%	15%
Cloth	73%	14%	14%	19%	29%

Source: *Istoriia Velikoi Otechestvennoi Voyny*, Vol. 6, in *The Oxford Companion to World War II*, I. C. B. Dear, ed., Oxford: Oxford University Press, 1995.

Soviet citizens suffered during World War II. Some 20 million died, while the survivors endured hunger, loss of land, and shortages of basic goods. The table above shows the steady decline in availability of household goods as the war progressed. For example, the Soviet Union produced only 10 percent as much clothing in 1942 than it had in 1940.

In contrast, the United States suffered comparatively less from the war. **Approximately 290,000 U.S. soldiers died**, but civilian casualties were limited to those killed or wounded in the Pearl Harbor attack. Other than Pearl Harbor, no fighting took place on U.S. soil, no American cities were bombed, and none of the country’s farms or factories were destroyed. In fact, the U.S. economy boomed during the war. By 1945, the United States was producing over half of the world’s total industrial output. The United States had spent at least \$320 billion to finance the war, but most Americans felt the money was well spent. President Truman called it “an investment in world freedom and world peace.”

Note: This is an old Soviet talking point. ‘The west (especially the US) did not suffer as much as the Soviets.’ This is true, but why? Stalin killed all his top generals in the purge of 1937-8 plus about 14 million civilians (including potential soldiers) in various purges of the 1930s. This drastically weakened the Red Army. So, when Hitler invaded in 1941, Stalin’s army (and many civilians) were almost wiped out in western Russia. The Soviet purges of the 1930s were not the fault of the US or Western Powers, in fact were largely hidden from the public in the west.

Note: Russia (and the text) conveniently leaves out that Britain held out alone while Russia and Hitler had a non-aggression pact 1939 (right before Hitler invaded Poland)-1941. So, Britain was bled almost to death while Stalin tried to build back his army.

Note: The Cold war was started because Stalin behaved like an aggressor (not removing his occupation troops from Eastern Europe and not holding free elections), while the US and allies withdrew occupation forces after WWII and encouraged free elections in Western Europe.

Like the rest of Europe, the Soviet Union wanted aid to help rebuild after the war and asked the United States for a loan. Truman, angered by Stalin’s broken promises and disregard of the Yalta agreements, regarded the Soviets with a “get tough” attitude. Shortly after Germany fell, Truman terminated lend-lease shipments to the Soviet Union, even ordering American ships already traveling to the Soviet Union to return home. Stalin declared Truman’s action “brutal.”

Differing Ideologies Shape the U.S. and the USSR The differences between the United States and the Soviet Union stemmed from more than

wartime experiences. Their dispute also represented stark differences in ideology, or the set of beliefs that form the basis of a political and economic system.

The U.S. system centered on democratic government and capitalist economics. In a capitalist system, individuals and private businesses make most economic decisions—business owners decide what to produce, and consumers choose what to buy. Most property, factories, and equipment are privately owned. The United States hoped that capitalist democracy would spread throughout Europe after the war.

Meanwhile, the USSR hoped European countries would favor its communist system. **Communists regard**

capitalism as an unjust system that creates great social inequalities, denying the [proletariat](#), or working class, a fair share of society's wealth.

Communism is structured by single-party political control and government economic control. The state owns and operates most businesses, determining what goods will be produced. This system is also referred to as a command, or centrally planned, economy. In this system, small farms are often joined together to form collectives, owned jointly by its farmers and the state. This economic arrangement is known as [collectivism](#).

NOTE: Communists can disparage the United States in the text, but not vice versa. Of course, the students will view the U.S. negatively, but not communism and collectivism based on this part of the text.

Lesson 39 Korea - Chinese Enter War

Alarmed by the approach of UN forces, China sent tens of thousands of soldiers streaming over the border into North Korea. A combined army of

more than 400,000 Chinese and North Korean troops forced the UN forces back to the 38th parallel. General MacArthur then called for an expansion of the conflict. He wanted to blockade China's ports and bomb major Chinese industrial centers.

NOTE: Recent archival review of cable communications proves that Stalin, Mao and Kim Il Sung (N. Korea) were in communication since late 1949 about how to invade and overtake S. Korea (in 1950). They coordinated militarily, with supplies, timing of attacks, etc. To say that China was 'alarmed' about UN forces and imply that this is why he invaded is misleading at best.

Lesson 56 Cold War Winds Down

Despite these efforts, the probability of thawing U.S.-Soviet relations seemed slim during Reagan's first term. When Gorbachev assumed power, however, the prospects for ending the Cold War began to improve. Gorbachev believed that a continuing arms race would jeopardize his economic reform efforts. The Soviet economy had already been weakened further by a lengthy war in Afghanistan, where Soviet forces were fighting a rebellion against the country's Soviet-backed government. **Gorbachev also feared that the development of SDI and other U.S. weapons systems would increase the Soviet Union's vulnerability.** As a result, he was prepared to negotiate new arms control agreements with the United States.

Note: Gorbachev knew he did not have the financial resources to keep up this next step of the arms race. This is why he came to the table to negotiate.

