

Review of *United States History: 1865 to the Present*, Pearson

Topic: 9: A Global Superpower Facing Change (1975-2000) Lesson: 3: Regional Conflicts – Conflict in the Middle East Page: 483	
Passage	Opening Paragraph: “Conflict had long troubled the Middle East, a region extending from southwestern Asia across North Africa. Over the centuries, friction among religious groups has led to discord and violence. European attempts to colonize the Middle East and competition for large oil reserves in the region added to tensions.”
Rewording	“Like other regions across the world, Middle East has struggled with conflict over the centuries. The Middle East, a region extending from southwestern Asia across North Africa, has experienced friction among religious groups have led to discord and sometimes even violence. European colonization of the Middle East and competition for large oil reserves in the region have historically added to tensions.”
Rationale	1) Adding “like other regions” emphasizes that conflict in the Middle East is not exceptional – also helps students to think about international connections and similarities 2) “European attempts to colonize” is incorrect – Europe did in fact colonize the Middle East. (https://www.npr.org/templates/story/story.php?storyId=3860950 . Also see Timothy Mitchell’s <i>Colonising Egypt</i> (1988) and Elizabeth Thompson’s <i>Colonial Citizens</i> (2000))

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Passage	“Arab nations fought Israel again in 1967 and 1973. Israel defeated its opponents in both wars.”
Rewording	“Arab nations and Israel fought again in 1967 and 1973. Israel defeated its opponents in 1967, while the 1973 war ended in a cease fire and diplomatic arrangement brokered by the United Nations and the United States.”
Rationale	1) By changing the placement of the word “fought,” this rewording accurately portrays the active involvement of both Arab nations and Israel in the fighting. 2) Israel did not defeat the Arab states in the 1973 war. In fact, the war ended in a diplomatic arrangement where Egypt regained the whole eastern bank of Suez Canal and the Syrians regained part of the Golan territory. (Eugene Rogan’s <i>The Arabs: A History</i> (2017) pgs. 371-373)

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Passage	“Some Palestinian Arabs waged guerrilla war against Israel. Under Israeli rule, Palestinians in territories controlled by Israel had limited rights. Those living outside Israeli control wanted to return to their homeland under a Palestinian government. Many supported the Palestine Liberation Organization, or PLO. Its leader, Yasser Arafat, stated that the goal of the PLO was to destroy Israel.”
Rewording	“Under Israeli rule, Palestinians in territories controlled by Israel had limited rights. Some Palestinian Arabs engaged in violence against Israel, others protested peacefully. Most Palestinians wanted to establish a Palestinian government and state. Many supported the Palestine Liberation Organization, or PLO. While the leader of the PLO, Yasser Arafat, first rejected the state of Israel,

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	Arafat and the PLO came to recognize Israel in 1988.”
Rationale	<p>1) By switching the first and second sentences, students understand <i>why</i> some Palestinians engaged in violence.</p> <p>2) Adding that others protested peacefully highlights the variety of techniques used by Palestinians.</p> <p>3) It was not only refugees that wanted a Palestinian state, but the rather majority of all Palestinians.</p> <p>4) Yasser Arafat stated in 1988 that the PLO “‘accepted the existence of Israel as a state in the region’ and ‘declared its rejection and condemnation of terrorism in all its forms.’” (https://www.nytimes.com/1988/12/08/world/arafat-says-plo-accepted-israel.html)</p>

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Passage	“In 1987, Palestinians in the Israeli-controlled West Bank and Gaza Strip took to the streets to protest Israeli rule. The unrest, called the Intifada, focused attention on the need to end the Israeli-Palestinian conflict.”
Rewording	“In 1987, Palestinians in the Israeli-controlled West Bank and Gaza Strip took to the streets to protest Israeli rule. The unrest, called the Intifada, was largely peaceful and focused attention on the need to end the Israeli-Palestinian conflict.”
Rationale	The Intifada is known for its peaceful techniques (See Erica Chenoweth’s and Maria Stephan’s “Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict”)

NOTE on Topic 10 Lesson 1: All three sub-sections of this lesson address Middle Eastern and Islamic conflict and terrorism. By neglecting other threats and wars, this lesson suggests that these phenomena are limited to the Middle East. This review suggests adding a subsection on American-born terrorism to highlight the internal threats to Americans safety as well (see Southern Poverty Law Center: <https://www.splcenter.org/20180723/terror-right>).

Topic: 10: Meeting New Challenges (1975-Present) Lesson: 1: Terrorism and Wars Overseas – The United States Responds to an Attack Page: 496	
Passage	“Al Qaeda was based on the idea of jihadism. Jihadism is an Islamic fundamentalist movement that supports violence in the struggle against those seen as enemies of the religion of Islam.”
Rewording	“Al Qaeda is based on the idea interpretation of jihad as a holy war against non-believers. The term “Jihadism” is a term used to describe the Islamic fundamentalist movement that supports violence in the struggle against those seen as enemies of the religion of Islam.”

