

Module: 23: The Age of Imperialism Lesson: 3: Europeans Claim Muslim Lands – Subsection: Ottoman Empire Loses Power	
Passage	“The declining Ottoman Empire had difficulties trying to fit into the modern world. However, the Ottomans made attempts to change before they finally were unable to hold back the European imperialist powers.”
Rewording	“The Ottoman Empire faced increasing military threats from emerging Western powers. The Ottomans made attempts to reform their economy and social sphere before they finally were unable to hold back the European imperialist powers.”
Rationale	This sentence equates modernity with liberal democratic capitalism and the new system of nation-states that emerged in Europe. This narrow conception of modernity in a strictly European lens reinforces the notion of Western superiority by criticizing the Ottoman Empire for failing to modernize along European lines. Furthermore, scholars of the Ottoman Empire have contested this “decline narrative” since the 1970s, making the textbook’s statement incompatible with recent research. Specifically, scholars of Ottoman history have contended that while the Ottoman Empire suffered from decreased military and political power on the world stage, the domestic politics of the Ottoman Empire since the 1500s should be categorized as part of a process of transformation rather than decline. Therefore, scholars of the Ottomans often contend that we should conceptualize the Empire from 1566-1922 as an empire in a process of continuous transformation rather than decline. Although the empire dissipated after World War I, Turkey, the center of the Ottoman Empire, emerged independent and militarily intact. The Empire may have fallen apart, but its geographical heart made the transition into the nation-state system of the 20th century. (see Donald Quataert’s “Ottoman History Writing and Changing Attitudes Towards the Notion of “Decline”)

Module: The Age of Imperialism Lesson: 3: Europeans Claim Muslim Lands – Subsection: Egypt Initiates Reforms	
Passage	“Observing the slow decline of the Ottoman Empire, some Muslim leaders decided that their countries would either have to adjust to the modern world or be consumed by it. Egypt initiated political and social reforms, in part to block European domination of its land. Military and Economic Reforms Modernization came to Egypt as a result of the interest in the area created by the French occupation. Egypt’s strategic location at the head of the Red Sea appeared valuable to France and Britain.”
Rewording	“Observing the technological advances of some European states and answering to the changing demands and demographics of their own territories, some Muslim leaders decided to initiate reforms. Egypt launched political and social reforms, in part to block European and Ottoman domination of its land.”

Module: The Age of Imperialism Lesson: 3: Europeans Claim Muslim Lands – Subsection: Egypt Initiates Reforms	
Rationale	<p>1) This section also perpetuates the decline narrative of the Ottoman Empire, which has been widely criticized by contemporary scholars. The first sentence also undermines the multitude of reasons why some Muslim leaders initiated reforms.</p> <p>2) Muhammad Ali was not only concerned about European invasion, but also Ottoman domination.</p> <p>3) The last two sentences advance the idea that Egypt only “modernized” because of French and British interest and involvement in the territory. These two sentences should be removed.</p>

Module: 26: Revolution and Nationalism Lesson: 4: Nationalism in Southwest Asia – Subsection: Lesson Opener	
Passage	“The Ottoman Empire was broken up as a result of World War I. The weakening of these empires stirred nationalist activity in Turkey and other southwest Asian countries.”
Rewording	“The Ottoman Empire was broken up as a result of World War I. The weakening of this empire stirred nationalist activity in Turkey and other southwest Asian countries.”
Rationale	What empires (multiple) is the second sentence referring to? The sentence should be changed to state the “weakening of this (i.e. Ottoman) empire.”

Module: 26: Revolution and Nationalism Lesson: 4: Nationalism in Southwest Asia – Subsection: Turkish Nationalism	
Passage	“The dissent started as a conspiracy by military medical students to overthrow the Ottoman Empire’s ruler.”
Rewording	“The dissent began with three separate protest groups: an exile community, a group of military medical students, and a band of army officers.”
Rationale	The revolution was actually spearheaded by three separate protest groups: a “European-oriented” exile community, a group of military-medical students, and a “coalition of disaffected army officers” (William L. Cleveland’s <i>A History of the Modern Middle East (Sixth Edition)</i> pgs. 125-6).