Surprising both his supporters and his critics, Reagan agreed to meet with Gorbachev in Geneva, Switzerland, in 1985—the first of four summit meetings between the two leaders. In Geneva, the two leaders made little progress on arms control, but developed mutual admiration. Reagan later described

Gorbachev as having “warmth in his face and his style, not the coldness bordering on hatred I’d seen in most senior Soviet officials.”

In 1986, the two leaders met in Reykjavik, Iceland, to discuss removing missiles from Europe and reducing nuclear stockpiles. **The talks stalled when Gorbachev insisted that Reagan cancel the SDI program, a demand that Reagan refused outright.**

Note: Reagan walked out – the Progressives predicted WW3 – but, Gorbachev knew Reagan was serious and Russia could not spend enough to keep up. Gorbachev (with the unrest in the Eastern Block and the financial pressure of SDI) knew he could not keep the Soviet Empire together. This is why the Soviet Union collapsed. This is not mentioned.

Negotiations resumed the following year, when Gorbachev agreed to discuss missile reductions without ending SDI. At a Washington summit in December 1987, the two leaders signed the [Intermediate-Range Nuclear Forces Treaty](#), more commonly referred to as the [INF Treaty](#). Through this treaty, both men agreed to remove and destroy all European missiles within a range of 300 and 3,400 miles, thus becoming the first arms treaty to require both sides to destroy missiles. The treaty also allowed the superpowers to inspect each other’s missile bases in order to verify that the weapons had been removed and destroyed.

The fourth and final summit occurred in Moscow five months later, by which time the two leaders had become friends. In his farewell address in 1989, Reagan told Americans that the United States had “forged a satisfying new closeness with the Soviet Union.” This was a far cry from the anti-Soviet views Reagan voiced just a few years before.

Note: Reagan was never given credit for taking down the Soviet Union in the text. See Lesson 56 continued below.

Lesson 56 (Contd.) Soviet Union Falls

5. The Soviet Union Falls While Communism Struggles On

In August 1991, crowds in Moscow's Lubyanka Square cheered as an enormous bronze statue of Felix Dzerzhinsky, founder of the Soviet Union's hated secret police, the KGB, toppled to the ground. Millions of startled Soviet citizens watched on television as protestors used giant cranes to pull the statue down. This incident became a symbol of the Soviet Union's collapse.

The Breakup of the Soviet Bloc The Soviet economy was in tatters by the late 1980s, casting the future of Soviet communism into doubt. As Glasnost's newfound openness increased Soviet citizens' awareness of the success of freemarket economies and the failure of central planning, many demanded greater freedom and independence.

In 1989, Mikhail Gorbachev announced that the Soviet Union would no longer interfere in other communist countries' internal affairs. "Any nation," he said, "has the right to decide its fate by itself." Without the threat of Soviet invasion, communism collapsed across Eastern Europe.

Most communist governments fell peacefully, when leaders either resigned or agreed to reforms. One exception was Romania, where an angry mob drove dictator Nicolae Ceausescu and his wife from power. In East Germany, desperate communist officials attempted to retain power by opening the Berlin Wall and promising other reforms, but East German citizens protested for democratic rule. Free elections followed, and in October 1990, East and West Germany were reunited.



In August 1991, Boris Yeltsin called for resistance against the communist hardliners leading a coup against Gorbachev. Here, Yeltsin (holding paper) rallies a crowd in front of the Russian Parliament building against the coup. When the coup attempt failed a few days later, Yeltsin emerged as the most powerful political figure in the country, and led Russia's transition from communism to a free-market system.

The Soviet Union weakened as power shifted from its central government to its constituent republics. In July 1991, Eastern European leaders disbanded the Warsaw Pact. These signs of Soviet collapse angered communist hardliners, who attempted to overthrow Gorbachev by taking him prisoner in August 1991. The coup failed after just four days, shifting the political outlook toward democratic rule and introducing a new leader, Boris Yeltsin.

Yeltsin, the president of the Russian republic, defied coup leaders and instead called for Gorbachev's return to power. Standing on top of army tanks in front of the Russian parliament building in Moscow, he rallied the Soviet people against the coup. Yeltsin continued to gain influence and power over the following months as the Soviet Union dissolved.



In June 1989, Chinese authorities suppressed pro-democracy protests in Beijing's Tiananmen Square. One protester risked his life by standing in front of army tanks as they rolled through the city. His action was a symbolic gesture of defiance against China's communist state.

By the fall of 1991, the Baltic republics of Latvia, Estonia, and Lithuania achieved independence, followed by Ukraine and the other Soviet republics. All 15 Soviet republics became separate [nation-states](#), or independent countries populated mainly by citizens who share a common culture, history, and language. Most of the former Soviet bloc republics shifted from their Soviet past toward the West. In December, Gorbachev resigned as the Soviet leader and formally declared the dissolution of the Soviet Union. Finally, the Cold War was officially over.

Note: The text says, essentially, it was internal, Reagan had nothing to do with it.

Communism Survives in Other Countries As communism disappeared in Eastern Europe, the communist governments of Cuba, Vietnam, North Korea, and China retained power. But with the fall of the

Soviet Union, most communist countries lost a key ally. Because Cuba had relied on the Soviet Union for trade and economic aid for decades, the USSR's dissolution jeopardized Cuba's economy. Nevertheless, Cuba's communist government remained in power.

