



Revolutions in Communication

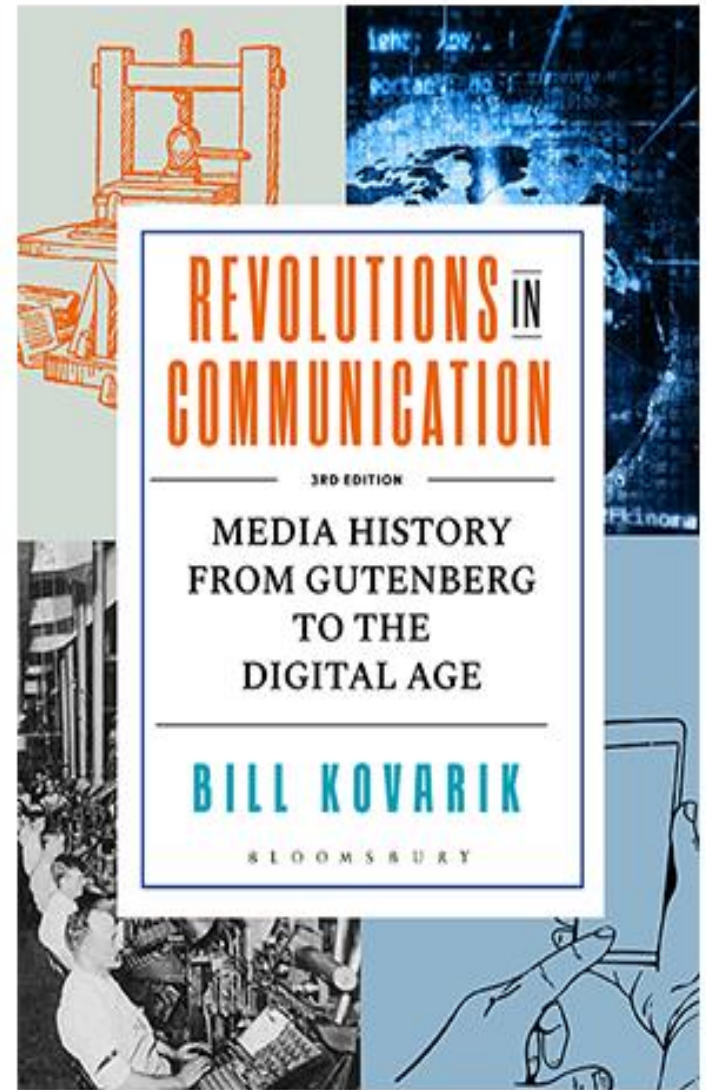
*Media History from
Gutenberg
to the Digital Age*

Slides based on the Bloomsbury book by Bill Kovarik

About History -- #2

Textbook published by Bloomsbury

3rd edition 2025



To begin with, consider history itself

- Before we study *media* history, let's be aware of history and historical issues
- For example:
 - What is history? What is it supposed to be?
 - Types and schools of history
 - Famous historians & their motives
 - Historical issues (objectivity, determinism)
 - Theories of history (utopianism, declension)
 - Biases (whig history, presentism)



The memory of
civilization

Systematic
investigation
of people & events
from the past

From the Greek,
ἱστορία - *historia*,
meaning "inquiry,
knowledge acquired by
investigation"

History is one of the *humanities*

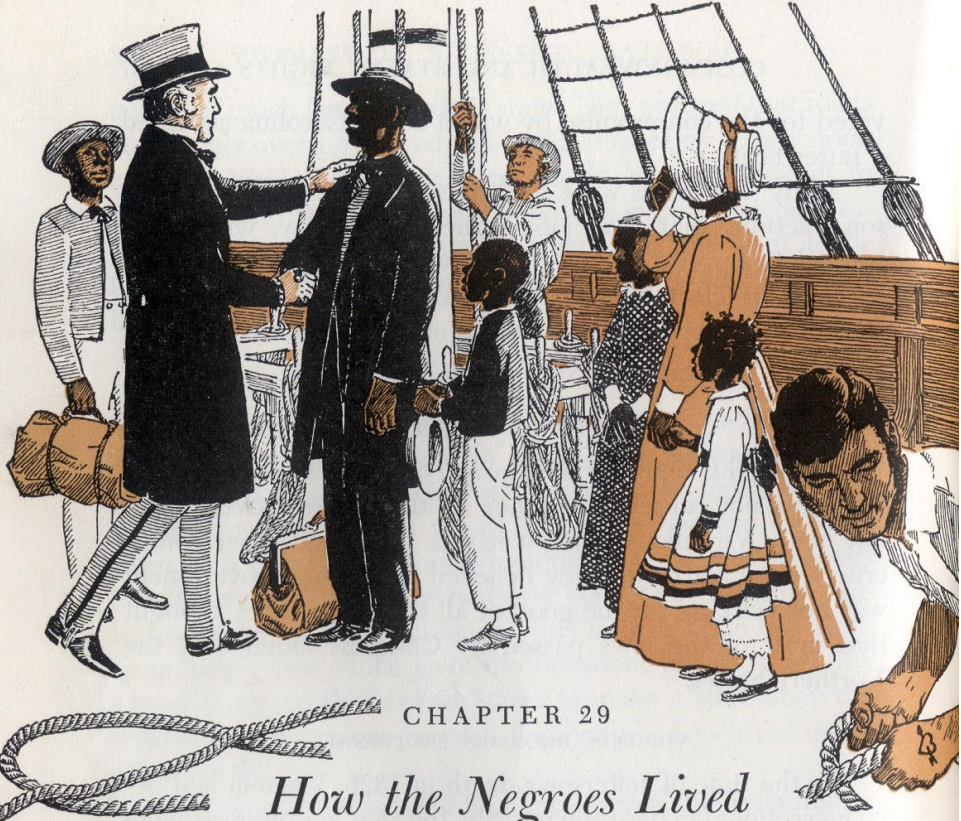
- Humanities are the study of human culture
- They include language, literature, philosophy, religion, law and similar academic disciplines
- History is critical – Historians ask broad questions – who and when and where, but also why and how ...
- History is (or should be) factual – It relies on accurate transmission of information

But history is NOT ...

- A science or a social science
- A permanent repository of facts
- Useless memorization of dates
- Only concerned with “great men” and “great machines”
- Only concerned with Europe & USA
- A way to defend one culture

Longstanding controversies

- In the 2020s, longstanding controversies over historical narratives erupted
- [The New York Times 1619 Project](#) and the depiction of slavery in standard historical textbooks;
- [Forget the Alamo](#) say some Texas historians, as many elements of the “Anglo myth” turn out to be biased
- [Native American](#) and [First Nations residential schools](#) housed children forcibly taken from their parents and held by the US and Canadian governments. Unmarked mass graves were discovered on residential school sites in the US and Canada in 2021.
- [“History Wars”](#) over treatment of Indigenous Australians and how to interpret the European colonization.
- Role of US newspapers in attacking (but also sometimes defending) African Americans in the post-Civil War era, as discussed in this site [on media history](#)



CHAPTER 29

*How the Negroes Lived
under Slavery*

SLAVE LAWS NOT STRICTLY ENFORCED

EARLY in Virginia's history the General Assembly made laws closely controlling the Negroes. However, the laws were not fully enforced. Many slave masters did not like to have the state government meddle in what they considered their private business. They managed their servants according to their own methods. They knew the best way to control their slaves was to win their confidence and affection.

Many Negroes were taught to read and write. Many of them were allowed to meet in groups for preaching, for funerals, and for singing and dancing. They went visiting at night and sometimes owned guns and other weapons. The

"Virginia: History, Government, Geography,"

a 1957, a state-commissioned textbook for 7th graders.

