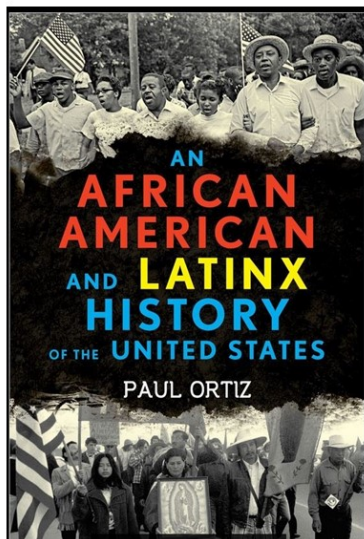


Changing the Narrative: Placing The Black Freedom Struggle with Latin America, the Caribbean and Africa at the Center of United States History : a social movement focus. (How does change Happen?)



Chapter 1: The Haitian Revolution and the Birth of Emancipatory Internationalism

Chapter 2: The Mexican War of Independence and US History: Anti-Imperialism As a Way of Life

Chapter 3: "To Break the Fetters of Slaves All Over the World": The Internationalization of the Civil War

Chapter 4: Global Visions of Reconstruction; The Cuban Solidarity Movement

Chapter 5: Waging War on the Government of American Banks in the Global South

Chapter 6: Forgotten Workers of America: Racial Capitalism and the Working Class

Chapter 7: Emancipatory Internationalism vs. The American Century

Chapter 8: *El Gran Paro Estadounidense*: The Rebirth of the American Working Class

Epilogue: A New Origin Narrative Of American History



Professor of Law, Kimberle W. Crenshaw,
Columbia University Law School

A Founding theorist of Critical Race Theory
& Intersectionality

Crenshaw's work has been foundational in critical race theory and in "intersectionality," a term she coined to describe the double bind of simultaneous racial and gender prejudice. Her studies, writing, and activism have identified key issues in the perpetuation of inequality, including the "school to prison pipeline" for African American children and the criminalization of behavior among Black teenage girls. Through the Columbia Law School African American Policy Forum (AAPF), which she co-founded, Crenshaw co-authored (with Andrea Ritchie) *Say Her Name: Resisting Police Brutality Against Black Women*, which documented and drew attention to the killing of Black women and girls by police. Crenshaw and AAPF subsequently launched the #SayHerName campaign to call attention to police violence against Black women and girls.

What is Critical Race Theory? A Brief Primer

“Critical race theory is an academic concept that is more than 40 years old. The core idea is that race is a social construct, and that racism is not merely the product of individual bias or prejudice, but also something embedded in legal systems and policies.”

--*Education Week, May 18, 2021*

Hence, challenging racism means much more than “changing individual hearts and minds.” It means examining institutions including education, corporations, laws, entertainment, etc., to find *structural causes of inequality* that can be rooted out.

Political Attacks Against CRT: 1) “Campus Reform” Organization Receives funding from Koch Network 2) *Florida Citizens Alliance*

Email Message, July 19, 2021

Good morning Professor Ortiz,

My name is [name redacted], and I am a Correspondent with **Campus Reform**. I am currently writing an article concerning a class you will be teaching this Fall, (course redacted) and I would be so appreciative of your comment on a few topics. Particularly, I am curious to know how you define Critical Race Theory? *Additionally, as a Professor, do you believe directing students to use a certain lens for analysis, as opposed to independent thinking, is the most beneficial method of instruction? Finally, I noticed all the supplemental texts come from left wing activists / scholars; will these texts be treated as opinion voices or factual sources in your classroom?*

Thank you,
[name redacted]

The Florida Citizens Alliance: Funding from the Koch Brothers

- Advocates banning Toni Morrison books from K-12 Public Schools
- Also advocates banning: *Frank McCourt’s Angela’s Ashes*,
- Also advocates banning *Pearson’s Essentials of Oceanography*.

Question For All: why would the Florida Citizens Alliance and Campus Reform join the attack against Critical Race Theory?