Module: 26: Revolution and Nationalism Lesson: 4: Nationalism in Southwest Asia – Subsection: Turkish Nationalism	
Passage	“The borders for these new nations were drawn by foreign countries and mostly disregarded this regions’ rich ethnic history. This oversight contributed to subsequent wars, civil wars, political revolutions, and the formation of terrorist groups that are still in existence today.”
Rewording	“The borders for these new nations were drawn by foreign countries and mostly disregarded this regions’ rich ethnic history. This decision contributed to subsequent wars, civil wars, political revolutions, and the formation of terrorist groups that are still in existence today.”

Module: 26: Revolution and Nationalism Lesson: 4: Nationalism in Southwest Asia – Subsection: Turkish Nationalism	
Rationale	While the textbook rightfully explains that foreign powers divided the region with disregard for ethnic history, it wrongfully attributes this decision to an “oversight” or mistake on the part of the Western countries. By declaring that these foreign nations made a simple mistake or lapse of judgment when carving up the region, this section essentially absolve the Western powers of any blame in the negative consequences of these mandates. Rather, European powers willingly sought with this division to continue to advance their own economic and political agendas.

Module: 26: Revolution and Nationalism Lesson: 4: Nationalism in Southwest Asia – Subsection: Changes in Southwest Asia	
Passage	“The aftermath of World War I was important in shaping the development of modern southwest Asia. European countries were in ruin after the Great War, and this created the perfect situation for nationalist leaders in southwest Asia to establish their territories as new countries.”
Rewording	“The aftermath of World War I was important in shaping the development of modern southwest Asia. Some nationalist leaders in southwest Asia established their territories as new countries.”
Rationale	It is unclear how the state of European countries “in ruin” created opportunities for nationalist leaders to establish new countries. Furthermore, this state of ruinous did not prevent European countries from controlling territory in Syria, Lebanon, Palestine, and Iraq.

Module: 26: Revolution and Nationalism Lesson: 4: Nationalism in Southwest Asia – Subsection: Changes in Southwest Asia	
Passage	“Unlike Kemal, Reza Shah Pahlavi kept all power in his own hands. In 1935, he changed the name of the country from the Greek name Persia to the traditional name, Iran.”
Rewording	“Unlike Kemal, Reza Shah Pahlavi kept all power in his own hands. In 1935, he changed the name of the country from the Greek name Persia to the name Iran, which was historically used by the people who lived in that territory.”
Rationale	The word “traditional” is unclear. Rather, the name “Iran” is an endonym, meaning it is the name used by the people who live there (https://www.qdl.qa/en/persia-iran-politics-change-name-and-its-impact-oil-concession).

Module: 26: Revolution and Nationalism Lesson: 4: Nationalism in Southwest Asia – Subsection: Changes in Southwest Asia	
Passage	“In 1932, he renamed the new kingdom Saudi Arabia after his family. Ibn Saud carried on Arab and Islamic traditions. Loyalty to the Saudi government was based on custom, religion, and family ties. Like Kemal and Reza Shah, Ibn Saud brought some modern technology, such as telephones and radios, to his country. However, modernization in Saudi Arabia was limited to religiously acceptable areas. There also were no efforts to begin to practice

Module: 26: Revolution and Nationalism Lesson: 4: Nationalism in Southwest Asia – Subsection: Changes in Southwest Asia	
	democracy.”
Rewording	<p>“In 1932, he renamed the new kingdom Saudi Arabia after his family. The new government was organized as a hereditary monarchy.</p> <p>Ibn Saud carried on Arab and Islamic traditions. Loyalty to the Saudi government was based on custom, religion, and family ties. Like Kemal and Reza Shah, Ibn Saud brought some modern technology, such as telephones and radios, to his country. However, innovations and technological advances in Saudi Arabia were limited to religiously acceptable areas.”</p>
Rationale	<p>The pairing of these two sentences equates modernization with democratization, which is a classic trope of modernization theory. Modernization theory, however, has “disappeared from the lexicon of historians,” and the textbook should reflect this debunking of modernization theory (American Historical Review “AHR Roundtable Historians and the Question of ‘Modernity’” pg. 632). A discussion on Saudi Arabia’s political system should be moved to the end of the paragraph directly above this one.</p>