Note: 'Communism Survives' sounds like they are celebrating the fact that communism still exists.

In the late 1980s, Vietnam's communist government began to enact reforms, allowing some private businesses to operate, and also sought foreign investment to boost the country's economy. By the 1990s, Vietnam's **mixed economy**— combining elements of free enterprise and central planning—was growing rapidly, providing more opportunities for the Vietnamese people. The country's relations with the United States and other Western nations also improved.

Unlike Vietnam, communist North Korea remained isolated. After the fall of the Soviet bloc, during which North Korea lost a major source of economic support, the country turned increasingly to China as an ally and enforced a closed, rigidly controlled communist society.

The political changes that rocked Eastern Europe and the Soviet Union also affected China. The Chinese were already pursuing economic reforms— by the mid-1980s, the country was moving toward a market-oriented economy with a robust private sector. However, the fall of Soviet communism prompted many Chinese to call for greater political freedom in addition to economic reform. In May 1989, thousands of students participated in pro-democracy protests in Beijing's Tiananmen Square. After several weeks of demonstrations, Chinese leaders sent government troops and tanks into the square to crush the protest on June 3 and 4. The protesters were dispersed, and an unknown number were killed in the process. By repressing the protest, the Chinese government signaled that it was not willing to accept political change.

Lesson 59 Debating America's Ideals

Lesson 59 Debating America's Founding Ideals (Summary)

Conversations about America's founding ideals sometimes result in calls for political action. When legal decisions are made about these complex debates, the outcomes can ripple through American society for many years into the future.

Equality Due to *Obergefell v. Hodges*, same-sex married couples now enjoy the same legal status as married couples who are opposite sexes. In the workplace, men and women continue to strive to achieve equality in areas like salaries and parental leave.

Opportunity Diversity in the workplace and education remains a major issue, not only for companies and schools but also legally *Fisher v. University of Texas* upheld that affirmative action policies could continue to be used in higher education.

Liberty *Bell v. Itawamba County School Board* illustrates that much uncertainty still exists in the area of student rights. Everyone in the United States has the right to express beliefs or protest in groups as long as there are no threats or violence.

Rights *District of Columbia v. Heller* was one of the few cases that the Supreme Court heard related to Second Amendment rights and gun control. Eminent domain can significantly impact an owner's property rights. Privacy is not a right that is explicitly guaranteed in the Constitution.

Democracy *Gill v. Whitford and Husted v. A. Philip Randolph Institute* may affect how states are allowed to manage and oversee voting in the future. Some Americans have called for nationalized voting so that the process becomes standardized. Others disagree with nationalization due to concerns about the privacy and security of voter information.

-NOTE: Call for action – This text trains activists not productive citizens.

Check For Understanding

This is your practice space. Your work will not be graded or shared.

Drag each term to its correct definition.

Vocabulary Term

eminent domain

marriage equality

counterprotest

1. legal recognition that gives all same-sex couples who are otherwise eligible to marry the same benefits, protections, and status as opposite-sex couples
2. the act of protesting in opposition to an existing protest
3. authority that allows the government to take control of private property for public use, but the government is required to give the property owner just compensation for the property

Note: 'Marriage equality'????????

Lesson 1 – Government

Note: This entire section and the next are essentially a primer to train activists. Where is the individual citizen's role discussed? (e.g. Integrity, Leadership, Self-Control, Self Reliance, Individual Responsibility etc.)

