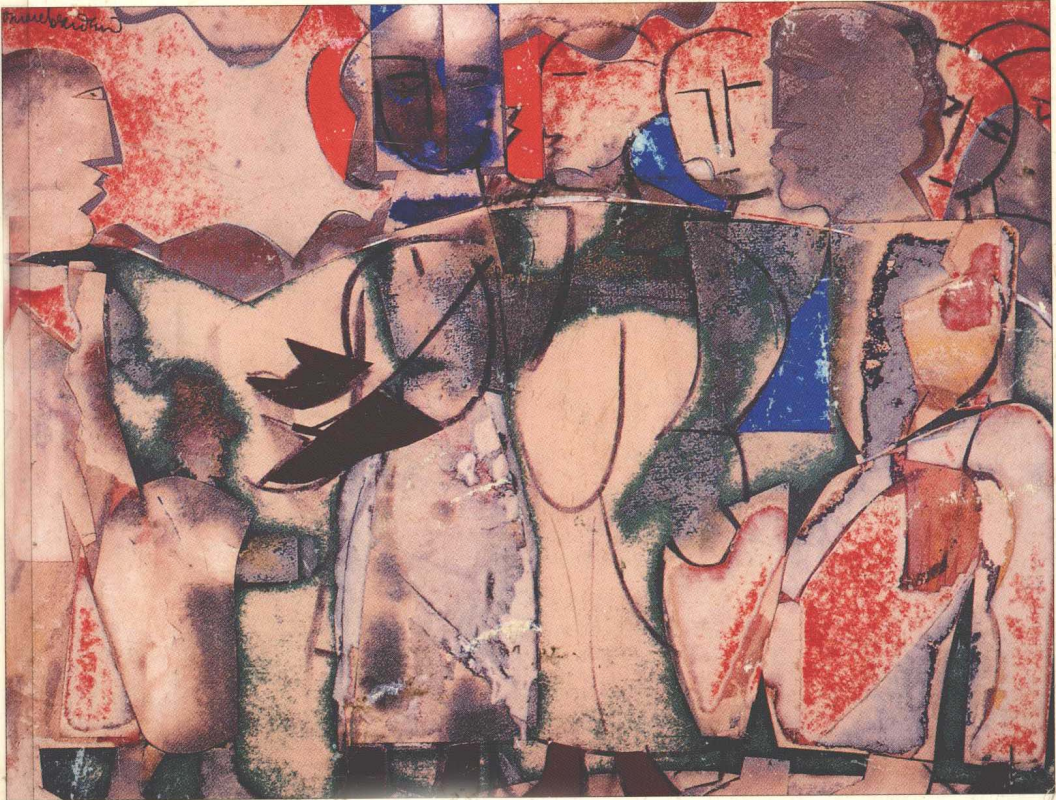


ZAITCHIK ■ ROBERTS ■ ZAITCHIK

FACE ^{To} FACE

*Readings on Confrontation
and Accommodation in America*



FACE *To* FACE

*Readings on Confrontation and
Accommodation in America*



JOSEPH ZAITCHIK
University of Massachusetts, Lowell

WILLIAM ROBERTS
University of Massachusetts, Lowell

HOLLY ZAITCHIK
Boston University

HOUGHTON MIFFLIN COMPANY BOSTON TORONTO
Geneva, Illinois Palo Alto Princeton, New Jersey

To our forebears and families—Algonquin, Cambodian, Canadian, English, French, German, Irish, Jewish, Russian, Vietnamese, Welsh—who, from 1635 to 1991, came from many nations to this nation of nations:

Moses Cleveland (arrived 1635)
William Frederick Roberts and
Etta May Low Roberts
Maria Spellman
Max Hagedorn
Johanna Rymarzick
Mary McNeil
Napoleon Richard
Augustyn Mroz

Christina Hemke
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Preface for Instructors



Face to Face: Readings on Confrontation and Accommodation in America examines the way ethnic and cultural groups have confronted and accommodated each other and how their interactions have shaped America and brought about its current problems, controversies, and opportunities. The readings, which represent a broad spectrum of opinion, were carefully chosen to help students avoid simplistic slogans, instant certainties, sentimental evasions, counterproductive stereotypes, and doctrinaire ideologies and to face current multicultural issues in an informed way. The book presents a range of perspectives—from the militant separatism of the early Malcolm X to the individualistic accommodation of Shelby Steele, from the English Only advocacy of Ronald Saunders to the multi-lingual inclusiveness of Harvey A. Daniels. Students are thus encouraged to reexamine their preconceptions and consider new ideas and options and then *formulate their own responses to important issues.*

Organization

Part 1, **National Identity and Cultural Pluralism**, explores the relationship between cultural pluralism and national identity and the possible consequences of our increasing multicultural awareness. Many other books ignore this issue, perhaps on the assumption—not necessarily shared by many students—that increasing ethnic consciousness is “good for the country.”

