Case Study #1: Mill & the Assault Weapons Ban

Read the section on J.S. Mill in our text and the attached articles from the Washington Times, The International Business Times and the Huffington Post, then answer the following questions.¹ The completed assignment should be two pages long, using one inch margins, 12 pt. fonts and single spacing. This study is worth a total of 60 points. Your completed assignment is due on the 27th of March. Keep scrolling down after the background for further instructions, general suggestions, grading rubrics, and a sample completed assignment!

Answer the following questions thoughtfully and as completely as space allows:

1. **What are the relevant ethical considerations for this case?** (I’m giving you this one!) Should the individual’s interest in owning assault weapons be sacrificed if a ban on such weapons reduces the incidence or probability of incidences such as the recent shootings at Sandy Hook Elementary School in Newtown, Connecticut?

2. **What sort of further information would assist you in formulating a response to these issues?** Pose in question form. For this assignment, you do not have to do all the research but you need to raise the kind of questions that would drive such a project. These should be research questions and as such should be concrete and answerable. Think about *facts* that, if known might help determine how one should or could respond to the issues identified. This is where the attached articles should be especially useful. (20 points)

3. **Pending the acquisition of this information, how do you think Mill would respond to this case?** Be sure to provide citations from Mill (*primary source = Mill’s writings and does not include secondary commentary from Rosenstand*) to support your answer. In citing the quote, all you need do is indicate the page from the text (see example). Note that this question carries the highest weight in points. (30 points)

4. **Identify some of the barriers to acting ethically in this particular case?** I’m asking you to think in practical terms – this assignment is about applied ethics. In this section, you need to think about things that get in the way of ethical success. (5 points)

5. **Reply to the counter-considerations identified in #4.** It is not sufficient to just raise problems – one must also think about possible solutions. If your solution is not applicable, then you’ve missed the point of the assignment! (5 points)

¹ You can read the full text of the Arizona House Bill 2281 at [http://www.azleg.gov/legtext/49leg/2r/bills/hb2281s.pdf](http://www.azleg.gov/legtext/49leg/2r/bills/hb2281s.pdf)
Background²: Case Study #1

House Democrats fire away with 15 new gun-ban proposals³

By Cheryl K. Chumley

Thursday, February 7, 2013


² Please note that you are not limited to the background offered. It is expected that you will do a bit more in-depth reading to develop your thesis. You may feel free to use any credible/reliable source as evidence for your arguments. Additionally you may use additional material from Mill to defend your answers. Please provide full citation for all research.
House Democrats are bringing their own gun-control plan to the table and are due to unveil on Thursday 15 separate proposals — including a copycat of President Obama’s wish to outright ban assault weapons, according to various media reports.

Democrats will also propose bans on sales of magazines that carry more than 10 rounds of ammunition, background checks for all gun sales - and prohibitions on gun trafficking, according to The Associated Press.

Democratic plans aren’t likely to get far, however, in the GOP-controlled House, Newsmax reports.

About the best Democrats and the White House can hope for from the Republican-controlled chamber, Newsmax continues, is the passage of stronger background checks that are aimed at identifying would-be buyers with mental health issues.

Rep. John Boehner, meanwhile, is said to be waiting to see what the Senate offers by way of gun control, according to Newsmax.

The Capitol moves come as states across the nation wrestle with new gun measures in the wake of the deadly attack late last year at an elementary school in Connecticut.

Maryland Gov. Martin O’Malley’s push to require residents to obtain a permit before purchasing a handgun was met with massive demonstrations Wednesday in Annapolis.
Sen. Dianne Feinstein, D-California, introduced a bill that would ban the sale, transfer, manufacture and importation of 100 specialty firearms and certain semiautomatic weapons. The bill would also outlaw the sale, importation and manufacture of ammunition magazines that accept more than 10 rounds.

Based on the legislation, called "The Assault Weapons Ban of 2013," Americans would be able to keep certain weapons if they were already in their possession when the bill was enacted, and exemptions would be made for specific hunting and sporting weapons, as well as antique or disabled weapons.

Sen. Feinstein’s bill comes as gun control advocates say the political environment is more favorable for new gun control laws than it has been in years.

The California Democrat was joined by Rep. Carolyn McCarthy, D-N.Y., and five other Democratic lawmakers, along with gun violence victims, as they unveiled a bill that would reinstate the assault weapons ban, which went into effect in 1994 but lapsed in 2004.