NY Times 1619 project focused on this kind of historical myth



The press played a big part in this



A front page from the Orlando Morning Sentinel shortly after the Groveland Four case. (Courtesy the Orlando Sentinel)

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 ZIGLAR • JIM ACOPY • HENRY EY • WILLY WEBB • DANIEL
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BRADY • SEANEY BROWN • GEORGE
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 WILLIAM FISHER • DANIEL LAMON
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 SPULL • PATRICE WELLS • JOHN
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 SMITH • JOHN JOHNSON • SAM
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 • WILLIAM BUTLER • JOE LEADS •
 ALFRED BOYNTON • FANNIE BOYNTON
 • ALEX McCELL • EDWARD TURNER •

TIME TO FACE THE PAST



LEGACY OF LYNCHINGS
 AMERICA'S SHAMEFUL
 HISTORY OF RACIAL TERROR
 AND JUSTICE

WILLIAM SHEAL • WILLIAM LAVENDER • TYOR PETERSON • MARVIN BARRIS • JIM McILBRIDON • ELLIAM JONES • FRED HAYNIE
 • JACK WADE • GEORGE SANDERS • HART JACKSON • NATHAN THOMAS • JAMES RICHARDS • ALONZO HOLLY • WILLIAM LARSON
 • GILBERT SANDS • JOHN KELLEY • PAGE WALLACE • WILLIAM BROWN • WILLIAM BURT • HENRY FED • BIRMAN FED • THOMAS
 JACKSON • WILLIAM JOHNSON • THOMPSON GILBERT • BUD CROSBY • SUE WHITERS • WILLIE EARLE • JAMES ELDER • JAMES
 HOOBOS • LARK MALLORY • LON THWENT • THOMAS SMALL • JOHN FRODRES • BEN LAND • FRED KING • CORDELEN LEE •
 HUNTER ALLEN • BENJAMIN McELROY • PENTEN YOUNG • JOE BURNS • WILL McCINNETT • OLIVER BEP • JOHN MOORE DOUGLAS •
 JIM JONES • JIM LEWIS • WILLIAM POWELL • JOSEPH ALEY • BROWN WASHINGTON • AMNES ANTHONY • JIM THOMAS • BILL
 KEANS • BURKE MARTIN • CALVIN KENNEDY • GILBERT FRANCIS • PAUL FRANCIS • RICHARD JOHNSON • GEORGE HENDERSON •
 CHARLES SCOTT • EMMA HOOPER • WILLIAM CILMER • JOHN POWLER • HOLLAND BROOKS • LEE STATION • JOHN STRAIN •
 CALVIN BAKER • WILLIAM ANDERSON • EVELYSTER SHOOKER • GEORGE RATCLIFFE • CURLEY ROBERTSON • JOHN HENRY •
 CHARLOTTE HARRIS • BOB SALVER • BUES BUBBIS • BESSIE PERRY • JOSEPHINE PERRY • JOSEPH VOLKER • ALFRED WILLIAMS •
 AB YOUNG • JIM WALKER • AMOS GIBSON • ANDY BEARD • JOHN HENDERSON • ELI DEMPSEY • ALFRED DUGLIN • PETER RIVERS •
 RICHARD DUBLIN • WILLIAM WILLIAMS • OSCRO CASE • RICHARD JAMES • HENRY PHILIP BAUER • JOHN HENRY SKINNER •
 MAGREDDER FLETCHER • WILLIAM HARTY • ALEX ANDERSON • WILLIAM GARE • HENRY LEE • JOHN GILLESPIE • REY CURRY •
 HARRIS TALLEY • JOHN SMITH • C.C. REED • MONROE WILSON • WILLIS BOYE • CHARLES FROMPHERS • JOHN BAILEY • BURGE
 HARRIS • EATTEYER ADYTER • CHARLEY RICHARDSON • ROBERT ALSTIN • JOHN ALBERT • JUDITH WALKER • JOHN WOODWARD •
 EDWARD JOHNSON • RICHARD SMITH • WILE McEMILLAN • ADOLPHUS BOSS • EDWARD WELSH • JAMES BROWN • FRANK CRYSTIN

Our shame: The sins of our past laid bare for all to see

Montgomery Advertiser



HORRIBLE BUTCHERIES AT WILMINGTON.

THE TURKS OUT DONE.

Innocent and Unarmed Colored Men Shot Down.

Hundreds Run to the Woods

**The Mob Captures the Town.--White Ministers
Aiders and Abettors of Murder.**

**THE GOVERNOR POWERLESS AND THE PRESIDENT OF THE UNITED
STATES SILENT. GOD'S AID IMploRED. THE CRIES OF DEFENSE
LESS.--ANARCHY RULES.**

Richmond Planet was the sole voice of reason and conscience in 1898

Trump commission report



“Educators must convey a sense of enlightened patriotism that equips each generation with a knowledge of America’s founding principles, a deep reverence for their liberties, and a profound love of their country.”
p17.

Reacting to the 1776 report

- The American Historical Association (AHA), in a statement cosigned by 33 other historical societies, stated that the report was completed "without any consultation with professional historians of the United States."
- On January 19, 2021, the Association of University Presses released a statement: "While we leave it to historians to offer a detailed rebuttal of the document's inaccuracies... we note that it is plagued by procedural deficiencies that would render it unpublishable as a serious work of scholarship."

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HOUSE BILL NO. 781

Offered January 12, 2022

Prefiled January 11, 2022

*A BILL to amend the Code of Virginia by adding a section numbered **22.1-208.03**, relating to public elementary and secondary schools; student citizenship skills; certain instructional policies prohibited; parental rights; disclosures; penalties; other remedies.*

Patron-- Williams

Committee Referral Pending

Be it enacted by the General Assembly of Virginia:

1. That the Code of Virginia is amended by adding a section numbered **22.1-208.03** as follows:

§ **22.1-208.03**. *Student citizenship skills; certain instructional policies prohibited; parental rights; disclosures; penalties; other remedies.*

A. As used in this section, "divisive concept" means the concept that (i) one race, religion, ethnicity, or sex is inherently superior to another race, religion, ethnicity, or sex; (ii) an individual, by virtue of the individual's race, religion, ethnicity, or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously; (iii) an individual should be discriminated against or receive adverse treatment solely or partly because of the individual's race, religion, ethnicity, or sex; (iv) members of one race, religion, ethnicity, or sex cannot and should not attempt to treat others without respect to race, religion, ethnicity, or sex; (v) an individual's moral character is necessarily determined by the individual's race, religion, ethnicity, or sex; (vi) an individual, by virtue of the individual's race, religion, ethnicity, or sex, bears responsibility for actions committed in the past by other members of the same race, religion, ethnicity, or sex; (vii) an individual should feel discomfort, guilt, anguish, or any other form of psychological distress on account of the individual's race, religion, ethnicity, or sex; (viii) meritocracy, punctuality, proper language usage, free markets, and traits such as strong work ethic are racist or sexist or were created by members of a particular race to oppress members of another race; (ix) the ideology of equity of outcomes is superior to the ideology of equality, a concept enshrined in the Constitution of the United States, of opportunities; (x) mathematics and scientific empiricism are products of western civilization and thus are rooted in racism; (xi) the Commonwealth or the United States is fundamentally or systemically racist or sexist; or (xii) capitalism, free markets, free industry, and other related economic systems are inherently racist.

