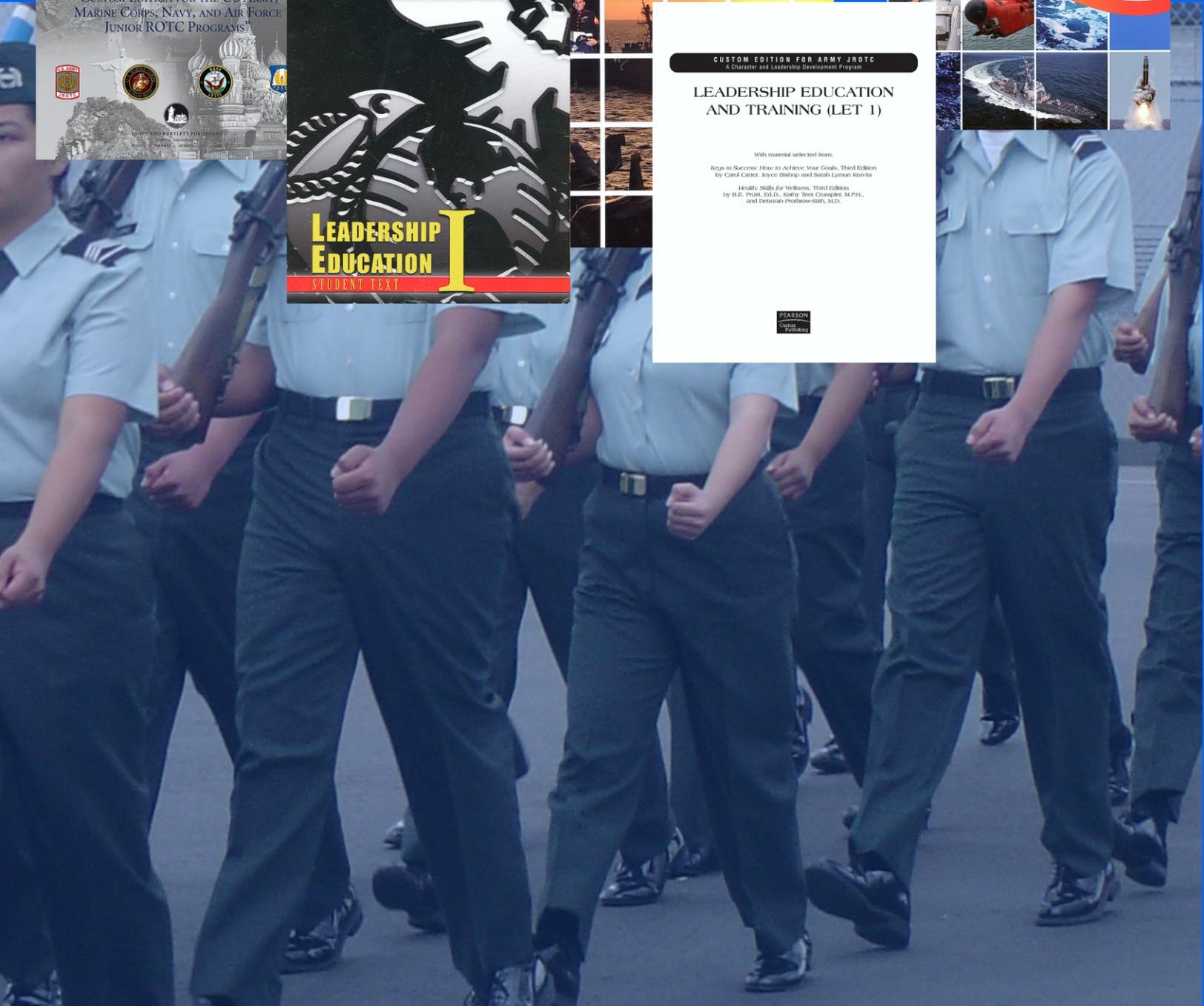
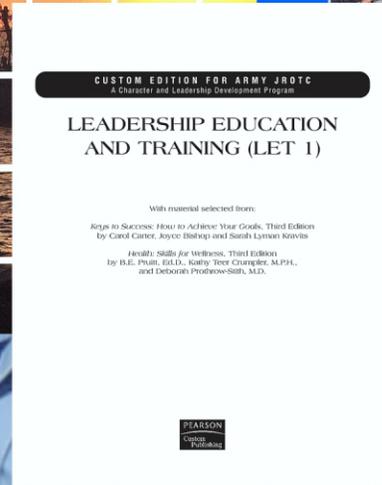
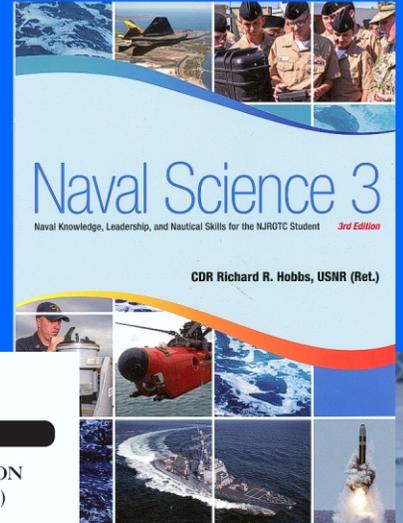
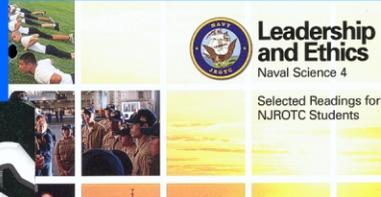
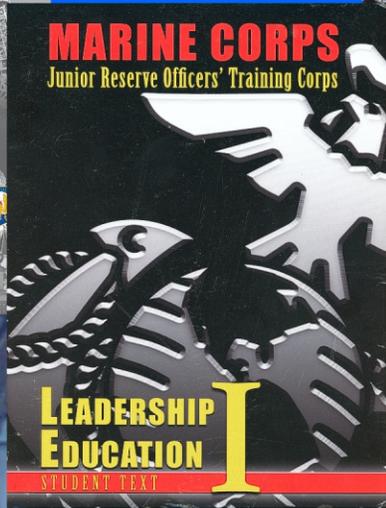
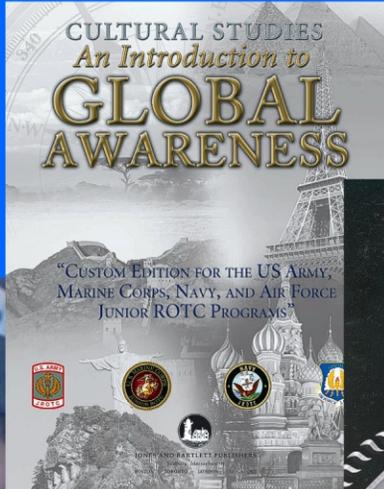


# 2020 JROTC TEXTBOOK REVIEW REPORT



## 2020 JROTC TEXTBOOK REVIEW SUMMARY

July 6, 2021

### Background

In the late 1990s, an initiative was launched to review the lessons contained in core textbooks used by the U.S. military in its high school Junior Reserve Officers' Training Corps (JROTC) program. The review was sponsored by the non-profit Project on Youth and Non-Military Opportunities (Project YANO).

Each branch of the military supplies its own JROTC curriculum materials, which are branded to reflect the characteristics of the different branches. Some of the content discovered by Project YANO in its review proved to be so controversial and embarrassing that the Army ordered JROTC instructors to physically remove an entire chapter from one of its textbooks (Army books at that time consisted of loose pages in three-ring binders).

Currently, JROTC is taught to over 550,000 students at approximately 3,400 high schools around the country ("Geographic and Demographic Representativeness of Junior Reserve Officer Training Corps," Rand Corporation, 2017). During the last few years, the military and its supporters have been promoting the idea of a substantial increase in the number of high schools with JROTC (up to 6,000 in one proposal). A frequent reason cited for this increase is an anticipated future shortfall in military enlistment rates—a puzzling argument, considering the fact that advocates of JROTC consistently assert that it is not a military recruiting program.

In the context of this possible expansion of the program, Project YANO decided it was time to take another look at textbooks that are currently being used in JROTC classes. To accomplish this, a team of 15 volunteer reviewers were recruited, all with backgrounds in either classroom teaching or education activism, or special knowledge of subjects that JROTC claims to address in its curriculum (examples are U.S. and world history, geography, civil rights, violence prevention, sexual assault, leadership methods, etc.). The team included current and retired high school teachers, a documentary film producer, military veterans, and several educators with PhD credentials.

The bulk of this report consists of a compilation of selected excerpts from Army, Navy and Marine Corps JROTC textbooks, along with reviewer comments. Eleven textbooks were reviewed, three of which were being used by the Army in digital format for remote instruction during the pandemic-affected 2020-2021 school year.

### Key Observations by Reviewers

The following summarizes some of the concerns commonly expressed by readers of the books. Citations in parentheses refer to some, but not necessarily all, of the locations in the textbooks that illustrate points in this summary. More can be found in the master compilation of excerpts contained in this report.

- When addressing world history, the textbooks frequently use language that whitewashes the imperialism practiced historically by the U.S. and European countries. Examples are sanitized descriptions of the use of armed force to maintain control over economic markets in Asia and Latin America, and as well as the use of force in the westward expansion of the U.S. (*NS2*, p. 27).
- Ethnocentrism is often present in descriptions of other cultures. Some content pertaining to Native Americans (*LET3*, pg. 281), Asian (*NS4*, pg. 46) and Latin American (*Global Awareness*, p. 483) countries reinforces prejudicial stereotypes, and anti-Muslim propaganda is evident in some parts (*NS3*, pg. 95).
- The textbooks fail to acknowledge that members of the military are often sent to fight non-defensive wars of choice, frequently for the sole purpose of advancing U.S. economic and political power (*Global Awareness*, p. 162). With this failure, the textbooks are reinforcing a false assumption that joining the military equals

defending the Constitution and protecting the U.S. from foreign attackers—claims that are prominent in the messaging of military recruitment propaganda (*LET4*, p. 10).

- Text that serves the purpose of military recruiting is present throughout the books, in contradiction to JROTC supporters' claim that recruitment is not the purpose of the program (*LET3*, p. 194).
- There is no effort to discuss, or even acknowledge, the moral, political and religious concerns that many have about participation in war, nor is conscientious objection mentioned as one of the grounds for military discharge. Students should know that failure to consider this PRIOR to enlistment can lead to serious psychological injury if they become conflicted over what they are ordered to do.
- Some lessons contain what amounts to out-of-date Cold War propaganda themes (*LET3*, pg. 285; *Global Awareness*, pg. 460).
- Military leadership is taught, not civilian, and because there is no text that explicitly compares and contrasts the two models, students are left believing they are the same. This has the effect of conditioning students to see leadership, and the world in general, through a militarized lens (*LET3*, p. 5, p. 30, p. 63; *LET4*, p. 30).
- Some important topics are raised but not sufficiently delved into. For example, hate speech is condemned, but students are not given concrete examples of what that is (*LET3*, p. 23). And sexual assault is mentioned, but in one case it's not made clear that a victim's reporting of an incident is not what makes the school environment seem unsafe, it is the perpetrator of the assault (*LET1*, p. 114)!
- Antiquated gender stereotypes are reinforced in some sections (*LET3*, pg. 249; *NS1*, pg. 80).
- One book argues against carrying guns because they increase the chances a person will be seriously harmed, yet it's not mentioned that JROTC helps normalize the use of guns by training cadets to drill with simulated rifles (*LET3*, page 147). Furthermore, according to the Civilian Marksmanship Program, a majority of JROTC units sponsor marksmanship training, with cadets learning to fire high-powered lead pellet guns at shooting ranges that are often located inside schools.
- Historical facts are misrepresented when it comes to the founding of the U.S. and its denial of equal rights to large portions of the population (e.g., women, Native Americans, slaves, non-landowning citizens) (*Citizenship in American History*, p. 9). Similarly, the books ignore the many U.S. failures to uphold human rights internationally (*LET3*, pg. 305).

#### Comparing JROTC Textbooks with Standard School Textbooks

It has been observed that some of the inaccuracies and misrepresentations found in JROTC textbooks can also be found in civilian textbooks that are commonly used in schools. We don't dispute this point, but there are some critical differences to consider when comparing the lessons taught in JROTC classes versus classes in regular core subjects like history, social studies and civics:

- Unlike standard civilian-taught high school subjects, JROTC attempts to condition students to see military values and codes of behavior as a model for civilian society.
- In regular high school classes, students are not taught to see and treat each other hierarchically; whereas, JROTC students are explicitly trained to see and treat others as unequal, based on the military ranks they are assigned.
- The content of JROTC textbooks is dictated by the military and rarely subjected to the kind of scrutiny applied to civilian textbooks. Teachers of civilian classes may have to follow a curriculum plan adopted by their state and/or local school district, but they still have some freedom to select texts and include contrasting supplemental material.

- JROTC textbooks fail when it comes to teaching real critical thinking skills, something that is much more likely to happen in a civilian-taught class. The contrast was made especially clear when one of our reviewers, a recently retired social studies teacher, compared the contents of a standard civics textbook with content that JROTC had borrowed from it and modified. Questions that had been posed in the original to encourage critical thinking by students were turned into declarative statements by JROTC.
- Students in civilian classes are graded based on how well they demonstrate, through assignments and tests, that they have learned the lessons of the course. Cadets in JROTC are also graded by how well they demonstrate they have learned their lessons, but unlike in other classes, they must show how well they have learned to march with dummy rifles, salute, properly wear a military uniform, give and obey orders, recruit others to the program, etc. Essentially, they must show how well they have internalized military, rather than civilian, modes of behavior.
- In general, standard high school classes are not purposed with recruiting for the military; whereas, JROTC, despite denying it, is the military's most effective in-school recruiting program. If all of the recruitment propaganda contained in the textbooks is not sufficiently convincing of this point, consider this 2019 comment by Mark Esper, then-Secretary of the Army: "I also agree that JROTC is a great citizenship program, and it tends to push—encourage kids to join the military at higher rates than anywhere else" (DoD Appropriations hearing in Congress, 2/13/2019). Similar statements have been made in congressional hearings by others.

### Which JROTC materials were included?

The reviewed books include eight core textbooks (Army LET 1, 3, 4; Naval Science 1, 2, 3, 4; Marine Corps LE1) and three supplemental books (Citizenship in American History and Government; Geography, Map Skills and Environmental Awareness; An Introduction to Global Awareness). Due to an insufficient number of volunteers, four additional core textbooks that were obtained could not be reviewed in time for this report (Army LET 2 and Marine Corps LE 2, LE3 and LE4). None of the Air Force's textbooks were acquired.

We know of at least two different versions of the *Army Leadership Education and Training (LET)* textbooks that were in circulation during the 2020-2021 school year. We reviewed only the digital versions that were being used for remote instruction.

### Notes on the formatting of excerpts and reviewer comments:

1. Quotes drawn directly from JROTC textbooks are in *italics*.
2. The few words in brackets are not quotes and were inserted by the project editor to provide missing context.
3. Comments from reviewers are in **bold** and follow each set of quotes. The initials refer to the names of reviewers who are listed at the beginning of each textbook section. In most cases, more than one person reviewed and commented on a textbook.
4. Excerpts and comments are grouped according to the military branch sponsoring the JROTC program.
5. Because of the 771-page length of the *Global Awareness* textbook, readers were assigned individual chapters to review. Five of the six chapters in the textbook were assigned.

***This project was made possible by many volunteer hours donated by the textbook reviewers and members of Project YANO's board of trustees, as well as a grant from the A.J. Muste Memorial Institute (<https://ajmuste.org>).***

**For more information:**

**[textbookreview@projectyano.org](mailto:textbookreview@projectyano.org), [www.projectyano.org](http://www.projectyano.org), [www.facebook.com/projectyano](https://www.facebook.com/projectyano)**

## TEXTBOOK EXCERPTS AND REVIEWER COMMENTS

## Army JROTC 1

**Title: Leadership Education and Training 1**

Pearson Custom Publishing, 2005

Comments by Libby Frank, Patti Cates, Paula Hoffman-Villanueva and Rick Jahnkow

Page 4:

*Key Note Terms: JROTC (Junior Reserve Officers' Training Corps) – a program that teaches high school students the values of good citizenship while giving them an introduction to the U.S. Army.*

**The Key Note term definition of JROTC contradicts the claim that the program is not a recruiting tool: “a program . . . giving them an introduction to the U.S. Army” is recruiting. PH**

*Your participation as a student or cadet in this program shows your willingness to make the most of your high school education.*

- 1. There is a false assumption here that students join JROTC willingly. In fact, reports from school districts around the country—including, for example, San Diego, Chicago and Los Angeles—indicate that schools often place students in the class involuntarily, and when they seek to transfer out, they may be told that they cannot do so.**
- 2. The statement is purely an opinion, but presented as fact. LF, RJ**

*Some employers spend millions of dollars training their employees to excel in many of these same skills and attitudes. By taking the JROTC course, you have an advantage over thousands of other young people who are seeking their place in the world.*

**This claim of an advantage is hyperbole. It might be true if NONE of the lesson topics in JROTC were taught more thoroughly in regular high school courses and programs, but they are. LF, RJ**

Page 5:

*This unit helps develop new skills you can use in school and throughout your life. It engages you in*

*the practice of basic citizenship customs and traditions, and in the exploration of opportunities for non-military and military national service.*

**“It engages you in . . . the exploration of . . . military national service.” Again, this contradicts the claim that JROTC is not a recruiting tool. PH**

Page 6:

*The JROTC program is one of the Army's contributions to assisting America's youth to become better citizens.*

**As is implicit in the program's name, the Army uses the Jr. Reserve Officers' Training Corps to instill military values and modes of behavior in high school students. In the U.S., civilian control over the military is regarded as paramount, but that goal is undermined by allowing the Army to give military training to hundreds of thousands of civilian teenagers. LF, RJ**

Page 7:

*By enrolling in Army JROTC and joining the ranks of millions of other cadets who know the meaning of success, you have taken the first step toward a promising future.*

**These are self-promoting statements that cannot be proven. And they ignore, for example, the harm that might be experienced by cadets who, because of JROTC's encouragement, join the military. LF**

Page 9:

*In 1819, Captain Alden Partridge, a former Superintendent of the United States Military Academy at West Point, founded the American Literary, Scientific, and Military Academy in Norwich, Vermont. This academy is now known as Norwich University. Military studies were a major part of the academy's course work. Captain Partridge felt that if his cadets were not prepared to defend their country's rights, their education was incomplete. . . . Captain Partridge's Academy was so successful that the idea of combining military studies with regular classes spread to other schools in the United States.*

**Captain Alden Partridge was court-martialed in 1818 for insubordination. There is no mention of this in the text. LF**

Page 19:

*The principal duties of the company commander are to: . . . (f) Execute the orders of the battalion commander as if they were your orders, even though you may personally disagree with them.*

**This requirement of blind obedience undermines the critical thinking skills that are an important goal of civilian education. LF**

Page 25:

*3. Platoon Leaders (Cadet 2nd Lieutenant)  
 . . . (f) Enforce orders from superiors whether you agree with them or not; however, if you think an order is wrong, discuss it with the chain of command or the instructors, as necessary. Develop a spirit of teamwork so as to instill respect, obedience, and cooperation in the unit.*

**Here they seem to give leeway if a cadet thinks the order is wrong, but “obedience” is still what is stressed. It has often been reported that shaming, bullying, retribution and punishment occur when authority is questioned in JROTC. LF**

Pages 86-87:

*Skills And Knowledge You Will Gain Along The Way  
 . . . • Relate your values to the seven Army Values*

**In this section, the textbook is implying to students that they should measure their personal civilian values according to how close they conform to the Army’s values. Conflating the two is a way to militarize these students. PC, RJ**

*There are seven individual values that all leaders and followers possess: loyalty, duty, respect, selfless service, honor, integrity, and personal courage. . . . When used correctly, these values are the basis for building trust in relationships. They should be at the core of your character. The more you develop these values in yourself, the more successful you will be in life.*

**The values listed are the same as those previously referred to in the book as “the seven Army values,” but they are not explicitly labeled as such in the above paragraph. This statement,**

**therefore, is surreptitiously teaching students to believe that Army values are what they must possess in order to be a leader and successful in life, a controversial opinion that is not supported with any evidence. Again, JROTC is seeking to militarize civilian students. PC, RJ**

Page 88:

*Often, society or these organizations expect individuals to exceed their duty, especially in ethical matters. For example, the Army’s highest award, the Medal of Honor, imparts the notion of an individual acting “above and beyond the call of duty.”*

**Giving only a military example here reinforces the idea that the military is the proper model for civilian society. RJ**

Page 89:

*Honor represents the set of all values (courage, duty, integrity, loyalty, respect, and selfless service) that make up the public code for the Army JROTC, or for any organization.*

**The set of values for civilian organizations may differ significantly from those listed here for the Army JROTC. For example, a non-military organization may list honesty, responsibility, transparency, confidentiality, and equity among its set of values. By failing to make this distinction clear, the textbook further teaches students to believe that the military should be their model for behavior. PC, RJ**

Page 92:

*When dealing with others, every situation has two sides; listen to both.*

**Limiting the description of situations as only having two sides encourages only binary thinking and does not represent a clear assessment of reality in situations involving other people. PC**

*Character can be strong or weak. People with strong character recognize what they want and have the drive, energy, self-discipline, willpower, and courage to get it; people with weak character do not know what is needed and they lack purpose, willpower, self-discipline, and courage.*

**This statement does not reflect the reality of character as seen along a continuum—from**

weak to strong (or vice versa)—such that there are differing degrees of strength and weakness. The description in the text sets up a limited, binary view that does not do justice to the complexity of human behavior as far as character is concerned. With such a limited viewpoint, young people whose judgmental faculties are still developing may conclude that if they are not strong, then they must be weak, or they may perceive others this way. This is not a helpful viewpoint for the purpose of developing better citizens. PC

Page 97:

*Lesson Review*

1. List the seven values that all leaders and followers possess. . . . 4. Define the term “tunnel vision.”

To be clear and accurate, “the seven values” are actually only the ones that the Army prioritizes. It is not accurate to state that “all leaders and followers” (i.e., everyone in the world) possess the same ones as the Army. Ironically, “tunnel vision” aptly describes the binary thinking that is taught by JROTC in its leadership lessons. PC, RJ

Page 113:

*What You Will Learn to Do . . .*

- Take action to prevent and/or stop sexual harassment and assault

The lesson doesn’t adequately address what specific actions should be taken. RJ

*Skills and Knowledge You Will Gain Along the Way . . .*

- Assess the role of individual point of view in determining what sexual harassment is

This skill should be removed since it is not explained in this lesson, and it is an ill-advised perspective to include since it can be interpreted to mean questioning and potentially further traumatizing the victim, rather than supporting the victim. PC

Page 114:

Peer sexual harassment is a problem for both girls and boys, and the effects from this experience can

affect student’s lives negatively well past their high school days.