Module: 29: Cold War Conflicts Lesson: 4: The Cold War Divides the World – Subsection: Fighting for the Third World	
Passage	“The Third World nations were located in Latin America, Asia, and Africa. They were economically poor and politically unstable. This was largely due to a long history of colonialism. They also suffered from ethnic conflicts and lack of technology and education”
Rewording	“The Third World nations were located in Latin America, Asia, and Africa. Many of them were economically poor and politically unstable because of a long history of colonialism. This history of colonialism contributed to ethnic conflicts and lack of technology and education”
Rationale	<p>1) The sentence “They were economically poor and politically unstable” is a gross overgeneralization and plays into Americans’ misconceptions about the Global South.</p> <p>2) The second and third sentences should be combined to explain the negative impact of colonialism on these countries.</p>

Module: 29: Cold War Conflicts Lesson: 4: The Cold War Divides the World – Subsection: Confrontations in the Middle East	
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Module: 29: Cold War Conflicts Lesson: 4: The Cold War Divides the World – Subsection: Confrontations in the Middle East	
Passage	<p>“The leader of this religious opposition, Ayatollah Ruholla Khomeini (koh•MAY•nee), was living in exile. Spurred by his tape-recorded messages, Iranians rioted in every major city in late 1978. Faced with overwhelming opposition, the shah fled Iran in 1979. A triumphant Khomeini returned to establish an Islamic state and to export Iran’s militant form of Islam.</p> <p>Khomeini’s Anti-U.S. Policies</p> <p>Strict adherence to Islam ruled Khomeini’s domestic policies. But hatred of the United States, because of U.S. support for the shah, was at the heart of his foreign policy.”</p>
Rewording	<p>“The leader of this religious opposition, Ayatollah Ruholla Khomeini (koh•MAY•nee), was living in exile. Spurred by his tape-recorded messages, Iranians rose up in rebellion in every major city in late 1978. Faced with overwhelming opposition, the shah fled Iran in 1979. A triumphant Khomeini returned to establish an Islamic state in Iran.</p> <p>Khomeini’s Anti-U.S. Policies</p> <p>Strict adherence to Islam ruled Khomeini’s domestic policies. But opposition to the United States, because of U.S. support for the shah, was at the heart of his foreign policy.”</p>
Rationale	<p>The words “rioted,” “militant,” and “hatred” to cast Iranian supporters of Khomeini as violent enemies to the United States. While it is undeniable that the Ayatollah Khomeini saw the United States as a root of the moral and religious problems in Iran, the textbooks use charged language to portray the revolution as solely a militant, anti-American endeavor. The textbook should amend its language to a more neutral and balanced tone to avoid instilling bias in students.</p>

Module: 29: Cold War Conflicts Lesson: 4: The Cold War Divides the World – Subsection: Confrontations in the Middle East	
Passage	<p>“Khomeini was named Iran’s political and religious leader for life. He worked to turn Iran into an Islamic state. First, he had his people execute hundreds of thousands of the shah’s workers. Then his regime killed or imprisoned any people who remained opposed to him. He enforced laws that said Iranian women must wear a veil, and he banned Western music and alcohol.”</p>
Rewording	<p>“Khomeini was named Iran’s political and religious leader for life. He executed or imprisoned many people who opposed him or worked under the shah’s government. He worked to turn Iran into his interpretation of an Islamic state. He enforced laws that said Iranian women must wear a veil, and he banned Western music and alcohol.”</p>
Rationale	<p>1) The structure of sentences 2-4 wrongly imply that an Islamic state entails violent executions and imprisonment of political opposition. The text should more clearly explain that Khomeini used these tactics in his pursuit of establishing an Islamic state.</p> <p>2) Adding “his interpretation” stresses that an “Islamic state” is not a monolithic entity, but rather is conceived of in very different ways by various people (see Noah Saloman’s <i>For the Love of the Prophet</i>).</p>

Review of *Modern World History Virginia Edition*, Houghton Mifflin Harcourt

NOTE on Module 30: The Colonies Become New Nations: A comparison of the title of the five lessons in this module reveals a disproportionate emphasis on the presence of ongoing conflict in the modern Middle East and Central Asia. The lesson titles “Conflicts in the Middle East” and “Central Asia Struggles” contrast with the other lessons covering other regions during the same time, such as “The Indian Subcontinent Achieves Freedom,” “Southeast Asian Nations Gain Independence,” and “New Nations in Africa.” By choosing to highlight the conflicts of the Middle East and Central Asia while covering the positive developments in other parts of the world during this time, this module perpetuates the notion of the Middle East as a place uniquely ridden with conflict and discord.