B. The Board shall, in furtherance of the citizens skills portion of the 5 C's in the Profile of a Virginia Graduate, incorporate into each relevant Standard of Learning and associated curriculum framework a requirement that each student demonstrate the understanding of:

- 1. The fundamental moral, political, and intellectual foundations of the American experiment in self-government, as well as the history, qualities, traditions, and features of civic engagement in the United States;*
- 2. The structure, function, and processes of government institutions at the federal, state, and local levels; and*
- 3. The founding documents of the United States, including the Declaration of Independence, the United States Constitution, the Federalist Papers, including Essays 10 and 51, excerpts from Alexis de Tocqueville's Democracy in America, the first debate between Abraham Lincoln and Frederick Douglass, and the writings of the Founding Fathers of the United States.*

C. No public school teacher or other instructional staff member shall be required to discuss any current event or widely debated and currently controversial issue of public policy or social affairs. Any such employee who chooses to discuss any such event or issue in the

HB 781

- Would have prohibited teaching “divisive concepts”
- Re-affirms the 5Cs: critical thinking, creative thinking, communication, collaboration, and citizenship skills.
- Encourages teaching “the founding documents of the US, including the Declaration of Independence ... the first debate between Abraham Lincoln and Frederick Douglass...”

2025 again, Trump as historian

- Aug 28 – List of Smithsonian's objectionable exhibits released



Should history stay the same?

Is history more than collections of established facts? Is there only one version of history?

“Incorporating multiple schools of history and hitherto underrepresented points of view is critical to ensuring the integrity of our scholarship and historical practice.” --- American Historical Association, “Standards and Professional Conduct,” 2019



Clio

Muse of history

One of the nine muses of Greek mythology

Often represented with book, scroll or tablets.

The name is from the root κλέω, "recount" or "make famous".



History, by Frederick Dielman, 1896, US Library of Congress, Washington DC

HISTORY holds a pen and tablet in the center, with names of then-famous historians behind her. **MYTHOLOGY** is left, holding a globe, next to the Sphinx, representing the riddles of history; **TRADITION** is to the right telling old wives tales.

Types of history

- **Political, diplomatic, & national:** Leaders, gov't institutions, diplomacy, military,
- **Social & cultural history:** Mass media, customs, education, populations, religion, language, art, literature, sports, entertainment
- **Economic, business & labor history:** Systems of production and consumption, capital formation, markets, businesses, workers and wages
 - **History of technology:** Invention and development
- **Intellectual history:** ideology, epistemology (how do we know what we know?), influence of ideas
 - **Environmental history:** How the human relationship to the natural world is seen over time

Schools of history

- A school is an underlying theory / worldview
- Often overlap with types & subject areas
- Several dozen schools, among them:
 - **Consensus** – US exceptionalism, institutions strong enough to adapt without disruption;
 - **Progressive** – US focus on reform, marginalized peoples, long term arc of justice
 - **Annales** – French approach emphasizing social rather than political or diplomatic themes
 - **Marxist** – Emphasis on economic conflict and class struggle

Ethics of history

- Of course, historians have obligations of truthfulness and objectivity... But there is also a broader ethical obligation:
- *The facts of genocide and other crimes against humanity make it clear that there are moral reasons for believing that all of humanity has a moral responsibility to attempt to discover our past with honesty and exactness. In particular, the facts of past horrific actions (genocide, mass repression, slavery, suppression of ethnic minorities, dictatorship) create a moral responsibility for historians and the public alike to uncover the details, causes, and consequences of those actions*

Motives of great historians:



Heroditus and Thucydides

- **Herodotus** (484–420 BCE)
preserve the memory of
great heroes
- **Thucydides** (460–400 BCE)
learn the lessons of the
past as a guide to the
future

Early modern history

David Hume (1711-1776)

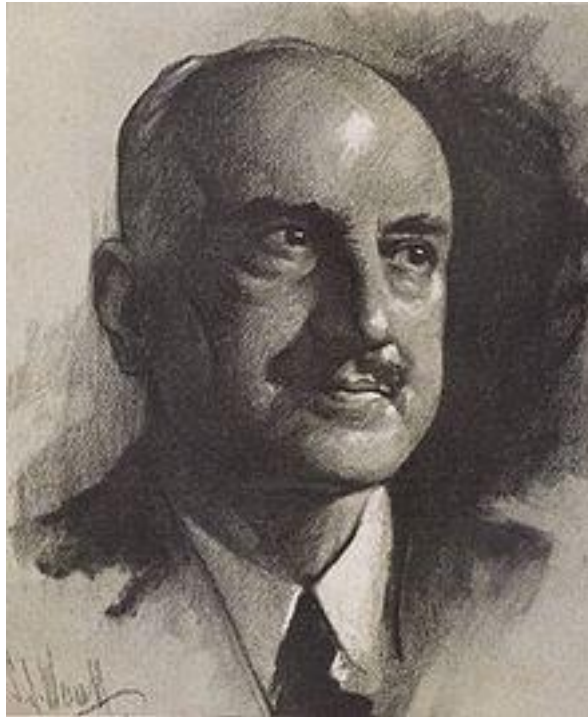
History of Britain from the invasion of Julius Caesar to the Revolution of 1688. (written 1754–62) Saw commerce – not royalty – as the great engine of history



Edward Gibbon (1737 -1794)

History of the Decline and Fall of the Roman Empire (written 1776 – 1788). One of the most famous early modern works of history, used primary sources and worked for accuracy. Main motive was to understand the fall of an empire so that the fall of the British empire could be averted.

Why is history important?



- **George Santayana**
(1863–1952)
- *“Those who cannot remember the past are condemned to repeat it.”*

Why is history important?



- **H.G. Wells**
(1866–1946), historian,
science fiction writer
- “*History is a race
between education and
catastrophe*”

Issues in history

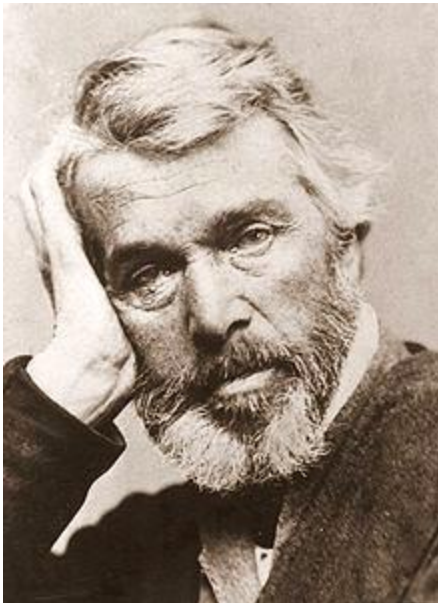
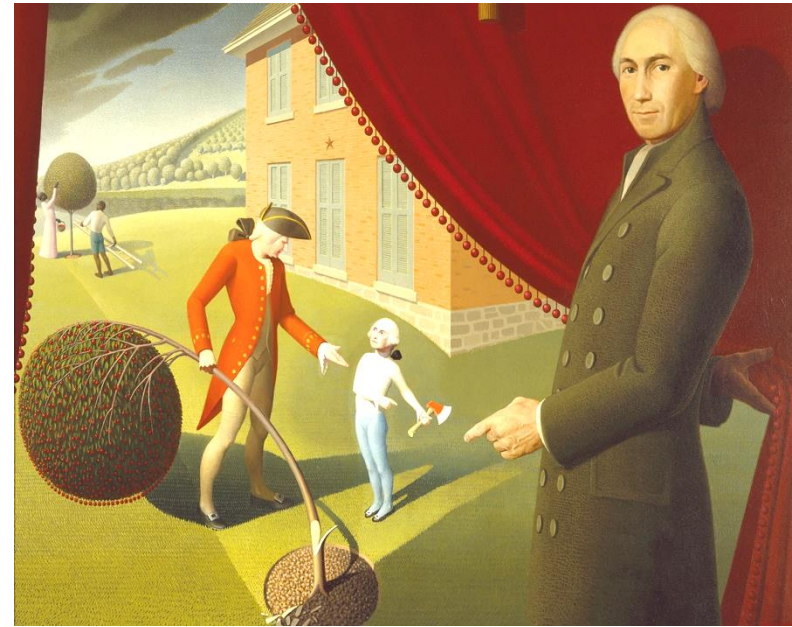
- **Objectivity** – Is it possible?
- **Determinism** – Can history be changed?
- **Chronological snobbery** – Were things really better (or worse) in the past?
- **Historical fallacies**
 - Presentism projecting the present on the past
 - not recognizing fog of history
 - Whig history
- **Revisionism**
 - Re-consideration of orthodox views
 - Sometimes negative, not always

History as Myth

Parson Weems (1759-1825)

*Life of George Washington and other
American “hagiographies”
(biographies of saints)*

*Invented the “cherry tree” story to
illustrate Washington’s honesty*



Thomas Carlyle (1791 -1881)

The French Revolution (written 1837).