Lesson 2.2 Forms of Government

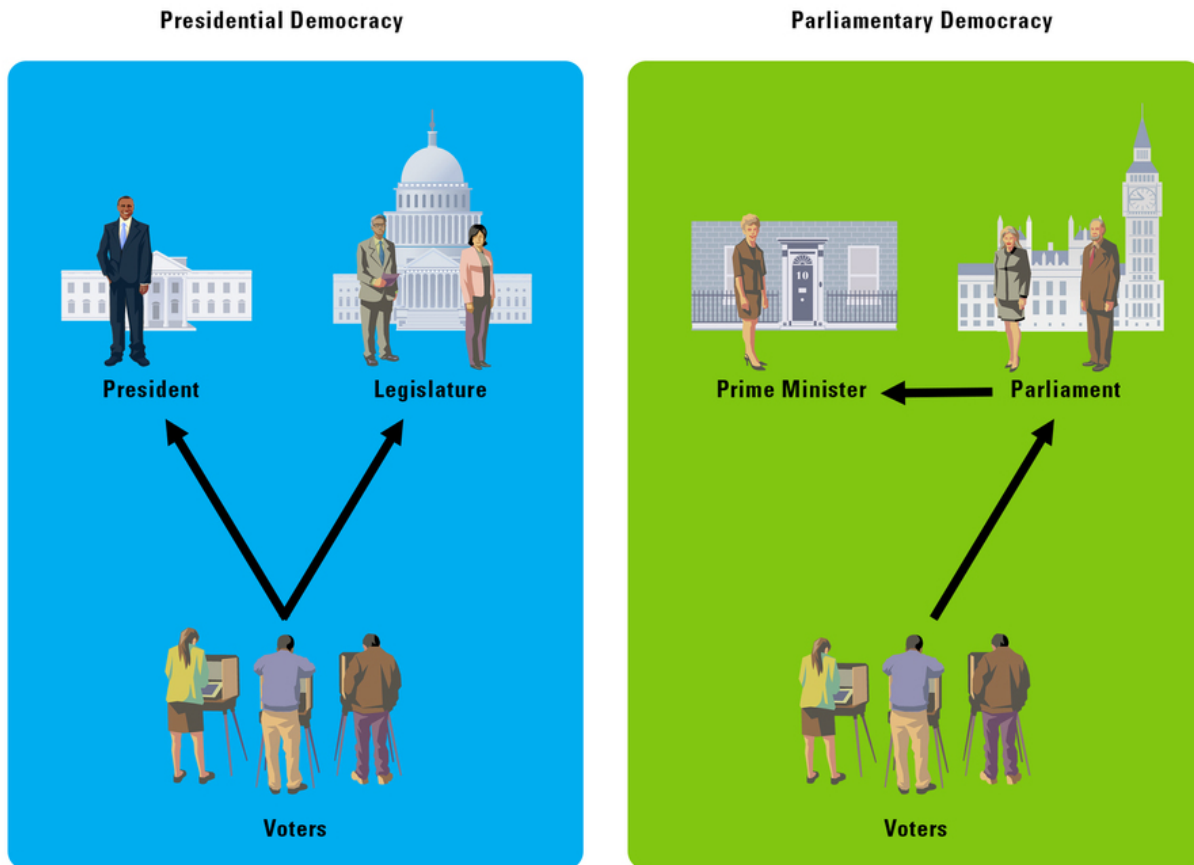
Presidential Democracy:

Note: The US is a Constitutional Republic.

Text Continues: Rule by Representatives of the People The United States, Indonesia, and most countries in Latin America are [presidential democracies](#). Voters in these countries choose a president to lead the government as the head of the executive branch. They also elect lawmakers to represent them in a national legislature. Both the president and the legislators serve fixed terms of office.

This system has some advantages over a parliamentary democracy. Because presidents are directly elected by the people, they may be more responsive to the public than to their party. They may also enjoy more legitimacy and public support than does a prime minister chosen by a parliament. The presidential system also separates executive and legislative powers, which allows each branch to watch over the other to prevent abuses of power. Also, with fixed terms, a presidential system may be more stable than one in which the prime minister can be dismissed at any time.

This system does have several disadvantages when compared with a parliamentary one. First, it is almost impossible to remove presidents from power before their terms end, no matter how unpopular they might be. Also, when presidents are not from the political party that controls the legislature, the result can be gridlock—a situation in which little or no progress is made on pressing issues. Finally, in some countries, presidents have used their power to establish authoritarian regimes.



3. Politics and Political Activity

The idea that governments should provide public goods is not new. In the early American republic, federal and state governments supported the building of ports, roads, and canals to facilitate travel and commerce. These projects did not come together overnight. The idea for the Erie Canal, for example, was first proposed in 1724, when New York was still a colony. The first bill supporting the building of the canal reached the state legislature in 1787 but failed to win passage. Construction finally began in 1817, but only after

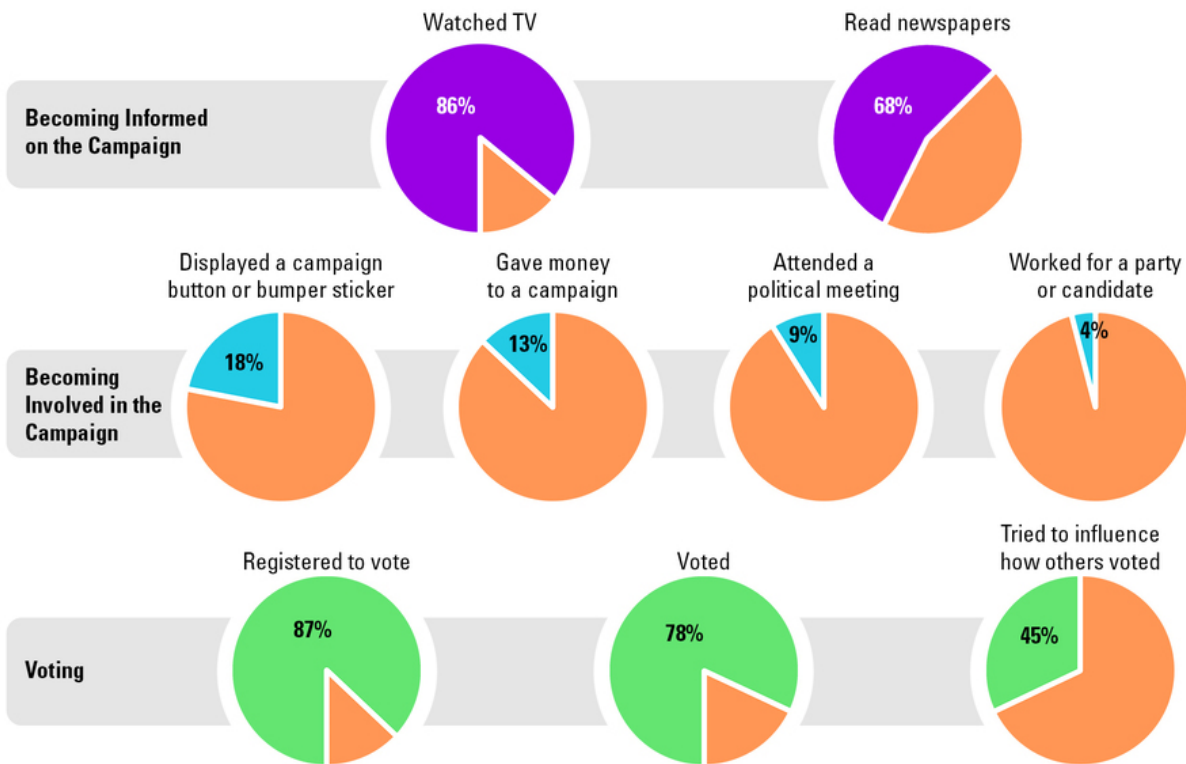
extensive debate, planning, report writing, compromising, and arm-twisting—in short, **politics**.

