

Outline of Presentation: “The Bowdlerization of SOCIAL STUDIES in NEW MEXICO PUBLIC EDUCATION”

LESC November 16, 2017

Dr. Lois Rudnick, Professor Emerita of American Studies, University of Massachusetts Boston, Member, Interfaith Coalition for Public Education

THE STATED MISSION OF NEW MEXICO PED (Public Education Department) is to provide:

“A WORLD-CLASS EDUCATION SYSTEM IN WHICH NEW MEXICO STUDENTS ARE PREPARED TO SUCCEED IN A DIVERSE, INCREASINGLY COMPLEX WORLD...TO ENSURE THAT ALL STUDENTS IN NEW MEXICO HAVE AN EQUAL OPPORTUNITY TO ACQUIRE THE SKILLS AND KNOWLEDGE THAT WILL ENABLE THEM TO BE SUCCESSFUL AND RESPONSIBLE CITIZENS.”

The changes that the PED has made to the End-of-Course Assessments (EoCs) in US History, New Mexico History, and World History are a travesty of that mission.

BOWDLERIZE: “to remove material that is considered improper or offensive from (a text or account), especially with the result that it becomes weaker or less effective.”

I PLAN TO GO THROUGH A FEW OF THE PLANNED DELETIONS TO SHOW THAT EVEN THOUGH THE STANDARDS OF THESE COURSES HAVE NOT BEEN CHANGED, THE DELETIONS OF SUBJECT MATTER ON THE TESTS, IN EFFECT, ENCOURAGE TEACHERS NOT TO TEACH THEM, AS THEY WILL NOT BE INCLUDED IN FINAL ASSESSMENT TESTS THAT COUNT FOR 34% OF SOCIAL STUDIES TEACHERS’ GRADES AND ALSO COUNT TOWARD THEIR SCHOOLS’ GRADES.

I ASK THE LESC TO TAKE note that the Content Lead and Lead Reviewer for all three Social Studies Blueprints, **Ellen Virden**, is the Social Studies Chair at Alamogordo High School. Could that be the reason that the dropping of the atomic bombs on Japan and the creation and escalation of nuclear weapons have been excised as topics under the relevant standards for the US and New Mexico history End-of-Course Assessments?

Is it possible that we can educate “successful and responsible citizens” without their learning about the single most important and devastating scientific achievement in the history of humankind, which was created and tested here in New Mexico, or about how a bill becomes a law, or about the impeachment process?

These are just a few examples of the clearly ideological agenda behind the blacked-lined topics, which **erase** the names of key Civil Rights leaders, like Rosa Parks and Malcolm X; **erase** the End of Slavery as a (partial) result of the Industrial Revolution; **erase** key Supreme Court decisions that affect the lives of all women in our nation, like Roe vs. Wade; and **erase** key

historical actors and factors that are essential to understand the development of our economy, our industry, and our political, such as the role of trusts in concentrating wealth, the role of labor strikes in building unions that protected workers' rights; and the vital role that The House UnAmerican Activities Committee played in the success of McCarthyism.

Following are the standards for each of the historical periods in all 3 courses where there are strikeouts of topics and individuals. The strikeouts are in bold.

I. SOCIAL STUDIES: US History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

9-12 Benchmark 1-B. United States: analyze and evaluate the impact of major eras, events and individuals [sic] in United States history since the civil war and reconstruction.

2. Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the industrial revolution, including:

b. rise of business leaders and their companies as major forces in America (e.g., John D. Rockefeller, Andrew Carnegie);

c. development of monopolies and their impact on economic and political policies (e.g., laissez-faire economics, ~~trusts, and trust busting~~);

d. growth of cities (e.g., influx of immigrants, rural-to-urban migrations, ~~racial and ethnic conflicts that resulted~~);

e. efforts of workers to improve working conditions (e.g., organizing labor unions, strikes, ~~strike breakers~~); f. rise and effect of reform movements (e.g., **Populists, William Jennings Bryan**), Jane Addams, and muckrakers.