Inspired “Tale of Two Cities” by Charles Dickens
Quirky, idiosyncratic history.

“History is nothing but the biography of the great man.”

Is history objective?



Leopold Von Ranke

(German 1795–1886)

Historians should take a fact-based empirical approach and report “the way things really were.”

“The ultimate aim of historical writing is the bringing before us the whole truth.”

Is history objective?

Arnold J. Toynbee

(Br. econ. Historian 1889 – 1975)

A Study of History

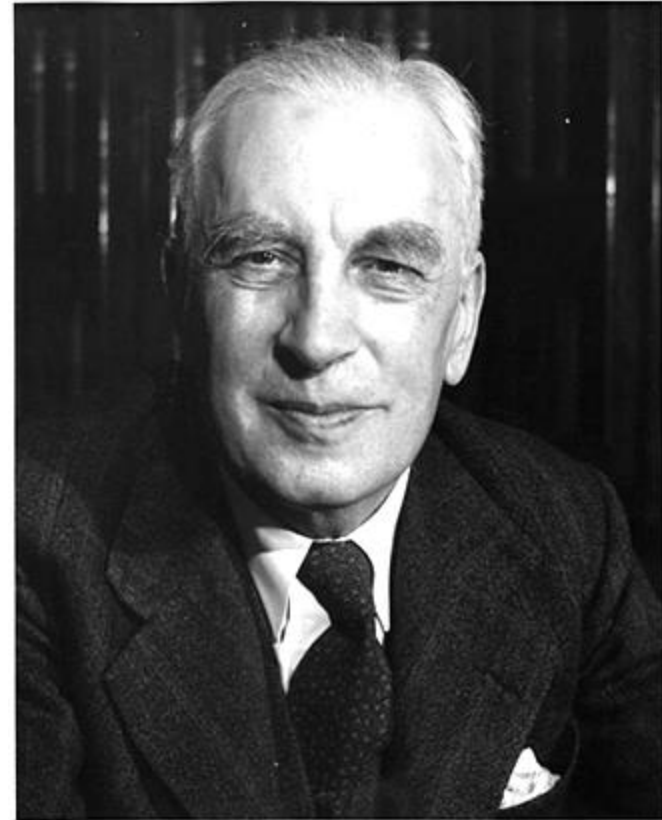
(written 1934–61)

“Universal history”

Patterns of 26 civilizations
are similar, predictable

Creative elites lead change

Broad-gauge history was a
major influence on media
historian Harold Innis



Is history objective?

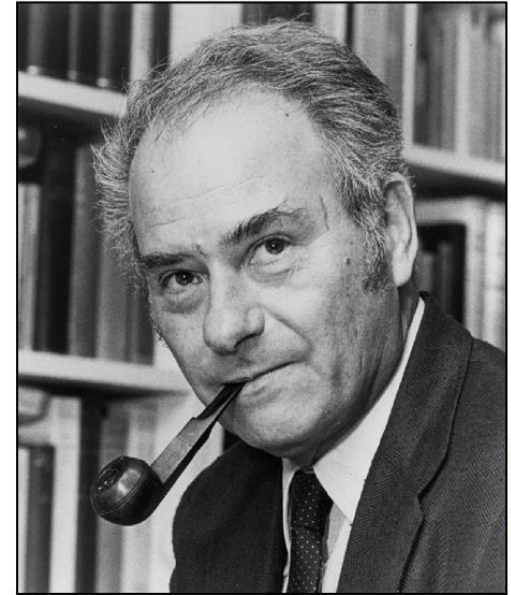
- **Allan Nevins** (1890 – 1971)
- Progressive school historian
- American journalist, worked with Walter Lippmann at Joseph Pulitzer's New York World newspaper



*“History is never above the melee.
It is not allowed to be neutral, but forced
to enlist in every army...”*

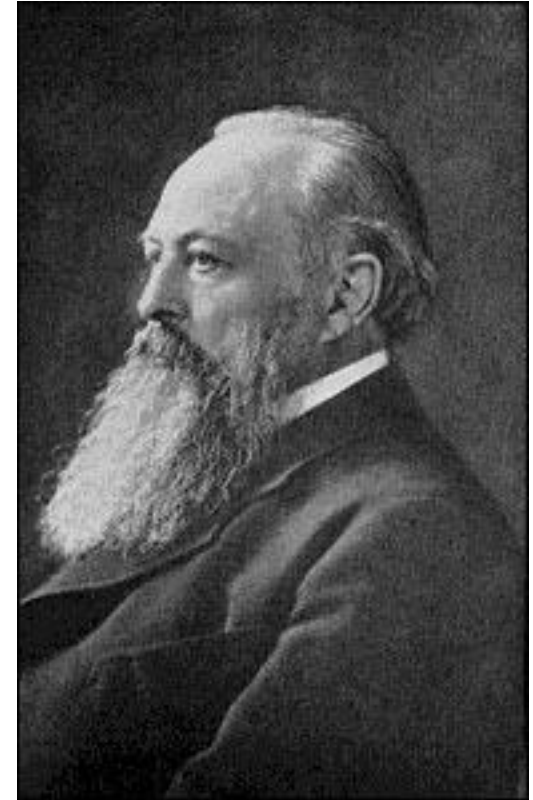
Is history objective?

- **Eugen Weber** (1925 – 2007)
- Annales School
- Known for “The Western Tradition” PBS historical series
- *“History is the dressing room of politics...”*



Is history objective?

- **Lord John Acton**
(1834 – 1902)
 - Highly influenced by Macaulay
 - Historians must apply moral judgments
 - *“Power corrupts, absolute power corrupts absolutely.”*



Is history objective?



Benedetto Croce

(Italian - 1866–1952)

History should be "philosophy in motion."

Reacting to Von Ranke and Toynbee, Croce said there is no great "cosmic design" or ultimate plan in history.

The "science of history" is a farce, he thought.

Is history objective?

Barbara Tuchman (1912–1989)

Guns of August, Proud Tower, First Salute, Stilwell and the American Experience in China,

Tuchman's Law:

"Disaster is rarely as pervasive as it seems from recorded accounts. The fact of being on the record makes it appear continuous and ubiquitous whereas it is more likely to have been sporadic both in time and place. . . . The fact of being reported multiplies the apparent extent of any deplorable development. . . ."



Is history objective?

“History is furious debate informed by evidence and reason, not just answers to be learned. Textbooks encourage students to believe that history is just learning facts... No wonder (it) turns students off!”