Module: 30: The Colonies Become New Nations Lesson: 4: Conflicts in the Middle East – Subsection: Lesson Opener	
Passage	“In the years following World War II, the Jewish people won their own state. The gaining of their ancient homeland along the eastern coast of the Mediterranean Sea, however, came at a heavy price. A Jewish state was unwelcome in this mostly Arab region, where Arab nationalism, or Pan-Arabism, was a common sentiment. The resulting Arab hostility led to a series of wars. Perhaps no Arab people, however, have been more opposed to a Jewish state than the Palestinian Arabs who claim that the entire Jewish land belongs to them.”
Rewording	“In the years following World War II, Israel was established as a state for the Jewish people. Jews who supported the creation of Israel saw the eastern coast of the Mediterranean Sea as their homeland because of their ancient history in the land. A Jewish state was unwelcome by Arab states, however, because it took land from Palestinian Arabs who had lived there for centuries. The resulting Arab opposition led to a series of wars. Palestinian Arabs were especially averse to the creation of the state of Israel because they saw the state displace their people and take their land.”
Rationale	This passage is an outrageous violation of VA World History and Geography standards WHII.1.d (“evaluating sources for accuracy, credibility, bias, and propaganda”) and WHII.1.e (“comparing and contrasting historical, cultural, economic, and political perspectives in world history”). The language romanticizes the establishment of the state of Israel and portrays Palestinians and surrounding Arab states as the unjustified and unprovoked aggressors and causes of ongoing conflict. The textbook must reform this language to present a multi-perspective account of a greatly debated topic. The rewording shown above uses language that emphasizes the varying points of views surrounding the creation of the state of Israel and helps students to compare and contrast historical perspectives.

Module: 30: The Colonies Become New Nations Lesson: 4: Conflicts in the Middle East – Subsection: Israel Becomes a State	
Passage	“To Jews, their claim to the land dates back 3,000 years, when Jewish kings ruled the region from Jerusalem. To Palestinian Arabs, the land has belonged to them since their conquest of the area in the 7th century.”
Rewording	“To Jews, their claim to the land dates back 3,000 years, when Jewish kings ruled the region from Jerusalem. Palestinian Arabs also trace their roots back to the indigenous people who lived in ancient times, such as the Hebrews and Canaanites.”

Module: 30: The Colonies Become New Nations Lesson: 4: Conflicts in the Middle East – Subsection: Israel Becomes a State	
Rationale	1) The language used in this passage gives legitimacy to Jewish claims to the land while belittling Palestinian roots. In fact, many Palestinians “considered themselves to be descended not only from Arab conquerors of the seventh century but also from indigenous peoples who had lived in the country since time immemorial, including the ancient Hebrews and the Canaanites before them” (Walid Khalidi’s <i>Before Their Diaspora: A Photographic History of the Palestinians, 1876-1948</i>).

Module: 30: The Colonies Become New Nations Lesson: 4: Conflicts in the Middle East – Subsection: Israel Becomes a State	
Passage	“After the Ottomans’ defeat in World War I, the League of Nations gave Britain a mandate to oversee Palestine until it was ready for independence. Both Jews and Arabs had moved to the area in large numbers, and the Jews were pressing for their own nation in the territory.”
Rewording	“After the Ottomans’ defeat in World War I, the League of Nations gave Britain a mandate to oversee Palestine until it was ready for independence. Jews had moved to the area in large numbers and were pressing for their own nation in the territory. Meanwhile, the Arab population also grew because of higher birth rates.”
Rationale	Using the same adjective to describe the Jewish and Arab migration to the Palestinian territory presents their numbers as equal or at least similar. Rather, the demographic growth of Palestinian Arabs during the mandate era is mostly due to higher birth rates amongst Palestinians (see https://d3n8a8pro7vhmx.cloudfront.net/cipme/pages/2116/attachments/original/1470170922/07-En-Demographics-Factsheet.pdf?1470170922).