The text fails to make it clear that “the effects from this experience” is in regard to the person who has been sexually harassed in some way, and should not be interpreted as relating to the perpetrator. Too often in the past, schools and institutions have prioritized a perpetrator’s school career or future over the person who was subjected to ill behavior on the part of a perpetrator.

Sexual harassment or assault may not only be by peers, it may also be committed by superiors. Due to the problematic nature of sexual harassment and assaults in the military, as well as in society, it is highly important to give Army JROTC cadets clarity on the terms, descriptions and everyone’s responsibility. PC

*Many students have reported sexual harassment as the norm in their school. Aside from inappropriate language, rumors, and inappropriate touching, sexual assaults and rapes have also been reported on some school campuses and in school buildings. When this happens, everyone is a victim. Students begin to see school as an intimidating, hostile, and unsafe place. They feel vulnerable and may even alter their own behaviors in attempt to decrease that sense of vulnerability.*

It needs to be made extremely clear that it is not the reporting of sexual assaults or rapes that makes the environment unsafe, it is the actions of those who commit sexual assault. It should be emphasized that it is the responsibility of all in the learning environment to create a welcoming and safe place.

There needs to be an unequivocal message that although sexual harassment may be the norm at a school, it is unacceptable. Make it clear that everyone should take responsibility to prevent or call out sexual harassment in order to help create the respectful environment required to provide an appropriate learning environment. PC

Page 116:

*Your sexuality is a private matter for you to express when, where, and to whom you choose.*

After “to whom you choose,” it should say “with that person’s consent” to be clear and accurate

about what constitutes perpetrating sexual harassment or assault. PC

*This section describes the different types of sexual abuse and presents strategies for coping and prevention.*

There's a section on "How to Cope." There is NO section on preventing this unwanted behavior. There should be clear statements about actively discouraging perpetrators from acting out, not merely telling potential victims how to change their behavior to stay safe. And others should be encouraged to report if they are witness to something along the lines of sexual harassment or assault. PC

Page 118:

*Sexual harassment is never appropriate in any setting, whether it's at school or in another setting.*

JROTC jumps at any opportunity to highlight the perceived benefits to joining the military, but when it educates students about sexual harassment/assault, it focuses only on the problem among students, primarily in the school environment. It fails to inform students, especially females, that they could face a high likelihood of sexual harassment and assault if they join the military. LF, RJ

Page 121:

*From the "shot heard around the world" on 19 April 1775, until Valley Forge in 1778, revolutionary forces were little more than a group of civilians fighting Indian-style against well-trained, highly disciplined British forces.*

What is meant by "Indian-style"? Choose another term to be clearer in the description and to avoid any kind of potentially derogatory meaning or interpretation toward any group or people. PC

Page 168:

*Note . . . For more information about the two hemispheres and how they work together, refer to the next lesson, "Left Brain/Right Brain."*

The "Left Brain/Right Brain" lesson is not included in this textbook. The sequence of lessons in this chapter goes from Lesson 1 to Lesson 3,

so lesson 2 "Left Brain/Right Brain" is missing. PC

In a much earlier version of LET1, there was a controversial lesson that characterized left/right brain usage in terms of a person's race/ethnicity. It is possible that it was initially included in this book but then entirely deleted. RJ

Page 242:

*Risk Factors For Violence*

*Poverty, exposure to media violence or to family violence, the availability of weapons, drug abuse, and membership in gangs are all important risk factors for violence. . . As you read about these risk factors, think about the ways each one might increase the likelihood of violence.*

Not mentioned is when the use of weapons is normalized by JROTC marksmanship training at school. Also, other professions should be added to the list of risk factors for violence: police officer, military, professions that involve exposure to stress and violence, professions that can lead to PTSD. LF

Page 245:

*Compared to other nations, the USA is a violent place. In 1995, the number of Americans that died from firearm wounds was 35,927. That's 2,306 MORE than were killed in the Korean War. In 1996, the murder count for handguns was 106 in Canada, 30 in Great Britain, 15 in Japan, 2 in New Zealand, and 9,390 in the United States*

The data noted in this section is over 25 years old. More current data is needed to give a more accurate picture of where things stand relative to the students' lives. One possible source with data from 2018: <https://health.ucdavis.edu/what-you-can-do/facts.html>. PC

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## ARMY JROTC 3

[Note: AJROTC2 text was not reviewed]

Title: *Leadership Education and Training 3*  
Pearson Custom Publishing, 2005

Comments by Lauren Reyna, Sylvia McGauley, Rick Jahnkow and Paula Hoffman-Villanueva

Page 5:

*Chapter 1: Foundations of Army JROTC and Getting Involved*

*Lesson 9: Basic Command and Staff Principles*

The title of this section is “Citizenship in Action,” implying that the lessons that follow are a guide to good citizenship. However, even though the general practice of voting within an organization to democratically make decisions is briefly mentioned, the overarching model of leadership that is being taught in this book is a military model, **which does not rest on the principle of democratic decision making**. The book never addresses the fact that military and civilian leadership models are very different and often in conflict with each other. Therefore, JROTC students are being misled into believing that the two are the same, and thus, their view of “citizenship” is being militarized. RJ

*Command responsibility is a moral and legal accountability. Commanders alone are responsible for all that their unit does or fails to do. Through a chain of command, commanders hold each subordinate commander and staff officer responsible for all that their unit or section does or fails to do.*

**This fails to lay out what type of moral responsibilities are at hand. There should be examples of moral responsibilities—e.g., reporting harassment or unfair treatment of others within the battalion. LR**

Page 6:

*Command and Staff Actions*

- *Be immediately responsive to the needs of the command*

**What are the needs of the command? Do these needs include promoting moral and ethical responsibilities towards each other and others? There is no encouragement of critical thought or introspection towards actions. LR**

*When commanders have chosen a course of*

*action, it is the duty of the staffs to prepare and issue the necessary orders and to supervise their execution. Staff officers should always issue orders for, or in the name of, their commander; however, responsibility for those orders still remains with the commander.*

**This demonstrates that it is not a collaborative team effort when it comes to decision making. The consequences of courses of actions can be serious but staff have no role other than carrying them out. LR**

Page 7:

*Activities conducted by the unit. The unit's mission(s) and its activities go hand-in-hand. For example, all of the duties and responsibilities that make up the unit's activities — especially those required to accomplish the unit's mission(s) — are fundamental to the organization and functioning of a staff.*

**The unit's mission is the motivation for all action, but there is NO explanation for what necessitates a particular mission. There is no explanation for the rationale of inciting an action/mission. What motivates missions? Is there transparency of motivation for human members of the machine that carry out these missions? LR**

- *Laws and regulations. Army regulations, the Uniform Code of Military Justice, and other directives require special relationships between certain staff officers and the commander.*

**All of these regulations, the motivations for commander's interests in missions, and even military justice, are hinged upon a system of strict hierarchy. This system encourages its members to not question orders. In order to be successful, "staff must work together" and work at all costs to "actively pursue every scrap of information that will help the commander operate." Essentially, staff do all the groundwork for missions and cannot question their rationale or legitimacy within this system if it would hurt the efficiency of the machine. LR**

Page 13:

*The basic requirement for approval of an action is a majority vote. All members in good standing (not under a disciplinary suspension) have the right to vote.*

**Cadets are made to wear military uniforms and learn to salute, march and think like soldiers. Then they are told that decisions are to be made by a majority vote, which is not at all how military organizations operate. In the cadets' minds, it blurs critical boundaries between the military and civilian society. SM, RJ**

Page 18:

*Captain Kirk, Lieutenant Uhura, Lieutenant Sulu, Ensign Chekhov, Mr. Spock, Worf, Data, and Geordi La Forge—what a cast of characters! The crew members were international, interplanetary, half-human and half-vulcan, and humanoid and blind with a visor for seeing. Yes, Star Trek and Star Trek: The Next Generation raised some issues about diversity.*

**Socially-constructed race relations on planet Earth are not analogous to Star Trek. Posing this analogy makes a mockery of human history: specifically, the dehumanization, exploitation, and oppression that characterize the apparatus of 'diversity' in our country and planet. LR**

*On July 26, 1948, President Harry S. Truman signed Executive Order 9981. This order called for the integration of the armed forces and an end to discrimination against soldiers because of race, color, or creed.*

**No detail is given about the experience of people of color in the military during the over 170 years of U.S. military history before 1948, or during the time afterward when various levels of discrimination continued. LR, RJ**

*The Army, similar to society at large, began to address the questions and challenges of the race issue seriously in the 1960s.*

**The “questions” and “challenges” of the race issue need to be further delved into with a comprehensive look into the history of people on this land. In this book there is no historical dive into understanding how these problems have arisen in the first place. LR**

*Today, every Army element is expected to have an active race relations and equal opportunity program. Laws and regulations provide guidelines to ensure the execution of these programs.*

**What has been the result of these actions? No mention is made of the continuing existence of**

**racism and lack of equal opportunity in the U.S. military. RJ**

*The leader's challenge is to direct members of these diverse groups in a way that will cause them to work together as a team. It is not an easy task, but is one that can be accomplished through informed, fair, and impartial leadership and educational awareness.*

**Working “together as a team” in JROTC language means following orders in a system wherein there is no encouragement to deviate from actions dictated for the mission. There is no promotion of speaking out critically about anything, even as it relates to racial discrimination and harassment. LR**

*Values and attitudes are important to the daily functioning of our lives. They help to form the basis of how you see yourself and those around you as individuals, how you see others, and how you interpret the world in general. As a leader, you will often be involved with individuals who have different values and attitudes from your own — you have probably already experienced many of these differences. Some may have been due to religious or cultural backgrounds; others may have stemmed from racial or ethnic backgrounds.*

**What culturally responsive training is provided to give these leaders the tools to act as counselors for their staff? What community is built to make staff feel they can come to their leaders for sensitive issues when there is already no mention of what to do when there is a moral objection to actions? LR**

*In your role as a leader, you will also be a counselor and a helper. To communicate well with others, it is necessary for you to understand the dynamics involved with the value and attitude differences that occur within each human being and that can come between people.*

**This is a monumental task that requires training, strong identity work, and monumental historical/social knowledge. This is not a position that any person is apt to take on just because they are a commander or leader. LR**

Pages 19:

*Attitudes can have positive or negative implications. Although they can help make sense out of life experiences, individuals cannot change them easily.*

Furthermore, you may not always be aware of the extensive influences that your attitudes have on other people, jobs, and situations, or how they can affect a person's learning, personality, prejudices, and productivity.

**Development of right “attitudes” seems to replace the need for discussing privilege, oppression, marginalization. LR**

*Self-concept is the picture you have of yourself as seen through your own thoughts, development, perceptions, and feelings . . . [long explanation given here].*

**This is an extremely solipsistic way to determine your “self-image/self-concept.” This explanation leaves out completely one's place in society currently and historically, and one's own identity characteristics in relation to the whole (unit community, U.S. community, global community). There is no call for individuals to think deeply about the unfolding of history and how this relates to their sense of self. LR**

Page 20:

*As soon as you came into this world, society classified you in terms of the following:*

- *Gender, such as male, female*

**No acknowledgement of nonbinary identity. SM**

- *Race, such as White, Black, Hispanic, Asian*

**No mention of race as a social construct. Hispanic is not a race. SM, RJ**

- *Legal status, such as legitimate, illegitimate*

**“Legitimate, Illegitimate” are value judgments, compared with “documented / undocumented.” SM**

*You live in America—the most democratic (and free) country in the world! Why, then, is there still prejudice and discrimination in this land of opportunity?*

**Students are expected to take this statement at face value without any critical analysis. What does it mean to be the freest country? How can this be true when we have the largest student debt and prison population in the world? How can this be when minorities have been denied**

**equal civil liberties since the beginning of European colonization? SM, LR**

Pages 21-22:

*“Am I prejudiced?” It has often been said that everyone is prejudiced to a certain degree. Everyone operates on pre-judgments and makes discriminating distinctions every day. For example, if you had good luck with one type of car, you can be expected to be prejudiced in favor of that model; when voting, many people discriminate between Republican, Democrat, or another party's candidates. . . .*

*Prejudice is defined as a feeling — favorable or unfavorable — toward a person, object, or group that may or may not be based on actual experience(s). It is generally agreed that a racial prejudice is a negative attitude toward a racial or ethnic group that is maintained through stereotypes.*

**This is not what prejudice is. It does not have to do with what you favor over something else. It is an opinion about something or someone that has been learned and perpetuated by society and its structure. There should be an explanation of the systems in place that enable and teach racial/gender- and sexuality-based discrimination—i.e., white supremacy, patriarchal society, heteronormativity. LR**

Page 22:

*If you agree with the idea that norms, values, beliefs, and attitudes do exist within each of us (and that they do influence our ability to perceive, and that influence can also be called prejudice), it would seem then that all humans are capable of being prejudiced.*

**Once again, no historical context is acknowledged for the way people understand themselves based on their identity within society. LR**

*Many people confuse color with culture. You can share aspects of a culture, but not color. Color is genetic; culture is learned. In many cultures, skin color differences take on a measure of importance, status, or value. The color of one's skin in certain cultures may dictate how that individual is treated within that culture. Color has a tremendous impact on perceptions in the United States because most Americans respond to color by making assumptions and treating people based on skin color.*

There should be deep explanation here about the socially constructed concept of race and how it has functioned to justify oppression and dominations within various societies. Here would be the perfect place to interject the historical and sociological facts/evidence for racial disparities in the U.S. These paragraphs are asserting the simplistic claim that people treat others differently based on their skin color, but there is no explanation as to why as it relates to the deep reality of POC experience in the world and this country. LR

*Not convinced? Here is a question to ask yourself. Do you behave differently around people who are of a different color? You may not want to behave differently, but you may recognize that you do from time to time. It largely depends on the environment that you are in. If you are in control, or think you are, your behavior is pretty constant. After you become the minority, so to speak, you may become suspicious, feel threatened, distrust may set in, and your behavior may change.*

The feelings mentioned are equally characteristic of people in the majority. Furthermore, there is no acknowledgement of why or how one racial group has come to “dominate” another within our society. It is a sickeningly shallow thought experiment to envision the plight of BIPOC as losing control and thereby becoming “suspicious” etc. SM, LR, RJ

Page 23:

*The following highlights some of the explanations for prejudice:*

- *Prejudice is a natural outgrowth of the “we-they” contrast. After an opponent is present, prejudice can be expected. Loosely scattered members of a group then come together to face a common opponent.*
- *The transfer of internal personal problems to external objects. People who have a distorted need to feel superior to others use scapegoats in this way.*
- *A particularly negative experience with a member of a particular racial or ethnic group in the past might bring up memories that can cloud your judgment in the present. You may also tend to judge the whole society by your own experiences. If you have not been a victim of prejudice, you may not see it in others.*
- *The “earned reputation” approach means that members of society shift the justification for*

*prejudice to a target group — “if only they would mend their ways, prejudice would go away.”*

Prejudice is not natural; it is carefully taught. In all of these bullet points, there is NO reference to a true explanation for the dominant and oppressed groups in our own society (including the people serving within the military). There should be mention of colonization, enslavement, housing and education discrimination, voter disenfranchisement, etc. SM, LR

*Unfortunately, people with negative attitudes generally tend to express themselves with action, and they act out their prejudices in various way. The most common ways are:*

- *Openly talking about their prejudices with like-minded friends and expressing their dislikes freely...*

This should be explained as hate speech/hate acts. There should be examples of what this looks like in our society and protocols for what to do if you witness hate speech or hate acts. This section establishes a very watered-down explanation for the correlation between racist/discriminatory sentiments and the action of being racist/discriminatory. There is no mention of the legislative policies and other systematic tools that are in place now and in the past to reinforce the domination of one group over all others (i.e., white supremacy). LR

*It is crucial to understand that there is a direct link between discrimination and power.*

**Authors seem to avoid the term "racism." SM**

*With power, discrimination maintains the dominance of one group over another. The term power in this context means the expenditure of energy to get things done. The groups in power are those that can effectively discriminate: they can pass laws, make rules, and decide who belongs in and who remains on the outside.*

Power should instead be explained as a relational domination: i.e., being in a subordinate position in employment or in society in relation to someone exerting discriminatory acts over you. This is left out because it would promote understanding discrimination within the apparatus of the military. LR

Page 24:

- Causes for discrimination include:

- Group Size. . .
- Social Distance. . .
- Competition. . .
- Status Consciousness. . .

**It is as if this entire section is justifying WHY the dominant group acts the way that it does. These 4 bullet points almost provide the “natural” skeleton for racial disparities in the US, making excuses for racism because the dominant group has so many reasons for how they would “naturally” act this way. LR**

*Stereotyping is related to just about all of the factors discussed above. A stereotype, whether favorable or unfavorable, is an exaggerated belief associated with a category. Its function is to justify (or rationalize) our conduct in relation to that category. People naturally seek to understand or make sense of their environment. Because you cannot possibly analyze or respond to all of the information that you receive, you may tend to narrow your focus on subsets of that information. You will usually select the subset that you believe to be most important. People then categorize (stereotype) this information to serve a useful function, depending on their group (religious, racial, ethnic, cultural, and so on) affiliation.*

**This paragraph presents the concept that stereotyping exists because people have to organize information, as if stereotyping solely exists and functions as a useful tool to understand others around us. Stereotyping should be explained as a byproduct of living in a racist society, something that is socially learned. LR**

Page 25:

*There are also a number of sources that not only develop, but support and sustain stereotypes. . . .*

- *Reading the literature of a culture or society, whether fact or fiction, has a powerful influence on our thinking and behaving processes.*

**The implication here is that learning about another culture helps develop and reinforce stereotypes. SM**

*Racial tension within an organization is often the result of poor leadership.*

**Racism is not mentioned as a cause of tension! SM**

Page 26:

*Leaders Can Create Change . . . .*

- *Overcome prejudices by learning the facts and applying sound reasoning processes.*

**How to learn 'facts' is not addressed. What is the process by which all members of JROTC will be educated and assessed in understanding these very important concepts? It should be mentioned that understanding our true history is necessary for doing the identity work required to truly examine one's own biases, yet this history is not covered. LR**

- . . . *Although the difficulties may be complicated, when minorities lose trust in their leaders, the situation is out of control.*

**But not when non-minorities lose trust in their leaders? This presumes that people of color are to be feared and should therefore be managed. SM**

*It has been suggested that if members of society can accomplish the following conditions, the causes and effects of prejudice will be lessened.*

**Who suggested it? What follows focuses on individual acts, not on addressing systemic racism and its intersection with socio economic inequity. SM**

Page 27:

*Creating Change from a Personal Level . . .*

*The final tactic is education, from which comes understanding. Educate other people. Do not close your ears when you hear bigoted remarks. Racism becomes more respectable when it goes unchallenged. Most people are simply ignorant of the facts.*

**Education on racism in this country requires a deep dive into history, understanding colonialism, the genocide of Native Americans and the enslavement of African people that literally built the country. This book has not yet made mention of the specific history in this country of perpetrating gross social injustices to a variety of**

peoples. This book has done quite the opposite of proving that it values what education about race looks like. LR

Page 28:

*Lesson Review*

1. What did Executive Order 9981 accomplish?
2. How can your self-concept influence the way you see others?
3. What would cause you to behave differently around individuals of another color, culture, or religion?
4. Define the term "stereotype"

These lesson review questions are extremely superficial, as was the entire chapter. It is extremely disappointing that there is not, at least, a laid-out protocol for how to report racial injustices experienced and witnessed in JROTC. LR

Pages 30-32:

*Chapter 4: Leadership Strategies*

This entire section is constructed to define leadership and desirable values according to a military model. "Loyalty," for example, is presented as "true faith and allegiance . . . to the Constitution, the Army, and the organization." "Duty" includes carrying out "mission requirements" and complying "with policies and directives." "Honor" includes living "up to Army values." There is no critical discussion of what is "right" and "wrong" in military institutions, including the fact that missions given to the military often involve the use or threat of violence, and are often in service to purely political goals, not the need for national defense. The duty to refuse orders and follow one's conscience is discussed nowhere. RJ

Page 32:

*Integrity . . . Leaders who demonstrate integrity:*

- Do what is right legally and morally

There should be a long discussion about what the standards of "right" and "wrong" are in military institutions. What is often "right" by military standards is something that causes a great amount of suffering and pain to global communities. LR

Page 34:

*Conceptual Skills . . . Leaders who demonstrate conceptual skills:*

- Reason critically and ethically

**Critical thinking is NOT promoted by the military. Sure, it is listed here as a skill that a leader must demonstrate, but critical thinking within this institution cannot exist because everything must be examined within the boundaries of absolute allegiance to the chain of command, a non-democratic institution that relies on violence to pursue its missions. LR, RJ**

Page 54:

*During counseling to correct substandard performance, you may direct the subordinate to remain standing while you remain seated behind a desk. This formal atmosphere, normally used to give specific guidance, reinforces the leader's rank, position in the chain of command, and authority.*

**Counseling is a euphemism as exemplified by the focus on chain of command and reference to subordinates. SM**

Page 63:

*As indicated throughout your previous JROTC lessons, leadership is the process of influencing others by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization.*

**Influencing can also be understood as coercion for actions. Leaders are given so much power over subordinates that 'influencing' is really exerting their hierarchical power. This is a military model of leadership, not applicable to civilian leadership. SM, RJ, LR**

“The Leader”



The “values” in this chart do not express values ascertained by individual leaders—they are prescribed “values” that reflect the agenda of maintaining a mindset absent of critical thought and, instead, complete allegiance to military order. LR

Page 64:

A leader is expected to get the job done. To do so, he or she must learn to plan, analyze situations, identify and solve problems (or potential problems), make decisions, and set realistic and attainable goals for the unit. These are the thinking or creative requirements of leadership and they set direction. These actions provide vision, purpose, and goal definition. They are your eyes to the future, and they are crucial to developing a disciplined, cohesive, and effective organization.

