

## U.B.'s Policy on Academic Freedom

"Acceptance by an institution of the principles of academic freedom implies that teachers in that institution are free to investigate any subject, no matter how much it may be hedged about by taboos; that they are free to make known the results of their investigation and their reflection by word of mouth or in writing, before their classes or elsewhere; that they are free as citizens to take part in any public controversy outside the institution; that no repressive measures, direct or indirect, will be applied to them no matter how unpopular they may become through opposing powerful interests or jostling established prejudices, and no matter how mistaken they may appear to be in the eyes of members and friends of the institution; that their continuance in office will be in all instances governed by the prevailing rules of tenure and that their academic advancement will be dependent on their scientific competence and will be in no way affected by the popularity or unpopularity of their opinions or utterances...."



ACKNOWLEDGING

## RACIALIZATION

"Race continues to play a defining role in one's life trajectory and outcomes. A complex system of racial bias and inequities is at play, deeply rooted in our country's history, culture and institutions. This system of racialization — which routinely confers advantage and disadvantage based on skin color and other characteristics — must be clearly understood, directly challenged and fundamentally transformed. If our nation is to live up to its democratic ideals — that all people are created equal and treated fairly — then racial equity and inclusion must be at the forefront of how we shape our institutions, policies and culture."

The Annie E. Casey Foundation, United States. *Race Equity and Inclusion Action Guide*, 2014, p. 2.



## What is Racism / Ethnicism?

"Racism (and/or **ethnicism**) is, at once, an **ideology** (meaning a systematic set of beliefs, in this case fallacious beliefs, that govern and validate human behavior) and systematic **behavioral practice**, at both **interpersonal** and **institutional** levels, of *oppression*, based on the essentialist "othering" of human beings of a different hue and/or culture that was first invented by Europeans, beginning roughly in the fifteenth century when they began their voyages of exploitation across the world—fueled initially by merchant capitalism and later industrial capitalism—to legitimate a racially-based **imperialist** system of **economic exploitation** and *settler* oppression underwritten by military prowess and sanctified first by an **occidental** version of the Christian religion and later by a racialized occidental science, at the heart of which was the denial of the humanity of those so victimized.





“Tell no lies...  
Claim no easy victories...”

“Tell no lies...  
Claim no easy victories...”

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“Tell no lies...  
Claim no easy victories...”