3. Analyze the United States' expanding role in the world during the late 19th and 20th centuries, to include:

a. ~~causes for a change in foreign policy from isolationism to interventionism~~; causes and consequences of the Spanish American war;

b. expanding influence in the western hemisphere (e.g., the **Panama canal**; Roosevelt corollary added to the Monroe doctrine, the "big stick" policy, and "dollar diplomacy");

c. events that led to the United States' involvement in World War I; United States' rationale for entry into World War I and ~~impact on military process, public opinion and policy~~;

e. United States' impact on the outcome of World War I; United States' role in settling the peace (e.g., Woodrow Wilson, Treaty of Versailles, ~~league of nations [sic] and Senator Henry Cabot Lodge, Sr.~~)

4. Analyze the major political, economic and social developments that occurred between World War I and World War II, to include:

a. social liberation and conservative reaction during the 1920s (e.g., flappers, prohibition, the Scopes trial, and the red scare);

b. causes of the great depression (e.g., over production, under consumption, and **credit structure**)

5. Analyze the role of the United States in World War II, to include:

a. reasons the United States moved from a policy of isolationism to involvement after the bombing of Pearl Harbor;

b. events on the home front to support the war effort (e.g., war bond drives, **mobilization of the war industry**, women and minorities in the work force);

c. major turning points in the war (e.g., the battle of Midway significance, D-Day invasion success, ~~and the dropping of atomic bombs on Japan~~).

7. Analyze the impact of World War II and the cold war on United States' foreign and domestic policy, to include:

a. origins, dynamics and consequences of the cold war tensions between the United States and the Soviet Union;

b. new role of the United States as a world leader (e.g., Marshall plan, NATO);

d. implementation of the foreign policy of containment, including the Truman doctrine;

e. Red Scare (e.g., ~~McCarthyism, House Un-American Activities Committee, nuclear weapons, arms race~~); f. external confrontations with communism (e.g., the Berlin blockade, Berlin wall, Bay of Pigs, Cuban missile crisis, Korea, and Vietnam war)

II. SOCIAL STUDIES: NEW MEXICO HISTORY

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

Benchmark 1-A: New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood:

2. Analyze the geographic, economic, social and political factors of New Mexico that impact United States and world history, to include:

d. role of the federal government (e.g., ~~military bases, national laboratories~~, national parks, Indian reservations, ~~transportation systems, water projects~~)

4. Analyze the impact of the arts, sciences and technology of New Mexico since World War II (e.g., artists, cultural artifacts, ~~nuclear weapons, the arms race~~, technological advances, ~~scientific developments~~, high-tech industries, federal laboratories)

Civics and Government Strand

Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

Benchmark 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents.

6. Compare and contrast the structure and powers of New Mexico's government as expressed in the New Mexico constitution with that of the United States constitution, to include: direct democracy in the initiative, referendum and recall process; ~~impeachment process~~; process of voter registration and voting; role of primary elections to nominate candidates; ~~how a bill becomes a law; executive officers and their respective powers~~; New Mexico courts, appointment of judges, and ~~election and retainment processes for judges~~; organization of county and municipal governments.

III. SOCIAL STUDIES: WORLD HISTORY AND GEOGRAPHY

Benchmark 1-C. World: analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience.

Performance Standards & Specifications:

4. Analyze the pattern of historical change as evidenced by the industrial revolution, to include:

- a. conditions that promoted industrialization;
- b. how scientific and technological innovations brought about change;
- c. impact of population changes (e.g., population growth, rural-to-urban migrations, growth of industrial cities, emigration out of Europe);
- d. evolution of work/business and the role of labor (e.g., ~~the demise of slavery~~, division of labor, union movement, impact of immigration)

9. Analyze and evaluate international developments following World War II, the cold war and post-cold war, to include:

- b. creation of the state of Israel and resulting conflicts in the middle east;
- d. Soviet control of eastern Europe (e.g., Warsaw pact,);
- e. creation and role of the united nations [sic];
- f. Mao Zedong and the Chinese revolution (e.g., long march, **Taiwan, cultural revolution**);

10. Evaluate the ideologies and outcomes of independence movements in the emerging third world to include:

- a. French Indochina and the Vietnam war (e.g., the role of Ho Chi Minh);
- b. Mohandas Gandhi's non-violence movement for India's independence;
- c. apartheid in South Africa and evolution from white minority government (e.g., Nelson Mandela, Desmond Tutu);
- d. middle east [sic] conflicts (Israel, Palestine, **Egypt**);