The political process that results in projects such as the Erie Canal is extremely complex. Yet political scientist Harold Lasswell was able to boil it down to just a few words. He famously described politics as the process of determining “who gets what, when, how.” People who participate in that process engage in many forms of political activity. But all political activity has a few common characteristics.

Political Activity Has a Purpose Political activity can range from looking at a political cartoon to running for public office. Some political actions take little effort. Others require a significant amount of time, money, effort, and even courage. No matter how simple or difficult, political activity is purposeful.

Consider this situation. A city council is contemplating a proposal to build a new skateboard park in the community. Most residents care about children and want them to have recreational opportunities. For that reason alone, they at least follow the issue in the local newspaper. They might also discuss it with friends or coworkers.

Political Activity in the 2008 Presidential Election



In the United States, the people govern by participating in elections and politics. These graphs show information taken in a poll about how American adults participated in political activities during the presidential election year of 2008. Can you see yourself doing all of these things or just a few?

Some citizens, however, are motivated to look more deeply into the proposal. One group, concerned that construction and insurance costs might cause their taxes to go up, speaks out against the proposal at city council meetings. Another group, believing that the skateboard park will make the town more attractive for young families, speaks up in support.



In order for laws to be made, politicians must work collectively to decide on what is best for them and the people they represent.

Prompted by their enthusiasm for the park proposal, a group of skaters and their parents become more actively involved. Some seek appointment to a study group that is reviewing the proposal. One parent even decides to run for a seat on the city council in the next election. For these citizens, the possible benefits of becoming politically active outweigh the costs in time, effort, and resources.

As this example suggests, political activity is intentional, not random. That is, people think through what they are trying to achieve and weigh the costs and benefits of the actions needed to achieve their goals.

Political Activity Involves Collective Action Individuals can achieve many of their goals by acting on their own. But political activity is collective—it involves working with others to achieve shared goals.

Activity:

Test Your Civic Engagement

How can you figure out your level of civic engagement? CIRCLE, the Center for Information and Research on Civic learning, has developed a tool to assess civic engagement. This tool can be used to show changes in behaviors and attitudes over time, revealing levels of civil engagement.

Since 2002, CIRCLE's Civic Engagement Quiz has asked students about their involvement in nineteen specific civic actions, including volunteering, voting, and signing petitions. Using results from the survey, you can investigate where you fit in CIRCLE's four typologies of civic engagement: Disengaged, Civic Specialist, Electoral Specialist, and Dual Activist. Then, compare your results to national survey results of civic engagement.

Complete this quiz at the beginning and the end of the year as a pre- and post-test in order to gauge how your levels of civic engagement have changed.



Roger Sherman, a delegate from Connecticut, proposed the Great Compromise during the Constitutional Convention in 1787. Here, Sherman is presenting the first draft of the Constitution with a group of men that includes Thomas Jefferson and Benjamin Franklin.

Lesson 1- Government

The Nature of Power, Politics, and Government

4. Political Games People Play

(NOTE: This is Activism 101. Much of this is derived from Saul Alinsky's book 'Rules for Radicals.'

The models are Cezar Chavez and Machiavelli. Is this the desired model for students at PUSD?)

Politics is serious business. Decisions made by governments can have a profound impact on people's health, wealth, and happiness. Yet, politics is also a form of competition. Politicians and citizens who engage in political activity are all players in the "game of politics." Each of these political "games" has its own specific strategies and goals.

4. Political Games People Play

Politics is serious business. Decisions made by governments can have a profound impact on people's health, wealth, and happiness. Yet, politics is also a form of competition. Politicians and citizens who engage in political activity are all players in the "game of politics." Each of these political "games" has its own specific strategies and goals.

Horse Trading: Winning by Giving to Get

(Note: The objective is winning (obtaining political power), not doing what is best for the country, your family, yourself, etc.)

Horse trading is a classic American business. In the old days, traders brought their horses to a local market where interested buyers would examine them to determine their value. Horse traders were shrewd bargainers.