*Lies My Teacher Told Me:
Everything Your American
History Textbook Got Wrong*
-- **James W. Loewen**

WORLD'S FAIR



CHICAGO

1893 - A CENTURY OF PROGRESS - 1933

ADULTS 30¢ MAY 27th to NOVEMBER 1st CHILDREN 25¢

Determinism

Science Finds,
Industry Applies,
Man Conforms.

Social construction of technology

Many believe it is the other way around.

Vannevar Bush, president of MIT and science advisor to President Franklin D. Roosevelt, expressed that opinion in 1948



“In a free country, in a democracy ... [the technical path we take] is the path that public opinion wishes to have pursued, whether it leads to new cures for man’s ills, or new sources of a raised standard of living ... In a dictatorship the path is the one that is dictated, whether the dictator be an individual or part of a self-perpetuating group” (Bush, 1949).

Historical method I

- Comparative & critical method
 - Not experimental like sciences
 - Research in archives, interviews with subjects, cross checking
 - “query” data & verify facts
 - Critical approach to when, where, by whom, who else, what medium,
 - Concern with source integrity & credibility

Historical method 2

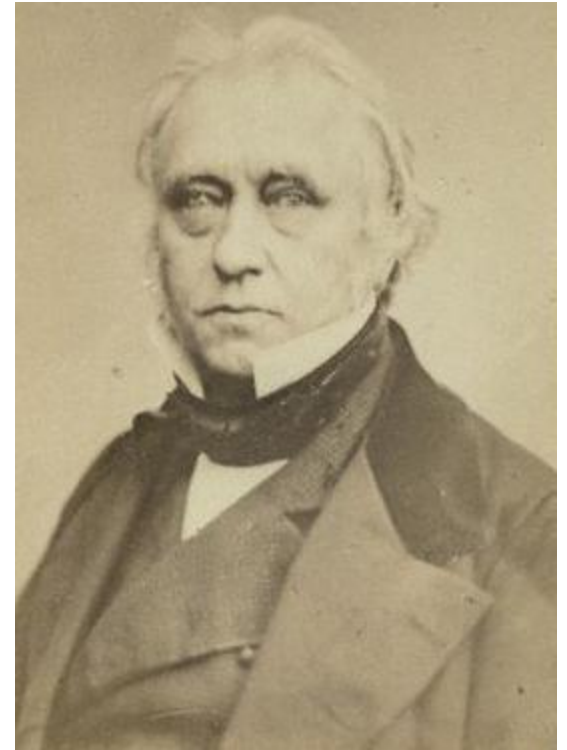
- Duty to truth and accuracy
 - Preference for eyewitness accounts, original documents,
 - Journalism is “first rough draft” of history; but history is more than the second draft of journalism
- Precise answers are elusive
- Looking for insights & explanations
- Producing narrative & analysis

'Whig' history

Thomas Macaulay

(British 1800 – 1859)

History of England A political Whig (reformer), Macaulay put liberalism, reform and public service at the center of British history. The “Progressive History” approach was widely adopted in UK and US

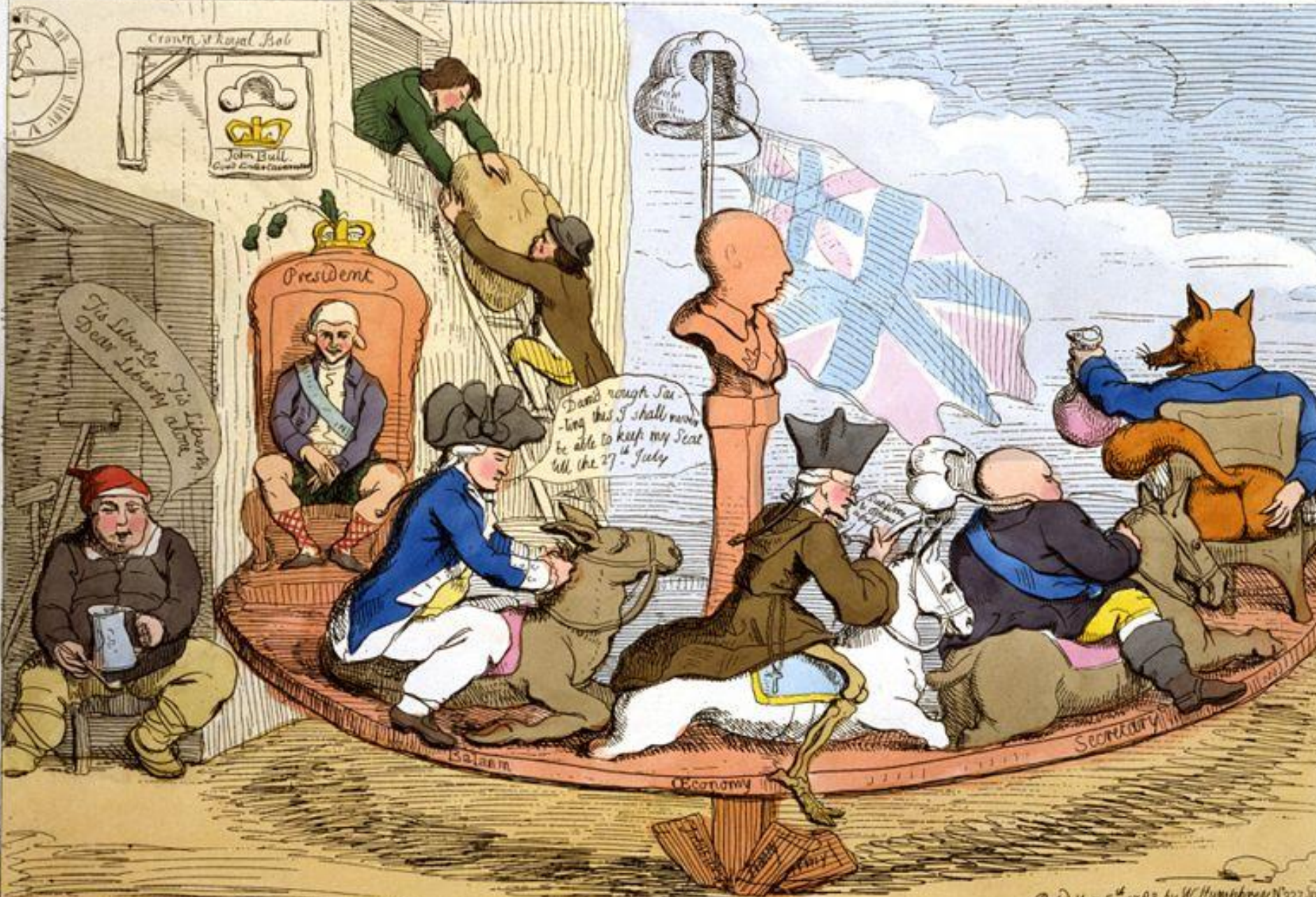


Herbert Butterfield

The Whig Interpretation of History (1931) pointed to Macaulay as an example of Whig history. Butterfield was skeptical of “presentism,” that is, seeing the past through the lens of the present.

Macaulay hoped to present the British people with “... A true picture of the life of their ancestors.”

John Bull's House plundered in Mann Day



Pub. May 5th 1783. by W. Humphrey No. 27. Strand

A BLOCK for the WIGS — or, the new State Whirligig.

What's a Whig?

- Whigs were a political party in Britain (1670s – 1860s) that favored Parliament over the monarchy, free trade, religious tolerance, abolition of slavery and expansion of voting rights.
- Whigs became Labor party 1860s.
- Opposition was Tories, who favor monarchy and tradition.
- Whig history is about history that favors the idea of progress.