Part 2, **Ethnic Journeys**, gives the background of ethnic groups who emigrated to America from all over the world, tracing their history and special problems and concerns from the earliest arrivals from Europe to the most recent from Asia.

Part 3, **Living in Multicultural America**, is arranged thematically in five chapters: Neighborhoods, Family, Language, Education, and Confrontations. This unit provides a wealth of social and cultural background and brings students into current debates on such issues as bilingualism, racial tension on college campuses, and ethnic responses to the first Rodney King verdict and its aftermath. Students can thereby evaluate the effects of such issues and events on their own lives.

Part 4, **Controversy: A Casebook on Multicultural Education**, discusses the current debate on multicultural education at the primary, secondary, and college levels. It provides students with an opportunity to enter into the conversation on an important issue in contemporary American society.

Features

- Substantial **introductions** to each chapter provide historical and cultural contexts for the readings that follow.
- **Freewriting assignments** precede and suggestions for discussion and writing follow each selection.
- **End-of-unit questions** encourage critical thinking, class discussion, and informed writing, as students are asked to integrate the ideas and approaches of the readings.
- **Ongoing journal projects** ask students to make connections between the readings and current events and issues.
- A **Rhetorical Table of Contents** provides convenient reference for instructors who wish to emphasize a rhetorical approach to the teaching of writing.
- The **Casebook** on the debate on multicultural education, with the accompanying apparatus on the mechanics of bibliography and in-text citations, provides the basis for a controlled research project. Since the materials the students will be using are included in the text itself, the instructor can do the close monitoring that is virtually impossible in open-ended research projects.
- The text includes **many genres**—essays, research studies, personal narratives, fiction, speeches, arguments—and suggestions for a variety of approaches to the material through discussion and writing. The readings and writing assignments are representative of the kinds of academic reading and writing that students will be doing in many other college courses.

Overview of Apparatus

To promote critical reading and creative thinking, we have designed **discussion questions** and **writing activities** that should inspire students to engage with and respond to the texts. We usually suggest a focused freewriting activity that is relevant to the readings. In the suggested assignments that follow the selections, we emphasize the writing process. For example, we ask students to write essays

Preface for Students



Writing instructors will use the material in this book in a variety of ways, with different emphases, applications, and assignments. As editors, we see ourselves as partners in a teacher-student-textbook collaborative. The teachers teach; the textbook is a teacher's aide.

When we decided to put together a multicultural reader, we found that while we did not always agree on particulars, we did share some important basic assumptions:

Student Audience

One way or another, for better and for worse, we are members of groups. We are born into a family, and are immediately identified by gender, race, nationality, residence, and religion. As we grow older we take on other group identities, becoming teenagers, college students, psychology majors, music lovers, baseball fans—the list is endless. We seldom go through a day without several group references to our age, education, profession, annual income, sexuality, special interests, enthusiasms, or relationships. What makes us *different* from each other is not only that we are members of *different* groups but that we do not necessarily feel the same way about our memberships *within* the groups. What is important is our *degree* of group commitment, the *level* of group consciousness, the *intensity* of group identity. But we also believe that all students—whether with strong or moderate or weak group identities—should be aware of at least some of the significant events in the cultural-political-economic history and life of individuals who identify or are identified with particular groups.

Selections

We have collected readings that reflect both intergroup and intragroup diversity in our pluralistic society and have tried to provide a spectrum of perspectives on some of the important events in this nation's multiethnic development and the

problems we face today. Objectivity, of course, does not mean indifference. Our view is that it is possible for textbook editors to be fair and open-minded, that is, to recognize that reasonable, decent people can often disagree. We cannot claim to have achieved perfect balance, pro and con, on all issues. We have tried not to slant this book to the left or to the right, and we do not believe that such objectivity results in an ineffective, noncommitted middle.