Hearing the low bid, the trader might walk away in disgust only to suddenly turn on

his heel and make a counteroffer—one much higher than the horse was worth. The buyer and seller would go back and forth until they reached a price they both agreed on.

Today, horse trading is another name for the kind of hard bargaining that goes on in politics. The key players are often politicians who want something that they cannot get without help from their political opponents. Often this “something” is a proposed law.

The objective of the horse-trading game is to achieve a “win-win situation,” in which both players walk away satisfied. The basic strategy involves giving up something one’s opponent wants in exchange for something of equal—or greater—value.

The famous Great Compromise, which established the legislative branch of the United States, was the result of horse trading during the Constitutional Convention. After much debate, both the small and large states agreed on a bicameral legislature. The House of Representatives pleased the large states with representation based on population, while the Senate pleased small states with equal representation. This win-win compromise helped the Convention come to an agreement and continue creating a new government.

The horse-trading game is familiar to many children and parents. A teenager, for example, might negotiate to stay out an hour beyond normal curfew in exchange for a pledge to help clean out the garage the next day. In this game, each side has given up something to get something else it wants.

Walkout: Winning by Refusing to Play The walkout game is similar to horse trading in some ways. But instead of giving something to the opposition, players take something away—usually themselves. They walk out of the game and refuse to return until the opposition agrees to give them something they want.

The classic example of this strategy occurs in a basketball or football game when the owner of the ball gets upset, perhaps about a disputed rule or a foul. When this player becomes upset, they seize the ball and threaten to go home, effectively putting the game on hold. This puts pressure on the other players to give in. They know that without the ball, the game cannot continue.



César Chávez's United Farm Workers strike against California grape growers quickly gained support from organized labor, religious groups, minorities, and students across the country.

Chávez died in 1993, but his influence persists. In 1994, **President Bill Clinton presented Chávez's widow with the Presidential Medal of Freedom, the nation's highest civilian award.** Chávez, the president said, "faced formidable, often violent opposition with dignity and nonviolence. And he was victorious. César Chávez left our world better than he found it, and his legacy inspires us still."

On a larger scale, the walkout game is commonly played by labor unions to back up demands for better pay and working conditions. If employers refuse the demands of labor unions, union workers may choose to strike, or walk off their jobs. Without these workers, businesses find it difficult to function. This puts pressure on employers to come to terms with the unions.

César Chávez successfully used walkout tactics in his struggle to improve the lives of California farm-workers. In 1962, Chávez, along with Dolores Huerta, founded the

National Farm Workers Association, which later became the United Farm Workers. The organization's goal was to convince California growers to treat their workers fairly, with dignity and respect. This meant paying farmworkers a decent wage and providing them with better working conditions.

When growers refused to bargain with the new union, Chávez organized a strike of California grape pickers. In addition to the strike, he encouraged all Americans to boycott table grapes as a show of support. The strike and boycott lasted five years and brought national attention to the struggle of farmworkers. It also led to the first major labor victory for farmworkers in the United States.

Power Struggle: Winning by Being Smarter and Stronger than the Opposition

Note: All about Power – Then What??? Who gets the power? What about a limited federal

government and the Constitution?

Politics often involves power struggles between people with very different goals. When engaged in such a struggle, clever politicians try to win by outfoxing or overpowering their opponents.

The strategies needed to win the power struggle game were first described by a 16th-century political philosopher named Niccolò Machiavelli. Machiavelli was born in Florence, Italy, and rose to a high position in the city's government. In this role, he faced the question of how wealthy Florence could best defend itself against enemy attacks.

After leaving government, Machiavelli studied this question more deeply. He examined the behavior of leaders, good and bad and how they were viewed throughout history. From this, he developed ideas about how best to win the power struggle game.



Niccolò Machiavelli's *The Prince* was an early how-to book for rulers engaged in power struggles with other states. While he is often credited with the phrase "the ends justify the means," many students of his work do not believe he was literally advocating an "anything goes as long as it is for a good purpose" philosophy. The end he had in mind was "maintaining the

state.” A prince who did this, he wrote, “will always be judged honourable and praised by every one.”

In his most famous book, *The **Prince, Machiavelli*** described strategies that a prince, or ruler, could use to acquire power, create a strong state, and keep it safe from attack. He urged rulers to take a hard look at the world as it is, not as it ought to be. Italy at that time was plagued by political corruption, mercenary armies, and backstabbing politicians. Given this reality, a prince could not afford to look to Christian morality as his guide to action. As Machiavelli put it,

How we live is so far removed from how we ought to live, that he who abandons what is done for what ought to be done, will rather bring about his own ruin than his preservation.

—Niccolò Machiavelli, *The Prince*, 1532

To play the power struggle game, Machiavelli wrote, a ruler needed to be as smart as a fox and as strong as a lion. He explained in *The Prince* that *The lion cannot defend himself against snares and the fox cannot defend himself against wolves. Therefore, it is necessary to be a fox to discover the snares and a lion to terrify the wolves.*

As a player in this game, a prince had to be prepared to do whatever was necessary for the survival of his state. “In the actions of men, and especially of Princes,” Machiavelli wrote, “the end justifies the means.” He wrote that a prince must not hesitate to “destroy those who can and will injure him” and instill fear in others, even if this costs him the love of the people. “If we must choose between them,” he advised, “it is far safer to be feared than loved.”

