

“It is an affront to treat falsehood with complacency.” Thomas Paine

CAMPUS REPORT

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ANTI-SEMITISM ON CAMPUS

2015

By Malcolm A. Kline

It's even sadder that we could do more frequent updates.

It's sad that we have to do an annual recap on this topic. It's even sadder that we could do more frequent updates.

The Amcha Initiative at the University of California, led by the estimable Tammi Rossman-Benjamin, a lecturer in the UC system, has compiled a “Swastika Tracker” which gives “a partial list of incidents where swastikas were found on U. S. campuses.”

“It's not hard to connect the dots,” she wrote in an op-ed which appeared in the San Jose Mercury News on May 11, 2015. “On campuses where anti-Israel Boycott, Divestment, Sanctions (BDS) campaigns have been promoted, anti-Semitism has increased and Jewish students report feeling emotionally and physically harassed, threatened, unsafe, and targeted for anti-Jewish bigotry.”

“The University of California is no exception. Just in the past few months:

- “At UC Berkeley, in the wake of a contentious BDS campaign, the message ‘Zionists should be sent to the gas chamber’ was found scrawled on a bathroom wall. This past month, a Jewish student leader reported, ‘We still find anti-Semitic slogans written on bathrooms. A lot of students find swastikas and come to me,’ and he added that many Jewish students are frightened.
- “At UC Davis, in the days leading up to an anti-Israel divestment vote, the university’s Hillel House was defaced with ‘grout out the Jews.’ Less than two days following the vote, large swastikas were spray-painted on a UC Davis Jewish fraternity. Several Jewish students reported feeling unsafe, one writing: ‘I no longer feel as though UC Davis is a completely safe environment for Jewish students or a place where I can feel free to express my support for Israel.’

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Director's Corner

By Malcolm A. Kline, Executive Director of AIA



Voodoo Anyone?

How to Understand Economics Without Really Trying



by
Christopher T. Warden

Forewords by M. Stanton Evans & Malcolm A. Kline



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June 2015

Dear Reader,

We hope that you find the topic addressed in our cover story as important as we do. Because we regard it with concern, we have signed onto several letters protesting the imbalance in specific courses on the Middle East at universities around the country. Our co-signatories include prominent spokesmen for prestigious groups such as the Endowment for Middle East Truth (EMET) and the Louis Brandeis Center for Human Rights.

Additionally, as we mention in our front-page report, Accuracy in Academia will show a documentary on anti-Semitism on campus at one of AIA's upcoming author's nights. We will also screen documentaries on human rights around the world at another upcoming Conservative University event.

These events and others we are currently planning are part of The Frank A. Fusco Conservative University Lecture Series this year, made possible by a generous grant from The Frank A. Fusco and Nelly Goletti Fusco Foundation.

All the best,

Mal Kline,
Executive Director

- “At UCLA, shortly after the student government approved an anti-Israel divestment resolution, four student senators who sponsored that resolution brazenly argued that a candidate for the student judicial board was not eligible simply because she was a Jew. According to one Jewish student leader, ‘People say that being anti-Israel is not the same as being anti-Semitic. The problem is the anti-Israel culture in which we are singling out only the Jewish state creates an environment where it is OK to single out Jewish students.’
- “At UC Santa Barbara, after three years of divisive anti-Israel divestment campaigns, large flyers blaming Jews for 9/11 were posted on campus. At a student senate meeting this past month, a Jewish student shared: ‘For the first time in my life, I felt that my identity, an unchangeable part of who I am, was under attack and my entire existence as a Jew was being questioned. No one in this room can look at this past year’s incidents and tell me that anti-Semitism doesn’t exist. ... I’m scared for my safety.’”



Across the country, Amcha found that swastikas have been display on at least 14 campuses so far this year including:

-

- Stanford
- Northwestern
- The University of Missouri
- Framingham State University
- Farleigh Dickinson
- Northeastern
- Tufts
- SUNY Purchase College
- UC-Berkeley
- George Washington University
- Vanderbilt
- CUNY John Jay College of Criminal Justice
- Cleveland State University
- UC-Davis

Moreover, “In the 2013-2014 school year, 54 percent of Jewish students reported experiencing or observing Anti-Semitism,” Sarah Stern of the Endowment for Middle East Truth (EMET) pointed out in a meeting on Capitol Hill on Friday, May 8, 2015. Stern was citing a study done by Trinity College and the Louis Brandeis Center.