Obama called on Congress to pass the assault weapons and high-capacity magazine ban on Jan. 16, as well as a requirement for universal background checks for gun sales and other measures. Citing the Newtown, Conn., massacre that occurred last month, the president said that "if there's even one thing we can do to reduce this violence, if there's even one life that can be saved, then we've got an obligation to try."

The White House chose not to draft its own bill but said it supports Feinstein's effort and has worked with her office in crafting the new version.
Assault Weapons Ban of 2013

Mass shootings in Newtown, Aurora, and Tucson have demonstrated all too clearly the need to regulate military-style assault weapons and high capacity ammunition magazines. These weapons allow a gunman to fire a large number of rounds quickly and without having to reload.

The legislation bans the sale, transfer, manufacturing and importation of:

All semiautomatic rifles that can accept a detachable magazine and have at least one military feature: pistol grip; forward grip; folding, telescoping, or detachable stock; grenade launcher or rocket launcher; barrel shroud; or threaded barrel.

All semiautomatic pistols that can accept a detachable magazine and have at least one military feature: threaded barrel; second pistol grip; barrel shroud; capacity to accept a detachable magazine at some location outside of the pistol grip; or semiautomatic version of an automatic firearm.

All semiautomatic rifles and handguns that have a fixed magazine with the capacity to accept more than 10 rounds.

All semiautomatic shotguns that have a folding, telescoping, or detachable stock; pistol grip; fixed magazine with the capacity to accept more than 5 rounds; ability to accept a detachable magazine; forward grip; grenade launcher or rocket launcher; or shotgun with a revolving cylinder.

All ammunition feeding devices (magazines, strips, and drums) capable of accepting more than 10 rounds.

157 specifically-named firearms (listed at the end of this document).

The legislation excludes the following weapons from the bill:

Any weapon that is lawfully possessed at the date of the bill’s enactment;

Any firearm manually operated by a bolt, pump, lever or slide action;

Assault weapons used by military, law enforcement, and retired law enforcement; and

Antique weapons.

The legislation protects hunting and sporting firearms:

The bill excludes 2,258 legitimate hunting and sporting rifles and shotguns by specific make and model.
The legislation strengthens the 1994 Assault Weapons Ban and state bans by:

Moving from a 2-characteristic test to a 1-characteristic test.

(The bill also makes the ban harder to evade by eliminating the easy-to-remove bayonet mounts and flash suppressors from the characteristics test.)

Banning dangerous after-market modifications and work-arounds.

Bump or slide fire stocks, which are modified stocks that enable semi-automatic weapons to fire at rates similar to fully automatic machine guns.

So-called “bullet buttons” that allow the rapid replacement of ammunition magazines, frequently used as a work-around to prohibitions on detachable magazines.

Thumbhole stocks, a type of stock that was created as a work-around to avoid prohibitions on pistol grips.

Adding a ban on the importation of assault weapons and large-capacity magazines.

Eliminating the 10-year sunset that allowed the original federal ban to expire.

The legislation addresses the millions of assault weapons and large-capacity magazines currently in existence by:

Requiring a background check on all sales or transfers of a grandfathered assault weapon.

(This background check can be run through the FBI or, if a state chooses, initiated with a state agency, as with the existing background check system.)

Prohibiting the sale or transfer of large-capacity ammunition feeding devices lawfully possessed on the date of enactment of the bill.

Allowing states and localities to use federal Byrne JAG grant funds to conduct a voluntary buy-back program for grandfathered assault weapons and large-capacity ammunition feeding devices.

Imposing a safe storage requirement for grandfathered firearms, to keep them away from prohibited persons.

Requiring that assault weapons and large-capacity ammunition feeding devices manufactured after the date of the bill’s enactment be engraved with the serial number and date of manufacture of the weapon.

Assault Weapon Bans Have Been Proven to Be Effective
The 1994 Assault Weapons Ban was effective at reducing crime and getting these military-style weapons off our streets. Since the ban expired, more than 350 people have been killed and more than 450 injured by these weapons.

A Justice Department study of the assault weapons ban found that it was responsible for a 6.7% decrease in total gun murders, holding all other factors equal.


The same study also found that “Assault weapons are disproportionately involved in murders with multiple victims, multiple wounds per victim, and police officers as victims.”

The use of assault weapons in crime declined by more than two-thirds by about nine years after 1994 Assault Weapons Ban took effect.


The percentage of firearms seized by police in Virginia that had high-capacity magazines dropped significantly during the ban. That figure has doubled since the ban expired.