New Florida Department of Education Rule on Historical Events

July 4, 2021

6A-1.094124 Required Instruction Planning and Reporting

(b) Instruction on the required topics must be factual and objective, and may not suppress or distort significant historical events, such as the Holocaust, slavery, the Civil War and Reconstruction, the civil rights movement and the contributions of women, African American and Hispanic people to our country, as already provided in Section 1003.42(2), F.S. Examples of theories that distort historical events and are inconsistent with State Board approved standards include the denial or minimization of the Holocaust, and the teaching of Critical Race Theory, meaning the theory that racism is not merely the product of prejudice, but that racism is embedded in American society and its legal systems in order to uphold the supremacy of white persons. Instruction may not utilize material from the 1619 Project and may not define American history as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence. Instruction must include the U.S. Constitution, the Bill of Rights and subsequent amendments.

NOTE: In this excerpt, underlined text represents new changes made by the DOE.

Florida Statutes Section 1003.42(2) Statutes & Constitution (2020)

Section 1003.42(2), Florida Statute....provides that educators are to instruct on civil rights; the history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery; the passage to America; the enslavement experience, abolition, and the contributions of African Americans to society; the Holocaust; and the study of Hispanic contributions to the United States.

(g) 1. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism.

Florida House Bill
1213: *Educational
Instruction of
Historical Events
(July 1, 2020)*

SUMMARY

Requires the Commissioner of Education's (Commissioner) African American History Task Force to examine ways to include the 1920 Ocoee Election Day Riots in the required instruction on African American history.

Revises the requirement to teach Holocaust education to include instruction concerning anti-Semitism; requires school districts to report Holocaust education instruction annually to the Florida Department of Education (department); requires the department to prepare and offer Holocaust education standards and curriculum; and designates the second week in November as "Holocaust Education Week."

HIGHLIGHTS

- Requires the Commissioner's African American History Task Force to examine ways to include the 1920 Ocoee Election Day Riots in the required instruction on African American history.
- Encourages district school boards to seek opportunities to name school facilities in recognition of victims of the 1920 Ocoee Election Day Riots.
- Revises the requirement to teach Holocaust education to include instruction on anti-Semitism.
- Requires school districts to report Holocaust education instruction annually to the department.

Problems With the Florida Department of Education's Rule. Or the Devil is in the Details

To understand the "historical events" such as the Holocaust, the Ocoee Massacre, slavery, the Civil War and Reconstruction, the civil rights movement, and the contributions of women, African American and Hispanic people to our country [to quote the statute directly] we must understand that racism is "embedded in American society and its legal systems in order to uphold the supremacy of white persons...and that the United States was not originally founded on "universal principles."

In fact, it has taken centuries and generations of struggles for "*the people out of doors*," to become active citizenry of the US American Polity.

In order to answer the why questions of history, we must understand the foundations of events, looking for patterns and continuities and linkages. History is much more than a study of "individuals." (Gov. De Santis: you have confused memoir for history.)



Segregation Sign,
Lonestar Restaurant Association, 1942
UNIVERSAL PRINCIPLES BEING UPHELD?

• [God] made the white into man, and implanted within his breast that determination to always be supreme among races of men. This is why the white man of the south, standing out boldly tells civilization: "I am a white man! I will rule!" Were he to do otherwise he would be a renegade to his race."

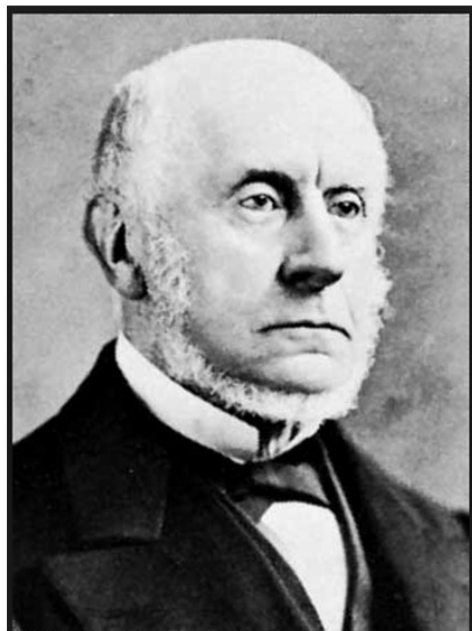
--The Okaloosa News Journal, 1920

• "Vote Democratic," *The Okaloosa News-Journal*, October 29, 1920.