—Amilcar Cabral



## Latest Scientific Discovery on the Sizes of the Human Brain



AFRICAN



ARAB



ASIAN



AUSTRALASIAN



EUROPEAN



LATINA/O

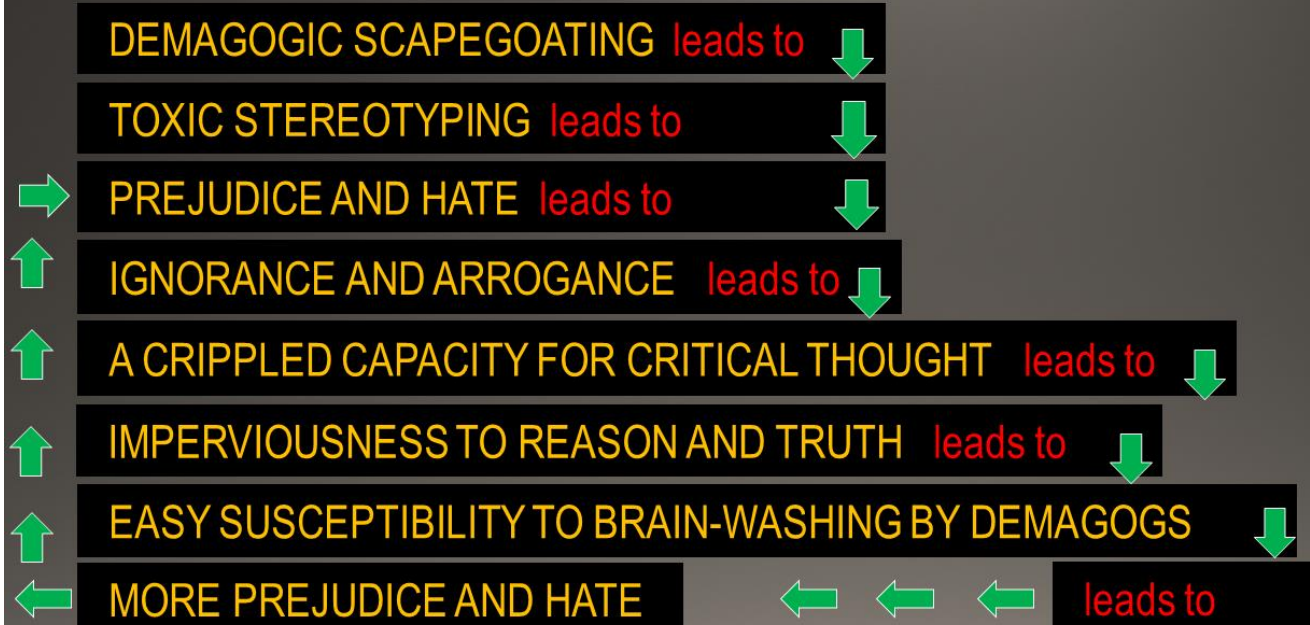


NATIVE  
AMERICAN

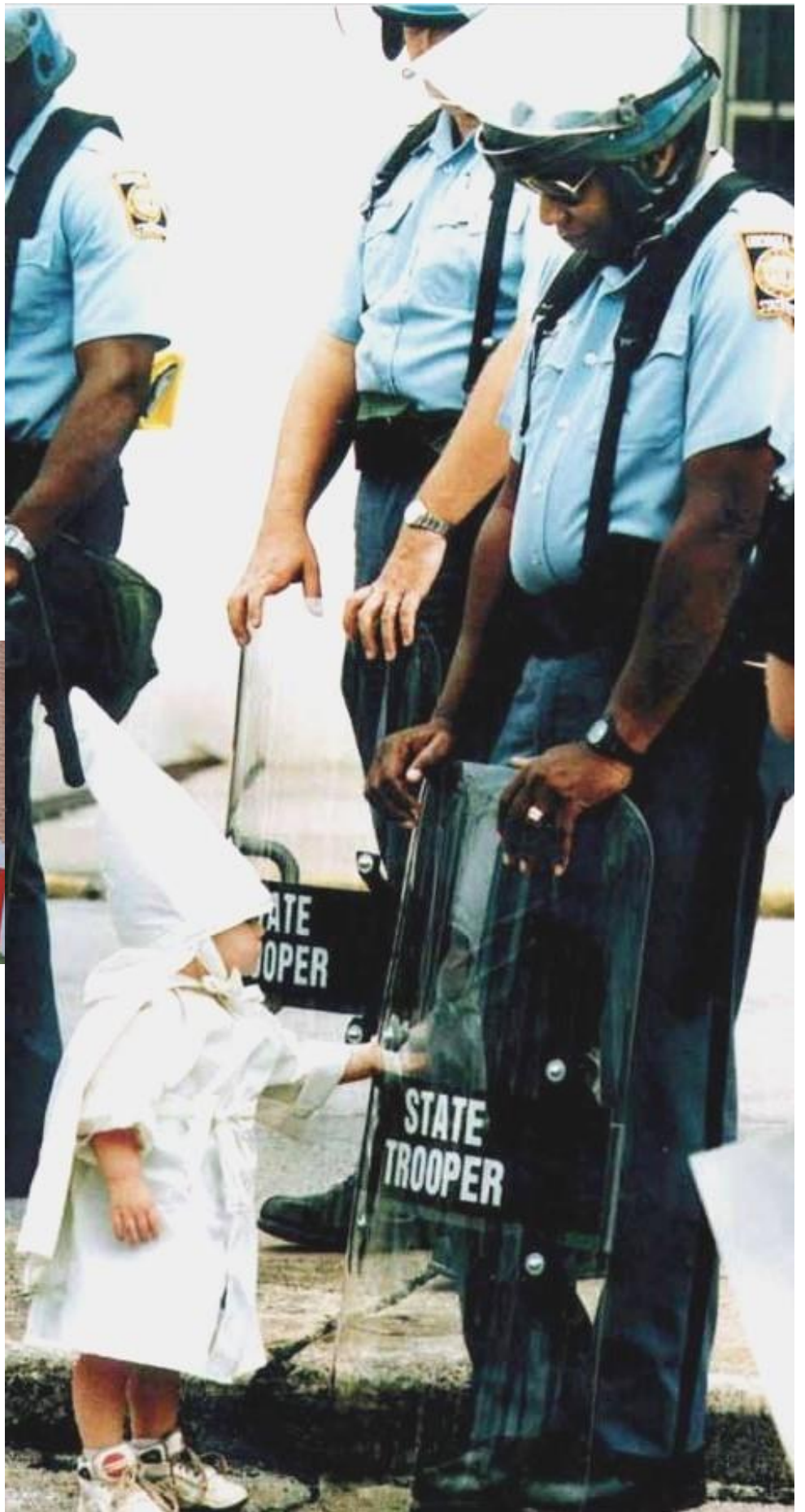


RACIST

# THE “DEAD” BRAIN: A VICIOUS CIRCLE











"WE hold these Truths to be self-evident, that all [Persons] are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness."

—Preamble to the U.S. Declaration of Independence

There are two types of democracy: *Interpersonal* Democracy and *Institutional* Democracy. At the same time, the latter in its true sense, has **two** related halves: the *procedural* and the *authentic* (or substantive).

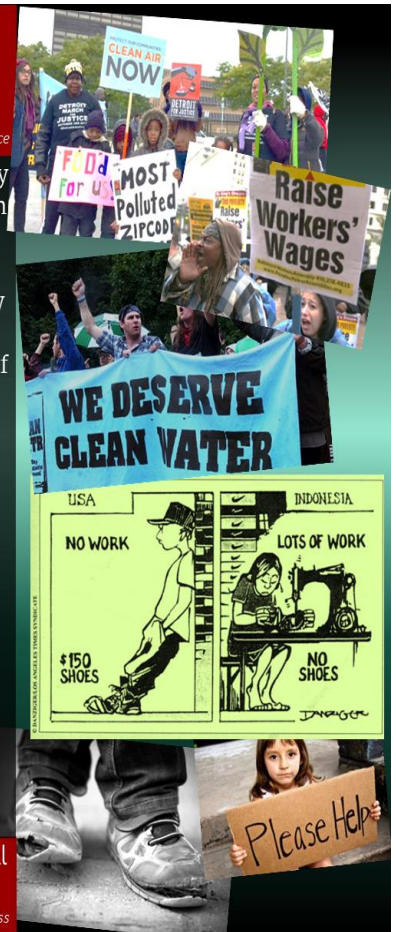
The first half, *procedural* democracy, refers to "majority rule" (but qualified by a *bill of rights* that protects minorities) and the accompanying institutional processes of universal suffrage, elections, term-limits, legislative representation, *the rule of law*, separation of powers, etc.

On the other hand, *authentic* democracy refers to equitably securing access for all human beings to the **four** fundamental *existential* needs: food, shelter, health, and security. Therefore, the purpose of procedural democracy is to guarantee authentic democracy. **In other words, the former is a means to the latter!**

*Interpersonal* Democracy refers to interpersonal relations among individuals in a society that are governed by the principle of equality of opportunity for respect, acceptance, and non-discrimination—regardless of age, class, color, ethnicity, gender, and other similar social structural markers.

"...government of the people, by the people, for the people, shall not perish from the earth."

—President Abraham Lincoln, the Gettysburg Address



# PATRIARCHY

"Patriarchy is a political-social system that insists that males are inherently dominating, superior to everything and everyone deemed weak, especially females, and endowed with the right to dominate and rule over the weak and to maintain that dominance through various forms of psychological terrorism and violence.... Clearly we cannot dismantle a system as long as we engage in collective denial about its impact on our lives. Patriarchy requires male dominance by any means necessary, hence it supports, promotes, and condones sexist violence.

—BELL HOOKS (WRITER, TEACHER, FEMINIST INTELLECTUAL, AND ACTIVIST)

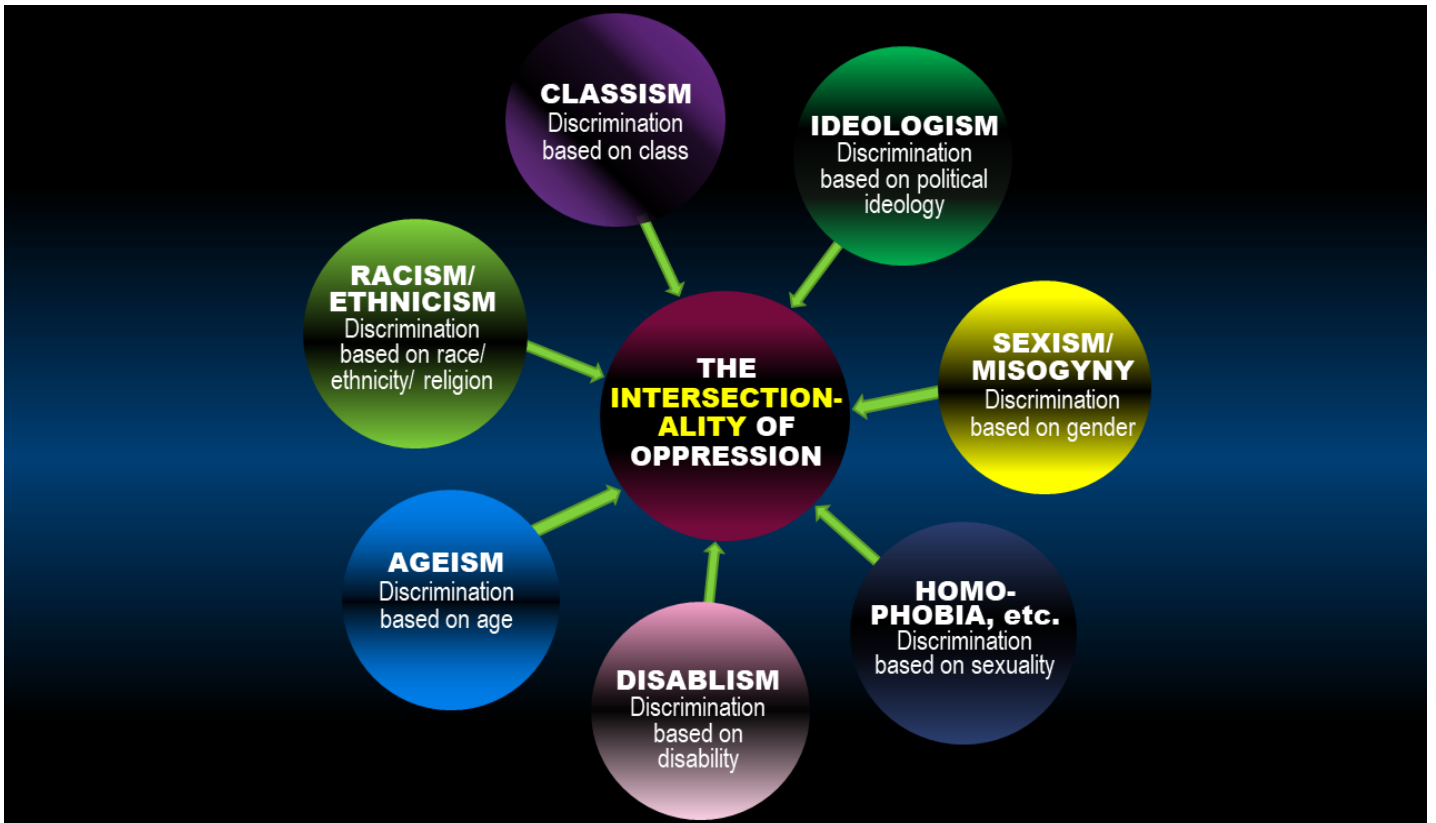




# What is Intersectionality?

Intersectionality refers to the complex web of different forms of oppression--such as sexism, racism, and classism--experienced simultaneously by marginalized individuals and groups in a society in such a way as to constitute *super-oppression*; that is, "the whole is greater than the sum of its parts" (to borrow a well-known phrase from the Greek philosopher Aristotle).

