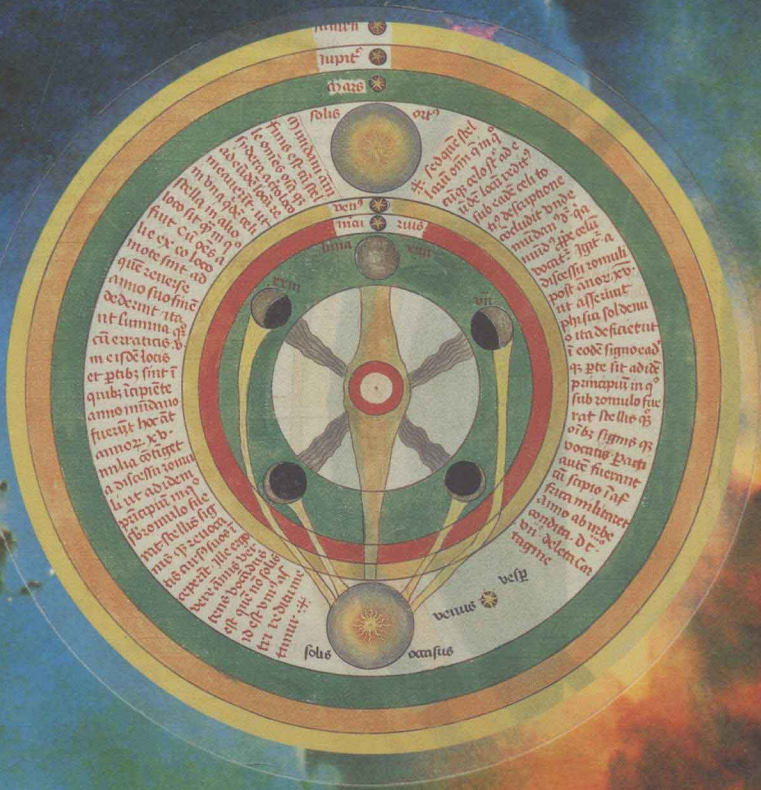


Eighth Edition

The MCGRAW-HILL READER



Issues Across the Disciplines

GILBERT H. MULLER

The McGraw-Hill Reader

Issues Across the

Disciplines

EIGHTH EDITION

Gilbert H. Muller

The City University of New York

LaGuardia



Boston Burr Ridge, IL Dubuque, IA Madison, WI New York
San Francisco St. Louis Bangkok Bogotá Caracas Kuala Lumpur
Lisbon London Madrid Mexico City Milan Montreal New Delhi
Santiago Seoul Singapore Sydney Taipei Toronto

McGraw-Hill Higher Education

A Division of The McGraw-Hill Companies

THE MCGRAW-HILL READER: ISSUES ACROSS THE DISCIPLINES

Published by McGraw-Hill, a business unit of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, NY, 10020. Copyright © 2003, 2000, 1997, 1994, 1991, 1988, 1985, 1982 by The McGraw-Hill Companies, Inc. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning. Some ancillaries, including electronic and print components, may not be available to customers outside the United States.

This book is printed on acid-free paper.

4 5 6 7 8 9 0 DOC/DOC 0 9 8 7 6 5 4

ISBN 0-07-246552-2

President of McGraw-Hill Humanities/Social Sciences: *Steve Debow*

Executive editor: *Lisa Moore*

Senior developmental editor: *Carla Kay Samodulski*

Senior marketing manager: *David Patterson*

Project manager: *Jill Moline*

Production supervisor: *Susanne Riedell*

Freelance design coordinator: *Gino Cieslik*

Producer, Media technology: *Todd Vaccaro*

Supplement producer: *Nate Perry*

Photo research coordinator: *Ira C. Roberts*

Photo researcher: *Alice Lundoff*

Typeface: *10/12 Palatino*

Compositor: *GAC Indianapolis*

Printer: *R. R. Donnelley & Sons Company*

Library of Congress Cataloging-in-Publication Data

The McGraw-Hill reader: issues across the disciplines / [edited by] Gilbert H. Muller.—8th ed.
p. cm.