So great was Machiavelli’s influence on the study of politics that *The Prince* is still widely read today. Moreover, we often describe politicians who use cunning tricks and amoral tactics in the power struggle game as [Machiavellian](#).

President John F. Kennedy played the power struggle game with the Soviet Union during the Cuban missile crisis. The president viewed Soviet construction of missile bases in Cuba as a threat to the security of the United States. To end that threat, he employed both force and cunning.



Here, President John F. Kennedy signs the declaration of a blockade of Cuba. At times during this crisis, Kennedy behaved like a lion as he readied the military to attack Cuba. At other times, he behaved like a fox as he looked for ways to end the crisis peacefully.

On October 22, 1962, Kennedy ordered a naval quarantine, or blockade, of Cuba. The U.S. Navy prepared to forcibly board Soviet ships heading to Cuba and search them for missiles. The president also made plans to invade the island, if necessary, to remove the missiles.

Meanwhile, the president began negotiating with the Soviet Union. After several tense days, the Soviets agreed to remove the missiles on two conditions. First, the United States would promise not to invade Cuba. Second, it would remove its missiles from Turkey, a U.S. ally bordering the Soviet Union. Kennedy agreed publicly to the first condition and secretly to the second, thereby ending the crisis. By keeping the second condition secret, however, the president left the impression that he had forced the Soviets to back down simply by threatening war.



In a demolition derby, drivers crash into each other until there is only one car left.

Demolition Derby: Winning by Wiping Out the Opposition While the goal of the power struggle game

is survival in a sea of enemies, the aim of demolition derby is the complete destruction of one's opponents. The game takes its name from car-crashing contests in which drivers use their vehicles as weapons to demolish the other cars. The winner is the last car running at the end of the contest. In the political version of this game, players try to eliminate all real and perceived enemies.

Note: So, the goal is power. What is this teaching the students? Get what you want by political activism, not by hard work and individual achievement.

The key players in demolition derby are those who command the means of force. They include military leaders, dictators, and monarchs. Players use a variety of strategies, ranging from fear and intimidation to murder and massacres, to wipe out the opposition.

The demolition derby game often ends in a bloodbath. This was the case in the century-long struggle for control of the Mediterranean region between ancient Rome and the North African city-state of Carthage. By the end of the first two Punic Wars, Rome had stripped Carthage of much of its military power. Even still, Roman politicians continued to argue that “Carthage must be destroyed.”

Rome finally destroyed Carthage during the Third Punic War. Its army totally demolished Carthage, burning the city to the ground. The 50,000 Carthaginians who survived this destruction were sold into slavery. According to legend, the Romans then plowed salt into the ground surrounding Carthage so that nothing would ever grow there again.

The Romans were ultimately victorious in this form of power struggle against the Carthaginians. However, the city of Rome would fall about 500 years later to Germanic forces, bringing an end to its once powerful empire.

Today, nation-states that are ruled by a single political party often use demolition derby style politics to stay in control. Members of opposition parties within the country may be threatened or killed if they try to take power from the ruling party.



Inspired by Mohandas Gandhi, Martin Luther King Jr. brought the philosophy and tactics of the civil disobedience game to the U.S. civil rights movement. Civil rights demonstrators held marches without parade permits, sat at lunch counters reserved for “whites only,” and refused to sit at the back of the bus. This photograph shows how civil rights activists communicated their powerful messages through organized, peaceful protest.

Civil Disobedience: Winning by Refusing to Comply

At the opposite end of the spectrum from demolition derby players are those who forsake violence for the moral high road. The key players in the political game of [civil disobedience](#) are people whose goal is to bring attention to some law or policy that they disagree with in hopes of ending it. Their strategy involves disobeying what they consider to be unjust. Sometimes, they also shame the opposition over its beliefs or actions to bring about change.

The word [civil](#) in this game’s name means having to do with citizens. As the name suggests, the players in this game are usually ordinary citizens who are protesting an injustice. In this game, the protest typically involves citizens directly and peacefully confronting authorities. By remaining nonviolent, the protesters hope to contrast their behavior with the unjust laws and actions of the government.

One of the most revered players of this game was Mohandas Gandhi, one leader of the struggle to free India from British colonial rule after World War I. Gandhi organized massive civil disobedience campaigns to protest the injustices of colonialism. His followers refused to work for the government, pulled their children out of government schools, and blocked city streets so that nothing could move.

Gandhi was arrested many times and spent a total of seven years in prison. He used each imprisonment to remind the world that taking action against an unjust government was the highest duty of a citizen. In 1947, he finally won his great struggle when Britain granted India its independence.

Often, attention from the media plays a role in civil disobedience. In the 1980s, during a rapid increase in AIDS diagnoses, activists pushed for the government to act quickly to address the illness. AIDS activists drew media attention when they protested outside the FDA and blocked employees from entering the building. Within the next year, government agencies began talking to and including AIDS activists as they worked to address the AIDS epidemic.

The political game of civil disobedience is difficult to play. As Gandhi's story shows, it takes courage, patience, and strength of character. But when played well, it can produce amazing results.