**Note:** The theory behind intersectionality was first articulated by the African American legal scholar Kimberlé Crenshaw in her article published in 1989 in the journal *University of Chicago Legal Forum*, titled "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." She had written it as a criticism of white feminists who, quite often, remained naively insensitive to the racism that black women experienced in United States--a problem that continues to plague them to this day because of their *colorblind racism*.



“The emotional, sexual, and psychological stereotyping of females begins when the doctor says, 'It's a girl.'”

—*Shirley Chisholm* (U.S. Congress Woman, 1969-1983) “Unbought and Unbossed”



“I want history to remember me... not as the first black woman to have made a bid for the presidency of the United States, but as a black woman who lived in the 20th century and who dared to be herself. I want to be remembered as a catalyst for change in America.” —*Shirley Chisholm* (1924-2005)

## Title IX and Gender Equity

### The Step Child of the 1964 Civil Rights Act

On the heels of signing into law the **1964 Civil Rights Act**, President Lyndon B. Johnson pushed on with his legislative effort to advance the civil rights agenda, at the behest of the civil rights movement, by issuing **Executive Order 11246** on September 24, 1965. The Order prohibits employment discrimination by agencies of the Federal Government and by contractors doing business with it because of a person's race, color, religion, or national origin. Additionally it requires them to make a special effort to redress historically-determined employment imbalances through “affirmative action.”

Later, President Johnson went a step further, prompted by a number of women's advocacy groups, to issue **Executive Order No. 11375** on October 13, 1967, which in effect corrected a glaring omission in the 1964 Civil Rights Act—due to Congressional legislative politics— regarding employment discrimination against women in federal government agencies. This latter Order amended Executive Order 11246 to add “sex” to the other four categories of non-discrimination.

**THE WOMEN BEHIND TITLE IX AND GENDER EQUITY**

Dr. Bernice R. Sandler

Rep. Edith S. Green

Rep. Patsy T. Mink

**Title IX**

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance....”

(Title IX of the Education Amendments of 1972, renamed in 2002 as Patsy Takemoto Mink Equal Opportunity Education Act of 1972 in honor of one of its sponsors and co-author, following her death.)

With the efforts of women such as Bernice R. Sandler, Congressional Representative Edith Green (Democrat) and Congressional Senator Patsy T. Mink (Democrat), supported by several women's advocacy groups, Executive Order 11246 as amended, eventually became a new law, known as *Title IX Amendment of the Higher Education Act*, in 1972 (which would later be renamed the *Patsy T. Mink Equal Opportunity in Education Act* in 2002).



# PATRIARCHY

- Unequal pay for the same work
- Sexual harassment and violence
- Demeaning / dehumanizing media depictions
- Objectification of personhood
- Arrogant claims over ownership of time / labor
- Persistent violations of human rights / civil rights
- Celebration of the culture of rape and misogyny
- Claims over ownership of the female body
- Arbitrary assignment of gender roles
- Male domination of the workplace
- Male domination of the political system
- Male domination of the economic system

"The enemy of feminism isn't men. It's patriarchy, and patriarchy is not men. It is a system, and women can support the system of patriarchy just as men can support the fight for gender equality."

—*Justine Musk (Canadian Author)*

# MISOGYNY

At the level of the *individual male*, according to *Psychology Today*: “misogyny is typically an unconscious hatred that men form early in life, often as a result of a trauma involving a female figure they trusted.... Women haters (unconsciously) get off on treating women badly. Every time they can put down a woman or hurt her feelings, they unconsciously feel good because deep down in their hidden brain, their bad behavior is rewarded with a dose of the pleasure chemical dopamine—which makes them want to repeat the behavior again and again.” It then lists these traits as typical of the misogynist:

- “He will zero in on a woman and choose her as his target. Her natural defenses may be down because he’s flirtatious, exciting, fun, and charismatic at first.
- As time goes on, he begins to reveal a Jekyll & Hyde personality. He may change quickly from irresistible to rude, and from rude back to irresistible.
- He will make promises to women and often fail to keep them. With men, on the other hand, he will almost always keep his word.
- He will be late for appointments and dates with women, but be quite punctual with men.
- His behavior toward women in general is grandiose, cocky, controlling, and self-centered.
- He is extremely competitive, especially with women. If a woman does better than him socially or professionally, he feels terrible....
- He will unknowingly treat women differently from men in workplace and social settings, allowing men various liberties for which he will criticize female colleagues or friends.
- He will be prepared (unconsciously) to use anything within his power to make women feel miserable. He may demand sex or withhold sex in his relationships, make jokes about women or put them down in public, “borrow” their ideas in professional contexts without giving them credit, or borrow money from them without paying them back.
- On a date, he will treat a woman the opposite of how she prefers....
- Sexually, he likes to control women and gives little or no attention to their sexual pleasure....
- He will cheat on women he is dating or in a relationship with. Monogamy is the last thing he feels he owes a woman.
- He may suddenly disappear from a relationship without ending it, but may come back three months later with an explanation designed to lure the woman back in.

Only rarely will a misogynist possess everyone of these traits, which makes it harder to identify them. Their ability to lure women in with their charm and charisma adds to the difficulty of spotting the early-warning signs.”

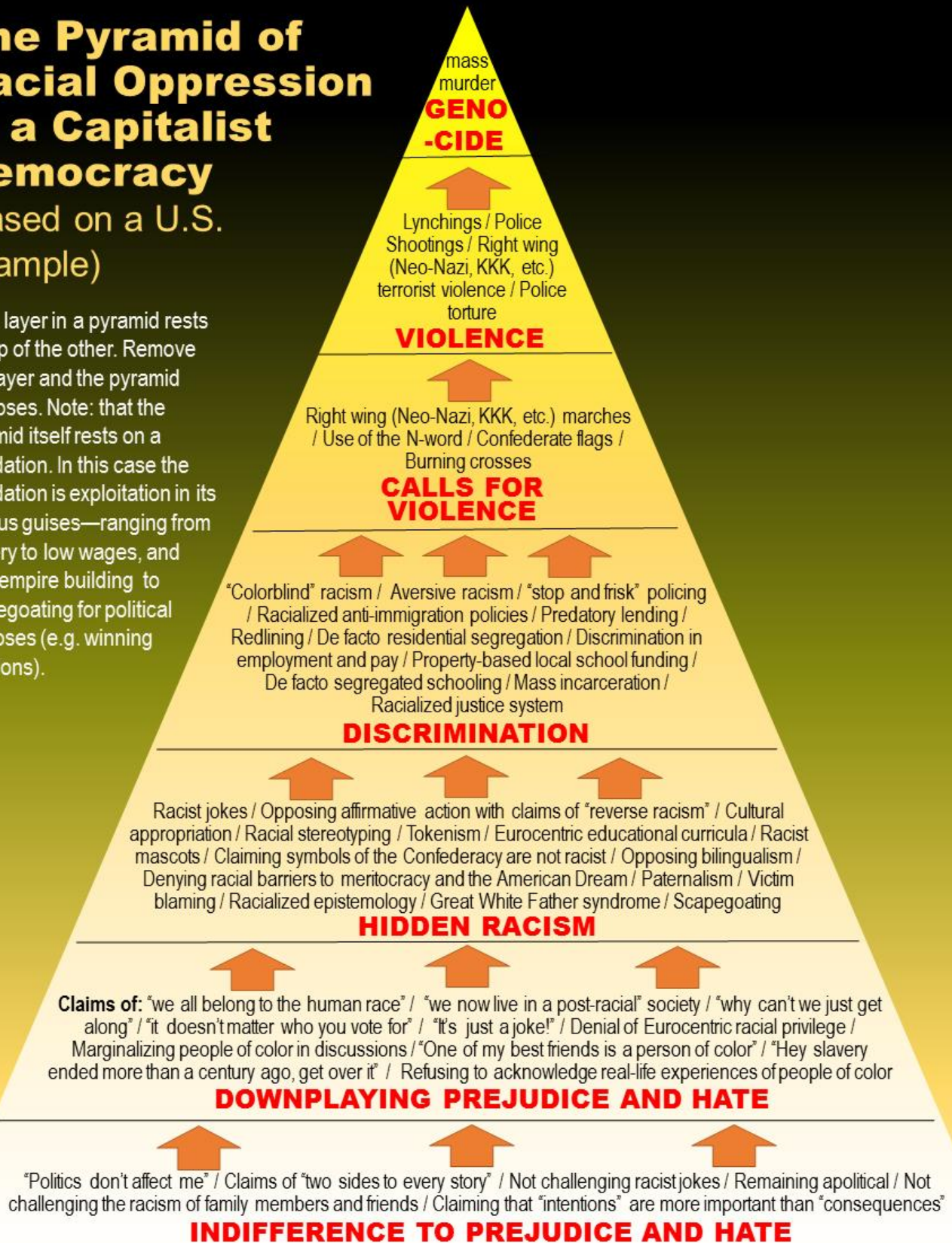
**Source:** “12 Ways to Spot a Misogynist” By Berit Brogaard in *Psychology Today*, 2015 (Available at [www.psychologytoday.com](http://www.psychologytoday.com))