Diego Rivera, "Colonial Domination" (Mexico City, 1933)
David Alfaro Siqueiros, "Torment and Apotheosis of Cuauhtémoc" (Mexico City, 1950-51)

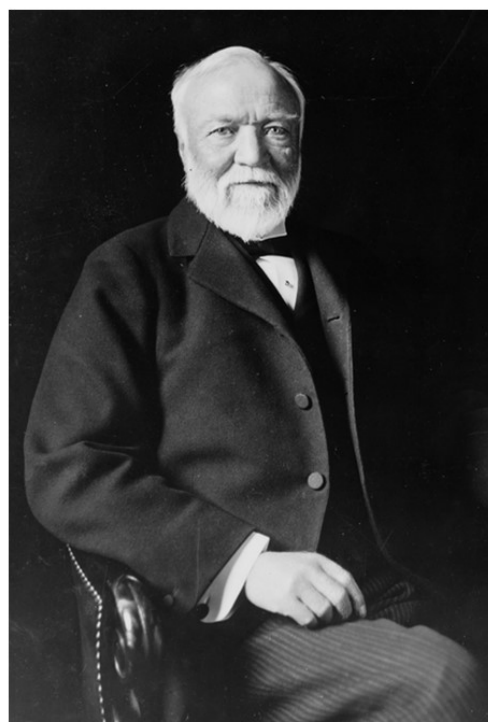


Many Ruling-Class Americans of the 19th Century did not view the US as Founded on “universal principles”



“Universal suffrage can only mean in plain English, the government of ignorance and vice:--it means a European, and especially Celtic, proletariat on the Atlantic coast; an African proletariat on the shores of the Gulf, and a Chinese proletariat on the Pacific.”

--Charles Francis Adams,
(1807 – 1886)



The Greatest Industrialist of the Century, Andrew Carnegie, was also not a believer in universal principles.

“In the South, the ignorant are the immense majority. To give suffrage without restriction to the blacks would mean that the intelligent whites were powerless, overwhelmed. Government would be in the hands of men steeped in ignorance of political responsibilities to a degree impossible for Northern people to imagine. Only residence among them can give a true impression.”

---“Mr. Carnegie on the Negro,”
The Florida Times-Union, March 2, 1904.

History Quiz: In 1842, Which Noted Writer did not depict the United States as a “new nation based largely on universal principles stated in the Declaration of Independence”? Here, this writer describes his impressions of the U.S. Congress in session in 1842



“I saw in them, the wheels that move the meanest perversion of virtuous Political Machinery that the worst tools ever wrought. Despicable trickery at elections; under-handed tamperings with public officers; cowardly attacks upon opponents, with scurrilous newspapers for shields, and hired pens for daggers; shameful trucklings to mercenary knaves, whose claim to be considered, is, that every day and week they sow new crops of ruin with their venal types, which are the dragon’s teeth of yore, in everything but sharpness; aidings and abettings of every bad inclination in the popular mind, and artful suppressions of all its good influences: such things as these, and in a word, Dishonest Faction in its most depraved and most unblushing form, stared out from every corner of the crowded hall.”



Charles Dickens, *American Notes* (1842)

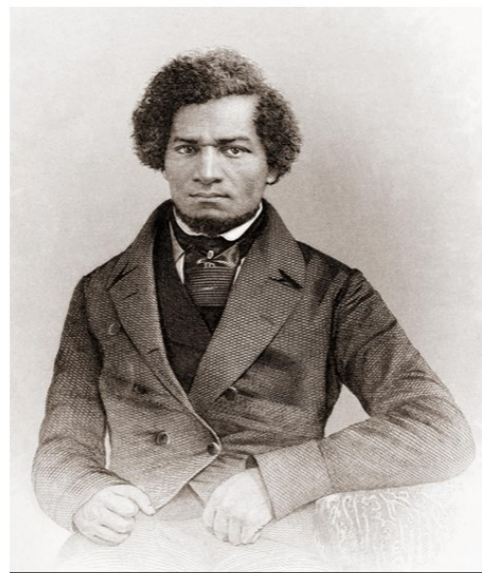
As an observer in the House of Representatives’ Gallery Dickens Describes a congressman punished for discussing slavery:

“There was but a week to come, and another of that body, for doing his duty to those who sent him there; for claiming in a Republic the Liberty and Freedom of expressing their sentiments, and making known their prayer; would be tried, found guilty, and have strong censure passed upon him by the rest. His was a grave offence indeed; for years before, he had risen up and said, ‘A gang of male and female slaves for sale, warranted to breed like cattle, linked to each other by iron fetters, are passing now along the open street beneath the windows of your Temple of Equality! Look!’ But there are many kinds of hunters engaged in the Pursuit of Happiness, and they go variously armed. It is the Inalienable Right of some among them, to take the field after *their* Happiness equipped with cat and cartwhip, stocks, and iron collar, and to shout their view halloa! (always in praise of Liberty) to the music of clanking chains and bloody stripes.”

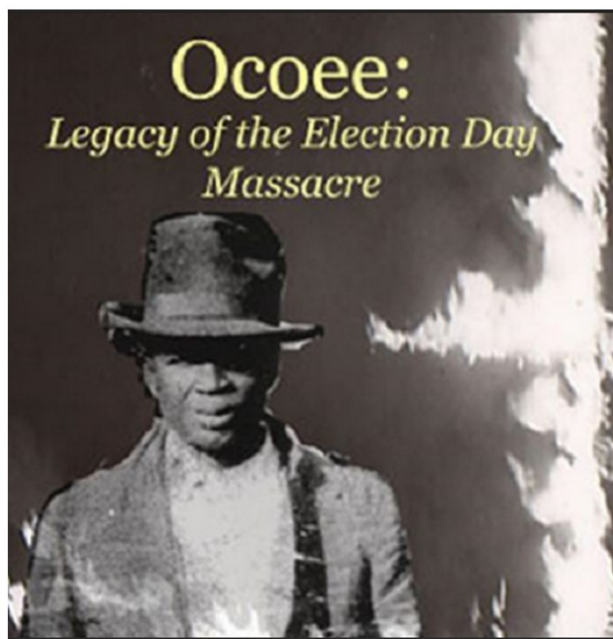
Frederick Douglass' theory of the causes of the Civil War Not Caused by "individual bias"

"We have bought Florida, waged war with friendly Seminoles, purchased Louisiana, annexed Texas, fought Mexico, trampled on the right of petition, abridged the freedom of debate, paid ten million to Texas upon a fraudulent claim, mobbed the Abolitionists, repealed the Missouri Compromise, winked at the accursed slave trade, helped to extend slavery....refused to recognize Hayti and Liberia, stained our souls by repeated compromises....and have descended to the meanness and degradation of negro dogs, and hunted down the panting slave escaping from his tyrant master—all to make the South love us; and yet how stands our relations."

--Frederick Douglass,
Speech at National Hall, Philadelphia
January 14, 1862



The Ocoee Massacre was not the work of isolated individuals, but a SYSTEMIC effort organized efforts to wipe out Black economic and political progress: *Federal, state and local governments complicit in these mass murders.*



A Selected List of Anti-Black Pogroms, 1898-1923:

Wilmington Coup d'Etat, 1898
Greenwood, SC Election Day Massacre, 1898
Atlanta, Georgia, 1906
Springfield, Ohio Pogrom, 1908
Forsyth County, Georgia, 1912
East St. Louis, 1917
Philadelphia, 1918
Chicago, 1919
Elaine, Arkansas, 1919
Charleston, 1919
Syracuse, New York, 1919
Baltimore, 1919
Longview, Texas 1919
Omaha, Nebraska 1919
Ocoee, 1920
Tulsa 1921
Perry, Florida 1922
Rosewood, Florida 1923

Hannah Arendt Sought to Uncover the Foundations of the Nazi Holocaust
She found that Racism was at the root

*Below Right: Hannah Arendt (1906-1975) foremost
philosopher of the 20th century,*



“When the European mob discovered what a ‘lovely virtue’ a white skin could be in Africa, when the English conqueror in India became an administrator who no longer believed in the universal validity of law, but was convinced of his own innate capacity to rule and dominate....the stage seemed to be set for all possible horrors. Lying under anybody’s nose were many of the elements which gathered together could create a totalitarian government on the basis of racism.”