When Maryland imposed a more stringent ban on assault pistols and high-capacity magazines in 1994, it led to a 55% drop in assault pistols recovered by the Baltimore Police Department.


37% of police departments reported seeing a noticeable increase in criminals’ use of assault weapons since the 1994 federal ban expired.


List of Firearms Prohibited by Name

Rifles: All AK types, including the following: AK, AK47, AK47S, AK–74, AKM, AKS, ARM, MAK90, MISR, NHM90, NHM91, Rock River Arms LAR–47, SA85, SA93, Vector Arms AK–47, VEPR, WASR–10, and WUM, IZHMSHA Saiga AK, MAADI AK47 and ARM, Norinco
Pistols: All AK–47 types, including the following: Centurion 39 AK pistol, Draco AK–47 pistol, HCR AK–47 pistol, IO Inc. Hellpup AK–47 pistol, Krinkov pistol, Mini Draco AK–47 pistol, Yugo Krebs Krink pistol; All AR–15 types, including the following: American Spirit AR–15 pistol, Bushmaster Carbon 15 pistol, DoubleStar Corporation AR pistol, DPMS AR–15 pistol, Olympic Arms AR–15 pistol, Rock River Arms LAR 15 pistol; Calico Liberty pistols; DSA SA58 PKP FAL pistol; Encom MP–9 and MP–45; Heckler & Koch model SP–89 pistol; Intratec AB–10, TEC–22 Scorpion, TEC–9, and TEC–DC9; Kel–Tec PLR 16 pistol; The following MAC types: MAC–10, MAC–11; Masterpiece Arms MPA A930 Mini Pistol, MPA460 Pistol, MPA Tactical Pistol, and MPA Mini Tactical Pistol; Military Armament Corp. Ingram M–11, Velocity Arms VMAC; Sig Sauer P556 pistol; Sites Spectre; All Thompson types, including the following: Thompson TA510D, Thompson TA5; All UZI types, including: Micro-UZI.

Shotguns: Franchi LAW–12 and SPAS 12; All IZHMASH Saiga 12 types, including the following: IZHMASH Saiga 12, IZHMASH Saiga 12S, IZHMASH Saiga 12S EXP–01, IZHMASH Saiga 12K, IZHMASH Saiga 12K–030, IZHMASH Saiga 12K–040 Taktika; Streetsweeper; Striker 12.

Belt-fed semiautomatic firearms: All belt-fed semiautomatic firearms including TNW M2HB.
WASHINGTON -- Barring an unexpected turn of legislative affairs, a ban on military-style semi-automatic assault weapons will not make it into law, top Hill aides and gun policy advocates say.

The ban will get a vote. But the purpose of that vote will be in part to facilitate its demise. The expectation is that there won't be 60 members of the upper chamber to support the bill's inclusion in the final legislative language.

The likelihood that an assault weapons ban ends up in the legislative scrapheap is hardly unexpected -- the Wall Street Journal also reported on the issue on Monday morning. The ban is

http://www.huffingtonpost.com/2013/02/04/assault-weapons-ban_n_2617091.html
the most controversial of four major components of the gun control platform that the Obama administration introduced and that congressional Democrats have touted. The other three -- a universal background check for firearms sales, a federal trafficking law, and a ban on high-capacity magazines -- are likely to be part of a final bill, Democratic aides say, though there is growing concern about whether a ban on high-capacity magazines can make it into law.

The maneuvering around the assault weapons ban underscores how delicate the process of putting together a bill has become. Facing legislative hurdles, top lawmakers are gaming out procedural steps to placate both longtime gun control advocates and those more wary of an ambitious package of reforms.

As it stands now, Senate Majority Leader Harry Reid (D-Nev.) is keeping his hands clean, letting Senate Judiciary Committee Chairman Patrick Leahy (D-Vt.) take the lead on a gun policy package.

"We are not dictating to Judiciary what is in the bill," said a Senate leadership aide.

But Reid has made promises. Among them is that the assault weapons ban will get a vote, something that President Barack Obama also called for during a speech on gun violence in Minneapolis on Monday. The question is: In what form or capacity will that vote take place?

If the bill emerges from the Judiciary Committee without an assault weapons ban in it, then Reid will allow for the ban to be introduced as an amendment on the Senate floor. If the bill emerges from the Judiciary Committee with an assault weapons ban in it, the expectation is that Reid will allow for a vote to strip it out. Leadership prefers the former, as it would give more conservative Democrats the chance to publicly say they beat back the ban. If the latter were to take place, it would put Reid in an uncomfortable position of allowing for the procedural axing of a measure that remains popular in the party.