Whig History in the USA



American Progress, John Gast, 1872

A 'whig' public relations history involves this sequence:

- **P.T. Barnum & ballyhoo PR**
 - Mid-19th century, evolved into ->
- **Ivy Lee & press agency PR**
 - Early 20th century, became ->
- **Edward Bernais & scientific public info**
 - Mid-20th century, ascended towards ->
- **James Grunig & 2-way symmetrical flow**
 - Late 20th century

People's history

Howard Zinn
(1922 – 2010)

*People's History
of the United States*



“History is invoked because nobody can say what history really has ordained for you, just as nobody can say what God has ordained for you...”

African American history

- People who have been ignored until recent generations
- Major contributions
- Struggle for equality reflects America at its best and worst
- Influences (Gandhi, Tolstoy)
- Has influenced (Mandella, Tum, Aung San Suu Kyi, others)



Rev. Martin Luther King Jr. at the Lincoln Memorial, Aug. 28, 1963.

Women's history

- Early non-violent movement
- Major contributions that had been ignored
- Struggle for equality reflects the world at its best and worst



Emmeline Pankhurst, leader of British movement for women's suffrage, 1913.

Environmental history

- Conservation
- Public health
- Technology regulation
- “Wise use” – TR
- “Preservation” – JM
- Not “new” but new as an historical discipline



US President Teddy Roosevelt
& Sierra Club founder John Muir
at Yosemite National Park, May, 1903

Historical fakes and frauds

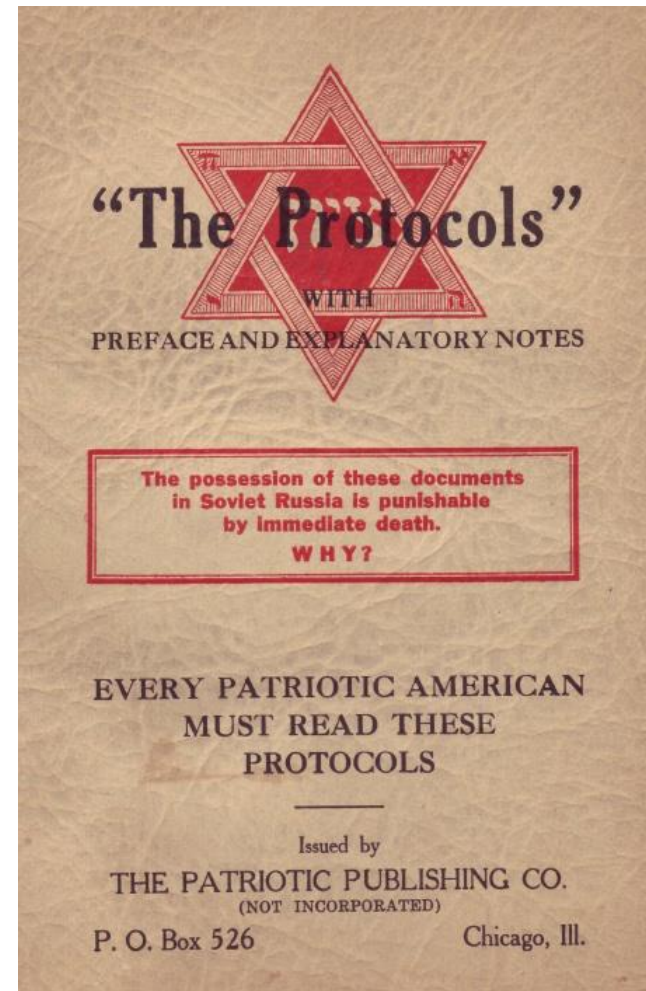
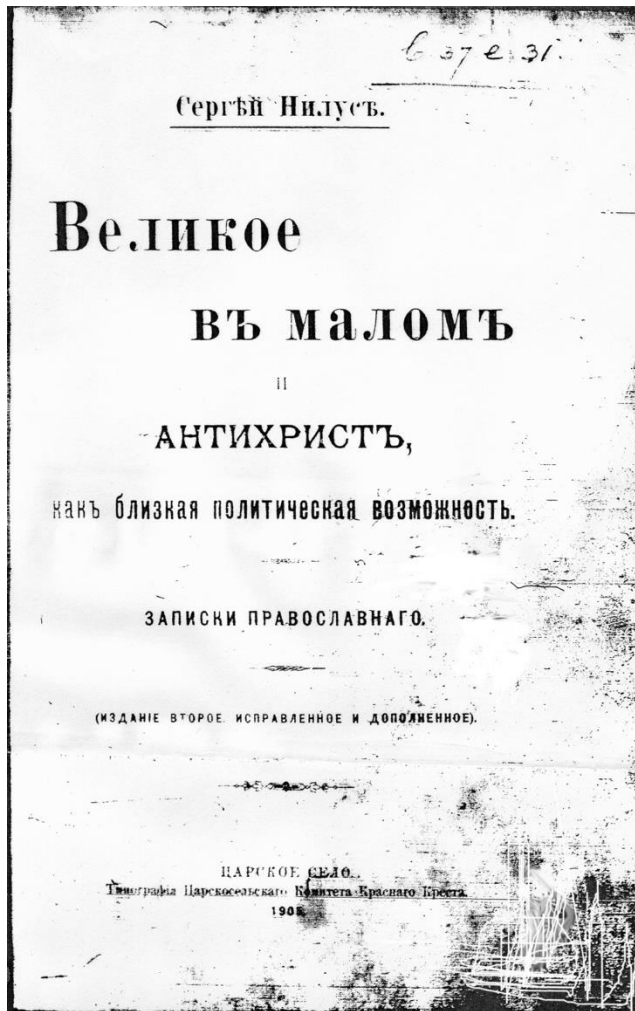
- Some are benign, like the 'great moon hoax' of 1835 in the NY Sun newspaper



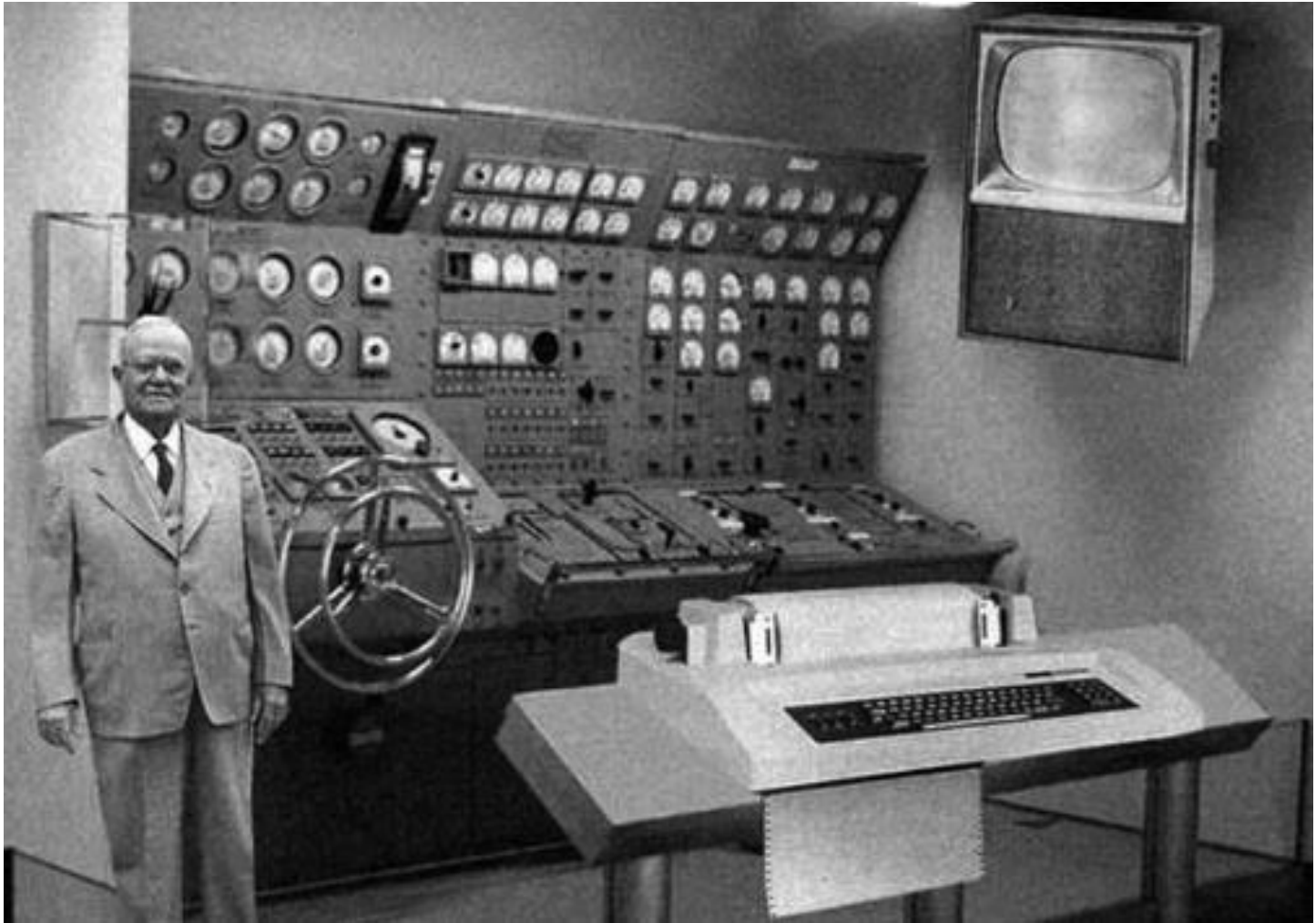
*Others have far reaching effects
like the “Donation” of Constantine*