Includes index.

ISBN 0-07-246552-2 (alk. paper)

1. College readers. 2. Interdisciplinary approach in education—Problems, exercises, etc.
3. English language—Rhetoric—Problems, exercises, etc. 4. Academic writing—Problems, exercises, etc. I. Muller, Gilbert H., 1941-

PE1417 .M44 2003

808'.0427—dc21

2002018799

About the Author

GILBERT H. MULLER, who received a PhD in English and American literature from Stanford University, is currently professor of English at the LaGuardia campus of the City University of New York. He has also taught at Stanford University, Vassar College, and several universities overseas. Dr. Muller is the author of the award-winning *Nightmares and Visions: Flannery O'Connor and the Catholic Grotesque*; *Chester Himes*; *New Strangers in Paradise: The Immigrant Experience and Contemporary American Fiction*; and other critical studies. His essays and reviews have appeared in *The New York Times*, *The New Republic*, *The Nation*, *The Sewanee Review*, *The Georgia Review*, and elsewhere. He is also a noted author and editor of textbooks in English and composition, including *The Short Prose Reader* with Harvey Wiener, and, with John A. Williams, *The McGraw-Hill Introduction to Literature*, *Bridges: Literature across Cultures*, and *Ways In: Reading and Writing about Literature and Film*. Among Dr. Muller's awards are National Endowment for the Humanities Fellowships, a Fulbright Fellowship, and a Mellon Fellowship.

To Parisa and Darius

My favorite readers

Preface

Through seven previous editions, *The McGraw-Hill Reader* has presented the finest classic and contemporary essays, works that span various ages, cultures, and disciplines, providing students with a range of quality prose works. Eudora Welty speaks of reading as “a sweet devouring.” This anthology alerts students to the vast and varied pleasures of reading and writing, while offering them opportunities to experience numerous perspectives on academic discourse.

Addressing the abiding national interest in core liberal arts programs, interdisciplinary issues, and multicultural perspectives, this eighth edition continues to offer students and instructors a full range of quality prose models important to writing courses, reading sequences, and key undergraduate disciplines. All of the selections have been chosen for their significance, vitality, and technical precision. With the high quality of its essays, its consistent humanistic emphases, and its clear organization, *The McGraw-Hill Reader* is a lively, sophisticated, and eminently flexible text for college composition and reading programs.

Organization and Proven Features

Composed of 12 chapters, *The McGraw-Hill Reader* covers the major modes of writing and most of the disciplines that college students will encounter as undergraduates. Chapter 1 presents an extensive overview of the critical thinking, reading, and writing processes. Chapter 2, new to this edition, provides extensive coverage of argument and persuasion. Chapters 3 through 11 cover core liberal arts disciplines, including education, the social sciences, business and economics, the humanities, and the sciences. Each chapter asks a key question drawn from the disciplines it represents and designed to elicit constructive class discussion and sound critical writing. These disciplinary chapters offer prose models that allow students to practice skills they will need throughout college, including analysis, criticism, argumentation, and persuasion. Chapter 12 is a concise guide to research and documentation in the electronic age.

Throughout its eight editions, instructors and students have appreciated the following features of *The McGraw-Hill Reader*:

- **A rich selection of readings:** A distinct strength of *The McGraw-Hill Reader*—perhaps the primary one for teachers who prefer to create their own approaches to composition and reading courses—is the wide range of material and the varied constituencies represented in the text. The essays in this book have been selected carefully to embrace a rich assortment of authors, to achieve balance among constituencies, to cover major historical periods, and to provide prose models and styles for class analysis, discussion, and imitation. The authors in this text—whether Plato or Maya Angelou, Jonathan Swift or Amy Tan—have high visibility as writers and thinkers of value. Some of these authors are represented by two essays. All the authors—writing from such vantage points as literature, journalism, anthropology, sociology, art history, biology, and philosophy—start from the perspective that ideas exist in the world, that we should be alert to them, and that we should be able to deal with them in our own discourse.
- **A text that works with a wide variety of levels and approaches:** Because the selections range from very simple essays to the most abstract and complex modes of prose, teachers and students will be able to use *The McGraw-Hill Reader* at virtually all levels of a program. Containing 100 complete essays, *The McGraw-Hill Reader* thus is a flexible companion for composition courses. It can be used with any of the major pedagogical perspectives common to the practice of composition today: as a writing-across-the-curricula text; as the basis for a rhetorically focused course; as a thematic reader; as a multicultural anthology, as an in-depth reader. An alternate table of contents, listing carefully selected essays in 11 rhetorical categories, also makes *The McGraw-Hill Reader* adaptable to an approach based on the rhetorical patterns. Above all, teachers can develop their own sequences of essays that will contribute not only to their students' reading and writing proficiency but also to their growing intellectual power.
- **Chapter introductions that encourage students to reflect on major issues in the discipline:** The introduction to each disciplinary chapter gives students a broad perspective on the field at hand by putting major issues and concerns in context. Each introduction ends with a previewing section that alerts students to strategies for reading, discussion, and writing.
- **Uniform apparatus that reinforces critical reading and writing:** Another major strength of *The McGraw-Hill Reader* is in the uniform apparatus that accompanies every essay. Much can be learned from any well-written essay, especially if the apparatus is systematic in design. Each selection in this text is preceded by a brief introduction that offers biographical information about the author. The questions that follow each essay are organized in a consistent format created to reinforce essential reading, writing, and oral communication skills. Arranged in three

categories—Comprehension, Rhetoric, and Writing—these questions reflect current compositional theory as they move students from audience analysis to various modes and processes of composition. All specialized terms used in the questions are defined for students in an extensive Glossary of Terms at the end of the text. The integrated design of these questions makes each essay—simple or complex, short or long, old or new—accessible to college students who possess varied reading and writing abilities.

- **“Connections for Critical Thinking” sections:** The essay topics listed at the end of each chapter help students make comparative assessments of various groups of essays and use Internet resources.
- **A Guide to Research and Documentation:** Chapter 12 offers guidance on the most current research writing processes and the documentation styles recommended by the Modern Language Association and the American Psychological Association.

Highlights of the Eighth Edition

Informed by the comments and suggestions of over 60 instructors from across the country whose reviews and advice have shaped the eighth edition of *The McGraw-Hill Reader*, this revision offers a number of new and significant features.

- **Thirty-three new selections:** The new selections, on topics of current and enduring interest such as film, immigration, the death penalty, and work, will elicit provocative student writing. New readings added to this edition include essays by Ishmael Reed, Amy Tan, Natalie Angier, Ronald Takaki, Esther Dyson, Bharati Mukherjee, Stephen King, and others.
- **Expanded coverage of the critical thinking, reading, and writing process in Chapter 1:** In order to give instructors more options in teaching with this chapter, four engaging selections on reading and the writing process—by Mortimer Adler, Annie Dillard, Peter Elbow, and Donald Murray—have been added to Chapter 1. In addition, the chapter now includes a new section on reading and analyzing visual texts.
- **A new chapter on argument:** Chapter 2, Reading and Writing Effective Arguments, offers students guidelines for reading arguments critically and writing strong arguments of their own. It offers five professional readings, including classic and contemporary essays on the death penalty and two additional essays for analysis.
- **New classic and contemporary visuals near the beginning of each chapter:** The eighth edition provides a classic and a contemporary image near the beginning of each chapter. These visuals include photographs, paintings, and political cartoons. Students are engaged by visual texts, and

these provocative, high-quality images, along with the accompanying “Using a Critical Perspective” questions, will serve to interest them in the topic of the chapter and get them thinking and writing.

- **Repositioned “Classic and Contemporary” essays:** Now appearing near the beginning of each disciplinary chapter, these essay pairs—an older essayist juxtaposed with a more recent one—give students fresh perspectives on authorial influence and the essay tradition. Complemented by the classic and contemporary images, each essay pair helps promote critical thinking and provides historical perspective on an issue.
- **An emphasis on film in Chapter 9.** This chapter, retitled “Communication, Film, and Media,” now contains three intriguing essays on film, a favorite subject for most students, including a classic and contemporary pair on the gangster film.