As for which will happen, even Hill aides aren't quite sure.

"There is a chance that the Judiciary committee bill will include [an assault weapons ban], but it is unclear," said one a committee source.

There is also a chance the Judiciary Committee won't report out a comprehensive bill at all. Leahy, according to one Senate Democratic aide, has not "ruled anything out or in" with respect to separating the pieces of gun legislation rather than pushing one comprehensive proposal. That would increase the likelihood that some aspects of gun policy reform make it into law, without the more controversial aspects risking passage. But House Democrats are skeptical about that approach, concerned that it would result in Congress passing things like mental health funding while leaving unaddressed the proposals that deal with weapon capacity.

The Obama administration and allied Democrats, however, have been heartened by the fact that bipartisan coalitions already exist in congress for background check legislation and a trafficking bill.
"The vast majority of Americans, including a majority of gun owners, support requiring criminal background checks," Obama said on Monday, calling the proposal "common sense." “We don’t have to agree on everything to agree it’s time to do something.”

There is no current Republican member of who has publicly backed an assault weapons ban. That may not be a problem in the Judiciary committee, where Democrats have ten members to the GOP’s eight. Of those Democratic members, only two, Leahy and Sen. Chris Coons (D-Del.) are question marks. But it would prove to be a major hurdle on the Senate floor, where 60 votes would be needed to shut off debate.

That the assault weapons ban will likely be scrapped is, in part, a byproduct of bicameral governance. After all, even if it were to clear a filibuster in the Senate, it would have to find its way past a Republican-run House of Representatives. But that isn't the only reason for its expected demise. Gun control advocates also aren't as emotionally attached to the proposal as they are to others, in large part because they don't see it as the primary mechanism for ending gun violence.

"When the assault weapons ban comes to the floor, proponents including us will have to contend with the fact that very few assault weapons are actually used in a crime," Jim Kessler, a former director of policy and research at Americans for Gun Safety and co-founder of the centrist-Democratic organization Third Way. "That’s the challenge with passing this law. On the one hand, it seems that in a civil society we should draw a line on what kind of weapon a person can own. And weapons designed for warfare belong on the other side of that line. On the other hand, if you are going to die at the hands of a criminal with a gun, it’s going to be a handgun."

Keep scrolling down for rubrics and a sample completed assignment!
General Suggestions for Writing Case Studies

How not to write your paper:

I. Focus & Relevance
Be sure that you understand the assignment and have understood each question. Your responses should be focused on the questions I’ve asked & not the questions you wish I had asked! It is important to weed out all irrelevant considerations or concerns that an economist or historian or political scientist might have but are not strictly speaking, ethical concerns. Look at the completed sample case study for some ideas.

II. Format
You should copy & paste or re-type only the first part of the question (the portion in bold type). Please number each response corresponding to the assigned questions. Papers should be 2 pages, using 12pt. fonts and 1 inch margins all around. There should be an extra space separating your responses to each question. Again, please reference the completed sample case study and follow the format exemplified.

III. Tone/Voice
Ever since George Carlin pointed out that “using your own words” would result in a private and hence meaningless expressions, I’ve had to give up on the phrase, however a certain degree of originality is still important. Your task is to explain a concept as if you were the Teaching Assistant for this class. If you simply repeat the text or my lecture, you haven’t helped your imaginary student. You need to clarify the argument/concept in a way that demonstrates that you really understand it and can express the same ideas in a way that is different than has already been explained by the text or by me.

IV. Adequate and Balanced Defense of Your Argument
In question three, you are asked to make an argument using the philosopher we’re studying. You should be clear in your thesis early in the paragraph. It is important

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Please note that these guidelines are for my class assignments. Individual instructors may have other format preferences and you should consult with your teacher for the details before completing your assignment.
to ensure that your application is consistent with the philosopher’s theory and that you support that application with a well-thought-out defense. You should include counter-considerations that are relevant to that theory and could impact the philosopher’s conclusions.

V. Quotes
Quoting is a way of supporting your interpretation of an argument or theory. Relevance to your response and to the question asked is critical. Quotes can be edited but be careful not to take the quote out of context, thus altering the intent of the author. The length of the quote must be appropriate to the length of the assignment: short papers require shorter quotes. All quotes must come from the original author’s works, neither from the secondary commentary of the author of our text nor from my lectures or power points. Quotes need only be cited with the page in our text where it was found (see sample completed assignment).