# The Pyramid of Racial Oppression in a Capitalist Democracy

(based on a U.S. Example)

Each layer in a pyramid rests on top of the other. Remove any layer and the pyramid collapses. Note: that the pyramid itself rests on a foundation. In this case the foundation is exploitation in its various guises—ranging from slavery to low wages, and from empire building to scapegoating for political purposes (e.g. winning elections).

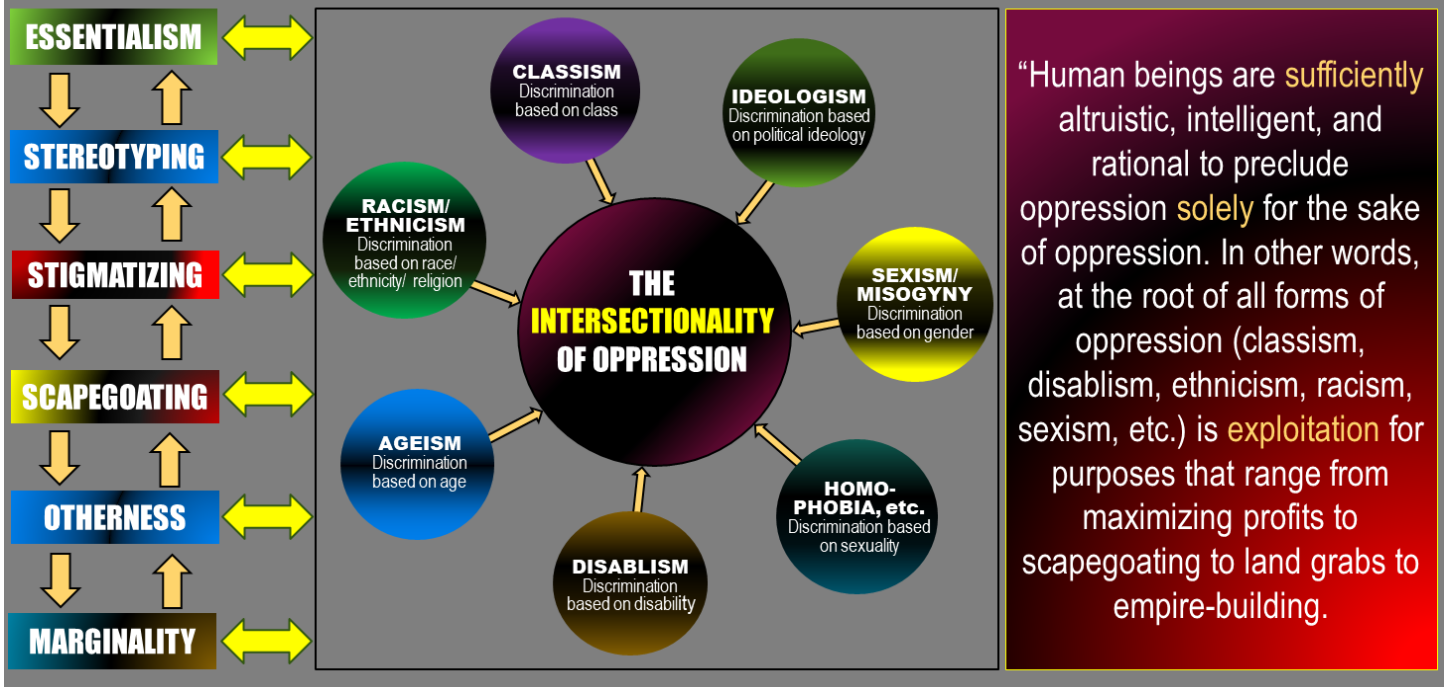


Adapted from the diagram by Ellen Tuzzolo and Safehouse Progressive Alliance for Nonviolence

# THE FALLACY OF AHISTORICISM

In the river of time, in which we are all travelers, there are no boundaries between the *past*, the *present*, and the *future*; because history is always part of the present, just as the present is always part of the future.

## THE INGENUITY OF THE IDEOLOGICAL MECHANISMS OF OPPRESSION





# WHAT IS CRITICAL THINKING?

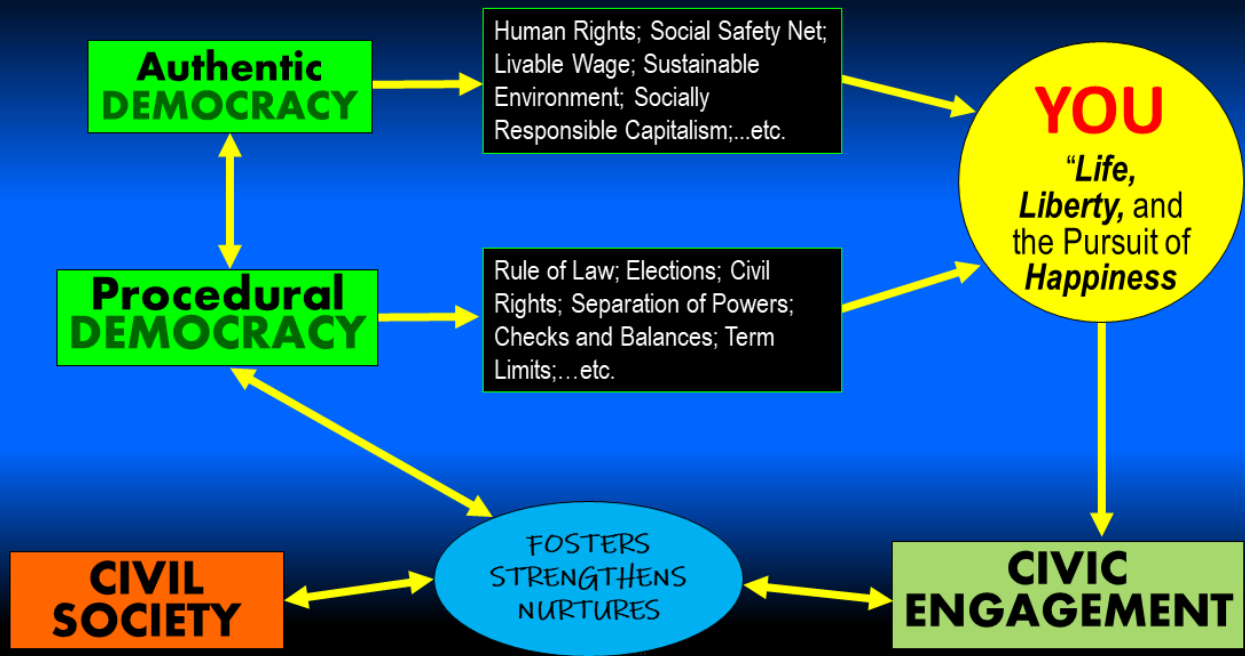
It is the rigorous interdisciplinary intellectual practice of critically, skillfully, and consistently investigating, problematizing, conceptualizing, analyzing, synthesizing, theorizing, evaluating, and applying information against the backdrop of cognitive behavior characterized by, among other things:

- the scrupulous application of moral reasoning to ethical questions;
- professionalism (defined here as a web of interlinked behavioral habits, that include dedication, dependability, diligence, compassion, dignity, competence, civility, impartiality, honesty, and so on);
- a fiery passion for truth;
- a relentless commitment to fairness and justice (in one's own personal life, and in social terms);
- a profound belief in the value of honest research;
- intellectual humility;
- patience and open-mindedness to take seriously the views of peers;
- a deep commitment to the acquisition of knowledge and information on a variety of issues, both, personal as well as public;
- uncompromising honesty in confronting personal biases, prejudices, stereotypes, etc.;
- possession of limitless curiosity regarding all kinds of intellectual subject matter; and
- a refusal to make judgments that are not based on reasoned reflection.



## DEMOCRACY and YOU

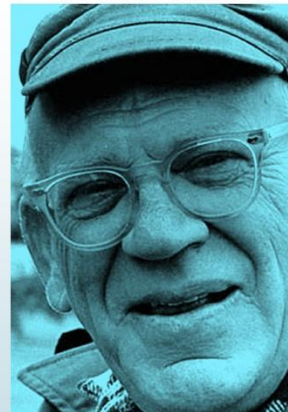
Everything is connected; therefore, **you** must do your part!





“Rudeness is a  
weak person’s  
imitation of  
strength

—Eric Hoffer (philosopher)





## VERISIMILITUDE AND THE SOCIALIZATION OF MARGINALITY (with the U.S. as an example)

Human desire for pleasure in the form of performance entertainment (genetically determined? Probably). ↓

Leads to a permanent and insatiable quest for verisimilitude. ↓

Leads to the invention of cinema/television (and mass visual entertainment). ↓

Requires expensive technology aimed at high **production values** (and distribution). ↓

Requires large financial outlays—especially because films are almost always a gamble (in terms of viewership). ↓

Requires marketing to as large an audience as possible to recoup the financial investment. ↓

Requires themes and depictions that are in consonance with the outlook of the majority of the audience—Euro-Americans, males, etc. ↓

In the areas of race/gender/class relations these themes and depictions will play to preexisting racist/ sexist/ class stereotypes, as well as act to reinforce them. In other words, there is a dialectical relationship between say, racism and sexism in film, and racism and sexism in society at large. ↓

In addition, leads to textual erasure of people of color, women, etc. from scenes and storylines altogether—as if they don't exist in society at all. ↓

Final outcome: socialization of marginality of people of color, women, the working class, etc. (because films have become a powerful medium of socialization in general).

## What is Aversive Racism?

Aversive racism is racist discrimination that works primarily at the individual level (but which may also be manifest, aggregatively, at the societal level) where, in contrast to traditional forms of racism, there is an **aversion** to associating with the target of the discrimination, the **racial Other**, but the perpetrator all the while claiming that he/she is not a racist and in fact firmly believes in such progressive values as: all persons are created equal; racist discrimination is inherently wrong; racial/ethnic diversity everywhere should be the natural state of affairs; and so on. While this dissonance between belief and actual behavior may, at first, appear to be a case of nothing less than blatant hypocrisy, it is not really so because the belief may be quite genuine given the subjection from infancy to adulthood to the socializational imperatives of a socio-cultural-political environment that *ostensibly* (repeat, ostensibly) champions these values, as in the case of Western capitalist democracies. What, then, is the source of this dissonance, which for the racial Other can be just as injurious as dominative racism? To put it very concisely: the historically determined persistence of institutional racism against the backdrop of a legislative environment that attempts to prohibit it.

### Some Examples of Aversive Racism

- Not objecting to attending a multiracially diverse educational institution, yet always avoiding interacting with the racial other (in the classroom, in the cafeteria, in the dorms, in hallways, on commuter busses, etc.).
- Avoiding eye-contact while speaking to the racial other in the workplace, and other similar interpersonal behaviors.
- Supporting the prohibition of racist discrimination in housing while all the while—in practice—accepting, and participating in residential segregation (a pervasive phenomenon, for example, in United States).
- Rationalizing racially discriminatory conduct in employment in terms other than obvious racism.
- Subjecting the racial other to different and hence debilitating standards of evaluation in places where evaluations are a norm (e.g. for purposes of promotions in the workplace, when grading coursework in educational settings, when determining pay rates, and so on).

**Aversive racists** genuinely believe in racial equality and justice but are unwilling to work to abandon their subconscious racist behavior because of growing up in a society that continues to be plagued by institutional racism.





# The "Self-oppression" of Identity Politics

In an irony of ironies, "identity politics" is exactly what the ruling elites need in their effort to maintain their hegemony.

## What is Identity Politics?

It is the bizarre position that the agenda of only one's own group, however one defines the boundary of that group, matters in the legitimate struggles for political, economic, and social justice in a societal context where oppression affects all (even if only to varying degrees), except the oppressors of course—which in a capitalist society is the bourgeoisie; that is, the ruling elites. Strategically, identity politics is the politics of failure because it is divisive politics and not inclusive politics, given its inability to build and sustain alliances in a common struggle against all oppression, whatever its forms (classism, racism, ethnicism, sexism, and so on).



Among the dangerous pitfalls of "identity politics" is the view that one's pain from oppression is the only pain worthy of acknowledgement by all. It is dangerous because it discourages the building of alliances to overcome all forms of oppression, without which one's own oppression will also remain unaddressed. Moreover, it is a morally bankrupt view that suggests that oppression exists only when it affects oneself; the oppression that others face is of no relevance.

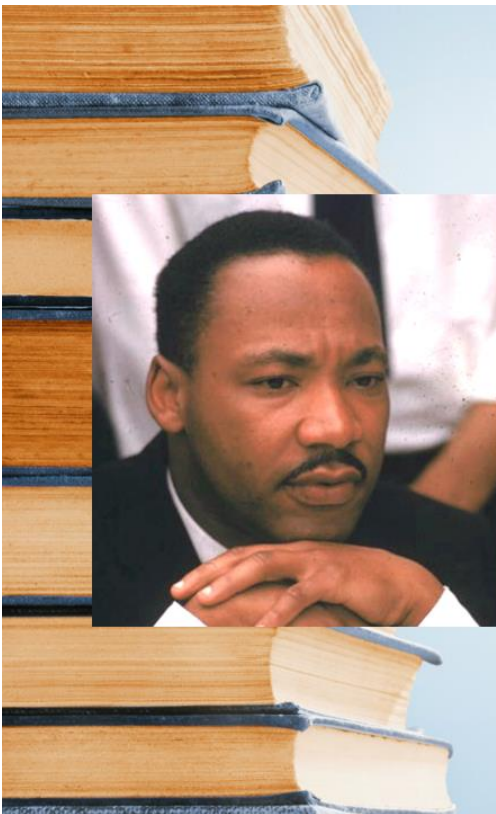
## What is Fascism?

A highly malignant political ideology, movement, and governmental practice, on the extreme right of the political spectrum, that stands in pathological opposition to democracy that first rose to national prominence in Nazi Germany, and in Benito Mussolini's Italy. It combined cultist worship of leaders, millenarianism, jingoism, militarism, totalitarianism, virulent ethnicism/racism, and capitalism into one ideological package (and which saw the use of violence and terror as legitimate instruments for achieving its ends), symptomatic of which was the Second World War and all the horrors that ensued, including the Nazi-led Holocaust (Shoah). For the masses, the selling point of fascism is its deeply malevolent and unabashed political uses of ethnicism/racism—especially the scapegoating of the politically weak and the powerless. It may be noted that considered generically, a modified form of fascist ideology (which can be labeled as proto-fascism) existed in apartheid South Africa and the Jim Crow South in the United States. Interestingly, fascism as an ideology has increasingly come into vogue in recent years among the white ignorantsia—especially young white supremacists in the U.S., in Europe, and elsewhere.