Leadership to create a “disciplined, cohesive . . . organization” is a goal of militarism. Cohesion refers to conformity and the absence of questioning. This makes an “effective” military organization because the unit bows to every decision of the command, from the top down. It is not the type of leadership needed in a country under civilian control. LR, RJ

Page 68:

Chapter 4: Leadership Strategies

1. Define the objective.
2. Study the current situation.
3. List and examine possible courses of action.
4. Select the course of action that will best help to achieve the objective.

In this section there should be a mention of making choices or decisions that minimize the harm or emotional stress to individual military members or civilians, in this and other countries. But this is left out because JROTC is only invested in teaching how to achieve outcomes in a militarized context. LR, RJ

Page 93:

Be sure you visit reputable websites when gathering information from the Internet

Authors provide no information about critical literacy, media literacy, about determining legitimacy of sources. SM

Page 105:

Lesson 2 Creating Better Speeches

Purpose of Speech [example] . . .

Topic: Army JROTC

- General Purpose: To inform eighth graders about JROTC
- Specific Purpose: To inform the graduating class at Center Middle School about the advantages of taking Army JROTC in their ninth grade year at Lakewiew High School.

This exposes the common practice of JROTC using its cadets to propagandize students as young as age 13. Most likely, participating in such an activity would count positively toward a cadet’s grades. It is exploitive and sick, since JROTC serves as a path to military enlistment and the negative consequences that that can have for the individual. LR, RJ, SM

Page 107:

Topic: Army JROTC . . .

- General Purpose: To inform eighth graders about service learning
- Specific Purpose: To inform the graduating class at Center Middle School about the advantages of participating in service learning and how they can get started.
- Thesis Statement: Participating in service learning will allow you to learn outside the traditional classroom environment and help fill a need in the community.

To recruit students, JROTC often presents itself as a community service program, even though it

is primarily devoted to military training and indoctrination. Presenting JROTC to a captive audience of middle school students can divert their attention away from the many other service-learning opportunities that will be available to them. RJ

Page 108:

*Chapter 6: Presenting Skills*

*Facts and figures are statements and verifiable units of information. You can impress an audience if you include a lot of facts and figures. You must make sure they are accurate.*

**Citing a lot of facts and figures, even if they are accurate, can be misleading to the audience if they are only ones selectively chosen to support an opinion. RJ**

Page 121:

*The Persuasive Speech . . .*

*The speech to persuade attempts to change the audience's minds and/or behavior toward something. An example is persuading other students to become cadets.*

**The lessons constantly strive to promote joining JROTC. RJ**

Page 128:

*Chapter 7: Managing Conflict*

*The three main approaches to managing anger are expressing, suppressing, and calming. Expressing your angry feelings in an assertive—not aggressive—manner is the healthiest way. To do this, you have to learn how to make clear what your needs are, and how to get them met without emotionally or physically hurting others. Being assertive doesn't mean being pushy or demanding; it means being respectful of yourself and others.*

**This is a really dangerous thing to say. Sometimes anger is completely justified and extremely productive, especially as it relates to garnering energy to promote social justice. Some individuals, especially women of color, are made to feel overly aggressive when expressing rightfully felt anger and hurt. This is used to minimize and discredit grievances and the person expressing**

**them. Being “pushy” and “demanding” is extremely necessary when it comes to righting the wrongs that cause intense justified anger. LR**

Page 134:

*Although acts of bias such as stereotyping, jokes, labeling, and racist comments may seem harmless, they form the foundation for feelings of hate that ultimately can lead to prejudice, discrimination, violence, and genocide. History provides examples of the ways in which stereotyping, scapegoating, bigotry, anti-Semitism, dehumanization, and discrimination can escalate to murders. This lesson explores how acts of bias can lead to conflict, and how confronting bias can help to avoid violence.*

**Nothing about these acts is harmless, and it is as if the first sentence aims to discredit or undercut those who complain about them. Not mentioned are the numerous ways in which the U.S. military has used dehumanization to motivate and train its members to kill. LR, RJ**

*Hate behavior generates humiliation, shock, outrage, fear, and anxiety in the victim and in the victim's community. When such an incident occurs at school, the entire school community experiences a loss of safety.*

**Who were the perpetrators and victims of these hate crimes? This section leaves out this very important information so as to not discuss the truth about white, heteronormative supremacy in our society. LR**

*In 2001, 12 percent of students ages 12 through 18 reported that someone at school had used hate-related words against them in the previous six months.*

**To educate JROTC students, why are they not told exactly what those words are? What is being done to combat this and what is in place to educate JROTC students to address these issues when they witness or experience them themselves? Also, here would be a very important place to interject that these events happen all the time in the military. LR, RJ**

● *In both 1999 and 2001, 36 percent of students saw hate-related graffiti at school.*

**What are hate related words? This needs to be straight up spelled out for people and it needs to**

be understood how these words got their power, historically and socially speaking. LR

Page 135:

*America is the most diverse nation in the world. Our ethnicity, religion, life experience, and so on makes each of us unique, and it benefits everyone to learn to accept what is different and respect it.*

**1 “America” is a continent, and using the word to mean a single nation ignores other countries.**  
**2. The text does not point out to students that while our nation is “diverse,” it is among the most racially divided in the world in terms of education, job and college opportunities, wages gaps, medical care, etc. SM, LR**

*Key Note Term:*

*racism - the practice of racial discrimination, persecution, or segregation based on race.*

**Racism includes prejudice AND power. The section focuses on individual bigotry; ignored are institutional racism and the role of the U.S. military in perpetrating racism. SM**

*Know your roots and share your pride in your heritage with others.*

**How can JROTC profess to want people to know their roots if they give NO historical account of the corrupt, murderous founding of the U.S.A.? There has been zero mention of white supremacy or privilege in this book. LR**

Page 137:

*Empathy is about rapport and openness between people. When it is absent, people are less likely to consider your needs and feelings. The best way to build empathy is to help the other person feel that they are understood. That means being an active listener.*

**To be truly empathetic, one needs to be more than just an active listener. One needs to work to be able to understand and feel another's perspective/experience. Genuine empathy would inhibit the dehumanization of the so-called "enemy." SM**

Page 140:

*One of the best ways to handle violence in schools and prevent its spread throughout the community is to defuse disputes, and resolve any conflict before it turns violent.*

**Things that can make schools a threatening environment for students should be detailed: e.g., bullying, racial discrimination, sexual harassment, etc. Suggested solutions to these causes, like changes in school policies, are not offered by JROTC. LR, RJ**

Page 147:

*Do Not Carry a Gun or other Weapons, and Avoid Those Who Do . . .*

*Carrying a gun is unlikely to make you safer. Guns often escalate conflicts and increase the chances that you will be seriously harmed.*

**And yet JROTC, itself, normalizes the use of guns by offering marksmanship training in many schools, often with shooting ranges inside school buildings. Some perpetrators of school shootings actually learned their shooting skills in JROTC! RJ**

Page 148:

*Although violence has always been a problem in the United States, the number of deaths and serious injuries increased dramatically during the late 1980's and early 1990's . . . Clearly, considerable progress has been made, but youth violence does still remain a serious problem in the United States.*

**There is no exploration of factors that contribute to the levels of violence in the U.S. Historically, violence characterizes the essence of the U.S., a country built on slavery and genocide, a country that has used state violence and vigilantism to intimidate and suppress. Why is there no mention of societal factors that contribute to youth violence, like racism and the impact of economic disparities on levels of education, health and safety? LR, RJ**

Page 151:

*Chapter 9: Career Planning*

*. . . When determining your interests and personal preferences about a career, you may want to*

consider how much education you want to pursue, and whether it is important for you to find a career that has high prestige, allows you to work independently, is especially creative, or relates to other common work values.

**There is no mention of community or social values, working for the common good or in professions that help others. SM**

Page 152:

*An effective career exploration strategy can also help you to decide whether you want to attend college, a vocational-technical school, join one of the military services, or go directly into the world of work after high school.*

**Only the military is mentioned as a specific career—not becoming a healthcare worker, an educator, an attorney, etc. Showing students how to explore whether they want to join the military after high school should include showing them the uniquely serious downsides and consequences of making the military choice. JROTC never does this. SM, LR**

*Your guidance counselor (career counselor, occupational specialist) has career tests that can match your skills, abilities, and interests with specific job titles. The results of these tests allow you to eliminate jobs that may not be suited for you (because you scored low on them) so that you can concentrate your time and research on those jobs that better match your skills, abilities, and interests.*

**Some of these tests, especially the military's ASVAB, primarily measure students' current experience, not the potential ability of students to perform in careers that are not traditional for their gender, race or ethnicity. RJ**

*The Armed Services Vocational Aptitude Battery (ASVAB) test is a good indicator of how well you have developed your academic and occupational abilities. It measures aptitudes that are related to success in different types of civilian or military jobs. . . The ASVAB Career Exploration Program has been designed to encourage students to increase their level of self-knowledge and to understand how that information could be linked to civilian and military occupational characteristics. The ASVAB program was recently redesigned to be helpful to virtually all students, whether they are planning on*

*immediate employment after high school in civilian or military occupations, or further education at a university, community college, or vocational institution*

**This description of the ASVAB is disingenuous. Unlike other aptitude tests, the ASVAB relies on data based solely on the job performance of individuals in the military. It is the entrance exam given to every military applicant to judge their eligibility for military occupations if they are accepted. The military offers the test free to high schools as a way to access to students. Unless the school stipulates otherwise, recruiters are given automatic access to intensely personal information, including their test results. To convince schools to administer the ASVAB, the Dept. of Defense emphasizes the similarity of some military jobs to civilian occupations. However, other tests exist that are designed to be more relevant to evaluating aptitudes for civilian work and academic pursuit, and their results don't automatically go to military recruiters. RJ**

Page 158:

*The labor force growth of Hispanics, Asians, and other races will be faster than that for blacks and white non-Hispanics, stemming primarily from immigration.*

**This can be taken to mean that people born in the U.S. will generally have less opportunity due to migrants, an assertion that is unproven. To be clear, Hispanic isn't a race. LR**

Page 160:

*If you are using financial aid to pay your college expenses, the money may run out, and you will have to pay for the extra classes on your own.*

**This is sadly the first mention of financial aid or how college gets paid for at all, and it's presented in a negative way that mirrors a standard argument military recruiters use to talk students into enlisting. LR, RJ**

Page 165:

*Survey after survey on job satisfaction among American workers indicates that well over 50 percent are dissatisfied with their jobs.*

At times, similar results have been obtained in DoD surveys of military members (see “Status of Forces Survey of Active-Duty Members”). RJ

Page 194:

*Lesson 3 Military Career Opportunities . . .*

JROTC claims it is not a military recruiting program, yet this is the employment plan about which the textbook goes into the most detail. Eleven pages are devoted to it, but no such attention is devoted to occupations like teacher, journalist, social worker, etc. Missing in the military career section is information on the potential “side effects” of joining the military—e.g., the high risk of sexual assault, the high risk of damage to physical and/or mental health, the life-long bad consequences for getting a less-than-honorable discharge, the loss of civil rights, the lack of equity in officer ranks for POC, time away from family, etc. LR, RJ

Page 195:

*Noncommissioned officers specialize in 1 of 12 military career groups. . . . Of these 12 categories, all have civilian counterparts, except Combat Specialty Occupations.*

**There is an ethical cost for being involved in ANY of these jobs. One is not given an understanding of what the U.S. military actually does and supports, which is needed to decide if it’s an organization students want to uphold. LR**

Page 199:

*When you enter the military, you must sign a contract that commits you to serving a specific amount of time. In return, the military offers you a variety of benefits. Table 9.3.1 summarizes most of those benefits.*

**Not stated is the total obligation: eight years active and reserve status combined. As before, along with the benefits, the risks are not presented. There should be a clear section about the realities of joining the military, and not just a discussion about the perceived benefits. LR**

Page 200:

*Summary of Employment Benefits for Enlisted Members . . . Legal Assistance. Many free legal services for help with personal matters*

**It should be explained that military members are governed by the Uniform Code of Military Justice, which denies them some of the basic rights enjoyed by civilians. Military members also have no right to pursue legal action for an injury or loss caused by the military’s negligence, including malpractice in the military medical care system. RJ**

*It is the legal obligation of young men to register with Selective Service when they turn 18 years of age. Failure to register can result in jail time, a fine, and other serious consequences. Not knowing about Selective Service registration is not a justifiable excuse under the law.*

**Fact: starting in the mid-1980s, the federal government adopted a policy to suspend prosecuting non-registrants and rely, instead, on other methods to coerce compliance. Also, Selective Service has made it a policy to accept late registration up to age 26 with no penalty. LR, RJ**

Page 203:

*Serving in the armed forces allows you to contribute to your own advancement and to your country at the same time.*

**This is not unique to the military. RJ**

*The Army, Navy, Marine Corps, Air Force, and Coast Guard combined offer numerous opportunities each year for high school graduates in positions similar to those found in the civilian sector.*

**In this chapter, there is NO mention of the fact that experience in military jobs often does not qualify a person for similar civilian positions without being retrained and certified. SM**

*With “fast facts” and “frequently asked questions,” this lesson provided pertinent information for young male adults about the Military Selective Service Act and Selective Service registration.*

**There was no mention of any negatives to consider if it comes to being drafted into the military. LR**

Page 210:

*Student organizations can be a key factor in your college experience. . . . For example, you may want to join a fashion merchandising club, a technology club, a drama club, or an intramural sports team.*

**There should also be a mention of clubs/organization that help provide a sense of cultural community for LGBTQ students and BIPOC students that are entering extremely 'white' institutions. LR**

Page 215:

*One disadvantage of living at home or with relatives may be the lack of the degree of independence that other students have.*

**This is a bit shaming to students who cannot afford to live on their own. LR**

Page 218:

*Even colleges with open admission policies demand that students have completed a precollege curriculum and have earned a GPA that meets their minimum standards.*

**The irony of this statement is that credits and grades received for JROTC may be ignored when it comes to meeting admission requirements at a college—e.g., this is true for all of the campuses in the California state university system. And taking JROTC may divert a high school student away from enrolling in the academic electives that would, in fact, help satisfy college entrance requirements. RJ**

Page 219:

*Even though colleges require the same general information for admission applications, there is a great deal of information to keep organized.*

**Nowhere in this chapter is there information specifically for 1st-generation college students to help them and their families navigate the college application process/finances. LR**

Page 248:

*This chapter is designed to provide information on proper social conduct and behavior, an important*

*element in your character development. Although the lesson concentrates on the etiquette and manners required at your Cadet Ball, this information carries over into other aspects of your life.*

**The Cadet Ball is a military event. Here, the textbook is essentially telling students that militarized etiquette and values should be the standard applied everywhere. Once again, JROTC is enabling militarism to infect the civilian sphere. RJ**

*It is important to treat others in the same way that we want others to treat us. This is the very foundation on which a polite society is built.*

**In complete contradiction to the sentiment expressed in this paragraph, JROTC is conditioning students to accept a hierarchical system wherein people are treated differently (as subordinates) based on their rank. RJ**

Page 249:

*The people who would be in the receiving line. . . :*

- *The host (Senior Army Instructor or commander of the unit holding the reception)*
- *The spouse or guest of the Senior Army Instructor or unit commander*
- *The ranking honored guest, with his or her spouse/guest*
- *Other dignitaries with their guests*

**This whole structure just mimics the “chain of command” concept and physically ranks who is entitled to more respect. Again, JROTC is reinforcing the dangerous view that a military model provides proper guidance for behavior in society. LR, RJ**

*At a reception, such as the Cadet Ball, the lady precedes the gentleman through the receiving line. The gentleman, whether or not he is the Junior ROTC cadet, introduces the lady first then himself to the Cadet Adjutant, who often announces the names of all attendees to the host.*

**This perpetuates archaic sexual stereotypes: women are incapable of introducing themselves and must rely on a male to do so. SM**

Page 250:

*Introduce a Catholic priest by Father, and an archbishop by Your Grace. Some Protestant clergy use*

titles such as Reverend, Pastor, or Doctor, whereas others prefer to be addressed as Mr., Mrs., Miss, or Ms. It is best to ask the individual how he or she prefers to be introduced before the introduction is made.

**The inclusion of this is improperly Christian-centric. LR**

Page 251:

*Nothing could be more ill-bred than to treat curtly any gesture made in spontaneous friendliness.*

**“ill-bred” is an ATROCIOUS phrase to use here—as if someone is of bad origins if they are not familiar with this type of extremely specific attribute of white culture. LR**

Page 254:

*American vs. European Styles of Eating . . .*

*In the American style of eating, cutting food should be done as shown in Figure 10.4.2,*

**Even the method of eating is used to teach regimentation! RJ**

*When not using your knife and fork, place them together across the top of your plate as shown in Figure 10.4.3.*

**This whole section just glorifies the notion that “American” (aka some morphed brand of European whiteness) and European customs are the only “civilized” and acceptable ways to eat. LR**

Page 262:

*Hand holding in public is not appropriate and is considered a public display of affection, which is improper when in uniform.*

**Holding hands is customary in many cultures. LR**

Page 278:

*One key to decision making is to follow the 11 Principles of Leadership, both for yourself as well as for your team. Each principle can help you make the best, most timely and optimal decisions and choices available.*

**The conversation about decision making is devoid of explicitly mentioning how feedback from others ought to factor into a leader's decision, how one's biases should be critically examined, and how one's identity factors/life experiences might be influencing decision making. LR, RJ**

Page 279:

*When you're assured that your team has picked up on your courage and convictions, you can make choices and decisions by knowing your team is 100 percent behind you.*

**It doesn't seem normal for a multifaceted team of people to be 100% behind any leader, unless there is blind allegiance or suppression of dissent. LR**

Page 281:

*Lesson 1: Leadership Choices, Decisions, and Consequences . . .*

*The following two historical studies demonstrate how the actions taken after a decision-making process can lead to vastly different consequences.*

**The examples they choose to give are examples of warfare, rather than decision making by civilians. It shows that the true goal for leadership training in JROTC is military training, not training in a broader civilian context. RJ**

*In the annals of American history, probably no battle has achieved such a legendary status, or has been so misrepresented as the Battle of Little Big Horn. . . . Their mission was to seek out and kill or capture the Sioux, Cheyenne, and Arapaho responsible for the Battle of Rosebud Creek five days earlier.*

**The authors blame the Native Americans for the Battle of Rosebud Creek, not the U.S. military for attempting to force them to leave land that had been promised to them under the Treaty of Fort Laramie (1968). SM, RJ**

*For the first time, the Indian tribes had united against the encroachment of American gold seekers and the U.S. Army.*

**First time? Native Americans had been uniting and resisting for a long time. SM**

*General William T. Sherman, the Commander in Chief of the U.S. Army, proclaimed “only a severe and persistent chastisement [of the Indians] will bring them to a sense of submission.*

**The only quotes given are from white military conquerors, Generals Sherman and Sheridan. No quotes from Native Americans. Perspective is one-sided. SM**

*At the highest level was a miscalculation of Indian resistance to white settlement of the Black Hills.*

**"Settlement" is used versus "invasion" or "conquest." This word choice is loaded with bias. It makes the conquerors sound benign. SM**

*When gold was discovered in 1874 near the present town of Deadwood, South Dakota, the U.S. government offered the unheard of sum of six million dollars to the Sioux if they would relinquish their claims to the land that had been established by the Laramie Treaty of 1860. The Sioux refused.*

**Told from the point of view of the U.S. government, this statement implies that the Sioux were at fault for refusing such an excellent offer, an “unheard of sum.” There is no mention of why the Sioux refused the offer, which makes them seem unreasonable. SM**

**The Sioux refused the money because money was not important or a factor in their lives. This was their land. The text makes it seem as if the whites were being kind by offering them money in return of relinquishing the treaty so they could have access to GOLD and steal more resources and land from other natives as well. LR**

*At an intermediate level, General Philip Sheridan, who had been charged with dealing with the “Indian problem,” underestimated the capacity of his Native American adversaries to mount a combined effort against the U.S. Army. . . .After all, these enemies were only “savages.”*

**Indicative, once again, of egregious insensitivity to Native Americans. Putting Sheridan’s words in quotes, without comment, does not make the racism clear to JROTC cadets. SM, RJ**

*President Ulysses Grant, in the aftermath of the Battle of Little Big Horn, expressed what is probably the most accurate assessment Custer’s leadership during the engagement. In an interview with the New*

*York Herald Grant stated, “I regard Custer’s Massacre was a sacrifice of troops, brought on by Custer himself, that was wholly unnecessary.”*

**This is such a hypocritical, dehumanizing and racist statement. The slaughter of the troops was brought on by the advancing murderous expansion of settlers and the government to the West and all throughout North America. LR**