Module: 30: The Colonies Become New Nations Lesson: 4: Conflicts in the Middle East – Subsection: Israel and Arab States in Conflict	
Passage	“The day after it proclaimed itself a state, six Islamic states—Egypt, Iraq, Jordan, Lebanon, Saudi Arabia, and Syria—invaded Israel.”
Rewording	“The day after it proclaimed itself a state, five states—Egypt, Iraq, Jordan, Lebanon, and Syria—invaded Israel.”
Rationale	1) The term “Islamic states” here is misleading. None of these countries (with the exception of Saudi Arabia, which was not even one of the main states to invade Israel) are governed strictly by Islamic law or Islamic practices. 2) Saudi Arabia did not mobilize its army in the same way the other five countries did. The country sent a small group to fight alongside Egyptian soldiers but did not institute a full-fledged invasion.

Module: 30: The Colonies Become New Nations Lesson: 4: Conflicts in the Middle East – Subsection: Israel and Arab States in Conflict	
Passage	<p>“Arab governments forced out 700,000 Jews living in Arab lands. Most moved to Israel.</p> <p>The state that the UN had set aside for Arabs never came into being because the Arabs rejected it. Israel gained part of the land in the 1948–1949 fighting. Meanwhile, Egypt took control of the Gaza Strip, and Jordan annexed the West Bank of the Jordan River and the Old City of Jerusalem. While the fighting raged, at least 600,000 Arab Palestinians fled, migrating from the areas under Israeli control. They settled in refugee camps in the areas designated for the Arab state and in neighboring Arab countries.”</p>
Rewording	<p>“700,000 Jews fled or were expelled from Arab states. Most moved to Israel.</p> <p>The state that the UN had set aside for Arabs never came into being because the Arabs rejected it. Arab states and Palestinians did not view the UN plan as fair because it gave away over half of their land, even though Palestinians made up 94% of the population. Israel gained part of the land in the 1948–1949 fighting. Meanwhile, Egypt took control of the Gaza Strip, and Jordan annexed the West Bank of the Jordan River and the Old City of Jerusalem. While the fighting raged, at least 600,000 Arab Palestinians fled or were expelled from the areas under Israeli control. They settled in refugee camps in the areas designated for the Arab state and in neighboring Arab countries.”</p>
Rationale	<p>1) The difference in language between “forced out” (used for Jewish refugees) and “migrated” (used for Palestinian refugees) carries an implicit meaning that assigns victimhood to the Jews and agency and choice to leave to the Palestinians. These polarized words garner sympathy and support for the Jews who were expelled while assigning blame to Palestinians for choosing to leave their land, clearly showing bias.</p> <p>2) The sentence “[t]he state that the UN had set aside for Arabs never came into being because the Arabs rejected it” does not help students understand <i>why</i> Arabs rejected the plan. The partition plan allotted 55% of the region of Palestine to the Israeli state and only 45% to Arabs even though Arabs owned 94% of the total land area of Palestine in 1947 (Eugene Rogan’s <i>The Arabs: A History</i> pgs. 252-3). The current language portrays the Arabs as completely unreasonable in rejecting the 1947 Partition Plan, but the facts presented above show a very understandable reason for turning down the plan.</p>

Module: 30: The Colonies Become New Nations Lesson: 4: Conflicts in the Middle East – Subsection: Israel and Arab States in Conflict	
Passage	“The Middle East is one of the most volatile regions in the world.”
Rewording	REMOVE
Rationale	Without facts and evidence to back this up, this is a completely subjective and quite damning phrase. Sweeping generalizations such as this gloss over the nuance and particularities of the region and instead inculcate students with a stereotypical image of the Middle East as a dangerous, volatile place. If this sentence is to be included, it must be accompanied by an explanation or facts backing it up. Since a phrase this broad is difficult to defend in a few sentences, it should simply be removed.