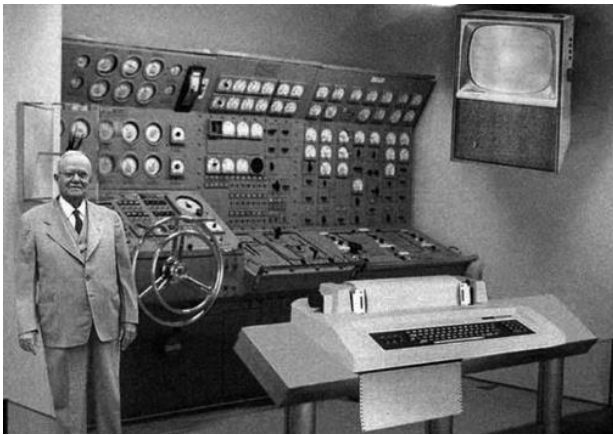


Or the Genocidal historical forgery of the “Protocols of the Elders of Zion”



Some forgeries are just for fun:
“The home computer of the year
2004 as predicted in 1954”



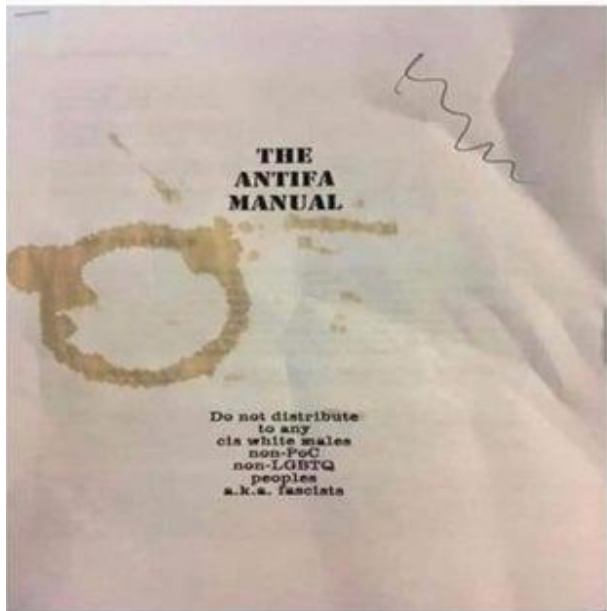


Scientists from RAND Corporation have created this model to illustrate how a "home computer" could look in the year 2004. However the needed technology will not be economically feasible for the average home. Also the scientists readily admit that the computer will require not yet invented technology to actually work, but 50 years from now scientific progress is expected to solve these problems. With teletype interface and the Fortran language, the computer will be easy to use.

2016 Clinton ballot fraud ... ?



The ANTIFA Manual - Found on the campus of The Evergreen State College



**THE
ANTIFA
MANUAL**

Do not distribute
to any
cis white males
non-PoC
non-LGBTQ
peoples
a.k.a. fascists

Introduction

If you are reading this, it's because someone close to our movement trusted you with it. Please do not distribute to anyone who may attempt to harm or denigrate what we are doing.

This is an ANTI-FASCIST or ANTIFA manual. If you are reading this, you already know that we are a social justice movement against hatred, intolerance and bigotry.

This manual outlines where we've been, where we're at, and where we're headed within the next 100 years.

But first, to understand how we got here, we have to understand --

White Privilege

For hundreds if not thousands of years, the cis white male power structure controlled the media and disbursement of information. First came the printing press (controlled by white males). Then came mass media such as newspapers and television (controlled by white males). But the next evolution of media was born in a time when the cis white male power structure began to lose its firm grip on the dissemination of ideas. Some of our kind have begun to infiltrate high-level positions of power in major media organizations.

And of course -- the new king of idea dissemination is Social Media. This is the new battleground for our war against fascism.

Whites, especially cis white males, have proven to be the greatest evil mankind has ever known. From Hitler to our very own Harry S. Truman (who dropped the atom bomb on Hiroshima and Nagasaki), to the slave traders of old, no one has proven to do more harm to mankind than white men.

From their murderous plundering (e.g. of the Native Americans and African slaves), white males have achieved status and power in the United States and Western Europe. Never indulge any fantasy by the fascists that white men have also cured diseases, lifted people out of poverty through western capitalism / democracy, or any other facetious claim they may make about

Here is a more modern forgery

Summer 2019

have subverted the power structure enough to eventuate our ends.

Control the Media

It's important to gain control of the media through any means necessary. In these early stages of this movement, it's important not to alienate any cis white males who are on our side. Use white shame and white guilt to kowtow men in positions of power into following our ideals. Some major media conglomerates are swinging to our side, but they have not gone far enough.

Social Media is the new battlefield of ideals. We've seen what kind of power these outlets yield by kicking major fascists off their platform before. This will and this must only continue.

If you are seeking positions of power in the media, be sure to obfuscate and hide your true intentions on the various social media platforms. Better to remain a mystery and wield massive power than blantly shouting your viewpoints from the hilltops. We have the objective truth on our side. Always project that.

Use social media as a baton to slap down anyone who holds fascist viewpoints. Call them racist, homophobic, misogynistic. Create an echo chamber around you.

Many of us first learned about ANTIFA and gained our views on college campuses and universities across the country. This needs to start earlier. Take up teaching as a profession. Educate the youth about the dangers of fascism. Befriend those vulnerable students who you suspect of having fascist-leaning parents. Teach Little Tiaoy not just how to read good, but also how to think and act good.

Once we firmly have control of Social Media and most major media platforms, it's time to start Operation Truth. The way many social media platforms currently work is that people are primarily exposed to viewpoints they primarily already agree with. This creates a kind of echo chamber for that individual. However, once we control the flow of information, we can slowly start spreading the truth to the fascists who reject our ideology. This must be done very carefully. Slowly, at first. Begin

major new media stars into witting or unwitting pawns for our cause.