VI. Length
Part of the criteria for success is efficient use of the space allowed. If you write a single sentence for a one/third page assignment, you have not satisfied this criterion. However, this is not an invitation to use the additional space for stream-of-consciousness or irrelevant information not pertinent to the assigned issue. If you are having difficulties with the length, it is usually because you have not recognized or developed sufficiently the various issues involved. Conversely, if your draft is too long, you need to whittle it down to just the relevant essentials, perhaps editing out the anecdotes or redundancies; more is not always better! I am very willing to help if you submit drafts sufficiently before the due date.

VII. Rough Drafts
I have invited all of you to bring rough drafts of your completed assignment in for a preview reading. I do not offer re-writes after I have graded your papers. Rough drafts are brought in during my office hours or by appointment and I only read them in person - with the student present. Please do not submit rough drafts electronically nor should you drop them off in my box.

I support pro-active measures that encourage preparation and thought and with rough draft readings, both the student and I should benefit with the end result being a better final draft. If your work satisfies my criteria (see rubrics following) for “A” level work, and if the draft is formatted and printed in final draft format, I will sign off on the draft, guaranteeing those students somewhere between 100% and 90% of the points possible for this assignment. Your cut-off for rough draft submissions is 24 hours prior to the due date; I will read no rough drafts the day of or the day prior to the due date.

Keep scrolling down for rubrics and a sample completed assignment!
Standards (Rubrics) for Grading Case Studies

The excellent paper (100-90% of points) will exhibit the following qualities:

Question 2:
- All items are listed as normatively neutral questions. No immediate bias is evidenced.
- All critical questions have been raised given the space allowed.
- Questions are relevant to the case and to the issues identified in the first section and would be likely to be relevant to the philosopher being applied to the case in the third section.
- Questions are likely to drive effective and informative research. The questions should be answerable (at least in terms of probabilities or projections backed up with historical data).

Question 3:
- A clear thesis statement is made at the beginning of the response.
- Argument is focused on the key issues and is clear and well organized.
- Answer is texturally correct and consistent with the philosopher’s theory referenced.
- Argument is effectively supported with relevant reasons.
- Argument is effectively supported with quote from primary work & quotes are cited properly.
- Argument is balanced and includes counter-considerations that would weigh the final position.

Question 4:
- Core critical barriers are identified.
- All critical barriers raised are reflective of real-world practical considerations.

Question 5:
- All barriers raised in the fourth section have responses.
- Solutions proposed should be reasonably and humanly applicable (e.g. not asking for divine intervention).
- Solutions proposed should be well supported given the space allowed.

Overall Impressions:
- Study presents evidence of a thoughtful and deliberative approach.
- Language is clear and explanations/arguments are original.
- Effective use has been made of space allowed.
- Study reflects careful consideration of background material provided.
- There is good logic flow from one response to another – issues raised in earlier questions must link logically with responses to later questions.
- The study is scholarly, with effective use of the essays and relevant philosophical theory. All quotes and references are properly cited.
• Assignment format has been followed.

**Good (89-80% points)**
The good paper will demonstrate all the above qualities but perhaps to a lesser degree or, will demonstrate some of the above qualities excellently, but not all of the qualities will be presented at a consistently high level.

**Satisfactory (79-70% points)**
The satisfactory paper will present all of the above qualities but not as strongly as the good paper or, some qualities may be stronger with some not as strong. Insight is not usually present.

**Needs Work (69-60% points)**
This paper is weak on many of the desired qualities.

**Really Needs Work – Pretty Much Unacceptable (59-0% points)**
This paper presents few if any of the desired qualities.

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*Keep scrolling down for a sample completed assignment!*
1. **What are the relevant ethical considerations for this case?**
   - Should teachers or legislators be responsible for making decisions about appropriate curriculum & by what criteria should public school programs be judged for funding and implementation?
   - Should public school curriculum reflect the ethnic diversity of the population it serves & is the public best served by encouraging a better understanding of ethnic identities, cultures & histories?
   - Does ethnically diverse curriculum equate to or necessitate teaching ethnic divisiveness?