Page 285:

*The U.S. became embroiled in Vietnam as part of its policy of containing communism during the Cold War. American military personnel began deploying to South Vietnam in 1954 to strengthen the country against communist North Vietnam.*

**The textbook fails to inform students that U.S. intervention was part of a policy to prevent the Vietnamese from conducting what had been an internationally agreed upon vote in the 1950s to determine their own future. RJ**

**There is no explanation of what communism is or why it was the duty of the U.S. to contain it. It also makes it seem as if this was a benevolent act on part of the U.S. in hopes of helping South Vietnam stay “free” from communism. LR**

*Citing a reported North Vietnamese attack against U.S. destroyers in the Gulf of Tonkin, in 1964 Congress authorized President Lyndon Johnson to take “all necessary measures” to win in Vietnam.*

**The textbook fails to explain that U.S. forces in the Tonkin Gulf had already been actively helping to direct South Vietnamese attacks on coastal installations in North Vietnam. Furthermore, it was later learned that the so-called attack against U.S. destroyers was misrepresented by the Johnson administration in order to provide a pretext to authorize U.S. military action against North Vietnam. RJ**

*President Richard Nixon rode into office promising “peace with honor” and began the drawdown that eventually lost Vietnam.*

**There is no laying out of how Vietnam could have been “won” in this text. The text seems to propose that if troops had continued to stay (after 10 years!), it could have gone another way, and that it was the withdrawal that “lost” the war.**

*American military personnel deployed to the region in 1990 to defend Saudi Arabia against Iraqi aggression in Kuwait.*

**There are important facts missing here, including that Kuwait had been slant drilling oil located in Iraq territory. And it's nonsensical to say "defend Saudi Arabia against Iraqi aggression in Kuwait," unless Kuwait was part of Saudi Arabia. It was not, and there was no Iraqi attack on Saudi Arabia. RJ**

Page 286:

*Despite the absence of indisputable evidence Saddam Hussein possessed weapons of mass destruction, President Bush made his case that "we cannot wait for the final truth..."*

**The implication here is that even if there was no "smoking gun," Iraq may have possessed weapons of mass destruction. The only quote is from Bush. The text encourages students to adopt this perspective as fact and not question it. SM**

*One-hundred-and-seventy-two Americans were killed during Phase III of Operation IRAQI FREEDOM. Casualties continued to mount as the U.S. switched to Phase IV Stability Operations. To the chagrin of many, no evidence of weapons of mass destruction ever surfaced.*

**Operation "Iraqi Freedom" makes it seem as if the U.S. actually cared about the liberation of peoples in oppressed states. This is historically not the case (note that the U.S. supported Saddam Hussein prior to 1990), but such slogans serve to justify interventions and convince youth that joining the military is a way to protect their freedom. LR, RJ**

Page 290:

*When we speak of people as being moral or ethical, we usually mean that they are good people, and when we speak of them as being immoral or unethical, we mean that they are bad people. When we refer to certain human actions as being moral, ethical, immoral, and unethical, we mean that they are right or wrong.*

**This encourages students to think only in binary terms, which doesn't mesh with reality. RJ**

Page 293:

*As a guideline for ethical and moral behavior, many organizations offer a code of conduct. . . . The following is part of the Code of the U.S. Fighting Force, and clearly explains the obligation and actions of Army soldiers as well as defines the responsibilities the Army has towards its fighting forces. . .*

*As a member of the armed forces of the United States, you are protecting your nation. It is your duty to oppose all enemies of the United States . . . Your behavior is guided by the Code of Conduct, which has evolved from the heroic lives, experiences and deeds of Americans from the Revolutionary War to the Southeast Asian Conflict.*

**It is ironic that the Code of the U.S. Fighting Force is used as a guide to ethical and moral behavior, when, time and again, U.S. troops have been sent to invade and occupy countries that never threatened the U.S.—including, among others, Vietnam, the Dominican Republic, Haiti, Panama, Iraq . . . RJ**

Page 294:

*Just as you have a responsibility to your country under the Code of Conduct, the United States government has an equal responsibility — always to keep faith with you and stand by you as you fight for your country.*

**The U.S. has deported immigrant veterans who were led to believe they were being promised citizenship. LR**

Page 295:

*You are shopping and notice a woman stuffing a pair of socks into her purse. Do you report her? You've always been told it's not right to "tattle" on someone when they do something wrong, and you might think that she's not really hurting anyone by stealing these socks. You know, however, that stealing is wrong.*

**Notice that the dilemma is simplistically presented as only whether tattling or stealing is wrong. Not asked is whether it is wrong that some people are living lives where they cannot afford basic necessities. Life is not this black and white and never will be. LR, RJ**

Page 300:

CASE STUDY . . .

*The Decision to Drop the Atomic Bomb in World War II*

**Key information is omitted in this section, including the fact that it was known that Japan was on the verge of surrendering. Also, it is not mentioned that the U.S. used the bomb because it wanted to send a loud and clear message to the USSR about who would control the post-war world. SM**

Page 305:

*In general, foreign policy goals of the United States are to protect citizens' safety, to promote prosperity, and to work for peace and democracy in other countries.*

**The textbook does not acknowledge that U.S. foreign policy has often been to support and enable dictators who oppress their people (e.g., in the Philippines, El Salvador, etc.), and to sometimes pursue the overthrow of democratically elected governments (e.g., in Chile and Iran). RJ**

*Acting in the national interest involves making sure the nation is safe. National security, or the ability to keep the nation safe from attack or harm, is the chief goal of American foreign policy.*

**This is contradicted by the many times that the U.S. has intervened militarily in other country's affairs when there was no real threat to U.S. "national security." RJ**

*World Peace: A second goal of American foreign policy is to get countries to work together as a way to keep out of war. In today's world, wars anywhere can be a threat to people everywhere. People fear that other countries may be drawn into the fighting. They fear that nuclear weapons may be used and the world destroyed.*

**The U.S. didn't pursue this goal when it funded both Iraq and Iran in their war against each other. When the U.S. intervened in Vietnam, it spawned a regional war that led to the deaths of between two and four million people. And cadets should be informed that the U.S. is the only country that has ever actually used nuclear weapons. SM, RJ**

*Trade also brings greater interdependence and therefore cooperation. Maintaining good trading relations helps the United States meet its goals of national security and world peace. The profit and products nations gain from trade give them a good reason to avoid war with their trading partners.*

**There is no mention of trade policies enacted to help global corporations increase their profits through exploitation of resources, through the "transnational capital auction" and through a vast increase in global economic inequality. SM**

Page 305-306:

*Human Rights and Democracy: Another goal of American foreign policy is to encourage all countries to respect the human rights of freedom, justice, and equality. Americans believe that democracy, in which citizens have the final say in their government, is the best way to protect human rights. Thus, they want to help people in other countries who are trying to form or keep democratic governments.*

**This is disingenuous at best. There are so many examples of the U.S. supporting authoritarian regimes around the world for economic and military interests. SM**

Page 306:

*Sometimes it is not clear whether a nation is using its armed forces for defense or aggression. When the Soviets sent their army into Afghanistan in 1979, they said they were just helping the Afghan government defend against anti-communist forces. The United States accused the Soviets of aggression—of using its military power to take over an independent nation.*

**So, what the U.S. did was give aid to the Taliban to resist Soviet intervention in Afghanistan. Then the U.S. later invaded the independent nation of Afghanistan to overthrow the Taliban. RJ**

*Key Note Term . . . aggression – an attack or threat of attack by another . . .*

*American armed forces, with modern weapons, aircraft, and ships, are the means by which we defend ourselves against aggression.*

**Arguably, the last time this was true was in WWII. Since then, there are many examples of**

**the armed forces being used against countries that had not committed acts of aggression against the U.S. (e.g., in Southeast Asia, Haiti, Dominican Republic, Panama, Iraq, etc.). RJ**

*In 1989, when American forces overthrew Panama's dictator, Manuel Noriega, Latin American leaders accused the United States of aggression. President Bush said the invasion's purpose was to protect American interests, especially the Panama Canal, and to help Panama get rid of a corrupt leader.*

**And why is the Panama Canal—in Panama—a U.S. interest? Note: usage of "American" instead of "United States." SM**

Page 307:

*Foreign aid can support American policy goals by strengthening governments and political groups that are friendly to the United States.*

**This would include support given to many authoritarian regimes and groups seeking to overthrow democratically elected leaders (e.g., Iran, Chile). RJ**

*The United States might help pay for a hospital, or a dam to control floods or produce electricity. Aid might be loans or grants to help a country start a new industry.*

**Aid is given with strings attached, and not mentioned is that aid often takes the form of money given specifically for the purpose of purchasing weapons from the U.S. SM, RJ**

*There is a striking difference between nations that are considered developed, and those that are considered developing. These differences must be taken into account when applying the tools of foreign policy to these nations. A developed nation can be defined as one that is capable of world focus. A developing nation, on the other hand, has its focus on internal matters. . . . Developed nations generally operate under a stable form of republic government; developing nations generally suffer under a dictatorship with tribal warfare being considered common.*

**Very condescending! And what about the question of WHY countries are considered "developed" or "developing"? What about the historical impact of conquest and colonization? SM**

Page 308:

*Other critics say that the kind of aid we give does more harm than good. They charge that our military aid has sometimes helped governments that violate human rights.*

**"Sometimes" is an understatement. Why doesn't the textbook admit that this is historically true, instead of leaving it in question? SM**

*The United States has two main goals in regulating trade with other countries. One is to get other countries to buy American goods. The other is to get our trading partners to support us in other foreign policy goals, such as stopping human rights violations and reducing possible threats to peace.*

**Not mentioned is that U.S. trade and foreign policy has also been used to prop up governments guilty of human rights violations. RJ**

*The Central Intelligence Agency (CIA) and other agencies gather information for the United States government. The CIA focuses mostly on countries it thinks might be unfriendly, and tries to learn what the governments of these countries intend to do.*

**Evidence shows that the CIA plays a much bigger role than this, including domestic surveillance and overthrowing democratically elected governments. What defines "unfriendly"? Leaders like Allende in Chile and Arbenz in Guatemala, overthrown with CIA involvement, were never going to attack the U.S. They simply did not support U.S. corporate and strategic interests. Here and elsewhere, the textbook lacks critical engagement. SM**

*Sometimes intelligence agencies have helped overturn the government of a country. In Chile in 1973, for example, the CIA took part in overthrowing the government of Salvador Allende. The United States government thought Allende was not favorable to our national interest. Like defense, diplomacy, foreign aid, and trade measures, intelligence is an important tool of foreign policy.*

**Cadets are not informed that Allende was democratically-elected and was succeeded by a brutal military junta. Another example is the CIA's 1953 overthrow of the elected leader of Iran, Mohammad Mossadegh, who was replaced by a murderous dictator. The implication here is that it is**

acceptable for the CIA to overthrow governments that do not support U.S. corporate, military and political interests. SM, PH, RJ

Page 322:

*Summarize the “Who, What, Where, When” of a specific American decision or action that affects those in at least one other country*

**Students are not asked to consider WHY or HOW! SM**

Page 326:

*The entries on a timeline are not listed in order of importance; rather, they are shown in the chronological order that the events happened. By showing the timing of events, you can see how one incident or event has an effect on another.*

**This chronological history of Iraq is devoid of interpretation. It poses history as something that can be understood in a linear fashion. Doing history requires a great exploration of voices and perspective of those who are involved—not just the bullet points relevant to the victors. Also, this timeline does not inform cadets that the U.S. actively and materially supported Saddam Hussein’s war with Iran. LR, RJ**

Page 329:

*There is a saying that those who do not remember history are doomed to repeat it. By studying history through historical timelines, you can make decisions so that history does not repeat itself. Basically, if an action didn’t work at one point in time, it’s likely that it won’t work now.*

**It is really funny to say this because this book has done nothing to explicate the true history of the U.S. and its use of the military. For this reason, those adhering to military ideals are literally in the act of repeating oppressive and violent tactics towards peoples in our own country and around the world. LR**

Page 331:

*On August 9, 1945, another atomic bomb (nicknamed “Fat Man”) was dropped on Japan, this time on the city of Nagasaki. The following day, on August 10th, Japan surrendered, thus drawing World War II to its conclusion.*

***The implication here is that nuclear bombing was necessary to end the war. However, some historians have disagreed with this view since Japan was already moving toward negotiating a surrender, and the U.S. could have demonstrated the power of the bombs by simply exploding one over the ocean. The U.S.’s real motivation was hastening the surrender to prevent the USSR from occupying Japan while U.S. troops were still far away. RJ***

Page 336:

*. . . On June 28, 1914, when Gavrilo Princip assassinated Franz Ferdinand, Austria declared war on Serbia. Russia declared war on Austria. Germany attacked into France, and Europe was plunged into the first world war.*

**This simple description of the lead-up to WWI discusses what happened but is again devoid of analysis. The system of alliances, alluded to here, was certainly a cause, but so was colonialism and the quest for markets and materials around the globe, growing nationalism, and increased militarism and the stockpiling of arms. SM**

Page 356:

*Chapter 8 Making a Difference with Service Learning . . .*

*Project examples used with the Cadet Ride include supporting war memorials or assisting in veterans’ hospitals or shelters. Specifically, you could decide to educate others on the service of Lieutenant General Maude, who died in the line of duty at the Pentagon on 11 September 2001. In addition, you could plan a memorial for him and/or other victims to commemorate the acts of war that occurred at the World Trade Center, the Pentagon, and in Pennsylvania.*

**This chapter is JROTC using service learning to enhance military learning/training. SM**

**ARMY JROTC 4****Title: Leadership Education and Training 4**

Pearson Custom Publishing, 2005

Comments by Armando Perez and Rick Jahnkowitz

Page 4:

*The mission of the Department of Defense is to “provide the military forces needed to deter war and protect the security of the United States.*

**This mission statement implies that the U.S. military is only used for defense. In fact, the U.S. military has mostly been against countries that never attacked or even threatened to attack us (e.g., Haiti, Dominican Republic, Panama, Korea, Vietnam, Cambodia, Russia in 1918, Iraq, Afghanistan, etc.). AP, RJ**

Page 5:

*The Department of Defense is the organization through which the President exercises civilian control over the military.*

**Whether or not civilian control is being adequately exercised is a matter of opinion. PA, RJ**

Page 8:

*The basic objectives of the Military Departments and the U.S. Armed Forces are to:*

- Prevent military actions that threaten the safety of the United States or its allies
- Defend the United States’ territories, waters, and airspace
- Engage in all necessary military operations and other assigned duties
- End hostilities on terms favorable to the United States.

**Historically, these basic objectives have allowed military missions that are not defensive in nature and primarily for the purpose of achieving global political and economic dominance, territorial expansion, and the preservation of business interests at home and abroad. AP, RJ**

Page 10:

*The Army is a major part of the U.S. Armed Forces, which collectively are responsible for defending American interests by:*

- Supporting and defending the Constitution of the United States against all enemies, foreign and domestic
- Ensuring, by timely and effective military action, the security of the United States, its possessions, and areas vital to its interests
- Upholding and advancing the national policies and interests of the United States
- Safeguarding the internal security of the United States

*Within that framework, the fundamental mission of the U.S. Army is to deter war and to win in combat; however, there is much more to the Army than accomplishing that mission. In fact, the Army spends most of its time involved in peacetime activities.*

**This section misrepresents the historical role of the Army, which has included taking land away from native peoples and fighting non-defensive wars to secure global political and economic dominance (see “War Is a Racquet,” by Maj. Gen. Smedley D. Butler, audio book: <https://www.youtube.com/watch?v=26O-2SVcrw0>). The Army’s peacetime activities have primarily been to train and prepare for such missions. AP, RJ**

Pages 13-14:*Major Roles of the Total Army*

... • *To fulfill a peacetime role by being able to contribute personnel and resources to domestic programs that support the general welfare of the people*

**The Army spends very little time on domestic programs. Responsibility for the general welfare of the people rests with civilian workers and programs, which are frequently underfunded because the U.S. war budget absorbs so much of the federal government’s discretionary budget. RJ**

Page: 13:

... *the Army supports security assistance programs conducted by the Departments of the State and Defense to friendly countries seeking economic and military assistance to maintain their stability and*

security. . . . The results are positive because the Army's efforts are instrumental in implementing U.S. national security policies, and the Army shares in the benefits of mutual friendship, cooperation, and understanding—all of which serve the nation's interests.

**I feel that this statement provides a one-sided view because, as a former soldier, I have personally witnessed the implementation of such policies and programs in Afghanistan. There were not always positive results. The "friendship" I witnessed felt one-sided, not mutual, with little effort to cooperate with and understand the people whose land we occupied. AP, RJ**

*Some of the ways the Army contributes to domestic affairs are by:*

- *Assisting civilian communities during civil disturbances by providing personnel and equipment in support of civilian police forces.*

**Not helpful if civilian police forces are the ones committing the disturbances themselves. AP**

- *Improving flood control and navigation*
- *Adding to the nation's scientific and technological skills through extensive research and development programs*
- *Advising and assisting governmental agencies in fighting the war on drugs*

**The military performs some of these tasks only because our taxes pay for it. Such services could just as easily be performed by civilian programs if a disproportionate portion of the government's discretionary funds were not being spent on war. RJ**

#### Page 15:

##### *Key Note Term*

*unconventional—not bound by or in accordance with international agreements dealing with a specific subject, such as the rules or laws of warfare.*

*. . . Special Forces accomplish missions of unconventional warfare.*

**This is problematic as special forces don't have to abide by established laws of engagement/warfare. AP**

#### Page 20:

*In addition, the President of the United States can activate the National Guard for participation in federal missions. Examples of federal activations include Guard units deployed to Bosnia and Kosovo for stabilization operations, and units deployed to the Middle East and other locations in the war on terrorism.*

**These conflicts involved the U.S. in undeclared wars against nations that did not directly pose a threat to the U.S. They put the lives of countless people at risk. AP, RJ**

#### Page 25:

##### *Accomplishments of the Army Reserve*

*. . . Additionally, during the U.S. Postal Service strike in 1970, the U.S. government called 8,000 reservists to active duty to help deliver the mail.*

**This is an example of military members being used as scabs to break strikes, yet it is being presented to students without a single critical word. And it's not the first time in U.S. history that the military has been deployed against workers seeking labor justice (e.g., in 1894, 1914, 1919, 1921). It's also worth noting that during the 1996 teachers strike in San Diego, a survey revealed that all of the district's JROTC instructors—who received union member benefits—declined to honor the strike and crossed teacher union picket lines. RJ**

#### Page 30:

*Power is the capacity to which you can influence someone else to behave in accordance with what or how you want them to. The amount of power you have is contingent on the level of dependency that person has on you. The greater the dependency, the greater the power. You only have power if you have something that the other person wants. . . . Power is focused on gaining compliance.*

*In this lesson you learned about the bases of power available to leaders and how to use them effectively. You also learned about four different approaches to influencing people.*

**These pages on power seem to ask leaders to learn ways to manipulate or coerce others to do as they say. Even the mention of "relinquishing" power involves some reluctance to give up**

power and influence. The fact that JROTC devotes an entire 4-page section to understanding and wielding power reflects that it is a military model of “leadership” that the program teaches. AP, RJ

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## Army JROTC Supplemental Text

### *Citizenship in American History and Government, Second Custom Edition for JROTC*

Pearson Custom Publishing, 2005

Comments by Sylvia McGauley and Rick Jahnkowitz

**General comments:** This is primarily a civics textbook customized for JROTC classes. The term “American” is universally used to refer to the United States, when, in actuality, America includes people from throughout the Western Hemisphere. (Note: Many – but not all – other textbooks make the same error.) The authors presume that American government begins with the British conquest of what is today known as the United States. SM

#### Page 4:

*We the People of the United States:*  
 . . . But they knew that they were trying to forge a nation composed not of elite, but of the common man. This first part of the preamble speaks to the common man...”

**This sexist language dismisses half the population. SM**

#### Page 7 table:

The table identifies beneficiaries of the Preamble as “To ourselves and our posterity.” There is no analysis of who is and is not legally included in “We the People...” of the *U.S. Constitution*. In fact, the framers silenced the voices of Blacks, women, Native Americans, most indentured servants, and others. SM

#### Page 9:

*The Constitution was written so that every American citizen is given equal opportunity to pursue these ideals.*

There is no mention that when the Constitution was written, the government allowed only white people to be citizens, and only men who owned property could vote. It wasn’t until the 14<sup>th</sup> amendment in 1868 that Blacks born in the U.S. became citizens. The U.S. government did not permit Native Americans to be legal citizens until 1924. SM

*The Constitution specifies that the people rule the American government.... While it appears that the President holds the highest office in this nation, as American citizens we really do.*

This is jingoism with a reckless disregard for truth. Which people are referenced? The majority of the adult population -- women, Blacks, Native Americans -- could not vote or run for political office. There is no mention of the long-fought struggles for these disenfranchised groups to win the rights of citizenship and the vote. Nor is there mention that these struggles continue to this day. SM

#### Pages 46–125:

*Foundations of the American Political System*

This section is excerpted nearly verbatim from *We the People: The Citizen and the Constitution*, by the Center for Civic Education, 1995. However, in *We the People*, chapter headings are posed as questions, encouraging critical thinking. In the JROTC edition, chapter headings are declarative statements. For instance, in chapter 2, lesson 2, on page 71, the section title is “Judeo-Christian Heritage Contributes to the Founders’ Understanding of Human Rights.” In the *We the People* edition, however, the chapter title is “How did the Judeo-Christian heritage contribute to the Founders’ understanding of human rights?” SM

#### Pages 191-198:

Skills and Knowledge You Will Gain Along the Way . . .

• 5 Defend positions on the importance of the Second Amendment – the right of the people to keep and bear arms.