At the EMET meeting, Stern screened a documentary on anti-Semitism in which students from around the country told tales of their experiences on campuses such as NYU and the University of New Orleans. That film, produced by Jerusalem U, will be featured in an upcoming Accuracy in Academia author’s night.

SQUEAKY CHALK



by Deborah Lambert

THE YUCK FACTOR

Santa Clara University appears to have everything going for it. A Jesuit school located in the lush Silicon Valley, just south of San Francisco, it enjoys consistently high academic ratings. But, on the flip side, students who tire of 300 days of sunshine can move into the world of “mold, methane, and enteric fermentation; rates of decomposition’ and a lot of pictures of dead things. It’s not “CSI.” It’s the Joy of Garbage.

Going far beyond “why recycling is good,” the Joy of Garbage is a course described by student Sarah Stanek as one where “students focus on two types of waste: items that rot, decompose, and break down; and items that do not.

“Professor Virginia Matzek takes advantage of what she calls the high ‘yuck’ factor in the course. Students get up close and personal with the conceptual side of the class through field trips to local environmental service destinations like landfills, sewage treatment plants, and electronic waste recycling facilities.

“It’s a very mundane act, to throw something away,” Matzek says. “Hardly anybody knows where it goes. Many of the students have never given it the slightest thought.”

“In addition to the technical aspects of decomposition and waste processes, the class explores social justice issues,” such as the fact “that landfills and recycling centers are frequently located in poorer neighborhoods;

or that American Indian tribes, as sovereign nations, can store nuclear waste for the U.S. government. In one early class project, students must locate the landfills or recycling centers in their own hometowns, then compare the results with neighborhood census data.



ZOMBIES IN POPULAR CULTURE?

Andrea Harris, a professor at Ohio’s Wright State University, has developed a course called “Zombies and Gender in Popular Culture,” and says her class is a big hit on campus, adding that it “involves serious academic analysis.” To illustrate her point, Harris explained that “students examine social order in the context of a zombie apocalypse, and what the popularity of the zombies says about humanity’s future.”



CHICK-fil-A + JOHNS HOPKINS = MICROAGGRESSION?



As soon as spring had sprung this year, microaggression was on the march, especially at Johns Hopkins University in Maryland, where just the whiff of a Chick-fil-A charbroiled chicken sandwich near the

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The AJC is a joint project of Accuracy in Media and Accuracy in Academia

Baltimore campus was enough to cause tremors among the sensitive members of the Student Government Association. Last month, they called a halt to any future discussions of bringing Chick-fil-A to campus, saying that any decision to allow the restaurant to become part of the business community would be a campus “microaggression,” according to The College Fix.

- Reminder: Microaggressions, in the current campus vernacular, are brief, everyday exchanges that convey denigrating messages...

While Andrew Guernsey, a Hopkins junior who heads the JHU Voice for Life, said this decision sends a clear message that businesses that don’t buy into the liberal orthodoxy are not welcome on campus, the student government claimed that the purpose of their resolution was to urge the school to seek vendors other than Chick-fil-A “in the best interest of a cohesive campus environment in which all students feel accepted.”



SHAKESPEARE LOSING OUT AMONG ENGLISH MAJORS

While it’s more than obvious that the study of Shakespeare does not attract much interest among the current crop of college students, it took an academic survey to reveal the reasons underlying this situation.

Results of the survey by ACTA (American Council of Trustees and Alumni) revealed that only 4 out of more than 50 of our top schools require their English majors to take a course in Shakespeare.