2. **What sort of further information would assist you in formulating a response to these issues?**
   - What was the drop-out rate for AZ Latino students before vs. during the program? How did the drop-out rate of students who participated in the program compare to the overall drop-out rates of the school district?
   - How have the students in the ethnic studies program performed on standardized tests as compared to the general population of students in the district?
   - Was there an increase in school violence or public disturbances linked to racial tension during the period the program was taught?
   - Have any studies been performed to link diversity of curriculum to student success?
   - What was the racial background of the students in the program?
   - Is the public funding of AZ schools very limited or decreasing? How does AZ per student spending compare to other states in the US?
   - How much does the ethnic studies program cost per student compared to the general courses taught and how many students as a percent of the total school district population does it serve?
   - In other states/cities/districts what impact has the institution of ethnic studies programs had on the students who participate?

3. **Pending the acquisition of this information, how do you think Mill would respond to this case?**
   There are three main reasons why Mill would have rejected Arizona’s House Bill 2281. First, Mill was a utilitarian and thus would weigh the moral worth of this bill in terms of outcomes and the number of people affected. From such a cost-benefit analysis, it appears that though the ethnic studies programs may have been more expensive and served a smaller population of students, the outcomes were significant in terms of greater retention and graduation rates, better scores on standardized exams, higher transfers to colleges, and a significantly more motivated student body who felt empowered to work towards issues of social justice and equal opportunities for Latinos. Under the old system, one must consider the cost of educating students who fail or drop-out. The waste of finite public resources, combined with the social cost of an under-educated populace cannot be disregarded. Secondly, Mill held there is a connection between education, a just society and the greatest good or happiness as he called it. For Mill, happiness involved free will, empowered action, a sense of pride and most importantly, a kind of higher rational dignity. (p.266) He argued, “The present wretched education and wretched social arrangements are the only real hindrance to its being attainable by almost all.” (p.267) If it can be adequately shown that the ethnic studies do

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7 [http://www.pbs.org/independentlens/precious-knowledge/]
contribute to such qualities for a significant number of students – and anecdotal evidence supports this – then this is just the sort of program of which Mill would most approve. Many of the participants reported a significant change in their understanding of how their ancestors contributed to this country and that they had gained a real sense of empowerment and optimism about their own future. Finally, as a classic libertarian, Mill was opposed to excessive government intervention. (p.256) He wrote, “The only purpose for which power can be rightfully exercised over any member of a civilized community, against his will, is to prevent harm to others.” (p255) There appears to be little evidence to support that there was an active harm incurred through the teaching of ethnic studies. Contrarily, there is good evidence that an ethnically diverse curriculum is pedagogically defensible. The Arizona state legislators’ move has effectively curbed a cherished practice of academic freedom. Encyclopedia Britannica defines academic freedom as, “the freedom of teachers and students to teach, study, and pursue knowledge and research without unreasonable interference or restriction from law, institutional regulations, or public pressure. Its basic elements include the freedom of teachers to inquire into any subject that evokes their intellectual concern…and to teach in the manner they consider professionally appropriate.”8 In order to justify this Bill, the legislators needed to demonstrate positive harms such as proving a clear link between an increase in racially motivated violence and the program. Mill argued strenuously against censorship in On Liberty, “if all mankind minus one, were of one opinion, and only one person were of the contrary opinion, mankind would be no more justified in silencing that one person, than he, if he had the power, would be justified in silencing mankind.”9 It seems clear that, in this case, there are greater harms in censorship and the erosion of freedom than there are gains made in the name of consistency and standardization. When one includes the books that were also banned, this looks like a bad Bill likely to result in worse consequences.

4. **Identify some of the barriers to acting ethically in this particular case?**

- Arizona’s history of increasing tension between Latinos and the white population tends to color many decisions made by legislators at the state & local level without adequate objective investigation.
- The Latino population is traditionally underrepresented both in terms of voter turn-out and in campaign contributions; the representatives are consequently not as motivated to see Latinos as an important part of their constituency.
- Public school funds are always limited and special programs do tend to cost more per student and serve fewer students as a whole.
- Some believe that tailoring district curriculum to reflect the ethnicity of local populations would impede the perceived need for consistency - ensuring that all students graduate with the same basic skill sets.

5. **Reply to the counter-considerations identified in #4.**

- Educators and school administrators need to lobby for more objective criteria for school program funding and further research needs to be done to look at the efficacy of ethnic studies nationwide
- Latino voters & politicians need to become more active with voter registration and turnout among the interested constituency. They can also work for campaign finance reform to reduce bias.
- A set of standardized criteria need to be developed to evaluate the outcomes based on investment. School funding also needs to be increased as AZ is one of the lowest states in per student spending.
- Further studies are needed to document how the institution of ethnic studies programs impact students' performance on standardized tests.

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8 http://www.britannica.com/EBchecked/topic/2591/academic-freedom