By noting the “importance” of the Second Amendment, this learning goal is heavily biased in favor of the Second Amendment. The other 5 bullet points in this section focus on fairly rote skills and knowledge, and no other amendment in the Bill of Rights is singled out. The remainder of the chapter is taken verbatim from the *We the People* text, including a critical thinking exercise which asks students to take positions on the Second Amendment. SM

Page 255:

*Lesson 3, The Civil Rights Movement*

[Side Bar] “*Civil Disobedience in a Constitutional Democracy,*”

... Even some early supporters of the civil rights movement, however, questioned the correctness of civil disobedience. Such tactics, they argued, might be justified in a dictatorship or totalitarian state, but should not be used in a constitutional democracy where there is a ‘government of laws, not men.

This statement follows a brief reference to MLK’s *Letter from a Birmingham Jail* and a quote by King defending nonviolent civil disobedience. “Some early supporters” doesn’t say who they were. The use of “some people...” to argue a point is irresponsible and intellectually dishonest. The statement opposing the use of nonviolent civil disobedience is positioned as the final word in this sidebar. Unlike the *We the People* textbook, there are no follow-up critical thinking questions to help students evaluate the issue. (The *We the People* text asks students to read and study *Letter from a Birmingham Jail* and respond to 5 critical thinking questions.) SM

Page 257:

*Conclusion*

(Unlike the rest of the chapter, this section is not in the *We the People* Text.) This section sums up what students should have learned in the chapter on the Civil Rights Movement. There is no mention of the role of nonviolent direct action. Nonviolent civil disobedience played a major role in this movement. To barely address it – and

then only to question its use – is historically dishonest. SM

Page: 257:

*Lesson Review Questions*

The 5 questions here are selected verbatim from the 8 in the same section in the *We the People* text. However, the JROTC authors have eliminated the 3 questions that address the role of nonviolent civil disobedience. SM

Pages 258-266:

*Lesson 4, The Right to Vote*

Page 261:

*Extending the right to vote to African American Males . . . Thus by the mid-1960s, great progress had been made in ensuring that African American men could enjoy the right to vote...*

**There is no mention of the voter suppression tactics of the last 40 years. SM**

Page 262:

*After Wyoming, other western states quickly extended the right of suffrage to women. By the end of World War I, more than half the states had given women the right to vote.*

“...had given” sounds like a gift from generous state legislatures, not the result of an intense social/political women’s suffrage movement that officially began in 1848. Again, the silence is deafening. What is edited out of history serves specific interests. In this textbook, we see an agenda that intentionally disavows the power and importance of social movements in advancing rights to traditionally disenfranchised groups. SM

Page 263:

*Extending the Right to Vote to Eighteen-Year-Olds*

This section on the addition of the 26<sup>th</sup> Amendment to the Constitution includes no context. There is no mention of the role of the Vietnam War and the military draft of 18-year-old men, who, prior to 1971, could not vote in most states

but were expected to fight and die in an unpopular war. SM

Page 264:

*Current Level of Democracy in the U.S.*  
 . . . 'We the People' has grown to include nearly every American of voting age. In most respects the United States is the most democratic nation on earth.

**This language advocates the belief in American exceptionalism. There is no discussion of the relentless, systematic campaigns by Republican governors and legislatures to disenfranchise BI-POC and younger voters. There is no discussion of the anti-democratic practice of gerrymandering, or of the high levels of cronyism and corruption. SM**

Page 265:

Conclusion

*You also learned that not everyone chooses to participate in the election of local, state, and national elections for a variety of reasons.*

**There is no substantive discussion of why so many people feel unrepresented by our government. Nor is there discussion of voter suppression tactics that prohibit many people from participating. SM**

Pages 267-275:

*Using the Law to Correct Injustice*

**This chapter, too, is largely copied from *We the People*, but the critical thinking questions in the *We the People* text are omitted from the JROTC text. SM**

Page 269:

*Political Influence*  
 . . . All persons have an equal right to participate in the political process by voting.

**Again, there is no discussion of voter suppression laws that remove that right from many people, especially people of color. SM**

Pages 272-73:

*Affirmative Action Controversy*

**Two short paragraphs are devoted to arguments in favor of affirmative action and lack depth, while five paragraphs are devoted to arguments against affirmative action! SM**

Page 292:

*Forms of Expression Protected by the First Amendment*

*[Sidebar] Clear and present danger the constitutional ability of the government to restrict First Amendment rights to prevent immediate and severe danger to government (e.g., military) interests.*

**Typically, the definition of clear and present danger refers to preventing danger to others and society, not specifically government interests as the text claims. Within the main text, the authors write, "The courts also have said that that you may not engage in speech that could directly lead to violence or cause a riot." SM**

*[Sidebar] Libel*

*a malicious defamation expressed either in printing or writing or by signs or pictures, tending to blacken the memory of one who is dead, with intent to provoke the living; or the reputation of one who is alive and expose him to public hatred, contempt or ridicule.*

**The *We the People* text—and other civics textbooks—identify libel (and slander) as "ruining other peoples' reputations *by knowingly spreading lies about them.*" The JROTC text, however, implies that one may not publicly criticize others, including government figures, regardless of whether the criticism is truth or lie. The lesson here is obviously in the military's interest of teaching people to toe the party line and not question authority, not question the systemic racism inherent in most history and civics texts. SM**

Pages 321-332:

*Lesson 6, Protection of Rights Within the Judicial System*

Although the section on the 8<sup>th</sup> Amendment discusses issues concerning the death penalty, there is no discussion of the military's use of torture. SM

Page 334:

*. . . For the military to function efficiently, military personnel must give up some of their personal liberties and conform to military standards. Although most of them do not have a problem with the strict discipline of military life, the issue of basic rights becomes extremely important in a military court of law, especially because many of the military justice procedures are different from those used in civilian courts.*

The focus here is on “efficiency” as a justification for giving up “some personal liberties” and conforming to military standards. However, nowhere in the chapter do the authors identify which first Amendment liberties military personnel must forego. Rather the focus of the chapter is on which rights they retain, such as rights of the accused (right to a speedy trial, right against self-incrimination, right to counsel, right to due process). And the fact is that punishment without formal due process is often handed down by commanding officers. SM, RJ

Page 337:

*Searches and Seizures . . . The Fourth Amendment of the Constitution protects all citizens, including soldiers against unreasonable searches and seizures...*

The introductory sentence is misleading. The authors explain that “a *reasonable* search in the military *may* not be considered *reasonable* in civilian life.” “May not” is a significant understatement. SM

Page 342:

*Schenck vs. United States*

A very brief description of the Schenck case is one of three case studies that the authors use to address the question, “How does military justice compare to federal justice?” (p. 340). The Schenck case is a civilian case in which SCOTUS upheld that Charles Schenck’s pamphlets encouraging draft resistance during WWI presented a “clear and present danger” to the U.S. and were therefore not protected speech.

SCOTUS decided the case over 100 years ago. The authors omit any updates on the issues of the case or discussion of how interpretations of First Amendment rights have changed over time. Thus, the student reader is left with the potent message to not criticize the U.S. government, particularly the military or the draft.

Page 349:

Using the term, “resident alien” or “alien” to refer to immigrants is inhumane and outdated. SM

Page 354:

*Most of us would agree that we also have certain moral obligations as citizens. . . . Even though the law no longer requires American citizens to perform military service, many Americans believe it is a duty to defend one’s country or to assist it in other emergencies.*

This statement assumes U.S. military “service” is solely for the purpose of defense and not for global military, political and economic dominance. It could also be construed to be blatant encouragement to enlist. SM

Page 385:

*Critical Thinking Exercise #1: Liberty vs. Order*

Students are asked to evaluate nine quotes regarding liberty and security. All nine authors of these quotes are white. Seven are made by men. Two are from women. It is certainly possible to find eloquent quotes about liberty and security by a much more diverse range of thinkers. SM

Page 386:

*Critical Thinking Exercise #2: Rights of the Accused*

Students are asked to evaluate four quotes regarding rights of the accused. One quote comes from the text of the 5<sup>th</sup> Amendment. The other three authors of these quotes are white men. Again, it is certainly possible to find eloquent quotes about liberty and security by a much more diverse range of thinkers. SM

Page 387:

*Critical Thinking Exercise #4: Unity vs. Diversity*

1. Why do unity and diversity need to be juxtaposed here? 2. Students are asked to evaluate nine quotes regarding “unity and diversity.” All nine authors of these quotes are white. Four are made by men. Five are from women. It is certainly possible to find eloquent quotes about unity and diversity by a much more ethnically diverse range of thinkers. SM

Page 388:

*Critical Thinking Exercise #4: Individual Rights vs. the Sovereignty of the People*

Students are asked to evaluate eight quotes. Two quotes come from the U.S. Constitution. The other six authors of these quotes are white—four men and two women. Again, it is certainly possible to find eloquent quotes about rights and sovereignty by a much more diverse range of thinkers. SM

Page 389:

*Critical Thinking Exercise #5: Dangers and Benefits of Energetic Government*

Students are asked to evaluate five quotes. Two quotes come from the U.S. Constitution. The other three authors of these quotes are white men. Again, it is certainly possible to find eloquent quotes about rights and sovereignty by a much more diverse range of thinkers. SM

Page 390:

*Critical Thinking Exercise #6: Capital Punishment and the Constitution*

Students are asked to evaluate five quotes. Two quotes come from the U.S. Constitution. Two come from the *Bible*. One is from a white woman, Hannah Arendt. The other six authors of these quotes are white – four men and two women. Again, it is certainly possible to find eloquent quotes about rights and sovereignty by a much more diverse range of thinkers. SM

Out of these six exercises and 21 quotes by individuals, not one quote comes from a person of color. This lack is generally characteristic of the book as a whole. This is outrageous. How are students of color to see themselves reflected in society, in leadership, when the textbook authors render them invisible? SM

Pages 398-400:

*The Battle of Little Big Horn*

The only quotes in this account are from General Sheridan and General Sherman – nothing from any of the Native American chiefs. Native Americans are often referred to here as Indians. SM

Page 399:

*At the highest level was miscalculation of Indian resistance to white settlement of the Black Hills.*

White “settlement” implies peaceful, innocuous coexistence (as does “Westward Expansion”) when, in actuality, this was white conquest and occupation of Native American lands which accompanied state-sponsored genocide of Native Americans. SM

*“ . . . the U.S. government offered the unheard of sum of six million dollars to the Sioux if they would relinquish their claims to the land that had been established by the Laramie Treaty of 1860. The Sioux refused.*

The implication here could be that the Sioux are at fault for refusing such a “generous” offer. SM

*. . . General Philip Sheridan, who had been charged with dealing with the ‘Indian problem,’*

Use of the phrase, “Indian problem”—even in quotes—validates the racist idea that Native Americans are a problem for the U.S. military/government to deal with. SM

Pages 403-404:

*Case Study – Is Iraq another Vietnam?*

*The U.S. became embroiled in Vietnam . . .*

The use of passive voice is at best disingenuous and misleading. It makes it seem as though the events of history just happened to us rather than U.S. government and military officials making a series of conscious choices to go to war in Vietnam. SM

*Citing a reported North Vietnamese attack against U.S. destroyers in the Gulf of Tonkin, in 1964, Congress authorized Congress...*

**There is no discussion that the reported attack did not actually happen. SM**

Pages 418-420:

*Case Study: The decision to drop the Atomic Bomb in World War II*

**The text here provides argument in favor of dropping the atomic bombs, but omits arguments against it (e.g., these facts: the Japanese were already showing willingness to surrender, the first bomb could have been dropped in the middle of the ocean to demonstrate its power to the Japanese). The authors omit other relevant information, including the critical role of the Soviet Union and the post war question of balance of power. SM, RJ**

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## Navy JROTC 1

### **Title: *Introduction to the Navy Junior Reserve Officer Training Corps (NS1)***

Pearson Education, Inc., 2017

Comments by Selene Rivas and Rick Jahnkow

#### Page 69:

*As you can see, many factors can motivate an individual to perform better on the job. These same factors can motivate people to act as their leader wishes them to act. . . . The idea is that people are most often motivated individually rather than as a group....*

*The value of disciplinary action is that it teaches the offender—and others—that the behavior in question is unacceptable. This is often called deterrent theory of discipline. The response must be consistent, just, and recognized as such by all parties. Most important, everyone must understand the disciplinary action is the result of the offender's behavior and is the responsibility of the offender—not of the leader who must take the appropriate action.*

**For me, all of this suggests an approach to education that is akin to dog training, offering rewards and punishment for following how “their leader wishes them to act.” SR**

#### Page 73:

*Leading by consensus means sharing the leadership role. It gets team members to cooperate and pull their weight. The entire team benefits—including the leader.*

**In the overall model given by JROTC, even when consensus is mentioned, there is still a need for an authority figure, a leader, to give the last word. SR**

#### Page 76:

*Americans believe that every human being has basic, inherent value and rights. The Founding Fathers stated this concept in the Declaration of Independence when they wrote . . .*

**This assertion that “Americans” (to the exclusion of other peoples and cultures in America)**

**believe this thoroughly, and that this is reflected in U.S. history and political/social institutions, is foundational for American Exceptionalism. This is the so-called “American Way” that is “defended” in wars, and seen as something other cultures need to be “taught.” However, in reality, the gross levels of structural inequality (ableism, racism, sexism, classism, trans and homophobia, etc.) found in the United States, its institutions, and the culture of many, really calls the existence of this belief (as well as the “Founding Father’s” legacy) into question. SR**

#### Page 79:

*When someone says that American society values diversity, that means Americans encourage variety and live in a society that respects differences among people. Since the movement to give women the vote in the early 20<sup>th</sup> century and the civil rights movement of the 1960s and 1960s, America has made progress in granting equal rights to all its citizens. The social and legal progress has allowed Americans today to better exercise their right to vote and to have equal access to education and jobs, among other things. They practice this freedom regardless of their gender, age, race, ethnicity, national origin, religion, family status, sexual preference or physical ability.*

**This characterization is blind to the reality of discrimination people face in the United States. It was only in 2021, for instance, that the Supreme Court ruled in favor of protecting trans people from employment discrimination. Felons are still disenfranchised in many states, and given that the population of many prisons skews heavily towards poor people of color, there ends up being a racial component to this disenfranchisement. "Equal access to education and jobs" is a myth, given how a family's income acts as a soft barrier for people to get (good) primary/secondary education, (any) higher education, and, as a result of both, a well-paying job. SR**

#### Page 80:

*Religious respect is essential to US society.*

**One could say that discrimination based on religious grounds has also been baked into United States' institutions. The first steps to building the public education system in the U.S., for instance, were taken through the implementation of the Massachusetts Act of 1642 and the Old**

**Deluder Satan Act.** Both were created to ensure that all children of the Commonwealth were instructed on, among other things, the principles of religion. The latter act began with the words: "It being one chief project of that old deluder, Satan, to keep men from the knowledge of the Scriptures, as in former times by keeping them in an unknown tongue, so in these latter times by persuading from the use of tongues, that so that at least the true sense and meaning of the original might be clouded and corrupted with false glosses of saint-seeming deceivers; and to the end that learning may not be buried in the grave of our forefathers, in church and commonwealth, the Lord assisting our endeavors." According to a book called "Schoolbook Nation" by Joseph Moreau, the prevalence of Protestant ideology in the public education system was a catalyst to the creation of the private Catholic school system. SR

*Gender stereotypes cover more than just the observable physical differences between males and females.*

This type of language excludes trans, non-binary, and intersex people, dividing bodies into "male" and "female." SR

Page 81:

*As a free people, Americans practice "justice for all."*

And yet, an incredibly large number of unjust things happen daily in the United States, injustices that are even aided and abetted by the social and political institutions. For example, the ICE Detention Centers. And in recent years, the white supremacy movement has, once again, been publicly asserting itself. SR, RJ

Page 90:

*The Importance of a Positive Outlook on Life . . . You can change your attitude and mood simply by changing how you think and talk. Psychologists think that's how attitude works.*

This seems ableist—"the power of positive thinking" hardly helps people with mood disorders or clinical depression. SR

Page 95:

*See if you can tell what each of the following actions might say about the person's attitude: . . . avoiding eye contact with other.*

People with autism, ADHD, and other disorders struggle with maintaining eye contact. It seems hurtful to encourage young people to judge others based on that behavior. SR

Page 103:

*As you might imagine, governments and those who live under them have progressed greatly over the millennia with the appearance of new religions, technologies and philosophies. These have made the societies themselves more complex and diverse.*

This way of referring to societies that don't follow structures of the path of "development" is ethnocentric and derogatory. This is straight out of 19th century evolutionism, the belief that societies and social structures "improve" and "progress" over time. The problem with this is that not only does it breed contempt for other forms of social organization (often failing to see the complexities even the most seemingly "simple" ones have), but it serves as a justification to colonize and take over these societies as a way to "guide" them or "improve" them, as has happened again and again throughout history. SR

*. . . whatever he or she wanted to do.*

Gender-neutral language—e.g., "whatever they wanted to do"—is missing throughout the book. SR

Page 106:

*[We] accept these responsibilities as individual members of a free society: . . .*

*9. To help freedom survive by assuming personal responsibility for its defense. Our nation cannot survive unless we defend it. Its security rests on the individual determination of each of us to help preserve it.*

This sounds ominous, given how "protecting freedom" is one of the justifications for many of the wars of choice waged by the U.S. in the past and currently. SR, RJ

Page 107:

*Another important responsibility of a US citizen is to defend the country against foreign aggression. Even during wartime, of course, not all citizens need to serve in the armed forces, but all citizens need to support the armed forces in their efforts to defend our country.*

**What constitutes "foreign aggression" can be and has been defined to suit the purpose of certain privileged sectors of the population that would benefit from U.S. citizens rallying to their defense. This paragraph also questions the role of conscientious objectors, primarily those who question and object to the justifications given for war. SR, RJ**

Page 109:

*The first towns and cities were very small, and it would be some time before North America would be fully explored, but the Founders needed a system of government that could expand with the new country.*

**"Explored" seems a euphemism for "conquered", given that A) Native Americans had lived in North America for centuries before the Europeans came; and B) expansion through exploration was the material part of "Manifest Destiny," the idea that it was the destiny of the U.S. to expand from coast to coast—often through any means necessary, as we can see from the history of westward expansion. SR**

Page 115:

*Perhaps the most lasting achievement under the Articles is plain to see on any map of the United States; the organization of the Northwest Territories, which eventually became the states of Ohio, Michigan, Indiana, Illinois, and Wisconsin. These were carved out of the territory north of the Ohio River and east of the Mississippi.*

**This is an example of historical revisionism, attempting to ascribe a more modern and inclusive meaning to the Constitution and other founding documents than was intended at the time. So far, whenever this book mentions territories in North America, there has been no mention of the Native American cultures in those places, or the bitter wars that were fought (and crimes that were committed) to secure these territories for the US. SR**

Page 116:

*The colonies varied in size, geography, and populations. . . . Others were farming communities that looked westward to the American heartland.*

**This makes communities that depended solely on slaves for tending the farmland sound almost quaint. SR**

Page 124:

*The Tenth Amendment . . . . Once again, freedom, not restriction, is the starting point of the U.S. system of government.*

**Ratified in 1791, it only meant freedom for white male property owners, not for the whole population. SR, RJ**

Page 141:

*The Mission of Navy Ships. . . . The first element [peacetime engagement] means that during peacetime the U.S. has forces around the world to promote economic and political strategy. This means the U.S. is paying attention to what's going on in the global neighborhood. The presence of American ships encourages free trade and peaceful connections among nations by ensuring the security of the seas.*

**Underlying this is the assumption that—through its threatening presence—it is the United States' job to deploy "forces around the world to promote economic and political stability." It can lend itself, as it has many times in the past, to abuse of power and military might to further the interests of the United States above those of other nations and peoples. SR**

*Deterrence, the second element of the Navy's strategy, is derived from the adage, "If you seek peace, prepare for war." In other words, if a country places combat power where it cannot be ignored, a potential enemy is less likely to become hostile for fear of immediate reprisal.*

**This is a toxic idea that plays into the interests of the Military-Industrial Complex. If there is an industry dedicated to the preparation of war, there will be a vested interest in the powerful people connected with that industry to push for war. SR**

*The third element of strategy—fight and win—means that U.S. forces must be ready for combat at all times.*

**This takes away from non-militarized peace-building efforts, such as conflict resolution. SR**

*Strategic deterrence means convincing a potential enemy that an attack on the United States is not a good idea. . . . Potential enemies who know that to attack the U.S. would be to risk devastation will be less inclined to attack. . . . Sea control refers to keeping the seas open to the U.S., its allies, and other friendly nations.*

**Again, there is an underlying assumption that it is the U.S.'s duty and right to "keep the seas open", as if somehow, the world's oceans belong to the United States. And as a strategy, deterrence appears to have failed: despite having the world's largest military budget and greatest number of military bases around the world, the U.S. is constantly involved in multiple military conflicts. SR, RJ**

**When the world is seen through the lens of "potential enemies" and "allies," and what's more, when young people are taught to regard the world through that lens, it seems almost impossible for lasting peace to be built. Peace then becomes a "negative peace," or the absence of violence, but not necessarily the absence of conflict. SR**

Page 142:

*Projection of power ashore refers to the use of the seas to carry a fight to a potential enemy beyond U.S. borders and into its own. The U.S. is largely bound by water, with nearly 13,000 miles of coastline split between the Pacific, Atlantic, and Arctic Oceans. To defend its vast shoreline, the U.S. must be able to strike at any enemy before it reaches the shore.*

**This argument has been used to justify "preventative" war, which is generally regarded as a violation of international law unless it has been preceded by United Nations approval. RJ**

*....a foreign enemy military force has landed on American soil only three times in more than 200 years.*

**And yet, thousands of people die each year because of United States' military engagements, many of whom are civilians. SR**

*Naval presence is the ability to show the flag around the world—to be visible on the open seas anywhere on the globe. This presence can be a silent threat but it can also be quite visible—as when the Navy provides humanitarian assistance. Still, with a strong naval presence and the implied threat of action, the U.S. Navy helps keep the seas free and open to all and ensures compliance with international law of the sea.*

**Humanitarian assistance, then, is intended as a "visible threat." SR**

Page 147:

*They [aircraft carriers] have become the symbol of United States Naval supremacy around the world.*

**This is disturbing. Why should there be "United States supremacy around the world"? Why should any country be "supreme" above all others? SR**

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## Navy JROTC 2

**Title: *Naval Science 2, Maritime History, Leadership, and Nautical Science for the JNROTC Student***

Naval Institute Press, 2014

Comments by Gil Robledo, Paula Hoffman-Villanueva and Rick Jahnkow

Page 3:

*Sea power is the ability to use the sea to meet a nation's needs. It means being able to defend a nation's own sea-lanes and being able to deny an enemy the use of the sea in time of war.*

**Sea power is seen only in the context of war and not for peace and cooperation and sharing of natural resources. GR, RJ**

Page 6:

*For the next thousand years, Europe was in turmoil, and there was a constant threat of Muslim/Arab*

expansion into the Mediterranean from northern Africa. The period of western European history from the fall of Rome until about the eleventh century has been called the Dark Ages, because of numerous invasions of barbaric tribes, incursions of North African Moors, religious bigotry, and a general lack of education among the masses of people. Only in the region around Constantinople, where much of the Roman tradition was preserved, was there a general advance of culture during this period.