---Hannah Arendt
The Origins of Totalitarianism (1948)

Professor Arendt Drew Heavily on Conrad to formulate a theory of the rise of genocide and totalitarianism in the 20th century. It is also implicit in Arendt’s idea of the “Banality of Evil”



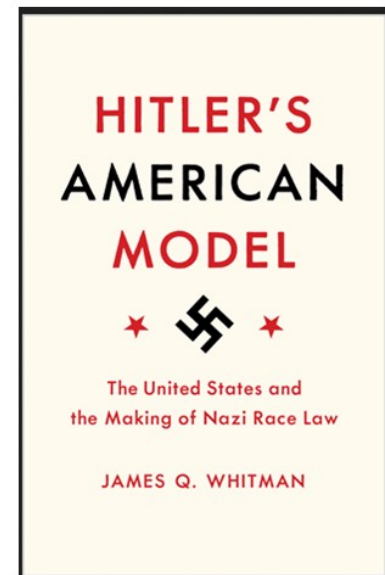
“Two new devices for political organization and rule over foreign peoples were discovered during the first decades of imperialism. One was **race** as a principle of the body politics, and the other **bureaucracy** as a principle of foreign domination.”

“Race was the emergency explanation of human beings whom no European or civilized man could understand and whose humanity so frightened and humiliated the immigrants that they no longer cared to belong to the same human species. Race was the Boers’ answer to the overwhelming monstrosity of Africa—a whole continent populated and overpopulated by savages—an explanation of the madness which grasped and illuminated them like ‘a flash of lightning in a serene sky: ‘Exterminate all the brutes.’”

--Dr. Arendt, Chapter 7, “Race and Bureaucracy”

“Blood and Soil”

We will not understand the history of National Socialist Germany, and more importantly the place of America in the larger history of world racism, unless we reckon with these facts. In the early 1930s, Nazi lawyers were engaged in creating a race law founded on anti-miscegenation law and race-based immigration, naturalization, and second-class citizenship law. They went looking for foreign models, and found them—in the United States of America.



Racial Segregation, Eugenics Laws and the US Genocide of Native Americans Deeply Informed Nazism.

"As Whitman shows, the Nuremberg Laws were crafted in an atmosphere of considerable attention to the precedents American race laws had to offer. German praise for American practices, already found in Hitler's Mein Kampf, was continuous throughout the early 1930s, and the most radical Nazi lawyers were eager advocates of the use of American models. But while Jim Crow segregation was one aspect of American law that appealed to Nazi radicals, it was not the most consequential one. Rather, both American citizenship and antimiscegenation laws proved directly relevant to the two principal Nuremberg Laws—the Citizenship Law and the Blood Law. Whitman looks at the ultimate, ugly irony that when Nazis rejected American practices, it was sometimes not because they found them too enlightened, but too harsh."

Below: Adolph Hitler was an avid fan of Hollywood Westerns. He equated Jews and Russians with Native Americans and advocated the destruction of both in WWII



Hannah Arendt's *Origins of Totalitarianism* was quickly forgotten

Hannah Arendt
(1906-1975)

“We can no longer afford to take that which was good in the past and simply call it our heritage, to discard the bad and simply think of it as a dead load which by itself time will bury in oblivion. **The subterranean stream of Western history has finally come to the surface and usurped the dignity of our tradition.**”

“This is the reality in which we live. And this is why all efforts to escape from the grimness of the present into nostalgia for a still intact past, or into the anticipated oblivion of a better future, are vain.”

--Hannah Arendt, *Origins of Totalitarianism* (1950)



ACTION ITEMS:

Please remind school districts, political leaders, and educators of Section 1003.42(2), Florida Statute, which provides that educators are to instruct on civil rights; the history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery; the passage to America; the enslavement experience, abolition, and the contributions of African Americans to society; the Holocaust; and the study of Hispanic contributions to the United States.