The only schools in the ACTA study that currently require a Shakespeare course of their English majors these days are Harvard, U. Cal. Berkeley, Wellesley and the Naval Academy. Furthermore, “when colleges



do offer courses on Shakespeare, they are often just one of many choices. The ‘Early Literature to 1660’ requirement at the University of Pennsylvania can be fulfilled with ‘Gender, Sexuality and Literature: Our Cyborgs, Our Selves.’ Other institutions require literature students to study ‘race, gender, sexuality, or ethnicity’ and ‘ethnic or non-Western literature,’ but not Shakespeare.”



PURDUE DROPS ALL SPEECH CODES, EARNS AWARD

While those who “invented” campus speech codes claim they were rooted in some semblance of sanity when they were first introduced back in the 1980s, today the concept has not only gone off the rails, but for many students, “finding a safe space” on campus has become an obsession. The fact is that rather than create an environment that welcomes free speech and open debate, its chilling effect on all speech has recently prompted some campuses to break away from the speech code juggernaut altogether.

The latest one to do so was Purdue University, which earned a much coveted “green light” rating for free speech from the Foundation for Individual Rights in Education (FIRE). Purdue further affirmed its commitment to academic freedom and freedom of expression by adopting a statement similar to one issued by the University of Chicago earlier this year.

The dismantling of any and all speech codes on the Purdue campus was highly praised from the school’s president, former Governor Mitch Daniels.

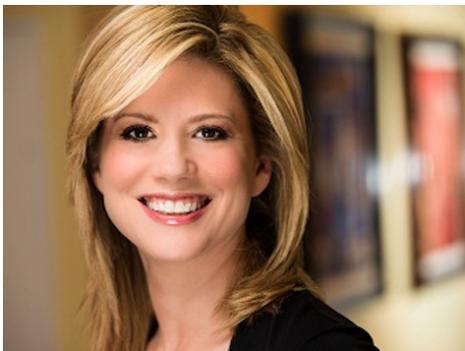
Purdue is the 21st school to declare its freedom from speech codes, as noted in the list below:

- Arizona State University
- Hills State University
- Carnegie Mellon University
- Cleveland State University
- Dartmouth College Eastern

- Kentucky University George
- Mason University
- Georgetown College
- Mississippi State University
- Oregon State University
- Plymouth State University
- Purdue University
- Shippensburg University of Pennsylvania
- The College of William and Mary
- University of Florida
- University of Mississippi
- University of Nebraska – Lincoln
- University of Pennsylvania
- University of Tennessee – Knoxville
- University of Utah



HOW LIBERALS RUINED COLLEGE



“On today’s campuses, left-leaning administrators, professors, and students are working overtime in their campaign of silencing dissent, and their *unofficial* tactics of ostracizing, smearing, and humiliation are highly effective. But what is even more chilling—and more far

reaching—is the *official* power they abuse to ensure the silencing of views they don’t like. They’ve invented a labyrinth of anti-free speech tools that include “speech codes,” “free speech zones,” censorship, investigations by campus “diversity and tolerance offices,” and denial of due process. They craft “anti-harassment policies” and “anti-violence policies” that are speech codes in disguise.” - *Kirsten Powers, the Daily Beast*



WHO TRASHED LIBERAL ARTS PROGRAMS



While the trend these days is to denounce those on the right side of the political spectrum for criticizing liberal arts programs, it takes someone such as Hoover Institution scholar Thomas Sowell to sound the wake up call and tell them that conservatives have had nothing to do with trashing the liberal arts.

The fact is that liberal professors are responsible for the damage to these programs by “converting so many liberal arts courses into indoctrination centers for left-wing causes and fads,” instead of courses where students learn how to weigh conflicting views of the world for themselves. It is English departments, Dr. Sowell reminds us, that have become the special “hotbeds of self-indulgent, trendy fads such as trashing classic writings, and using Shakespeare’s works as just another ideological playground for romping through with the current mantra of ‘race, class and gender.’”

In addition to “the many farces of the Modern Language Association that have made headlines,” students on many campuses can go through all four years of college without ever hearing a conservative vision of the world, even from a visiting speaker.