**Muslim/Arab Moors are seen as barbaric invaders, and not much is mentioned of their substantial cultural and intellectual contributions. GR**

Page 8:

*The Age of Discovery was a new age of sea power. Brave explorers in wooden ships sailed the world's oceans and founded colonies while seeking religious freedom and fortunes for king and country.*

**Europeans are depicted as brave, seeking freedom and riches. No mention is made of the indigenous people who were here and their rich and stable civilizations before the Europeans invaded. There is no mention of the genocide that took place in order for Europeans to obtain their fortunes. GR, PH**

*Columbus . . . discovered the New World, thus helping put Spain into a position of European leadership.*

**Columbus did not discover the "New World." He invaded existing Indigenous People, stole their natural resources and killed and enslaved them. He set the stage for future European invasions and exploitation. GR**

*England and Spain dominance....*

**Immoral behavior by European rulers is portrayed here as normal, without regard to the basic needs of common people. GR**

Pages 8-9:

**Sea power and war is described as inevitable in the taking and pillaging of land from the indigenous people of the "new world." GR**

Page 12:

*...the American colonies grew and prospered.*

**There's no mention of the help and contributions of the indigenous and their land, of Black slaves, or of the brutal treatment by European whites that allowed this prosperity. GR**

*Boston Massacre*

*. . . All over the colonies people protested . . . Anti-British feelings were especially strong in Boston.*

**Not an accurate portrayal of Black and Native American sentiments towards the British. Many were favorable toward the British because they were treated better by them than by the colonists. Also, no mention of peace groups in America and England or the peace advocates in England who appealed to King George to accept the American petition. GR**

Page 13:

*Sometimes the Continental authorities were forced to resort to the practice of impressment to crew the ships, wherein men were forced to serve by taking them on board against their will. Finding men to serve in the Continental Navy would be a problem throughout the war.*

**More explanation is needed about moral, legal implications of impressment. And how does it compare to the draft justified by the U.S. during several of its wars? GR, RJ**

Page 14:

*John Paul Jones . . .*

**Gives an unbalanced view of the early naval hero and role model, glorifying unethical exploits of war, such as destruction of property and human life. GR**

Page 17:

*But by now the leaders of the Revolution were dedicated to winning freedom for a new nation.*

**Unfortunately, these leaders were rich land and slave owners, and their "freedom" did not include women, the poor, landless, Black and Native Americans. The potential economic and political world power motivations is underplayed in the telling of gaining European allies, an alliance that would not help all of the inhabitants of the**

**13 colonies. Mostly it was the landed white aristocracy who benefited. GR, RJ**

Page 21:

*Aftermath*

**This whole history excludes the harm done to the original inhabitants. England, France, Spain, Netherlands and America all exploited the indigenous people and used them for their own purposes; encroaching on their lands, culture and natural resources and killing many of them. GR**

Page 27:

*In 1802, the British and French agreed to peace in the Treaty of Amiens, but Napoleon knew that further conflict with the British was inevitable. Besides, the Louisiana Territory was far away and difficult to administer. . . So in 1803, as a way to finance his anticipated war against England, Napoleon sold the Louisiana Territory to the US for \$15 million.*

**The Spanish, French and U.S. never really owned the indigenous lands in what is the U.S. today. They were acquired through brutal invasion and unfair conquest over peaceful, unsuspecting ancient civilizations. GR**

*The Old Northwest Territory....the British still maintained a large presence there, and they and their countrymen in Canada had often incited the Indians in the region to violence against American settlers.*

**The indigenous people of America were against all intrusion by Europeans on their lands. GR**

Page 28:

*The Final Move Toward War-James Madison became president in 1809. The next year congressional elections brought into office young "War Hawks" from the south and west. These men called for an end to pacifism and urged an invasion of Canada.*

**Nothing is said about who the pacifists were in 1809 and what they calling for. This chapter emphasizes war. GR**

*Also in 1811, the British in the Northwest Territory incited Tecumseh, a Shawnee Indian chief, to unite the tribes there against American settlers. The usual horrors of Indian warfare followed. In November,*

*General William Henry Harrison led a well-trained U.S. frontier army against the Indians at Tippecanoe Creek in Indiana Territory. He won an important victory and Tecumseh fled to Canada to join the British forces.*

**This is a U.S. version of why Shawnee tribes were against American settlers, putting the blame on the British, downplaying the U.S. push to gain more territory. "The usual horrors of Indian warfare" is an offensive, biased description. GR, PH**

Page 29:

*The opening months of the war at sea had given the Americans much success. Not only had three British frigates and several smaller men-of-war been beaten, but Lloyd's of London, the major insurer of British merchant ships of the time, reported that nearly five hundred merchant ships had been captured by Yankee privateers and commerce raiders.*

**Here NJROTC glorifies illegal activities against the British by "Yankee privateers."**

Page 33:

*The U.S. Navy had won new respect, and American diplomats were treated with honor worldwide. The victories of the navy both at sea and on the Great Lakes had united the nation and started a great naval tradition. The U.S. had become a world power, respected as never before.*

**This is an opinion. Was the U.S. respected or feared? NJROTC equates conquest with good. PH**

Page 34 -35:

*The Slave Trade—Unfortunately, in the 1700s an infamous "triangular trade" had developed in the Atlantic, subsequently persisting well into the nineteenth century—the major part of which was the slave trade. . . . Many slaves died during this voyage.*

**More details are needed about the immorality, deaths, cruelty, exploitation, illegality of the slave trade. More information is needed on how U.S. commerce, government and landed aristocracy were complicit in establishing and perpetuating slavery. GR**

Page 35-36:

*The Mexican War, 1846-1848*

The general tone of this entire section is very one-sided, limited, and presented in subjective terms. No other perspectives are offered.

The real story of the U.S.-Mexican War is of Native American fights, "Manifest Destiny," secret military maneuvers, and political spin. A chapter is needed on the creation of the U.S. through questionable means. Manifest Destiny led to genocidal wars against Native Americans; the US Army and Navy ruthlessly seized their land, driving them out, slaughtering those who resisted. By 1848 the US had seized ½ of Mexico.

An excellent source: *A Wicked War: Polk, Clay, Lincoln, and the 1846 US Invasion of Mexico*, Amy Greenberg. Congressman Abraham Lincoln, in his January 12, 1848 speech, referred to Mexico as the "land of the just," and to U.S. soldiers as "a band of murderers and demons from hell" permitted "to kill men, women and children." Ulysses S. Grant stated in 1879: "I do not think there was ever a more wicked war than that waged by the United States on Mexico. I thought so at the time, when I was a youngster, only I had not moral courage to resign." General Zachary Taylor ordered scores of US soldiers executed for refusing to fight in Mexico. GR, PH

Page 37:

*Perry's seven ships sailed in November 1852 from the United States and arrived in Hong Kong the following spring.*

An example of using U.S. money and military to further U.S. commercial needs regardless of the domestic needs of other countries. it was the beginning expansion of "Manifest Destiny" to that of an overseas empire. GR

Page 38:

*The Perry mission was regarded as the most important "peacetime battle" of the nineteenth century for the U.S. Navy.*

NJROTC is flagrantly justifying the use of naval military might against a happy, non-commercial society for the purpose of seeking new markets for U.S. big business. GR

## Navy JROTC 3

**Title: *Naval Science 3, Naval Knowledge, Leadership, and Nautical Skills for the NJROTC Student.***

Naval Institute Press, 2018

Comments by Libby Frank, Paula Hoffman-Villanueva and Rick Jahnkow

Intro, Page 3:

*Sea power, as a former Chief of Naval Operations defined it, is "the sum of a nation's capabilities to implement its interests by using the ocean area for political, economic and military activities in peace or war in order to attain national objectives."*

*Sea power is of fundamental importance to the United States.*

**Cadets are being taught to assume that the ocean is "ours" to control for our political and military purposes. Not surprising but sad. And it doesn't bode well for saving the ocean. If you view it as a resource to control you can't adequately preserve and protect it. LF**

Page 24:

*All of the national strategies together constitute grand strategy, the art and science of employing national power to achieve national objectives. This can be done through threats, force, rewards, diplomacy, subterfuge, and other means.*

**Their idea of a grand strategy is domination, control, over powering. JROTC consistently views the world as potential enemies. LF**

Page 29:

*The strategy formulated by the postwar Truman administration in 1946-47 to counter the expansionist communistic ideologies and actions of the USSR and China was called the containment strategy. It would end with the dissolution of the Soviet Union and the end of the Cold War in 1991. During the intervening years, the containment strategy was closely related to the strategy of limited interventionism, because the pursuit of containment often*

*required military intervention to some degree, and military intervention in foreign states was often justified as required to achieve containment.*

**JROTC students are given one-sided, anti-communist propaganda to justify U.S. interventionism, including military force used against countries that never attacked or threatened to attack the U.S. It belies the claim that the military's purpose is defensive. RJ**

Page 34:

*Much thought on the direction that our national grand strategy should take now, and in the future, focuses on the threat currently posed worldwide by violent extremism and terrorism. . . . The United States must continue to take a proactive leadership role in world events, both for the welfare of our citizens and for the benefit of humankind.*

**Under this doctrine people in other countries do not have the right to self-determination. If the U.S. does not like their system of governance, the U.S. claims the right to intervene and change it (as it has sought to do in places like Chile, Iraq, Haiti, Vietnam, Nicaragua, etc.). RJ**

Page 37:

*Another technical innovation that was used for the first time to great tactical advantage in Operation Desert Storm in the Persian Gulf War in 1991, and in almost all conflicts involving U.S. military forces and intelligence agencies since, is the smart weapon, a class that includes laser-guided bombs, rockets, and programmable cruise missiles. These highly accurate precision weapons have greatly increased the probability of successful target destruction with just a single shot or attack, often from far greater ranges than were possible before. They are more "surgical" in nature and greatly reduce the possibility of unintended collateral damage to innocent civilians and private property.*

**The U.S. military still uses a considerable amount of non-smart weaponry that inflicts casualties on innocent civilians. Furthermore, using so-called smart weapons does not make our military interventions moral or legal under international law when they are used against countries that never threatened to attack us. RJ**

Pages 44-45:

### **Modern Forms of Armed Combat**

*In modern times there are three main forms that large -scale armed conflict might take: general war, limited war, and various kinds and degrees of irregular warfare. Each of these is discussed in the following sections.*

**In an emotionless way, high school students are being indoctrinated to accept war as necessary and normal. PH**

Page 79:

*Before anyone is allowed to receive, see, or use classified information, he or she must have a security clearance consistent with the classification level of the material. . . . There have been many highly publicized incidents of serious security breaches (losses or compromise of classified materials or information) in the Navy and other military and government agencies over the years.*

**The book refers to whistleblowers Assange, Snowden and Manning and lumps them in with people who have sold classified documents for money, even though the only motive of these three was to expose truths that the U.S. government was hiding. LF, RJ**

Page 95:

*With the exception of Arabic countries, most of which have adopted some form of Islamic sharia law based on the Koran, civil law based on the European Civil Code is practiced by a majority of some 150 countries in the world today, including Africa, and South America.*

**First, it should say "Arab" countries, not "Arabic" (Arabic is a language). Second, it's normal to capitalize Sharia. Third, the textbook is reinforcing an anti-Muslim stereotype when it misstates the prominence of Sharia law in Arab countries. Fact: "In the modern era, traditional laws in the Muslim world have been widely replaced by statutes inspired by European models." Source: [https://en.wikipedia.org/wiki/Application\\_of\\_Sharia\\_by\\_country/](https://en.wikipedia.org/wiki/Application_of_Sharia_by_country/) RJ**

Page 108:

*The development of the art of diplomacy began well before the birth of Christ.*

The book refers to the “birth of Christ” to mark a date in history instead of the more neutral, non-religious term of BCE (before common era). LF

Page 130- 131:

*General Rules of War on Land and Sea . . . Three basic principles underlying the rules of civilized warfare have historically been humanity, chivalry, and military necessity.*

“Civilized warfare” is an oxymoron. Another internationally-accepted rule is that war is not a necessity if the opposing country has not attacked or threatened to do so. Cadets should be informed that the U.S. does not follow any of these “rules.” PH, RJ

*In the United States, weapons associated with chemical, biological, and radiological (CBR) warfare (so-called weapons of mass destruction) may be used by U.S. forces only if and when authorized by the President. In general, the use of such weapons has been condemned by the United States, and President Nixon halted the production of chemical and biological agents in the U.S. in 1969. Their use by Saddam Hussein’s Iraqi military forces against Iran in the 1980s was well documented.*

This gives students a mixed message: it says that weapons of mass destruction (chemical, biological, radiological—CBR) may be used, despite the U.S. having condemned them. Regardless of what the text says about CBR weapons, the facts are that the U.S. continues to test chemical and biological weapons at the Dugway Proving Grounds in Utah (it claims it’s for defensive purposes); the U.S. is the only country that has used nuclear weapons in war; the U.S. continues to maintain a substantial nuclear arsenal; and the U.S. used chemical weapons when it sprayed the defoliant Agent Orange over much of Vietnam. RJ

Page 162:

#### **Laser Weapons and Rail Guns**

*Although the contemporary mainstream media derided much of this as “Star Wars” science fiction, after the popular motion picture series of the same name, much research effort was nevertheless spent in feasibility studies and early developmental efforts.*

*America’s main Cold War adversary at the time, the Soviet Union, strenuously objected to the initiative.*

The text talks a bit about the ill-fated “Star Wars” (Reagan) initiative but seems to blame the media for deriding the program. It was eventually abandoned because tensions relaxed and the technology just wasn’t there. So maybe the “mainstream media” was actually on to something. LF

Page 239:

*Obedience is the first lesson every military person must learn and the most important of the qualities that good leaders should strive to instill in their personnel. . . . Obedience is of greater concern in military life than in most civilian environments. . . . Military service people, therefore, must be more idealistic than the average civilian because they are serving, protecting, and defending the United States and its allies—even to the extent of giving up their lives in peace or war.*

The section on leadership emphasizes obedience: “Obedience is the first lesson every military person must learn, and the most important of qualities that good leaders should strive to instill in their personnel.” This model of leadership is presented as though it is the most honorable one—i.e., obedience including giving up your life, is “idealistic.” But students should also be told about the idealism of those who refuse to kill, or who risk their lives by refusing to obey unjust laws and government policies. LF, RJ

## Navy JROTC 4

### Title: *Leadership and Ethics Naval Science 4*

**Selected Readings for NJROTC students**  
(No publisher/date listed, textbook in use in 2021)

Comments by Paul Espinosa, Paula Hoffman-Villanueva and Rick Jahnkow

**General note:** Without exception, all the cases and photos used in this book to teach lessons in leadership and ethics are military-related. There no examples or references to leadership in civilian organizations or social movements (e.g., civil

rights, peace or feminist). Failing to use civilian examples is a way to condition students to see the military as the best model for leadership and ethics. If the book's readers consisted of only people who had already joined the military, such a one-sided slant might be understandable, but the audience here is civilian high school students. JROTC always denies being a military recruiting program, claiming its only purpose is youth leadership training. However, the content of this and other JROTC textbooks demonstrates the disingenuousness of that claim. RJ

Page 10:

*Group solidarity is achieved through a variety of motivations. Some groups may stick together for security or protection. If a group is attacked from outside, it comes together more strongly to defend itself from these attacks. An example of this is the story of the Jewish people in Germany under the persecution of Hitler's policy of extermination. As a result of their treatment they developed a solidarity of spirit and determination that had not existed previously among that group.*

**This is a questionable, over simplified presentation of why Jewish solidarity existed in Germany; it sugarcoats the brutality of genocide practiced against Jews. PE, PH**

Pages 15 and 19:

[Group assignment in book, to discuss and write about a scenario decision]

*"Thinking Ethically: Billet Assignments"*  
*You have only been on board for 15 days as the ship's executive officer when two new seamen report aboard. One is a minority member and the other is not. Your task is to assign them to a working billet. Most of the minorities on board are in the supply department as cooks, stock control, etc. Most non-minority members of the crew are in operations. In the best interest of the Navy, the ship's crew, and each individual sailor . . . what assignment should you give to these two seamen? . . .*

*"What Actually Happened in this Real Scenario?"*  
*Recognizing the imbalance of previous crew assignments and the need for the Navy to have a balanced force, and assuming that both of the new people were trainable, the XO assigned the minority crew member to operations and the non-minority to*

*supply. . . This sent a clear message that segregation was over, and the assignments would henceforth be made on the basis of merit in the case of equally qualified personal, that every effort would be taken to ensure the obtaining of a homogenous crew.*

**This seems like an overly simplistic solution that doesn't address pre-existing structural racism. PE**

Page 46:

*After the Vietnam War, enlistment and reenlistment rates were way down. Admiral Zumwalt, who had been asked to address the problem, decided to approach it from the standpoint of morale.*

*". . . It was also clear to me . . . that there were some serious problems in the Navy. . . . I visited with hundreds of the wounded in the hospitals, and I don't ever recall being taken to task about the war, but I recall many times being asked, 'Why is it that I, who volunteered to join the Navy and volunteered to fight in Vietnam, am not permitted to look like my peers with a beard or mustache or sideburns?'"*

**Instead of stimulating a dialogue on the ethics of the war, a quote was chosen from Admiral Zumwalt that is, at best, trivial. Nothing is said about the widespread ethical objections to the Vietnam war, including opposition by members of the organization Vietnam Veterans Against the War. PE, RJ**

*"I had just come from 20 months in command of our forces in Vietnam, where I had found that the most ruthless and cunning enemy I had ever had to face were the Vietcong women, and I concluded that dealing with the sexual differences in the Navy was timely."*

**"Ruthless and cunning" is a very racist stereotype of Asians. PH**

Page 79:

*"Thinking Ethically: The Party"*

*[End of chapter exercise regarding alcohol consumption, wild party, "military personnel acting in a criminal fashion," few details are actually given].*

*"What Actually Happened" [conclusion of exercise]. . . Both the senior and the subordinate lived to regret*

*their mutual lack of communication. When a subordinate thinks something is wrong, then it is the responsibility of the junior to ensure that the senior is fully apprised in a timely fashion as to what has gone on. It is, of course, also the responsibility of the senior to listen, with the senior applying as much bravery and directness in talking to a senior as they are expected to show in dealing with an enemy.*

**This section needs much more elaboration. The scenario is also ironic, considering the contemporary lack of action by senior officers regarding reported sexual abuse in the military; nothing is said about the persistence of that problem. PE, PH**

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## NJROTC Supplemental Text

### **Title: *Cultural Studies: An Introduction to Global Awareness/Custom Edition for the . . . Junior ROTC Programs***

Jones and Bartlett Publishers, 2010

### **Chapter 1 (What Is Global Awareness?)**

Comments by Nancy Harmon, Paula Hoffman-Villanueva and Rick Jahnkow

#### Page 18:

*"The Growth of the Human Rights Movement" . . . . .The American Revolution, with its Declaration of Independence, and the United States Constitution that followed, were part of this broader movement. So was the international effort to end African slavery, led by Quakers and other moral leaders. The Founding Fathers dodged the issue of slavery in the Constitution, which acknowledged it only obliquely in the form in which the states first ratified the document.*

**This also dodges the issue of black people being counted as three fifths of a person. NH**

#### Page 20:

*After World War II, another important development was the Universal Declaration of Human Rights. This was the founding document of the modern human rights movement. Adopted by the newly*

*formed United Nations, it was meant to embody cultural and faith traditions of the whole world, not just those of the Judeo-Christian West.*

**Some examples of human rights are sorely needed here. NH**

#### Page 45:

*There was a plan for a new state of Kurdistan, but it never came to be. Meanwhile, the Kurds found their own movements restricted as their neighbors fenced them out.*

**Why no explanation? NH**

#### Page 71:

*9. Explain what you think the United States should do to help resolve the Arab-Israeli conflict.*

**I don't know how anyone could even begin to answer this question without a more complete picture of what's happening to Palestine. The book fails to mention facts such as: Palestinians living on the West Bank are a people without passports, the right to vote, clean fresh water to drink, and freedom to come and go without harassment at multiple checkpoints. A wall has been built through their fields and villages. Israeli settlements sit on Palestinian land with plentiful resources and freedom of movement. It is impossible to discuss how to resolve the conflict without this knowledge and discussion of the injustices. NH, PH**