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Rationale	<p>1) Need to contextualize that Al Qaeda’s interpretation of jihad is only one understanding of jihad (For more on multiple interpretations of jihad, see https://news.gallup.com/poll/7333/jihad-holy-war-internal-spiritual-struggle.aspx)</p> <p>2) (For more on the problematic usage of “jihadism,” see https://news.gallup.com/poll/7333/jihad-holy-war-internal-spiritual-struggle.aspx)</p>

Topic: 10: Meeting New Challenges (1975-Present) Lesson: 1: Terrorism and Wars Overseas – The United States Responds to an Attack Page: 498																																											
Passage	<p>THE WAR IN AFGHANISTAN</p> <p>TROOP DEPLOYMENTS (THOUSANDS)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>United States</th> <th>Other Foreign Troops</th> </tr> </thead> <tbody> <tr><td>2001</td><td>2</td><td>0</td></tr> <tr><td>2002</td><td>10</td><td>6</td></tr> <tr><td>2003</td><td>13</td><td>5</td></tr> <tr><td>2004</td><td>17</td><td>9</td></tr> <tr><td>2005</td><td>20</td><td>9</td></tr> <tr><td>2006</td><td>25</td><td>21</td></tr> <tr><td>2007</td><td>27</td><td>27</td></tr> <tr><td>2008</td><td>28</td><td>31</td></tr> <tr><td>2009</td><td>35</td><td>38</td></tr> <tr><td>2010</td><td>75</td><td>42</td></tr> <tr><td>2011</td><td>97</td><td>40</td></tr> <tr><td>2012</td><td>90</td><td>34</td></tr> <tr><td>2013</td><td>67</td><td>22</td></tr> </tbody> </table> <p>Source: Brookings Institute. *Estimated as of December 2013</p> <p>DEATH TOLL (OCT. 2001–JAN. 9, 2014)</p> <p>2,299 U.S. FORCES 1,104 OTHER COALITION FORCES</p> <p>Source: Brookings Institute</p> <p>ECONOMIC COST 2001–2014 \$</p> <p>\$778 BILLION SPENT ON WAR INCLUDING VETERANS’ HEALTHCARE</p> <p>\$218 MILLION SPENT PER DAY IN 2014 TO SUPPORT TROOPS</p> <p>Source: Friends Committee on National Legislation</p>	Year	United States	Other Foreign Troops	2001	2	0	2002	10	6	2003	13	5	2004	17	9	2005	20	9	2006	25	21	2007	27	27	2008	28	31	2009	35	38	2010	75	42	2011	97	40	2012	90	34	2013	67	22
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Rewording	<p>[Add image showing death toll of Afghans]</p> <p>Casualties in Afghanistan continue to rise</p> <p>Civilian casualties (2009-2016)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Deaths</th> <th>Injuries</th> </tr> </thead> <tbody> <tr><td>2009</td><td>2,412</td><td>3,557</td></tr> <tr><td>2010</td><td>2,794</td><td>4,368</td></tr> <tr><td>2011</td><td>3,133</td><td>4,709</td></tr> <tr><td>2012</td><td>2,769</td><td>4,821</td></tr> <tr><td>2013</td><td>2,969</td><td>5,669</td></tr> <tr><td>2014</td><td>3,710</td><td>6,825</td></tr> <tr><td>2015</td><td>3,565</td><td>7,469</td></tr> <tr><td>2016</td><td>3,498</td><td>7,920</td></tr> </tbody> </table> <p>Source: UN</p>	Year	Deaths	Injuries	2009	2,412	3,557	2010	2,794	4,368	2011	3,133	4,709	2012	2,769	4,821	2013	2,969	5,669	2014	3,710	6,825	2015	3,565	7,469	2016	3,498	7,920
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Rationale	<p>If the textbook is going to highlight the death toll of American coalition soldiers, it should also show the deaths of Afghans, which far outnumbered American deaths. (In line with VUS.1.e – “comparing and contrasting historical, cultural, economic, and political perspectives”)</p>
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Topic: 10: Meeting New Challenges (1975-Present) Lesson: 1: Terrorism and Wars Overseas – The Iraq War Page: 500	
Passage	<p>“Saddam Hussein was removed from power, but that did not bring peace to Iraq. Iraqis looted businesses and homes. Shiite and Sunni Arabs fought each other, and Arabs fought ethnic Kurds in the north.”</p>

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Rewording	“Saddam Hussein was removed from power, but that did not bring peace to Iraq. The US invasion destroyed much of Iraqi political and economic infrastructure. It also tore at the social fabric, opening up sectarian divides. Militia groups formed that put the lives and property of former neighbors in jeopardy.”
Rationale	<p>1) The sentence on looting does not fit with the larger statements about general effects of the war. This sentence says nothing on how the general order was disrupted by the invasion, and simply represents a reaction to the state of war and destruction. It is typical for texts to ascribe endemic violence as if it were gratuitous and without cause, but this does not give students any skills in understanding cause-and-effects of historical events.</p> <p>2) The structure of this passage makes sectarianism seem inherent to Iraq. Rather, many Iraqis will tell you that sectarian violence was not introduced into the country until the US arranged the post-invasion political system along sectarian lines (See Ches Thurber’s “From Coexistence to Cleansing: The Rise of Sectarian Violence in Baghdad”). If students should learn analytical skills and multiple perspectives to historical events, they need to understand how sectarian violence emerged in post-invasion Iraq. (In line with VUS.1.f – “explaining how indirect cause-and-effect relationships impact people, places, and events”)</p>

Topic: 10: Meeting New Challenges (1975-Present) Lesson: 2: Unrest in Southwest Asia and North Africa Page: 507	
Passage	 <p>>> Throughout the 2000s, citizens of Israel lived under the threat of rocket attacks from their Arab neighbors. This Israeli home was struck by a rocket from the Lebanese militant group Hezbollah in 2006.</p>
Rewording	[Add image and caption explaining the threat to Palestinians by Israeli soldiers]
Rationale	While this image and caption is not inaccurate, it only tells one perspective of the lived experiences of Israelis and Palestinians in the 2000s. To align with VUS.1.e (“comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history”), the textbook should include a similar image and caption explaining the structural violence that Palestinians faced (and continue to face).