Useful Supplements

The following supplements are designed to help instructors and students derive the full benefit from *The McGraw-Hill Reader*:

- **A Guide to the McGraw-Hill Reader**, by Gilbert H. Muller and Alan Gershtle, Drexel University, offers well-considered strategies for teaching individual essays, sample rhetorical analyses, answers to questions, additional thought-provoking questions, comparative essay discussion formats, and tips for prewriting and guided writing activities. There is also a bibliography of criticism and research on the teaching of composition.
- **A comprehensive Online Learning Center.** The Web site for *The McGraw-Hill Reader* includes additional connections assignments, collaborative assignments, links to information on the authors of the reading selections, and links to further information on the great issues considered in or illustrated by the classic and contemporary essays and visuals.
- **Teaching Composition Faculty Listserv (www.mhhe.com/tcomp).** Moderated by Chris Anson at University of North Carolina, Raleigh, and offered by McGraw-Hill as a service to the composition community, this listserv brings together senior members of the college composition community with newer members—junior faculty, adjuncts, and teaching assistants—in an online newsletter and accompanying discussion group to address issues of pedagogy, in theory and in practice.

Acknowledgments

It is a pleasure to acknowledge the support, assistance, and guidance of numerous individuals who helped create *The McGraw-Hill Reader*. I want to thank the excellent McGraw-Hill family of assistants, editors, and executives who participated enthusiastically in the project from the outset and who encouraged me at every step. My editor, Lisa Moore, has been an enthusiastic supporter of *The McGraw-Hill Reader*. Marcia Muth assisted in the preparation of the chapter on

research writing. Alan Gerstle helped with the text revision and preparation of the instructor's manual. Laura Barthule worked on the early stages of the revision plan and managed the initial reviews of the seventh edition. Above all, I want to thank Carla Samodulski, my development editor, a helpful friend and full partner through the revision process.

The final content and design of *The McGraw-Hill Reader*, Eighth Edition, reflects the expertise and advice offered by college instructors across the country who gave generously of their time when asked to respond to surveys submitted to them by McGraw-Hill. These include Larry Anderson, Louisiana State University, Shreveport; Kaylene D. Armstrong, Lorain County Community College; Mark Aune, Wayne State University; Kevin John Bessenbacher, San Diego State University; Gerrit W. Bleeker, Emporia State University; Jenny Brantley, University of Wisconsin—River Falls; John Campion, College of Alameda; Mary Chinery, Georgian Court College; Gina Claywell, Murray State University; Paul Colby, North Carolina State University; Peter Cortland, Quinnipiac College; Jeff E. Cravello, California State Polytechnic University; Kami Day, Johnson County Community College; Emily Dial-Driver, Rogers State University; Suzanne Dixon, Carroll Community College; Olga Dugan, Community College of Philadelphia; Charles Elwert, University of Illinois; Barbara Fanshier, Wamego High School; Hank Galmish, Green River Community College; Dan Glynn, Highland Community College; Kevin Griffith, Capital University; Christine Guillen, Long Beach City College; Stephen Hecox, New Mexico Highlands University; Lee Herrick, Fresno City College; Brenda S. Hines, Highland Community College; Timothy K. Hobert, Modesto Junior College; David E. Hoffman, Averett College; Tony J. Howard, Collin County Community College; Tammie Johnson, Lake Land College; Millard J. Kimery Jr., Howard Payne University; Robert J. Kinpoitner, Molloy College; Diane Koenig, Columbia-Greene Community College; G. Elizabeth Kom, Yeshiva College; Wallis Leslie, DeAnza College; Joe Lostracco, Austin Community College; Steven R. Luebke, University of Wisconsin—River Falls; Louise Nayer, City College of San Francisco; Dale McDaniel, Tulane University; Barbara McGrath, College of the Canyons; Sara McLaughlin, Texas Tech University; Kimberly Manner, Modesto Junior College; John L. Marsden, Indiana University of Pennsylvania; Claudia Milstead, University of Tennessee; Frederick W. Missimer, Camden County College; Clyde Moneyhun, University of Delaware; J. Morgan, University of Kentucky; Marge Morian-Boyle, Dean College; Camilla Mortensen, University of Oregon; Fred Obrecht, Los Angeles Pierce College; Catherine C. Olsen, Tomball College; C. P. Pineo, Fullerton College; Justin Pittas-Giroux, College of Charleston; Stephen Ratcliffe, Mills College; Debra Shein, Idaho State University; Maggie Sokolik, University of California, Berkeley; Michael Soto, Trinity University; Terry Spaise, University of California, Riverside; David Stowe, Michigan State University; Jeffrey H. Taylor, St. Louis Community College; Cheryl Dudasik Wiggs, East Carolina University; K. Siobhan Wright, Carroll Community College; Kenneth R. Wright, James Madison University; Joseph Zeppetello, Marist College; Da Zheng, Suffolk University.