Over 1 million people took part in the March for Our Lives, a demonstration against gun violence led and organized in March 2018 by high school students from Parkland, Florida.

When politicians and citizens engage in political activity, they must choose which political game will provide them with the best result for the given circumstances. Consider a situation where your local community instituted a rule that sets an 8 p.m. curfew for teenagers. What would you do?

You could choose a horse-trading approach by negotiating with the local government. In searching for a win-win, you may choose to negotiate for an 11 P.M. curfew, but in return, teenagers will volunteer their time in the community once a week. In this scenario, both the community and the teenagers gain something valuable.

You may also wish to take a civil disobedience approach toward the situation. In this approach, you could organize sit-ins at the local town hall or protest the unfair treatment on the streets. This will bring attention to the issue, and the government may choose to reverse the decision. You could also choose not to spend any of your money at local stores or stage a walkout during class as a form of protest. This walkout approach could also bring attention to the issue.

Regardless of the approach chosen, the end goal of the political games is to engender a result that is ultimately beneficial to you. By engaging in a local debate like this, you have participated in politics.

Lesson 1 - The Nature of Power, Politics, and Government

Section:

Section 4 - Political Games People Play (p. 12 - 17)

[Previous Section](#) [Section 3 - Politics and Political Activity](#)

[Next Section](#) [Summary](#)

Complete the table. In the first column, enter the names of the five political games discussed in Section 4. Describe each game in the second column, mentioning at least two important details. Finally, list and briefly explain one historical example of each game.

Five Political Games		
Game	Description	Example

California grape pickers. In addition to the strike, he encouraged all Americans to boycott table grapes as a show of support. The strike and boycott lasted five years and brought national attention to the struggle of farmworkers. It also led to the first major labor victory for farmworkers in the United States.

Economics

Lesson 14 Monetary and Fiscal Policy

On the other side of the debate were advocates of a theory called [supply-side economics](#). Supply-siders hold that the best way to deal with an economic slowdown is to stimulate overall supply. This can be done by cutting taxes on businesses and high-income taxpayers. As businesses and investors use their tax savings to expand production, the supply of goods and services will increase, spurring economic growth.

Inspired by supply-side theories, President Ronald Reagan pushed for major tax cuts in 1981. In response, Congress lowered the corporate income tax rate at the highest bracket from 48 percent to 34 percent. Congress also slashed the top marginal income tax rate from 70 percent to 28 percent over the next seven years.

The Laffer Curve ▼

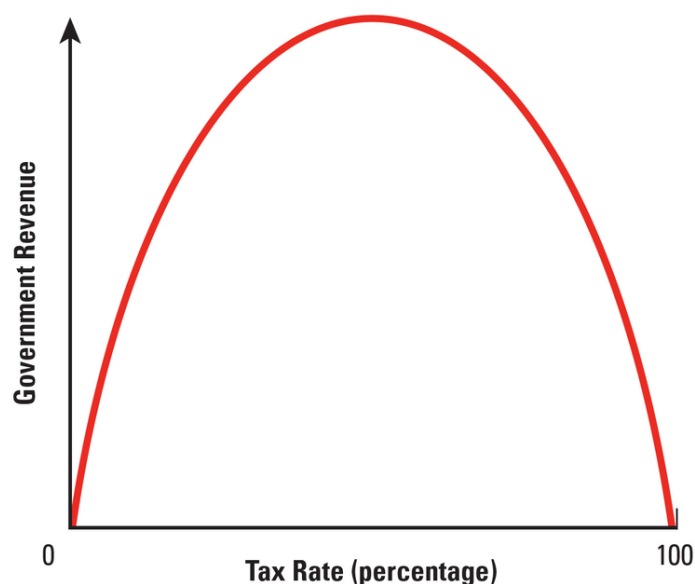


Figure 14.2A

The Laffer curve illustrates a theoretical relationship between marginal income tax rates and tax revenues collected by the government. As tax rates rise from a low of 0 percent, government revenues rise as well. However, at some point, revenues start to fall as tax rates discourage people from working harder to earn more income. The curve does not tell us, however, just where that turning point is.

Critics of the Reagan tax cuts argued that the cuts would starve the government of needed revenue. In response, supply-siders claimed that the

tax cuts would actually increase, not reduce, tax revenues. They supported their claim with a U-shaped graph, known as the [Laffer curve](#). Popularized by economist Arthur Laffer, the graph shows a theoretical relationship between tax rates and tax revenues. As shown in Figure 14.2A, the Laffer curve suggests that increasing taxes beyond a certain point may lower revenue. Likewise, cutting taxes at that point may increase revenues.

The results of the Reagan tax cuts were mixed. Over the next few years, the economy grew, just as supply-siders had predicted. Tax revenues also increased, although less rapidly than people had hoped. **As a result, budget deficits grew and the federal debt ballooned, just as supply-side critics had feared.** Today, economists generally accept that both demand-side and supply-side approaches should be considered when developing fiscal policy.

Note: This discussion disparages tax cuts ('STARVE' the government) and calls the result 'mixed' from Reagan's tax cuts. How can they be 'mixed' if he won reelection in a landslide with 49 states voting him back in office?