Module: 30: The Colonies Become New Nations Lesson: 4: Conflicts in the Middle East – Subsection: Israel and Arab States in Conflict	
Passage	“As Israel fought for its existence, the Palestinians struggled for recognition. While the United Nations had granted both Jews and Arabs their own states, the Arabs rejected their state and the Arab countries launched a war to destroy Israel. The Arabs refused to negotiate peace with Israel.”
Rewording	“Both Israelis and Palestinians struggled for their existence.”
Rationale	<p>1) Again, the current language portrays the Arabs as completely unreasonable in rejecting the 1947 Partition Plan. However, the partition plan allotted 55% of the region of Palestine to the Israeli state and only 45% to Arabs even though Arabs owned 94% of the total land area of Palestine in 1947, showing a very understandable reason for turning down the plan. (Eugene Rogan’s <i>The Arabs: A History</i> pgs. 252-3).</p> <p>2) Who are “the Arabs” in the last sentence? This passage bounces back and forth from Arabs (presumably Palestinians?) and Arab states without clear distinctions between the two. Either way, the last sentence is factually incorrect. A number of Arab states negotiated peace deals with Israel over the years, most notably Jordan (see Joseph Nevo’s “Peace Negotiations Between Israel and Jordan after the 1948 and 1967 Wars: A Comparative Survey”). Some Palestinians and their political factions were also willing to negotiate with Israel (see Eugene Rogan’s <i>The Arabs: A History</i>).</p>

Module: 30: The Colonies Become New Nations Lesson: 4: Conflicts in the Middle East – Subsection: Efforts at Peace	
Passage	“In 1987, Palestinians began to express their frustrations in a widespread intifada, or “uprising.” The intifada took the form of boycotts, demonstrations, violent attacks on Israelis, rock throwing, shootings, and use of explosives.”
Rewording	“In 1987, Palestinians began to express their frustrations in a widespread intifada, or “uprising.” Young Palestinians mostly protested peacefully and demanded an end to Israeli control. However, a few Palestinian suicide bombers blew up targets in Israel. Israel responded by sealing off and raiding Palestinian towns.”
Rationale	<p>1) The current passage emphasizes violent tendencies of the first Intifada, but this uprising is known for its nonviolent action (See Erica Chenoweth’s and Maria Stephan’s “Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict”).</p> <p>2) The text should also acknowledge Israel’s disproportionate response of collective punishment (https://www.aljazeera.com/news/2017/12/stories-intifada-broke-bones-171210111414673.html)</p>

Module: 30: The Colonies Become New Nations Lesson: 4: Conflicts in the Middle East – Subsection: Israel and Arab States in Conflict	
Passage	“Israel agreed to grant the Palestinians self-rule in the Gaza Strip and the West Bank, beginning with Jericho. The Palestinians agreed to end violence and recognize Israel. Prime Minister Yitzhak Rabin (YIHTS•hahk rah•BEEN) and Arafat signed the agreement in 1993. In 1994, Jordan and Israel

Module: 30: The Colonies Become New Nations Lesson: 4: Conflicts in the Middle East – Subsection: Israel and Arab States in Conflict	
	signed a peace treaty. Continuing Palestinian terrorist attacks against Israelis and the assassination of Rabin in 1995 by a right-wing Jewish extremist demonstrated the difficulty of making the agreement work.”
Rewording	“Israel agreed to grant the Palestinians limited self-rule in the Gaza Strip and the West Bank. The Palestinians agreed to end violence and recognize Israel. Prime Minister Yitzhak Rabin (YIHTS•hahk rah•BEEN) and Arafat signed the agreement in 1993. In 1994, Jordan and Israel signed a peace treaty. Continuing Palestinian terrorist attacks against Israelis and the assassination of Rabin in 1995 by a right-wing Jewish extremist demonstrated the difficulty of making the agreement work. The agreement also did not address key issues of the conflict such as Jewish settlements in the West Bank and the status of Palestinian refugees, which limited its effort at establishing lasting peace.”
Rationale	1) The Oslo Accords did not actually grant Palestinians full self-rule in the West Bank. The majority of the West Bank (over 60%) was under Israeli civil and security control after Oslo II (https://www.btselem.org/planning_and_building). 2) The final sentence ignores major reasons why the Oslo Accords failed to bring about lasting peace, specifically the failure to address key issues such as Jerusalem, settlements, and Palestinian refugees (see Oren Barak’s “The Failure of the Israeli-Palestinian Peace Process, 1993-2000”)