“Human beings are *sufficiently* altruistic, intelligent, and rational to preclude oppression **solely** for the sake of oppression. In other words, at the root of **all** forms of oppression (classism, disablism, ethnicism, racism, sexism, etc.) is **exploitation** for purposes that range from maximizing profits to scapegoating to empire-building.



“Nothing in the world is more dangerous than sincere ignorance and conscientious stupidity.”

Martin Luther King, Jr.

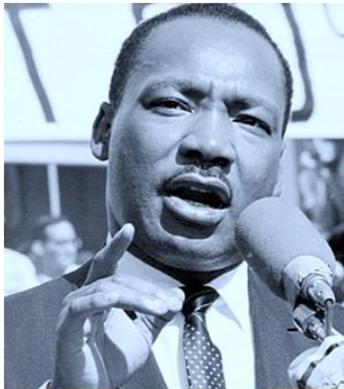


# On Being Ignorant of One's Own Ignorance

## Suffering from the Dunning-Kruger Effect

This is a cognitive weakness where “poor performers in many social and intellectual domains seem largely unaware of just how deficient their expertise is. Their deficits leave them with a double burden—not only does their incomplete and misguided knowledge lead them to make mistakes but those exact same deficits also prevent them from recognizing when they are making mistakes and other people choosing more wisely.”

SOURCE: “The Dunning–Kruger Effect: On Being Ignorant of One's Own Ignorance,” by David Dunning. Published in *Advances in Experimental Psychology* 44 (2011): 247-296.

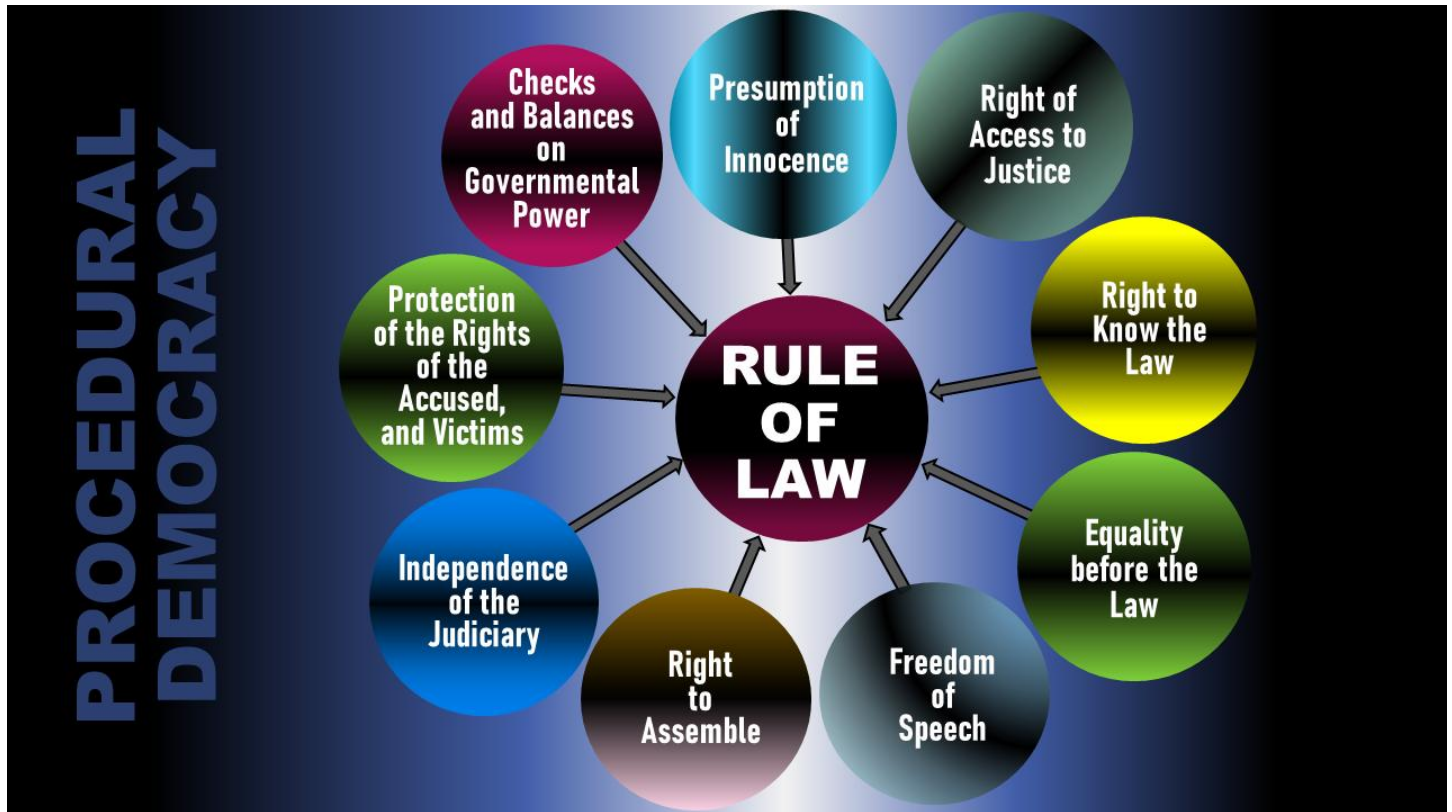


“If we are not careful, our colleges will produce a group of close-minded, unscientific, illogical propagandists, consumed with immoral acts. Be careful, 'brethren!' Be careful, teachers!....”

“Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction....”

Martin Luther King, Jr.—“The Purpose of Education” from Morehouse College student newspaper, *The Maroon Tiger*, 1947





"We are the women who care for this country. We are Black, we are women of color, we are immigrants. Behind closed doors we face harassment and abuse. Today, we stand with farmworkers and women in Hollywood to say:  
 #TIMESUP on abuse and harassment.  
 #TIMESUP on exploitation. #TIMESUP on silence.



**Domestic work makes all other work possible!**

Visit National Domestic Workers Alliance at <https://www.domesticworkers.org>

**Intersectionality—the Gender-Class-Race Nexus:  
 Exploitation and Violence**

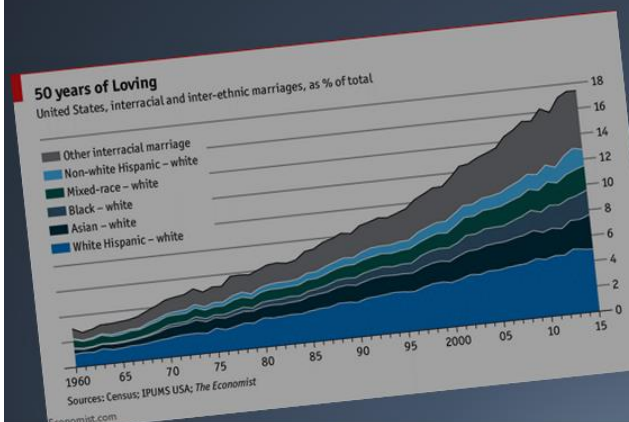


# Racism at the *Interpersonal* Level

"RACISTS COME IN ALL SHAPES, SIZES, AND COLORS, INCLUDING: BLACK, BROWN, RED, YELLOW, AND WHITE!"

—Anonymous

## CREATING SPACES OF RACIAL RESPITE



Transracial adoptions

While it is impossible for a single individual or even a group of individuals to eliminate **institutional** racism under conditions of **capitalism**; it is possible to eliminate **interpersonal** racism at the individual level, especially in capitalist democratic societies, depending upon place and circumstances (two good examples of which are interracial marriages, and interracial adoptions of children). In other words, the best we can hope for is what may be called "**spaces of racial respite**" where enlightened and decent individuals overcome racism at the individual interpersonal level to create a fair and friendly environment for everyone in those spaces—in the classroom, in the workplace, in families, etc.