We have tried to be as inclusive as possible within our space limitations. In six hundred pages we could not find room for even a third of the 106 ethnic groups described in the *Harvard Encyclopedia of American Ethnic Groups*. Our limitation in including readings about particular groups does not imply that they are not significant, and we encourage you to supplement this text with other easily available material and make use of your own experiences as they relate to issues raised here.

Focus

Our pluralistic society has been described in a number of ways—as a melting pot, a salad bowl, a patchwork quilt, a mosaic, a kaleidoscope. In this book we see the evolution of American society not as pieces or layers that are added with the arrival of new groups but as a dialectic of confrontation and accommodation as groups come into contact with each other. From the arrival of the first immigrants to the present day, ethnicity has played an important role in the shaping of America. Instances of confrontation can be seen from the time of the Puritan Nathaniel Ward, who declared, “My heart has naturally detested . . . foreigners dwelling in my country” to the exclusionary laws and nativist agitation of the nineteenth century to the variety of contemporary forms of confrontation—segregation, discrimination, chauvinism, separatism, hostility, and violence. The equally significant thread of accommodation is traceable from Roger Williams’s affirmation of the “liberty of conscience” of all human beings and his respect for the traditions of Native Americans to the civil rights legislation of the 1960s to a variety of contemporary forms of accommodation—toleration, inclusion, compromise, acculturation, commonality, unity. This dialectic—between groups, within groups (intergenerationally and socioeconomically), and within individuals—is evident throughout the book from the first unit, “National Identity and Cultural Pluralism,” to the last unit on the current controversy over multicultural education.

We believe that reading about where we come from (culturally as well as geographically), how we’ve interacted in confrontation and accommodation, and how this interaction has brought us to current problems, controversies and opportunities will contribute to a society in which, in the words of Martin Luther King, “all of God’s children will be able to join hands.” Although it is impossible to be definitive in a single text, we have tried to bring together materials that will meet the needs of an informed citizenry still looking for answers.

that incorporate their preliminary thoughts from their freewriting with their thoughts after they have read the selections. In this way, they can establish their own authority by connecting personal experience with academic discourse.

Some assignments encourage collaborative small-group responses, and others ask the student to explore the communities outside the classroom—campus, family, neighborhood—for discoveries that can be useful in discussion and writing.

We encourage students to keep a **Reaction Journal**, in which they have an opportunity to bring their own experiences and insights into their responses. The journal assignments that follow each selection vary in context and audience, but they almost always emphasize personal response and direct dialogue with the text. We sometimes ask students to write a letter to the author or to assume the role of a member of another group. For the more formal writing assignments, students may draw from these Reaction Journals by using them as part of the prewriting process.

While many of the assignments encourage reader response and personal dialogue with the text, we have not lost sight of the importance of formal exposition. The **end-of-section assignments** often call for the analysis and synthesis of readings through more formal discussion questions and writing assignments that utilize traditional modes of discourse. Here we emphasize expository and persuasive writing as well as such skills as summary and the use of secondary sources.

In brief, there is a wealth of material in the readings that can be mined in a number of ways. We hope your students will learn to read intelligently, summarize coherently the ideas to which they are exposed, and articulate their own values and developing perspectives. What matters most is that they write about things that matter.

Acknowledgments

We are deeply appreciative of the encouragement, advice, and assistance of many people:

Professors Cliff Lewis, George Luter, Hai B. Pho (University of Massachusetts, Lowell), Mark Zaitchik (Salem State College), and Patsy Roberts (Rivier College) for helpful suggestions in choosing readings and organizing the text.

Professor F. William Forbes (University of New Hampshire) for review and glossing of Spanish language material.

Carolyn Wolf and Ann Tevnan for their patience, kind words, and hard work with manuscript preparation.

The editorial staff at Houghton Mifflin, especially Carolyn Potts, Lynn Walterick, Danielle Carbonneau, and Kristin Watts Peri for their guidance, helpful suggestions, and, when appropriate, gentle prodding.

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You will discover, if you have not already, that some multicultural issues elicit strong responses. Several readings in this book address questions now being debated on many college campuses. It is best that such debate be based on knowledge and analysis rather than on easy slogans, quick certainties, and sentimental evasions. A recent survey of over 200,000 first-year college students reported that 42 percent agreed that “helping to promote racial harmony” is an essential or very important goal. It is the hope of the editors that this book will help make it possible for you to move all of us closer to that goal.

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