The problem is not political, but educational. As John

Stuart Mill pointed out, back in the 19th century, students must hear opposing views from people who actually believe them, not as presented by people who oppose them. During my years on the lecture circuit, I liked to go into college bookstores across the country and see how many of their courses assigned “The Federalist” among the books students were to buy, as compared to how many assigned “The Communist Manifesto” or other iconic writings on the left.

My survey of college bookstores across the country showed “The Communist Manifesto” virtually

everywhere, often required reading in multiple courses — and “The Federalist” used virtually nowhere. Most college students will receive only the left’s uncritical negativism toward the American form of government, under the rubric of “critical thinking.”

“Those who want liberal arts to be what they were supposed to be will have to profoundly change them from what they have become. Doing that will undoubtedly provoke more denunciations of critics for “trashing” the liberal arts by criticizing those who have in fact already trashed the liberal arts in practice.”

RE-THINKING THE FUTURE OF BALTIMORE STUDENTS

By Deborah Lambert

Despite the predictable calls for more education funding after last month’s upheaval in Baltimore, Maryland Gov. Hogan has wasted no time in publicly stating that Baltimore has already mismanaged the considerable assets at its disposal.

Recently, the governor’s critics in Baltimore lambasted him for allocating \$68 million to fund state employees’ retirement plans instead of education, which would have translated into an extra \$11 million for Baltimore city. He responded by accusing officials of “losing” \$70 million over the course of a year and cited a Baltimore Sun investigation that showed schools paid out \$42 million in generous leave policies.

Today, that \$70 million shortfall has escalated into a projected deficit for next fiscal year of more than \$108 million. Gov. Hogan has also pointed out that Baltimore city allocates less than 15 percent of its budget to education, as opposed to the normal 50 percent designated by most local governments.

Meanwhile, a report by the Independent Institute mentions the following:

- Among the top 100 school districts in the country, Baltimore spending per student ranks number two —surpassed only by New York
- George Mason University economist Alex Tabarrok reports that Baltimore spends \$17,196

per student — an amount that would pay the tuition at some of the nation’s most exclusive private schools

- Terence Jeffrey reports that the Baltimore school system had over 10,000 teachers and staff on the payroll in the 2012-2013 school year — or about 1 for every 8.3 students
- Despite the 8 to 1 student-to-adult ratio, class sizes are often 40 students per teacher
- And although their huge budget would be the envy of most inner city schools, the Baltimore Sun reports that only \$5,190 per student finds its way into the classroom.

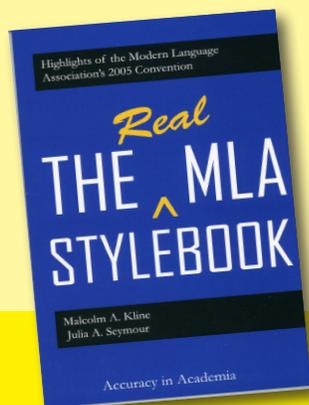
Could that be the reason we hear that students are using 20-year-old books? Or that in some city neighborhoods, half the students don’t show up for class on any given day?

Baltimore businessman Jay Steinmetz recently addressed this issue in the Wall Street Journal, saying that “My two children attend a public elementary school where bathroom stall doors and toilet-seat lids are missing. The heat goes out in the winter and the air-conditioning goes out in hot weather. It’s hard to explain the importance of developing science and math skills to students wearing winter coats in the classroom.”

The REAL MLA Stylebook

To show what college and university English Departments are really teaching, Accuracy in Academia compiled *The REAL MLA Stylebook*, filled with quotes from a recent convention of the Modern Language Association (MLA) where thousands of English professors gather to push their politically correct, radical agenda. Outsiders who attend this event expecting to learn more about Chaucer, Milton and Shakespeare are in for a rude awakening when they discover that panels are more likely to focus on topics such as “Marxism and Globalization;” “What’s the Matter with Whiteness;” and “Queering Faulkner.”

This book is must-reading for anyone interested in learning more about the mindset of faculty members who are tasked with teaching the great works of the English language to our nation’s students.



You can order your copy of *The REAL MLA Stylebook* using the coupon below or order online at the AIM store: www.ShopAIM.org

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