Believe the Way We Do or You Will Be Fired

The next crucial step is to threaten the livelihoods of anyone who dares speak out against our agenda. They are, after all, fascists who are clearly racist, homophobic or misogynistic. You can't run a company with someone like that in your midst.

Once we achieve this end, we'll almost be able to taste our victory, yet we have so much further to go to achieve our ends.

Fearing for one's livelihood is clearly a big motivator. Cis white male fascists will begin to hide in the shadows. They may lurk online on message boards and underground media, but will be afraid to speak up using their own voice and name, for fear of being labelled a bigot.

Many fascist corporate overlords still exist and will offer some of these hatermongers a place to work. But it's only a matter of time before our ranks infiltrate even the most evil of corporations (who tolerate such hate speech from their employees).

Phase 2: The Socialization of Capital

Never reveal our endgame, but the obvious next step once we control the media is the socialization of capital. This will obviously require major political power. With, hopefully, 70% people of color in this nation, we may begin to have a chance at these ends.

Obviously, we start with healthcare. It's after all, a basic human right. Everyone knows someone who died of cancer or who got sick somehow. Obamacare was better than what we had before, but it was built with the healthcare lobbyists' consent. We need single-payer, and we need it NOW.

Americans have come to accept that it's OK for them to be locked in a cage rather than not pay their taxes. Nevertheless, most of the

I WALKED AWAY FROM THE DEMOCRATS



I WAS A DEMOCRAT
MY WHOLE LIFE, BUT
I AM NOW A VOCAL
SUPPORTER OF
PRESIDENT
TRUMP'S AMERICA
FIRST POLICIES...

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Cool good-looking young bearded man with stylish hairstyle

I WALKED AWAY FROM THE DEMOCRATS

WHEN THEY SAID
ILLEGAL IMMIGRATION
AND OPEN BORDERS
MATTERED MORE
THAN ME AND
MY FAMILY



I WALKED AWAY FROM THE DEMOCRATS

BECAUSE WHEN DID IT
BECOME ACCEPTABLE TO:
ENCOURAGE THE ASSASSINATION
OF A PRESIDENT
CALL FOR THE PHYSICAL
ASSAULT OF THE PRESIDENT
DEMAND THE PRESIDENT'S
EXECUTION
CALL FOR THE RAPE AND
MURDER OF THE
PRESIDENT'S CHILD



Michele Stapleton

15 hrs

Don't be fooled by the #Walkaway campaign. All the "people" in their ads were purchased at Shutterstock. <https://www.washingtonpost.com/.../the-walkaway-meme-is-wha.../>

Will Kniffen

End of history ?

- Francis Fukuyama (1952–present) / also Jean Baudrillard (1929–2007)
- End of the idea of progress
- Abandonment of utopian visions from right- and left-wing political ideologies



Review: Questions

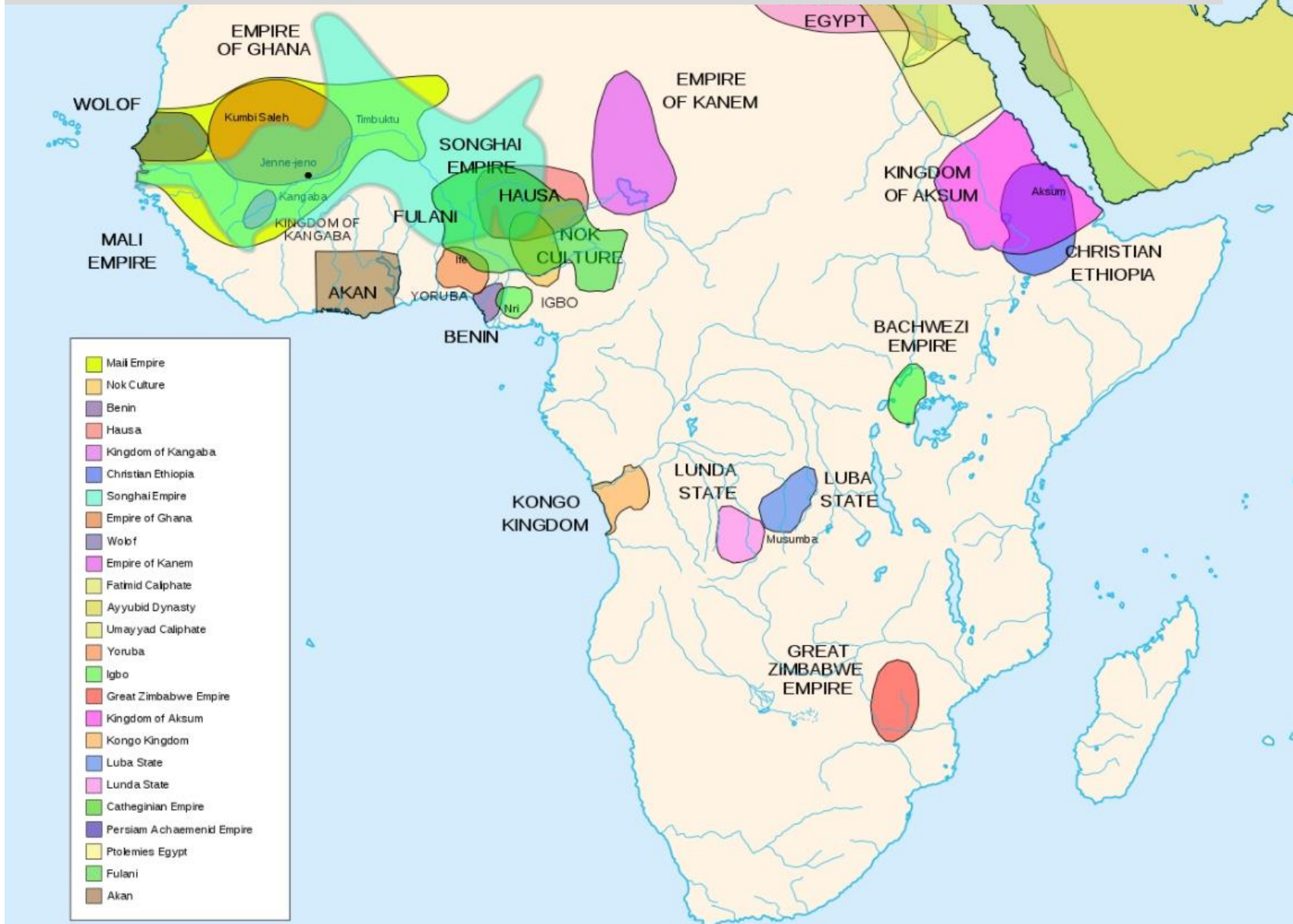
- Who is Clio?
- Who says history is important?
- Who says history is objective?
- Who says history is NOT objective?
- What are some historical myths?
- What are some historical problems?
- What is 'Whig history' ?
- What are some new cultural approaches to history?
- What historical fakes and frauds have historians confronted?
- Why is history “ending”?

Review: People

- Heroditus & Thucydides
- Edward Gibbon
- George Santayana
- Leopold Von Ranke
- H.G. Wells
- Barbara Tuchman
- Arnold Toynbee
- Lord John Acton
- Herbert Butterfield
- Howard Zinn
- Francis Fukuyama



Example of a diachronic map



Time – related historical terms

- Chronological – In order of occurrence
- Anachronic -- against flow of time
 - (Ex: Mad Men Anachronisms)
- Synchronic – at same time
 - (Ex: synchronize clocks)
- Diachronic – through time
 - (Ex: *diachronic linguistics* is the study of language change over time)