It is one of the central ideological tenets of capitalist democracies. Although this concept is inherently fallacious, the power of the capitalist class is such that it has managed to elevate it to the status of inviolate common sense in the psyche of the *ignorantsia*. Meritocracy is a concept that sees the allocation of material rewards in society as resting on *merit*, which itself is assumed to be based on such qualities of an individual as intelligence, effort and ambition and not on membership of preordained social groups—whatever their definitional criteria: class, sex, race, ethnicity, disability, and so on. In other words: from the meritocratic point of view, one's material status in society is based solely on social achievement, not social ascription.

However, the meritocratic logic rests on the assumption that we do *not* live in a society that is socially structurally riven—on the basis of class, race, gender, age, ethnicity, and so on—where social groups exist in unequal power relations, for historical reasons. But is this assumption correct? Take the example of educational achievement. Does it rest solely on individual qualities as the meritocratic logic implies? Is it not possible that it may also depend on where one is within the social structure because one's location in that structure allows one access to specific educational advantages (manifest in such ways as access to inherited wealth, resource-rich schools, qualified teachers, safe neighborhoods, and so on). In fact, research in support of this point is extensive and ubiquitous in the field of education.

In reality, the concept of meritocracy is a scam, and it is a dangerous one, because it leads to blaming the victim, as well as the denigration of the essential contributions to society of the work of those considered to be the lower classes. In a capitalist society not everyone can be billionaires and millionaires, otherwise who will do the work?

# “Gratitude Never Goes Amiss!”





# What Is Otherness?

Otherness, as a sociological concept, is the status or condition of being “the Other,” which refers to particular groups of human beings—*The Other*—who are marked for *stigmatization* as the lesser, as not belonging, as opposite, as inferior, etc., on the basis of *arbitrary qualifications of difference* (such as race, ethnicity, class, gender, religion, nationality, disability, political ideology, culture, and so on) established by means of *unequal power relations* based on demography and/or superior means of coercion, in order to *marginalize* them for whatever nefarious project of *oppression* and/or *repression* is being intended: from empire building to scapegoating; from enslavement to electoral corruption; from dispossession to status building; from economic exploitation to unequal resource allocation; and so on.

## The Ignorantsia vs the Intelligentsia

“The educated back up their views on major issues of the day with research, while the uneducated back up theirs with social media!”



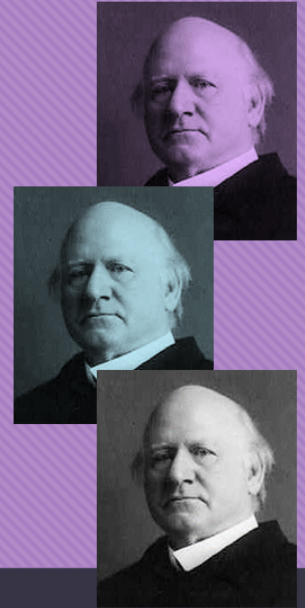
Anonymous







"[I]n view of the Constitution, in the eye of the law, there is in this country no superior, dominant, ruling class of citizens. There is no caste here. Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful. The law regards man as man, and takes no account of his surroundings or of his color when his civil rights as guaranteed by the supreme law of the land are involved."



### Justice John Marshall Harlan

From his famous dissenting opinion in the U.S. Supreme Court case, *Plessy v. Ferguson*, 163 US 537 (1896), which *legalized* institutional racism that came to be known as "Jim Crow"!

## The Rule of Law and the U.S. Constitution

## THE SOCIAL FUNCTIONS OF RACISM

Institutional racism (via its manifestation: *racialization*) performs a number of functions in racist societies; such as:

- (a) Justifying slavery and/or settler colonialism and/or imperialism.
- (b) Facilitating exploitation (e.g., paying illegally low wages, or even no wages).
- (c) Facilitating *scapegoating* for political purposes (e.g., via *demagogy* during elections—such as unfairly blaming immigrants for society's problems).
- (d) Erasing *class* differences by substituting color for class (e.g., making the poor believe that their economic interests are the same as those of the rich because they share the same skin color). Reminder: all capitalist societies are based on class differences: capitalist class, middle class, working class, etc.
- (e) Providing working class racists at the individual level opportunities for *schadenfreude*. (This is a German word that combines together harm (*schaden*) and joy (*freude*) which describes the pleasure one derives from the misfortune of someone else—in this instance, those who are being racially discriminated against.)



# What is Social Class?

Class (or specifically *social class*) refers to the *historically-determined discriminatory* hierarchic stratification of people in any economically non-egalitarian society on the basis of, generally, who is at the top or bottom or middle of that society in terms of access to economic wealth and all that flows from it in terms of socioeconomic well-being. So, for example, in many capitalist societies of today, those at the top (the elites), on one hand, enjoy a material lifestyle of abundance in socioeconomic possessions, ranging from mansions to hired help in their homes to access to private jets to membership of exclusive country clubs (not to mention possession of bank accounts overflowing with millions), and on the other hand, they have direct or indirect access to economic and political **power** in society to determine what opportunities others who are socioeconomically below them (e.g., the working classes) will have to improve their own general quality of life—access to *and* type of employment, fairness in pay, quality of schooling, the strength of the social safety net, the weight of the tax burden, etc., etc. We associate this *class differentiation* (also known as social *stratification*) with societies that range from slave-based societies to feudal societies to modern capitalist societies, but not with such egalitarian societies as the hunting and gathering communities of the Amazon basin or the rain forests of the Congo or the Kalahari Desert of southern Africa (or even socialist societies—at least at the theoretical level).



“No one is born hating another person because of the color of his skin or his background or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.”

—Nelson Mandela



## PATRIARCHY AND THE "MALE GAZE"

"In a world ordered by sexual imbalance, pleasure in looking has been split between active/male and passive/female. The determining male gaze projects its phantasy on the female figure which is styled accordingly. In their traditional exhibitionist role women are simultaneously looked at and displayed, with their appearance coded for strong visual and erotic impact so that they can be said to connote *to-be-looked-at-ness*. Women displayed as sexual object is the leit motif of erotic spectacle: from pin-ups to strip-tease..."

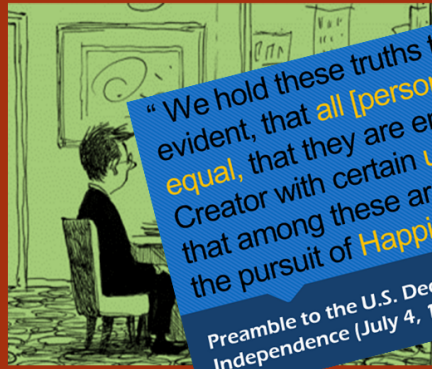
**Laura Mulvey**

(From her article  
"Visual Pleasure  
and Narrative  
Cinema"  
published in  
Screen, Fall 1975)

## Class, Classism, and Class Struggle







"We hold these truths to be self-evident, that all [persons] are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."

Preamble to the U.S. Declaration of Independence (July 4, 1776)



"THE SECRET TO **HAPPINESS** IS FINDING A **SCAPEGOAT**. IT WILL MAKE YOU FEEL GOOD BUT IT WON'T SOLVE YOUR PROBLEMS!

## 14<sup>th</sup> Amendment of the U.S. Constitution

### DUE PROCESS CLAUSE

"All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

# What is the Social Safety Net?

The *social safety net* is that *palliative* basket of taxpayer-funded programs and services in a *capitalist democracy* that is hard won by the citizenry through “class struggle” (hence it is always under assault by the capitalist class through its *neoliberalist* agenda). Its function is, on one hand, to protect the citizenry from destitution that is the logical byproduct of capitalism, and on the other, ironically, serves as a safety valve to prevent a society-wide revolutionary upheaval by the masses against capitalism. Needless to say, the demand for a *robust social safety net* is among the *objective interests* of the masses.