#### Page 86:

*In October 2002 Congress passed the Iraq War Resolution. This authorized the president to commit U.S. forces to protect the U.S. from the threat posed by Iraq.*

**Sanctions against Iraq had already been imposed, mostly impacting Iraqi civilians.**

*It also called on him to enforce the relevant UN Security Council resolutions regarding Iraq.*

**Meantime, huge protests against the start of another war were organized in the U.S. and worldwide, bringing hundreds of thousands of people into the streets. Why is it not mentioned? NH**

Page 88:

*One of the controversies over the war's launch was whether Saddam Hussein had supported al-Qaeda, the group behind the terrorist attacks of 11 September, 2001. Although he hadn't, polls showed that many Americans believed he had.*

**The book should explain here that this false belief was cultivated by the Bush administration and used to justify its planned attack on Iraq. The book should also inform students about the Bush administration's false claim that Saddam Hussein was producing "weapons of mass destruction." These facts were known before this book was published in 2010. RJ**

Page 90:

*While the situation in Iraq continued to improve, and new U.S. President Barack Obama hoped to withdraw American forces as soon as practical, it appeared likely that challenges would continue in Iraq for some time to come.*

**The photos in this section are all slanted to give a positive view of the U.S. invasion of Iraq. There are no photos of the terrible destruction done by this war of "shock and awe." Schools, libraries, neighborhoods and national treasures were destroyed completely. 4.5 million refugees were created (source: Iraqi Refugees and Internally Displaced Persons: A Deepening Humanitarian Crisis?, Congressional Research Service, 2/13/2009). We only see photos here of soldiers helping people or carrying out peaceful tasks. NH, RJ**

Page 97:

*"Islamic Fundamentalism" . . . What eventually came, however, were ruling families and nationalist revolutionaries unwilling to suffer an opposition to their hold on power. By the late 1970s no one could challenge the government in many Middle Eastern countries.*

**A definition of fundamentalism is needed here that points out that every religion, including Christianity, has a group that believes in a stricter application of religious principles. It is not just Islam. NH, RJ**

Page 101

*Then, in 1995, an American terrorist, Timothy McVeigh bombed the federal building in Oklahoma City.*

**Why does the book not explain McVeigh's political motivation for doing this? He was anti-federal government, pro-militia and inspired by white supremacist writings. NH, RJ**

**Chapter 2 (Asia)**

Comments by Armando Perez, Paula Hoffman-Villanueva and Rick Jahnkow

Page 134:

*Confucius: His teachings have long held immense influence in China as well as in Japan, Korea, and Vietnam.*

**Official country websites counter that religion does not play a big role in everyday life, unless a religious ritual is in effect (e.g., birth, death, marriage). AP**

Page 142:

*In 1949, following years of civil war and a brutal Japanese occupation of eastern China, Mao Zedong established the People's Republic of China, a Communist government. This move ensured Chinese sovereignty—but at a price. Chinese people had to endure strict controls on all aspects of daily life, including a program of birth control put into practice to limit China's exploding population.*

**The passage only presents negatives of communism, but then elates the introduction of market-oriented economic development, which has had negative repercussions as well. AP**

Page 143:

*Japan has not had the same long history of cultural self-confidence as China. For 200 years, until the middle of the nineteenth century, almost all foreigners were barred from the country.*

**This arrogant, ethnocentric statement overlooks the fact that the Edo era in Japan, 1603-1868,**

**was a time of rich development of the arts and of a vibrant, distinctive Japanese culture. RJ**

Page 144:

*Asians tend to be warier of Japan than of China. However, China's giant economy and growing military might are beginning to worry its neighbors as well.*

**Statement has no data to back it up. AP**

Page 146:

*Broadly speaking, the peoples of India, Pakistan, Bangladesh, and parts of Afghanistan are Indo-Europeans. These peoples use other alphabets than the Roman letters so familiar to you. Their skins are often much darker than those of Europeans.*

**Why is skin color included here when describing these people? AP**

Page 147:

*[Photo of women in field in India.]*

**Rarely is there a picture of contemporary urban areas or technologies developed by any of these countries. The photos that are included give students a distorted, uninformed view of their societies. AP, RJ**

Page 152:

*In 1793, a British diplomat named Lord George Macartney arrived in China . . . The Chinese didn't see trade the way the British did, as a simple natural buying and selling of goods. . . . Instead of being a matter of "just business," trade was seen as an elaborate exchange of gifts. One paid "tribute"—something almost like a bribe—and then hoped to get something in return.*

**The way the meeting with the emperor is portrayed here makes Chinese culture feel foreign and strange instead of just different from European culture. AP**

Page 154:

*China's imperial rulers had long presided over a peaceful and prosperous country. They had grown*

*complacent—"fat and happy," you might say. The ruling classes remained convinced of their cultural superiority over the West. They clung to this attitude despite Western progress.*

**This text is, itself, ethnocentric. It ignores the fact that "Western progress" led to disproportionate wealth distribution, amongst many other equity disparities. China is portrayed as unwilling to change for the good, yet the same could be said of western societies. AP, RJ**

Page 156:

*Empress Dowager Ci Xi-She had a fancy title, and she wielded a lot of power. But she was really just the girlfriend of the former emperor, Guangxu's uncle. She put the young reformer under house arrest and ran the country herself. The new government halted the reforms and executed six of their advocates.*

**This is the first instance of talking about a female leader of any capacity, and it takes the opportunity to diminish her role by belittling her. AP**

Page 157:

*The Qing declared war on the foreigners, but the eight responded forcefully. In the end, the Qing had to accept the Boxer Protocol, a treaty framed by the Eight-Nation Alliance.*

**It's not stated that this was part of the unequal treaties that gave Western powers disproportionate privileges. AP**

Page 160:

*Then came actions against Christians. In 1622 the shogun ordered the execution of 120 missionaries and converts. He forced out the Spanish in 1624. And he executed thousands more Christians in 1629.*

**The text fails to note that the reasons Christianity was banned in Japan included its political ambitions, intolerance toward Shinto and Buddhism, and connections to the sale of Japanese people as slaves overseas. AP**

Page 161:

*President Theodore Roosevelt had an ideal of foreign policy: "Speak softly and carry a big stick." By this he referred to negotiations ("speak softly") backed up by the threat of force ("big stick"). Sometimes the threat of force, not force itself, is all that's needed. . . . Today, airpower is used for the same purpose, and people speak of "power projection."*

**Although it was Roosevelt's "ideal," it is still being portrayed as necessary when it comes to foreign policy negotiations today. AP**

*On 8 July 1853 four giant dragons puffing smoke swam into Tokyo Bay and then came to a halt—like ships at anchor. Could they be some kind of ships? the Japanese wondered. They had never seen anything like them.*

**The introduction is belittling of Japanese culture. Although Japanese may have not seen steam ships before, they had knowledge of what ships looked like, or what they may look like. AP, RJ**

Page 162:

*The "dragons" were US Navy steamships under Commodore Matthew Calbraith Perry's command. His mission wasn't to invade Japan. In one sense, you might say he was just there to deliver a letter—from President Millard Fillmore to the emperor of Japan. Perry's mission was to negotiate a trade agreement between the two countries. But he had brought his big guns along to be sure he got Japan's attention.*

**This sentence fails to deliver the gravity of U.S. Navy ships entering a foreign harbor. The goal was to intimidate another country to give into the demands of the U.S. by using the threat of force. AP**

Page 164:

*Initially, the division was to last until the United States, the Soviet Union, China, and Britain could arrange some sort of trusteeship for Korea. A trusteeship is an arrangement for one country to govern another under international control. It's a setup much like the mandates in the Middle East under the old League of Nations.*

**Although a trusteeship was established, the tight grip of each of the countries involved (including**

**the U.S.) maintained the division of Korea for longer than it should've due to the individual countries' conflict of interest. AP**

Page 165:

*The regime has introduced some market reforms. But the Communist regime hangs on. It devotes a huge share of the economy to defense, and still practices food rationing.*

**The book fails to mention that the diversion of substantial resources to the military, at the expense of general public welfare, is practiced by capitalist countries as well, including the U.S. RJ**

Page 183:

*The British had three main motives in India. They wanted to trade, to maintain their security, and to "uplift" the Indian people.*

**The textbook fails to explain that "uplift" is a typical description countries have used to justify their imperialist aims. AP, RJ**

*In 1813 the British Parliament passed the Charter Act, which introduced just and humane laws in India. It also banned a number of traditional practices, such as suttee. The expansion of British law in India had other effects as well. It provided professional opportunities for many talented Indians. Education improved, too. English finally replaced Persian as the language of instruction.*

**This textbook furthers the belief that advancement comes from replacing the native language of a colonized people with the language of the colonizer, a very racist notion. AP**

Page 185:

*Gandhi was born in 1869 in Gujarat, a state on the western "arm" of today's India. Schooled in England, he became a lawyer but not a successful one.*

**Gandhi practiced law for 20 years, settling hundreds of cases out of court. AP**

Page 198:

*[Photo of a smiling U.S. soldier chatting with Afghan people.]*

**A non-representative image is used to portray all of the military campaign relations during the occupation of Afghanistan. AP**

Page 202:

*China currently gets much of its electricity from dirty coal-fired power plants.*

**Uncertain why dirty needed to be added here. Aren't all coal-fired power plants "dirty"? AP, PH**

Page 209:

*The Widening Gap Between Urban Wealth and Rural Poverty in Asia*

*It's not unusual for growing economies to have differences in incomes between the rich and the poor. But extreme differences are not healthy, experts say. They can weaken national unity and lead to civil unrest.*

**Cadets are being given the impression that this point only applies to "developing" regions, when in fact there currently is extreme wealth disparity in the U.S., and civil unrest is evident. PH, RJ**

Page 210:

*In 2007 Indians elected Pratibha Patil as their first female president. It's a largely ceremonial post—the prime minister has the real power in India. But it's still a significant position.*

**Unnecessary downplaying of Pratibha's accomplishment because she is a woman. AP**

Page 222:

*The United States doesn't want to see any more countries building nuclear weapons.*

**And yet the U.S. unilaterally withdrew from its obligations under the nuclear agreement with Iran. RJ**

Page 228:

*Asian countries also pose serious economic challenges to Americans. Shortly after World War II, more than half of the world's gross production was in the United States. This meant more than half of all the "stuff" in the world that people produce, on farms, and in factories was made in America. This*

*was partly because the United States was then, as it is now, a great country with an advanced economy.*

**... through the exploitation of the working class. AP**

## **Chapter 4 (Russia and the Former Soviet Republics)**

Comments by Libby Frank, Paula Hoffman-Villanueva and Rick Jahnkow

Page 362:

*Gorbachev preached "openness," and that sometimes forced the Soviet people to confront painful truths about the consequences of their communist rule. The economic mess they were in was one of these truths.*

**Blames economic downward trend on communism is not a cogent analysis. Making communism the problem and Russia the evil country is too simplistic. LF**

Page 376:

*The czarist regime faced two choices: It could try to develop faster economically and technologically, and risk domestic upheaval. Or it could move more slowly and risk full economic dependency on its nimbler neighbors.*

**Those were the only two choices? It isn't made clear why developing faster economically would result in domestic upheaval. LF**

Page 378:

*Lenin called for taking the land from the rich and dividing it equally among all Russians....Unlike the Petrograd Soviet, his ideas weren't moderate.*

**It is a mistake to intersperse opinion in a history book; e.g., Lenin's ideas "weren't moderate." Just state what his ideas were. LF**

Page 380:

*Indeed, when he [Stalin] died, he was thought to be planning a new wave of terror. Even his inner circle secretly rejoiced to learn he was dead.*

**This is subjective commentary. I think it's a mistake to characterize a leader as "good" or "bad"; rather, point to what they did or did not do. LF**

Page 395:

*[Chart of Russian leaders]*

**Obviously outdated. LF**

Page 398:

*In the mid-1950s Khrushchev opened to farmers vast areas of land in the northern part of the Kazakh Republic and nearby sections of Russia. These "new lands" produced excellent harvests in some years, but they were also subject to drought. This campaign also failed in the end.*

**Is the author saying it failed because there were droughts or because it was a bad idea? LF**

Page 445:

*While much of Europe was gladly shedding its communist ties—and had tried to for decades—some forces in Russia and China were more wedded to their "red" ways.*

**Absurdly put anti-communist editorializing. LF**

Page 453:

*The way the Soviets moved after World War II to assert control in the Eastern European lands they occupied angered the West—the United States in particular. But there didn't seem to be much the West could do to stop it short of going to war.*

**Cadets are not made aware of important historical facts that provide context for the Soviet Union's behavior after WWII; instead, the textbook makes it look like the USSR was simply acting as an aggressor. Missing facts include the invasion of Russia in 1918 by the U.S., Japan and other colonizer countries trying to help crush the Bolshevik revolution. The U.S. refused to even recognize the Soviet Union until 1933. During WWII, the Soviet Union suffered the largest number of casualties of the war when it was invaded by Germany. RJ**

Page 458:

*The Soviet Union backed Fidel Castro's socialist revolution in Cuba in 1959. That put a communist country within 100 miles of Florida's coast.*

**Cadets are not informed that after WWII, hostile nuclearized forces were positioned along USSR borders by the U.S. and other NATO countries—closer than Cuba was to the U.S. RJ**

*It also gave the Soviets a useful ally to do its revolutionary dirty work in Latin America, Africa, and elsewhere.*

**"Revolutionary dirty work"? There is so much anti-Communist red baiting in this text. And it's taught by ex-military members, not credentialed social studies teachers. This book is intended to brainwash youth, who will then be ready to go off and fight the "enemy." LF, PH**

Page 460:

*At the same time that many states were moving away from socialism, many states were also moving toward greater democracy. . . . These many swings represented a historic shift toward greater liberties in the world.*

**Actually, many of the countries of the world continue to be governed under different forms of socialism. Consistently, this book equates free market capitalism with freedom. Not every country agrees. LF**

## Chapter 5 (Latin America)

Comments by Kimberly Correa, Paula Hoffman-Villanueva and Rick Jahnkow

**General comment: While there are many struggles Latin Americans face in search for stable lives, this entire chapter focuses on the shortcomings of the Latin American countries without any mention of their successes. It also contains a significant amount of anti-immigrant content. KC, RJ**

Page 479:

*Cuba is the only communist country in the Western Hemisphere.*

**This is a micro-aggression. Systems of government are not highlighted for other countries, except Puerto Rico. A more reasonable observation would be: "The particular [political] identity of the Caribbean lies in its history of colonial exploitation via slavery and the correspondent evolution of a multi-racial creole society divided by ethnicity, colour, and class" (source: *Politics in the Commonwealth Caribbean: The Post-Colonial Experience*, Paul Sutton). KC**

*. . . while Puerto Rico is a US commonwealth. A commonwealth in this case is a self-governing territory voluntarily associated with the United States. Puerto Ricans have been US citizens since 1917*

**More about Puerto needs to be said. For example: "In 1898, during the Spanish–American War, Puerto Rico was invaded and subsequently became a possession of the United States. The first years of the 20th century were marked by the struggle to obtain greater democratic rights from the United States" (source: *The Tainos: rise & decline of the people who greeted Columbus*). KC**

Page 483:

*French Guiana is home to the European Space Agency's Guiana Space Center . . . The center has helped bring a desperately poor area into the modern world.*

**This is an unbalanced view. As recently as 2017, Guianan protestors organized general strikes and occupied the Space Center to protest the lack of direct access to potable water, medical services, and schools (source: Wikipedia, 2017 social unrest in French Guiana). KC, RJ**

Page 484:

*Latin America exhibits a common trend in both religion and language: European imports predominate.*

**This is a legacy of colonization. The use of the word "imports" trivializes the violence of colonization. KC, PH, RJ**

*In some places, Catholic clergy have supported authoritarian governments. This has hurt the church's prestige and moral authority. In Chile, for instance, many of the clergy supported the military*

*government of General Augusto Pinochet after he overthrew a leftist government in 1973.*

**Pinochet came to power through a military coup against President Allende in 1973. The book says "leftist government," when it should have said "democratically-elected socialist government," and it leaves out the fact the coup was actively supported by the CIA. KC, RJ**

*Brazil is one of the largest Catholic countries in the world. Its Catholic tradition goes back to the missionary zeal of the Spanish and Portuguese.*

**This is an unbalanced view. During colonial times in the 16th century, there was no freedom of religion. All Portuguese settlers and Brazilians were compulsorily bound to the Catholic faith. The term "Missionary zeal" trivializes the fact that the religious beliefs were violently forced by colonizers upon indigenous populations. KC, PH**

Page 486:

*An extreme form of syncretism is a kind of black magic called macumba. People use this for either good or evil purposes.*

**"Good or evil" is a subjective view. Macumba practitioners may use it to inflict harm or retribution, but some practices promote healing and wisdom (source: Hayes, Kelly E., 2007, "Black Magic and the Academy: Macumba and Afro-Brazilian 'Orthodoxies,'" History of Religions. pp. 283–315). KC**

Page 499:

*By middle of the nineteenth century, the Monroe Doctrine and the belief that the United States had a "Manifest Destiny" to spread across the continent provided the justifications for U.S. expansion across North America.*

**"The United States invoked the Monroe Doctrine to defend its increasingly imperialistic role in the Americas" (source: history.com). It led to the toppling of governments when they did not directly benefit U.S. interests. KC, RJ**

Page 504:

*As a new president in 1961, John F Kennedy decided that Cuban President Fidel Castro was working for the Soviet Union to undermine Latin America.*

*Kennedy wanted Castro out. This concern led him to authorize a secret invasion of exiled Cubans to topple Castro.*

**How does one “undermine” a continent? No doubt the intended meaning is “undermine U.S. influence in Latin America.” A brigade of around 1,500 CIA-trained soldiers stormed the beach in Cuba's Bay of Pigs. It was the opening phase of a secret mission to overthrow Fidel Castro. KC, RJ**

Page 511:

*A relatively small number of Europeans received grants of land from their rulers and set up vast haciendas. The term hacienda is another way to say an estate. But it can refer to a mine or even a factory as well as, more commonly, a plantation. Europeans forced native peoples into laboring on these haciendas-as farm laborers, as miners, and sometimes eventually as skilled tradespeople.*

**There is not enough elaboration provided on this slave labor. Prior to massive settlement by their own people in the New World, European colonies had a plantation economy where slaves, mostly indigenous people, worked on the plantations. An extensive slave trade affected all tribes in the area and was at the center of the economy of the region. KC**

*Social Classes: As these haciendas developed, natives and Europeans naturally came into contact with each other. So they began to intermarry. An elaborate racial classification developed . . . It was a very stratified, or layered, society.*

**This section glosses over North American exploitation and enslavement and perpetuates the notion that Latin American colonies profited the most from slave labor. KC, RJ**

*Social Classes: And then there were African slaves. They were brought to the New World early on to work the sugar cane and other plantations.*

**“and then there were African slaves . . .” mentioned with so little regard for the human tragedy. Callous afterthought. PH**

Pages 511-513:

*North American colonists often arrived as complete families.....North America's European colonies*

*tended to become home to smaller populations. People were more likely to come from the same racial and ethnic background. There was far less intermarrying with native peoples. And so the north didn't form the same racial classes as did Latin America. There were far fewer “layers” to society.*

**However, class stratification among colonists did exist: status and power in colonial Virginia society depended much more heavily on one's religion or whether one owned property than it did on skin color or a notion of race. And with little exception, the colonists treated the entire Native American population as an inferior racial class. KC, RJ**

Page 512:

*More people took part in the economy at a higher skill level, too. There were more blacksmiths and carpenters, for instance, rather than unskilled farm laborers.*

**By the end of the 17th century, colonies began to make legal distinctions based on racial categories; the legal status of black people deteriorated while the rights of white European Americans increased. KC**

Page 512:

*North American colonists also had greater rights. More people there had the vote. More had citizenship rights and legal protections than in South America. They had local assemblies early on, such as the House of Burgesses in Virginia. They had rights that an African slave on a Brazilian sugar plantation, for instance, did not.*

*North Americans had slaves, too, of course. But there were fewer of them. And they became important to the economy much later, especially in the nineteenth century, after the invention of the cotton gin. Many important institutions of society were already set up by the time slavery became economically significant in North America. The European colonies of Latin America, on the other hand, developed with less equality in wealth, human capital, and ultimately political influence.*

**Not enough time is spent on the detrimental effects on enslaved folks and the brutality of North Americans against black and brown people. There needs to be more contextual information on North American slave labor. A system of**

slavery in which enslavement was lifelong, hereditary, and based solely on race was established in the colonies in the 17th century. Slavery deprived the enslaved person of any legal rights or autonomy and granted the slave owner complete power over the black men, women, and children legally recognized as property.