Module: 30: The Colonies Become New Nations Lesson: 4: Conflicts in the Middle East – Subsection: Peace Slips Away	
Passage	“In July of 2000, U.S. President Bill Clinton hosted a 15-day summit meeting at Camp David between Ehud Barak and Yasir Arafat. Arafat rejected American and Israeli proposals and offered no alternatives, so the peace process once again stalled.”
Rewording	“In July of 2000, U.S. President Bill Clinton hosted a 15-day summit meeting at Camp David between Ehud Barak and Yasir Arafat. The two sides could not reach an agreement, so the peace process once again stalled.”
Rationale	The last sentence places all of the blame for the meeting’s failure on the Palestinian leader without explaining <i>why</i> Arafat rejected the proposals. (https://www.nytimes.com/2001/07/08/opinion/fictions-about-the-failure-at-camp-david.html)

Module: 30: The Colonies Become New Nations Lesson: 4: Conflicts in the Middle East – Subsection: Peace Slips Away	
Passage	“The second intifada began much like the first with demonstrations, attacks on Israeli soldiers, and rock throwing. Palestinian groups also used suicide bombers as a weapon against Israelis. Their attacks on Jewish settlements and on civilian locations throughout Israel significantly raised the level of bloodshed. As the second intifada continued through 2007, thousands of Israelis and Palestinians had died in the conflict.”

Module: 30: The Colonies Become New Nations Lesson: 4: Conflicts in the Middle East – Subsection: Peace Slips Away	
Rewording	“The second intifada began much like the first with peaceful demonstrations. Overtime, some Palestinian groups used suicide bombers as a weapon against Israelis. Israel retaliated by attacking Palestinian villages. As the second intifada continued through 2005, over 4,000 Palestinians and 950 Israelis had died in the conflict.”
Rationale	<p>1) Like the first intifada, the second intifada is also categorized by its largely peaceful demonstrations.</p> <p>2) The dates of Second Intifada are typically considered 2000-2005.</p> <p>3) Over 4,000 Palestinians were killed by Israelis during the second Intifada while 950 Israelis were killed by Palestinians. The last sentence is deceptive by stating that both sides faced large casualties.</p>

Module: 30: The Colonies Become New Nations Lesson: 4: Conflicts in the Middle East – Subsection: Peace Slips Away	
Passage	“In the summer of 2005, Israel unilaterally evacuated all its settlers and military from the Gaza Strip. Then in 2006, Hamas, a militant terrorist group intent on replacing Israel with an Islamic state, won majority control in Palestinian Authority elections.”
Rewording	“In the summer of 2005, Israel unilaterally evacuated all its settlers and military from the Gaza Strip. Then in 2006, Hamas, an Islamic political party that the United States and Israel consider a terrorist group, won majority control in Palestinian Authority elections.”
Rationale	While Hamas is considered a terrorist organization by the United States, it is also a legitimate political party in Palestine and should also be recognized as such in order to present a multi-perspective view of history for students.

Module: 32: Global Interdependence Lesson: 4: Terrorism – Subsection: Terrorism Around the World	
Passage	<p>“Some Muslims believe that society’s laws should be based on what they hold is God’s law as written in the Qur’an. In the mid to late 20th century, some Islamic scholars turned to a strict interpretation of the Qur’an. They felt that Western influences were corrupting Muslim countries. They called for all true Muslims to join a global jihad, or struggle, against Western societies and governments.</p> <p>Many young men radicalized by fundamentalist teachings answered that call. These men, and some women, became the foot soldiers for fundamentalist organizations such as Al-Qaeda, Hamas, Hezbollah, and the Taliban. They have been responsible for numerous acts of terrorism.”</p>
Rewording	“Extremist organizations, such as Al-Qaeda, Hamas, Hezbollah, and the Taliban, have exploited teachings of Islam to attract young men and women to become their foot soldiers for terrorist acts. These groups call for all true Muslims to join a global jihad, or struggle, against Western societies and governments. While the vast majority of Muslims do not take up arms against Western societies, a small number of men and women have become radicalized due to a variety of different

Module: 32: Global Interdependence Lesson: 4: Terrorism – Subsection: Terrorism Around the World 	
	reasons, such as religious beliefs, socio-economic struggles, and promises made by the extremist organizations.”
Rationale	The current passage implies that adherence to fundamentalism automatically leads to involvement in extremism. The term “fundamentalism” is too often used a pejorative that is paired with Islam to fuel the idea that Islam is an aberration and has no positive or normal iteration as a religion in modern society. The current language also ignores the various reasons for individuals’ engagement in Islamic extremism, such as nationalist sentiments, anti-imperialism efforts, and socio-economic struggles.