Examples of U.S. *federal social safety net programs and services* (now under attack) include:

- Federal Pell Grant Program;
- Children's Health Insurance Program (CHIP);
- Social Security;
- Medicare;
- Temporary Assistance for Needy Families (TANF);
- Earned Income Tax Credit (EITC);
- Medicaid;
- Unemployment insurance;
- Social welfare;
- Supplemental Security Income Program (SSI);
- Food stamps (Snap);
- Affordable Care Act (Obama care);
- Women, Infants and Children (WIC nutrition program);
- Subsidized low-income housing.

gmi

# What is Interpersonal Democracy?

There are two types of democracy: *Interpersonal* Democracy and *Institutional* Democracy (while the latter in its true sense, has *two* related halves: the *procedural* and the *authentic*, or substantive).

*Interpersonal Democracy* refers to interpersonal relations among individuals in a society that are governed by the principle of equality of opportunity for respect, acceptance, and non-discrimination—regardless of age, class, color, ethnicity, gender, and other similar social structural markers.

Manners.  
Kindness.  
Respect.  
Compassion.  
These things are not “old school” or “quaint.” They are what make a decent human being.  
Then.  
Now.  
Always. —Steven Wentworth

- Things Money Can't Buy
1. Manners.
  2. Morals.
  3. Respect.
  4. Character.
  5. Common Sense.
  6. Trust.
  7. Patience.
  8. Class.
  9. Integrity.
  10. Love.
- Anonymous

**Yes, I am old school.**  
**I have good manners, I show respect and I always help those who need me — regardless of their skin color, their gender, their age, their disability, or anything else that has no bearing on their humanity.**  
**No. It is not because I am old fashioned.**  
**It's because I was raised properly!**  
—Anonymous



1809: *Bank of the United States v. Deveaux*;  
 1844: *Louisville, Cincinnati, and Charleston Railroad v. Letson*;  
 1886: *County of Santa Clara v. Southern Pacific Railroad*;  
 1898: *Smyth v. Ames*;

## THE U.S. SUPREME COURT AND CLASS WARFARE



The Court declares that corporations are persons too who deserve the same rights as ordinary people !

1906: *Hale v. Henkel*;  
 1977: *United States v. Martin Linen Supply Co.*;  
 2010: *Citizens United v. FEC*;  
 2014: *Burwell v. Hobby Lobby*

## PEOPLE DIED DEFENDING THIS COUNTRY, NOT CORPORATIONS!



## CORPORATIONS ARE NOT PEOPLE! THE BILL OF RIGHTS SHOULD NOT APPLY TO CORPORATIONS

**WANTED**

**CHRISTOPHER COLUMBUS**

for 500 years of terrorism, including genocide, grand robbery, and racism

**HOMELAND SECURITY**

**FIGHTING TERRORISM SINCE 1492**

The **Columbian Project** and its Aftermath  
 A Native American Perspective

# **The U.S. *Bill of Rights***

## **Amendment I**

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof, or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

## **Amendment II**

A well-regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

## **Amendment III**

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

## **Amendment IV**

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

## **Amendment V**

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

## **Amendment VI**

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

## **Amendment VII**

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

## **Amendment VIII**

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

## **Amendment IX**

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

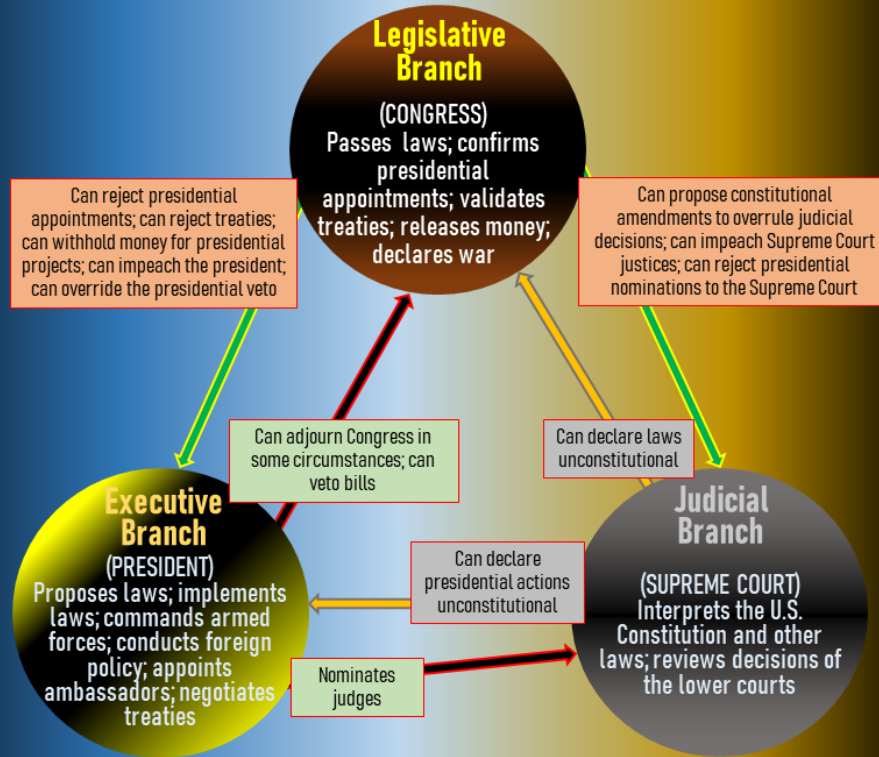
## **Amendment X**

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.



## Rule of Law: Separation of Powers & Checks and Balances

### PROCEDURAL DEMOCRACY



## What is Political Capture?

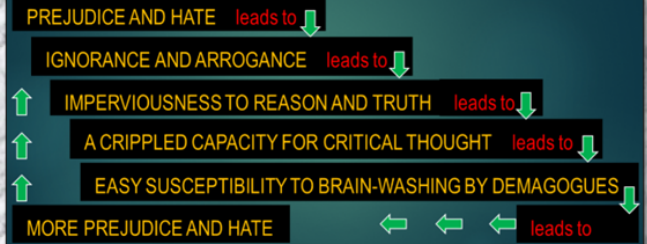
Political capture, also known as “crony capitalism,” is a form of **legalized corruption** in capitalist *democracies* where *big business* or the capitalist class takes over the policy apparatus of the **State** by **administrative stealth** to serve their own particularistic agenda of *extreme* wealth accumulation without regard to the interests of the public, the masses. (Note: in non-democratic countries, political capture is not necessary because the State is understood by all to be solely in the service of the capitalist class and there is practically nothing that the masses can meaningfully do about it.) While the term political capture is sometimes used interchangeably with **regulatory capture**, the two forms of corruption are not exactly identical in that regulatory capture is a *subvariant* of political capture where specific entities target specific governmental agencies that are supposed to regulate them against activities that would hurt the interests of the public. For example, in United States, the banking industry has co-opted the Securities and Exchange Commission that is supposed to regulate them, thereby allowing the big banks to engage in nefarious practices harmful to the masses. Today, the massive economic inequality resulting from tax-cuts for the wealthy; the **neoliberalist** budgetary contractions of taxpayer funded expenditures for social services and amenities that benefit the masses (from healthcare to education and from clean air and water to mass transit); the assault on trade unions that has led to stagnant wages for decades when measured against inflation; the elimination of pensions; the rise of the so-called “gig economy”; the championing of an *unsustainable* standard of living—from the perspective of the **biosphere**—for the upper classes (and which the lower classes can only dream of); the relentless development of the **military industrial complex**; and so on; are all examples of consequences of political capture.

# INTERPERSONAL RACISM

(versus Institutional Racism)

“Among the tragedies of the human condition is that the oppressed can also be oppressors.

## THE “DEAD” BRAIN: A VICIOUS CIRCLE



## Racism at the **Interpersonal** Level

“RACISTS, SADLY,  
COME IN ALL SHAPES,  
SIZES, AND COLORS,  
INCLUDING:

BLACK, BROWN, RED,  
YELLOW AND WHITE!