While it was true that the cotton gin reduced the labor of removing seeds, it did not reduce the need for slaves to grow and pick the cotton. In fact, the opposite occurred. Cotton growing became so profitable for the planters that it greatly increased their demand for both land and slave labor. Because of the cotton gin, slaves now labored on ever-larger plantations where work was more regimented and relentless. KC, RJ

Page 513:

*The gaps between rich and poor are wider in Latin America and the Caribbean than in almost any other region on earth.*

**This is an unbalanced and misrepresenting view. Nations from all six populated continents have massive wealth gaps between their richest and poorest residents. Many of the most economically productive countries in the world, including the U.S., have not been able to devise a way to stop, or even slow, the growing inequality. KC, RJ**

Page 513:

*There are bigger gaps between rich and poor in terms of all kinds of access, also: to education, to healthcare, and even to water and electricity. The region also exhibits what a World Bank official called “huge disparities” between the rich and poor in assets.*

**Statistic from the Organization for Economic Cooperation and Development show that the top one percent in the United States holds 42.5 percent of national wealth, a far greater share than in other OECD countries. In no other industrial nation does the richest 1 percent own more than 28 percent of their country’s wealth. KC**

*The Latin American poor have much less voice in their societies. And they have fewer opportunities to improve their lot.*

Not mentioned in this book is the fact that when Latin American people have risen up to challenge poverty and inequality—e.g., in Nicaragua, Chile and Cuba—the U.S. has intervened to preserve the power of elites wishing to maintain the status quo. JROTC cadets would be better educated if they were required to read “War is a Racket,” Maj. Gen. Smedley Butler’s account of his involvement in U.S. military intervention in the Philippines, China, Central America and the Caribbean. RJ

Page 514:

*The Wide Gaps Between the Very Rich and Very Poor*

*What do these gaps matter for a society? Economists say that great inequality doesn’t just make it hard for poor people to escape poverty. It tends to hold back the whole society. Countries with higher inequality have to grow faster to lift their people out of poverty. If wealth were spread around as evenly in Latin America as it is in Europe, Latin America would have a poverty rate of only 12 percent instead of 25 percent.*

**This is an unbalanced view and paints Latin America as being the only body that struggles with issues of class. Wealth inequality in the U.S. has grown tremendously from 1989 to 2016, to the point where the top 10% of families ranked by household wealth (at least \$1.2 million in net worth) own 77% of the wealth “pie.” The bottom half of families ranked by household wealth (with \$97,000 or less in net worth) own only 1% (source: Federal Reserve Bank of St. Louis). In 2016, the typical white family had about 10 times the wealth of the typical black family and about 7.5 times the wealth of the typical Latino family (source: Federal Bank Reserve). KC**

*The World Bank study found that race and ethnicity still limit people’s opportunities and welfare. Indigenous people and those of African descent are “at a considerable disadvantage with respect to whites,” according to the Bank. Whites continue to earn the highest wages in the region.*

**The book does not go into enough detail to show the colorism and class context for the wage gap in Latin America. KS**

Page 525:

*Government officials who take bribes either look the other way and allow crime to occur, or they actively participate in criminal activity.*

**The book should mention that most countries such as the United States, Canada, European countries, etc., also face severe issues with government corruption. KC**

Page 542:

*As you have read, income inequality in Latin America is extreme. And so it is crucial for individual men and women to better their lot by finding ways to take part in the economy at a higher skill level. Latin America needs fewer farm laborers and more technicians. Its people need to find ways to work smarter, not harder. But it's hard to do that while addicted to drugs.*

**This is an unbalanced and unjust view of poverty and its causes among Latin Americans. Creating the impression that Latinxs need to work "smarter" and are addicted to drugs is a misrepresentation of its people. The book misinforms about the work ethic and needs of Latin Americans. Drug addiction is not a unique problem to Latin America. KC**

Page 543:

*But Americans' continuing demand for illegal drugs has led new suppliers to enter the marketplace. The focus of U.S. concern has now shifted to Mexico, where at least 6,500 people—mostly criminals—died in drug-related violence in 2008 and the first quarter of 2009.*

**This is an unsupported and controversial opinion. The book does not provide any citations or context to back this statement. Furthermore, stating that the people who "mostly" died were criminals is a way of implying there was no significance to the human life lost. KC**

*The federal government has scored some important victories against the Mafia. Now it's using the same approach to choke off the Mexican drug trade and its violence.*

**This is a controversial and unprofessional view of the situation. The authors should re-evaluate**

**the language used to depict combatting the drug trade between borders. KC**

Page 574:

*The war didn't last long. In December, 1898, Spain signed a peace treaty handing control of Cuba over to the United States. On 20 May 1902, the United States gave Cuba conditional independence, under the terms of the Platt Amendment.*

**Cubans were not in favor of the Platt Amendment. 1) It gave the U.S. rights to interfere in Cuba to "maintain order." 2) It made Cuba lease the U.S. naval bases. 3) Cuba could not enter into a treaty with another nation without U.S. approval. KC**

*Soon it became clear that Castro was a communist allied with the Soviet Union. Presidents Dwight D Eisenhower and then John F Kennedy didn't want Castro spreading communism through the Americas.*

**This is purely Cold War rhetoric, with no objective explanation of what communism is and why Cubans would have chosen it. RJ**

Page 575:

*In November, 1961, the Kennedy administration decided to implement something called Operation Mongoose. The code name referred to a covert-hidden or secret-program to undermine and overthrow Castro. This was after the Bay of Pigs invasion but before the Cuban missile crisis, which you read about in Lesson 1. The idea was to stir up a rebellion in Cuba that the United States would then support. It would be an excuse for outing Castro.*

**This is a misrepresented account of Operation Mongoose. The Cuban Project, also known as Operation Mongoose, was an extensive campaign of terrorist attacks and covert operations carried out by the Central Intelligence Agency against Cuba. It was officially authorized on November 30, 1961 by President Kennedy. KC**

Page 578:

*The US Coast Guard response to the boatlift was the largest peacetime operation it had ever undertaken. It combined rescue and law enforcement.*

*The boatlift was controversial in the United States. The 1950s to 60s wave had included many highly*

educated citizens—mostly whites. The Marielitos, as they were known, were poorer and generally darker-skinned than the earlier waves of Cubans. Additionally, a small percentage of the latest wave was criminals and people who were mentally ill. Castro had simply released them from prisons or hospitals. . . . . Eventually most of the Marielitos found homes in their new land. The United States absorbed them, as it has absorbed newcomers for centuries. Today Cuba's government once again restricts freedom of movement. . . .

**This is an incomplete and subjective view. Not enough context is provided as to why the "educated" Cubans were white and why the "dark-skinned" Cubans were poor. It does not shed light on the relationship of colorism to inequality in access to education and social and economic class in Latin American countries. By failing to provide ample information about systems that contribute to these inequalities, it leads the reader to only associate color with intelligence. The text is also outdated and needs to represent the current state of Cuba and its people as of Castro's death in 2016. KC**

Page 160:

Haiti and Cuba are only part of the immigration picture. Immigration to the United States has tended to come in waves. The United States is currently in the midst of a flood of people from Latin America, most from Mexico. Some experts see it as likely to match the immigrant influx of the early twentieth century. Latin Americans are a much larger part of immigration to the United States today than a century ago. Most of those immigrants were from Europe. In 2007, on the other hand, Mexico was the top country of origin for foreign-born residents of the United States. Latin Americans made up 54 percent of the United States' foreign-born residents.

**Author does not provide context or information pertaining to the various reasons people from these countries are tempted to migrate into the US. This provides an unbalanced view of economic, social, political, and environmental causes that lead to migration. KC**

Page 584:

Another difference between today's immigration situation and that of a century ago is that so many people are here illegally. . . . Legal immigration refers to those who work within U.S. law to come to the

United States to settle permanently. They may take out citizenship. Before they come, they apply to a U.S. embassy abroad for an immigrant visa.

**The book should provide more information and context for the reality of the visa process—more context using data on how many people apply and how many people get approved, length of time and requirements associated with different visas. This would provide greater information and understanding of the process for readers. KC**

*Illegal immigrants, by contrast, arrive in a country without permission. Many come as tourists or students but stay on after their visas expire. Others sneak across the border in the middle of the night.*

**This is an incomplete view of the process. Migrants face immense danger crossing the border. Language such as "sneak" implies a subjective view that labels migrants as criminals, rather than people who are fleeing threats to their survival in their home country. Many are, in fact, seeking legal asylum due to threats against to them and their family members. KC, RJ**

*Children may grow up not even knowing their own illegal status.*

**The appropriate term is "immigration status." KC**

*. . . parents who have entered the country illegally may have children who are native-born citizens. Some members of Congress have introduced legislation to change this, but so far they have not succeeded.*

**This is an unbalanced view—text does not provide enough context to understand: 1) the harm of family separation; 2) issues regarding obtaining citizenship; 3) racism and classism in immigration—i.e., unequal treatment of European immigrants vs Latino immigrants. KC**

*Damages From Illegals*

*Some people who believe the negative effects outweigh the positive want to see a crackdown on illegal immigration.*

**This language is biased—needs to be adjusted towards a neutral lens. KC**

*They charge that foreign workers take jobs from Americans. Critics of illegal immigration want the government to punish companies that hire illegal immigrants. With fewer foreign-born workers, these critics say, employers would be forced to hire American citizens. They would have to pay more, however, to win and keep them. They would have to cover health care benefits and their fair share of taxes. That would be good for those American workers. It might also mean more money rolling through the US economy.*

**This is a slanted view with no data to highlight the reality of the work force that undocumented workers make up. It fails to mention the role of racism and xenophobia in opposition to immigration. KC, RJ**

Page 592:

*For much of U.S. history, Americans have acted as though they could ignore what was going on south of the border. When they did turn their attention to Latin America, the result was often military intervention. But the days are gone when the United States could close its eyes to the continuing political, economic and social difficulties Latin Americans face.*

**The book creates the impression that the U.S. has rarely paid attention to Latin America, when in fact the U.S. has often intervened to selfishly protect its financial and political interests in the region (which is what the Monroe Doctrine was about). The book fails to objectively explain to students how the use of U.S. military and economic power has negatively affected the people of Latin America, especially when the U.S. has intervened to undermine popular movements seeking social justice in the region. The tone of the entire chapter is very biased. RJ**

[Chapter 5 not reviewed]

## Chapter 6 (Europe)

Comments by Patti Cates, Paula Hoffman-Vilanova and Rick Jahnkow

Page 599:

*Twice during the twentieth century these two countries and their allies faced off to fight wars so terrible that people call them "the world wars."*

**All wars are terrible. They were called "world wars" because they were so widespread. PC, PH**

Page 603:

*Americans study Europe in particular because Europeans settled America. The Founding Fathers were European-Americans steeped in the classics. It would be hard to overstate the influence of this literature on them.*

**(1) This book needs to be more specific about which part of "America" it is referring to: British or Spanish colonies, the United States, Mexico, Canada, etc.? (2) It also needs to recognize Europeans invaded a continent that was already settled much earlier by Native Americans. PC, RJ**

*Since its founding, the United States has become vastly more diverse. It has drawn people from all around the world. To many people, that is one of the measures of its success. But the country is still based on ideas that, however universal their appeal, came to the United States from Europe.*

**This and the previous paragraph above are trying to justify why the textbook is ignoring the presence of native peoples and enslaved Africans. PH, RJ**

Page 609:

*Christianity was Europe's great unifier, especially after the Western Roman Empire's decline. You might say that the Roman Catholic Church was the successor institution to the empire.*

**This statement fails to acknowledge how Christianity had to contend with many other religious sects before emerging as a tool to unite people. PC**

*For nearly two centuries, from 1095 to 1291, Christians engaged in the Crusades. These were a series of wars intended to liberate Jerusalem from Muslim rule. The Crusades began with a speech by Pope Urban II. No text of it survives, but he supposedly called for the nobles of Western Europe, known as the Franks, to defend their fellow Christians, the Byzantines, to the east.*

**The text leads the reader to think of the Christians as fighting a "good" war (i.e., "a series of**

wars intended to liberate Jerusalem from Muslim rule"), while the Muslims are depicted with negative language: "conquered Andalusia" and "Islamic invasion." PC

Page 670:

*But the Crusader ideal lived on. A few words are in order on the men who fought these campaigns. They were in effect armed pilgrims. Each went through a special religious ceremony in which he vowed to carry out his mission of defense of "holy places." He wore a cross on his chest, not unlike a team jersey. A Crusader had to have some demonstrated military skill. And if he failed to fulfill his pledge he could get thrown out of the church.*

**Only the Crusader soldier is being described here. To be more balanced, this text could include a similar description of Muslim soldiers, who likewise felt they were honoring their faith by defending it. Given that this section on Europe is seeking to explain the underpinning of today's America, more inclusive descriptions would provide a better understanding of the diversity of people who live in America. PC**

Page 619:

*Nationalism is another force that shapes countries. Nationalism is loyalty to country. It affected four important empires in European history: the Holy Roman Empire, as well as the Ottoman, Austro-Hungarian, and Russian empires.*

**"Nationalism is loyalty to country" is a simplistic and misleading description. Anyone may feel loyalty to one's country without it being considered nationalism. A reader may confuse being patriotic with being a nationalist. PC**

Page 626:

*Although Franco came into power in a civil war with the backing of Hitler and Mussolini, during World War II, Spain was officially neutral.*

**Franco didn't simply emerge as a leader during the Spanish civil war. He started the civil war when he led a military coup against the democratically elected government. PC**

Page 636:

*The EU's Member States [list].*

**The list is obsolete. The United Kingdom left the European Union on 31 January 2020. - ec.europa.eu/taxation\_customs/uk\_withdrawal. PC**

Page 659:

*Word of Johnson's inquiry followed a statement from the MET's Black Police Association (BPA) that it would boycott efforts to recruit officers from ethnic minority communities. In fact, the BPA said it would actively discourage black and Asian recruits. Such recruits would be "treated unfairly," the BPA said. The National Association of Muslim Police, however, said it would not take part in the boycott. That group said that the MET was making progress in race relations.*

**Given that Boris Johnson is now the Prime Minister of the U.K., it would be useful to update the information in this article to reflect more recent circumstances. PC**

Page 660:

*As you read in Chapter 1, Lesson 4, it seeks to unite all Muslims and to reestablish the caliphate, the Muslim empire of centuries past. Al-Qaeda leader Osama bin Laden has said that this can be done only by force.*

**Since Osama bin Laden was killed in 2011, this section could be updated. PC**

Page 717:

*Besides military ties, the United States and Europe have economic bonds as well. In fact, the United States and the European Union as economic blocs are both so huge and so tightly connected to each other that their partnership dominates the world.*

**Since the writing in the text is about 10 years old, it needs updating here, given that China is making advances on the global economic front and NAFTA has dissolved to become USMCA. PC**

## Marine Corps JROTC 1

### Title: *Leadership Education I*

#### Student Text

U.S. Marine Corps (no date, in use as of 2020)

Comments by Ana Yeli Ruiz and Rick Jahnkowitz

#### Page 11:

*Truman was one of America's most honest and ethical presidents.*

**This is opinion presented as a fact. The Truman administration authorized the bombing of Hiroshima and Nagasaki, Japan. AR**

#### Page 16:

*The code of ethics of the United States Marine Corps is directly traced to the Declaration of Independence and the Constitution. These documents are the basis of American life for they guarantee freedom and justice. They state the rights of all human beings. The authority of freedom and justice is indisputable. It is upon these values that the founding fathers constructed this nation.*

**It is a historical fact that the founding fathers owned slaves and did not think of all human beings as equal, and they did not grant equal rights to women, Native Americans and people who were not of the land-owning class. AR, RJ**

#### Page 16:

*The only reason the Marine Corps exists is for the defense of the nation...This requires that every military leader must be prepared to carry out orders, so long as they are lawful and moral.*

**This claim of defensive purpose is false. The Marine Corps has participated in invasions and offensive actions to for the purpose of protecting western economic and political interests. For example, see Marine Corps Maj. Gen. Smedley D. Butler's personal accounts of military actions in the Philippines, China, Central America and Caribbean: "War Is a Racquet," <https://www.youtube.com/watch?v=26O-2SVcrw0>. AR, RJ**

#### Page 23:

*While on his journey, O'Bannon was called upon to prevent the Moslems plundering the Christians.*

**A one-sided portrayal of Christians as righteous. AR**

#### Page 25:

*During the Vera Cruz Campaign of 1913 he was again cited for valor during the assault of that Mexican city.*

**Assaults on Vera Cruz and other cities and nations are presented as honorable even when they were conducted in U.S. wars of aggression. AR, RJ**

#### Page 31:

*Robert E. Lee showed in his attitude and appearance at Appomattox, that he was an officer and gentleman.*

**Praising leaders of the confederacy who fought to keep slavery in tact reinforces white supremacist values and omits historical truths. AR**

#### Page 32:

*Abraham Lincoln had to take drastic actions to keep the Union intact. He stretched his powers to the limit. He even went beyond the legal limits set by the Constitution. This took great courage and heart, but Lincoln knew that the Union had to be preserved, so he did what he had to do.*

**Omitting mention of slavery and simply narrowing the Civil War down to a struggle to maintain the union waters down and sugar coats what the civil war was about. AR**

#### Page 32:

*President Ford was faced with the difficult decision of whether to prosecute or pardon former President Nixon. . . . Finally, he mustered the courage to do what was necessary and issue the pardon.*

**Although the text acknowledges that Nixon "left the presidential office in disgrace and the**

faith of the public in our system of justice and government was shaken,” the text promotes the idea that pardoning malicious actions was of overriding importance and the morally correct thing to do. AR

Page 48:

*Francis Scott Key, a Washington lawyer, had gone aboard a British Ship to negotiate the release of a prisoner.*

**Francis Scott Key was a slave owning district attorney who enforced race and slavery laws to the fullest extent, including invoking the death penalty. AR**

Page 48:

*The song was sung and the music played for years. In 1916 it was called our national anthem, and Congress confirmed this in 1931.*

**It is omitted that Francis Scott Key’s original version of the Star Spangled Banner contained a third verse that was racist in nature. AR**

Page 57:

*The qualifications for U.S. citizenship have changed as this country has matured. . . . The government made exceptions for immigrants who became citizens by naturalization.*

**Here naturalization is wildly simplified. Immigration laws are complex and depend on where one emigrates from. AR**

Page 58:

*Those who wish to become “naturalized citizens” must simply demonstrate to the court that they have met all of the legal requirements set by Congress.*

**An extreme oversimplification of the naturalization process. AR, RJ**

Page 58:

*When Congress admits a territory as a new state, the citizens of that territory become American citizens.*

The wording here makes it seem as though a territory would be fortunate to be admitted. There is a large assumption that, of course, any sovereign nation or people would want to be controlled by the U.S. Many Hawaiians and Puerto Ricans would dispute this. AR, RJ

Page 58:

*Undocumented aliens*

**A derogatory term is used; should be undocumented people or residents.**

Page 59:

*The 1952 McCarran-Walter Immigration and Nationality Act (as amended in 1965) established the following qualifications for United States citizenship: . . .*

- *Is able to demonstrate a dedication to American values, which includes not being a member of a subversive organization such as a communist party.*

**An example of undemocratic, red-scare propaganda from the 1950s. AR, RJ**

Page 94:

*In the U.S. most people bathe daily, however this is not the case in certain cultures.*

**Inserting this statement in a section on personal hygiene is a way of portraying other non-western cultures as dirty, teaching students to be ethnocentric. AR**

Page 108:

*Risk Factors of Suicide*

**The background description of factors leading to suicide is greatly oversimplified. For example, there is no mention of factors like sexual assault or rape. AR, RJ**

Page 129:

*As with any illegal drug, marijuana is not tested for safety and purity. It may contain pesticides and molds and may be mixed with other dangerous drugs.*

**The textbook is outdated. It villainizes marijuana with no discussion of any positive effects or how it's used medicinally. The growing trend of legalization should also be mentioned. AR**

Page 136:

*[A section on alcohol abuse and crime uses a photograph of an African American man being pinned to the ground by two white police officers.]*

**The image promotes the racist stereotype that Black people are criminals and white officers are righteous. AR**

Page 137:

*To keep from falling into the trap of drug abuse, stay smart, strong, and active. Say "no."*

**This is an oversimplification of what can be done to stop drug abuse. "Say no" strategies have proven to be ineffective. AR, RJ**

Page 187:

*. . . a woman does not lean on a man's arm in the daytime, unless to cross a very crowded street or to be helped over a rough piece of road.*

**Outdated sexism. AR**

Page 198:

*Manners at the Table . . .*

*You should sit down quietly in the center of your chair and draw it up to the table (if there is no one to push it for you, ladies).*

**Antiquated table manners are being taught. What does it have to do with learning leadership? AR, RJ**

Page 201:

*Do not bring up controversial or unpleasant subjects, such as politics, religion, or death.*

**Blanket statements are given about how to act at a dinner table. AR**

Page 201:

*As a guest in someone's home or dining at a restaurant, when you drop a fork or spoon at the table, do not pick it up. Do not apologize for the mistake. The less you say about the incident, the less it will be noticed.*

**There are unusual instructions like this. The polite thing to do would be to pick up the item and ask for a new one. AR**

Page 254:

*Citizens owe allegiance to their government, which in turn grants them rights and privileges of citizenship.*

**This teaches students to blindly obey their government, regardless of any injustices in the government's laws. It also contradicts the Declaration of Independence, which says that people are "endowed with certain inalienable rights . . . Life, Liberty and the pursuit of Happiness." RJ**

*An alien is a foreign-born resident who has not been naturalized and is still a subject or citizen of a foreign country.*

**"Aliens" is an insensitive term. AR**

Page 351

*As a result of the Spanish-American War, it became clear that the U.S. must have a two-ocean navy, thus speeding the construction of the Panama Canal.*

**The economic reason of financial gain for the U.S. is glossed over. AR**

Page 351:

*The victory at Guantanamo, which was won by a Marine unit and commanded by a Marine officer, gave added strength to those who later would advise that the capture and defense of advance bases should become the primary mission of the Marine Corps.*

**Taking others' land to use as bases for U.S. imperial control is portrayed as a noble and okay thing to do. AR**

Page 353:

*After the expulsion of the Spanish at the end of the Spanish-American War, Cuba was left without a government. After a period of military rule, the Cubans were permitted to form their own constitution and government with U.S. approval.*

**The Cuban people are portrayed as helpless people without agency, while the U.S. is portrayed as a god-like all knowing super power. As a condition for withdrawing its troops, the U.S. forced Cubans to accept a treaty that “defined the terms of Cuban-U.S. relations essentially to be an unequal one of U.S. dominance over Cuba” (source: [https://en.wikipedia.org/wiki/Platt\\_Amendment](https://en.wikipedia.org/wiki/Platt_Amendment)).  
AR, RJ**

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**[MCJROTC 2-4 textbooks not reviewed]**