Module: 32: Global Interdependence Lesson: 4: Terrorism – Subsection: Terrorism Around the World 	
Passage	“Many terrorist organizations have roots in the Israeli-Palestinian conflict over land in the Middle East. Groups such as the Palestine Islamic Jihad, Hamas, and Hezbollah have sought to prevent a peace settlement between Israel and the Palestinians. They want a homeland for the Palestinians on their own terms, deny Israel’s right to exist, and seek Israel’s destruction. In a continual cycle of violence, the Israelis retaliate after most terrorist attacks, and the terrorists strike again.”
Rewording	“Some terrorist organizations have roots in the Israeli-Palestinian conflict over land in the Middle East. Groups such as the Palestine Islamic Jihad, Hamas, and Hezbollah have used violent means to try to create a homeland for Palestinians. These groups see Israel as an illegitimate state and seek to replace the state of Israel with a Palestinian state. In a continual cycle of violence, Israel retaliates with disproportionate force after most terrorist attacks, and the terrorists strike again.”
Rationale	1) The first sentence over emphasizes the importance of the Israeli-Palestinian conflict as a <i>root</i> cause of <i>many</i> terrorist organizations. 2) The last two sentences of this paragraph are a thinly veiled propaganda piece that could have been written by an Israeli governmental official. The passage ignores Israel’s disproportionate use of force against Palestinians and places all blame for ongoing conflict on these terrorist organizations. The text should instead present a multi-perspective account of the issue that takes into consideration the rationale for these organizations’ actions and the Israeli use of preemptive force rather than just retaliatory force (see https://imeu.org/article/collective-punishment-ethnic-cleansing-israels-destruction-of-palestinian-h).

Module: 32: Global Interdependence Lesson: 4: Terrorism – Subsection: Terrorism Around the World 	
Passage	“Israel built a security fence separating it from the West Bank. The barrier protects Israeli citizens from Palestinian terrorist and suicide bombers.”
Rewording	“Israel built a separation wall in the West Bank to protects Israeli citizens from Palestinian terrorist and suicide bombers. The wall was declared illegal by the International Court of Justice in 2004 because it infringed on Palestinians’ freedom of movement and illegally seized Palestinian land.”
Rationale	Again, this passage reads as if it was written by an Israeli official. 85% of the separation wall runs through the West Bank, which illegally annexes Palestinian land. While the barrier was constructed in the name of protecting Israeli citizens, it also seized and divided up private Palestinian land and

Module: 32: Global Interdependence Lesson: 4: Terrorism – Subsection: Terrorism Around the World 	
	inhibited Palestinians’ freedom of movement within their own territory. The separation wall was declared illegal by the International Court of Justice in 2004. (See https://www.btselem.org/topic/separation_barrier for extensive information about the wall).

Module: 32: Global Interdependence Lesson: 4: Terrorism – Subsection: Attack on the United States 	
Passage	<p>“The Impact of the Attack</p> <p>September 11 had a devastating impact on the way Americans looked at life. Many reported feeling that everything had changed—that life would never be the same. Before, Americans had viewed terrorism as something that happened in other countries. Now they felt vulnerable and afraid.”</p>
Rewording	<p>“The Impact of the Attack</p> <p>September 11 had a devastating impact on the way Americans looked at life. Many reported feeling that everything had changed—that life would never be the same. Before, Americans had viewed terrorism as something that happened in other countries. Now they felt vulnerable and afraid. Arab and Muslim Americans also experienced violent backlash because of the event. After September 11, hate crimes against these communities sky rocketed.”</p>
Rationale	<p>What about the impact of 9/11 on Arab and Muslim Americans? After 9/11, hate crimes against these communities sky rocketed. Arab and Muslim Americans continue to face discrimination and prejudice because of September 11 (http://www.pewresearch.org/fact-tank/2017/11/15/assaults-against-muslims-in-u-s-surpass-2001-level/)</p>