

Mohamed Elmei Elyassini, associate professor of geography at Indiana State University, sent the Tribune-Star this emailed statement about the material that's caused controversy on social media:

1. The slide is NOT posted on the ISU website.
2. I do not have an ISU website.
3. It is posted as one of many slides assigned for my ISU courses on ISU Canvas.
4. It's not "antisemitic" to prepare, read it, post it, or share it (On the Non-Semitic Origins of contemporary Jews, you might review Jewish Israeli Tel Aviv University Professor Paul Wexler's books ("[The Ashkenazic Jews: A Slavo-Turkic People in Search of a Jewish Identity](#);" and "[The Non-Jewish Origins of the Sephardic Jews](#)") and Jewish Israeli Tel Aviv University Professor Shlomo Sand's books ("[The Invention of the Jewish People](#)," and "[The Invention of the Land of Israel](#)".)
5. The slide is now titled "**diversity, representation, underrepresentation, and overrepresentation**," and it provides examples of ethnic overrepresentation in US government top appointed or elected officials for creates real bias as we can see in our government obsession with supporting genocide in Gaza despite opposition of the rest of the world (for example, currently the African American population is around 50 million people yet there are only 4 [African American U.S. Senators](#), whereas the American Jewish community is estimated at around 5 million (at the demand of Jewish community leaders in the 1960s, the US Census Bureau does NOT accept religion as a Census category) yet there are [10 US Jewish Senators](#)).
6. At ISU we have Foundational Studies courses that mandate training our students to think critically about global affairs and critical thinking issues:
7. The following specific point about **critical thinking** is included in all syllabi to meet parts of the foundational studies program goals: "Together the major and the Foundational Studies curriculum prepare students to be [effective communicators, critical thinkers, and informed decision makers](#)."
8. "The Critical Thinking Community defines critical thinking as "*the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.*" Critical thinking recalls the Confucian saying: "*Learning without thinking is blindness, but thinking without learning is dangerous.*" Learning without thinking is like memorizing the vocabulary words of a language without learning its syntax and how to speak it. Critical thinking about the expanding information and disinformation industry is indispensable in a digital age marked by concerns about the safety of [Artificial Intelligence systems](#) amidst [great power conflict](#) and about the new Oxford dictionary word "[post--truth](#)" and other misleading [gaslighting](#) and [deepfake](#) techniques where [politically](#) and professionally-organized [obstructions](#) of [learning](#) and [instruction](#) amid [higher education challenges](#)."