I am pleased to acknowledge support from the Mellon Foundation, the Graduate Center of The City University of New York, and the United States Department of Education (Title III and Title IV) that enabled me to concentrate on the development of this text.

Gilbert H. Muller

Contents

Chapter 1 Critical Thinking, Reading, and Writing	2
<i>Preparing to Read</i>	4
<i>Critical Reading</i>	5
Annotating	5
Note Taking	6
Questioning the Text	6
<i>Beyond Content: Focusing on Structure</i>	10
<i>Paraphrasing, Summarizing, Quoting</i>	11
Paraphrasing	11
Summarizing	12
Quoting	13
<i>Reading and Analyzing Visual Texts</i>	14
Classic and Contemporary Images: How Do We Communicate?	
Amos Bad Heart, View of Chiefs Crazy Horse and Sitting Bull	
Thomas E. Franklin, Fire fighters raising the flag at Ground Zero	
<i>The Writing Process</i>	20
Prewriting	20
Freewriting and Brainstorming	20
Outlining	22
<i>Drafting</i>	23
Developing the Thesis	23
Writing Introductory Paragraphs	24
Writing Body Paragraphs	25
Strategies for Development	25
Description Narration Illustration Process Analysis	
Comparison and Contrast Causal Analysis Definition	
Classification Argumentation	
Writing End Paragraphs	37

Student Essay (Jamie Taylor), <i>Cultist Behavior or Doltish Behavior?</i>	37
<i>"Mr. Schlesinger has little to worry about."</i>	
Revising	39
Proofreading	40
Responding to Editorial Comments	41
Readings for Critical Response and Writing	42
MORTIMER J. ADLER, <i>HOW TO MARK A BOOK</i>	42
<i>"I contend, quite bluntly, that marking up a book is not an act of mutilation but of love."</i>	
ARTHUR M. SCHLESINGER, JR., <i>THE CULT OF ETHNICITY</i>	47
<i>"The growing diversity of the American population makes the quest for unifying ideals and a common culture all the more urgent."</i>	
ANNIE DILLARD, <i>THE WRITING LIFE</i>	50
<i>"The line of words is a miner's pick, a woodcarver's gouge, a surgeon's probe."</i>	
PETER ELBOW, <i>FREEWRTING</i>	52
<i>"The most effective way I know to improve your writing is to do freewriting exercises regularly."</i>	
DONALD M. MURRAY, <i>THE MAKER'S EYE: REVISING YOUR OWN MANUSCRIPTS</i>	56
<i>"When a draft is completed, the job of writing can begin."</i>	
Connections for Critical Thinking	61

Chapter 2 Reading and Writing Effective Arguments

62

<i>The Language of Argument</i>	63
<i>The Test of Justification</i>	64
<i>Reading and Analyzing Argument</i>	65
Understanding Claims and Warrants	65
Reasoning from Evidence	67
Two Classic and Contemporary Essays	68
<i>Thinking Critically about Arguments</i>	69
The Purpose of Argumentation	69
Appeals to Reason, Emotion, and Ethics	69
<i>Writing Powerful Arguments</i>	72
Identify an Issue	73
Take a Stand and Clarify Your Claim	74
Analyze Your Audience	75
Establish Your Tone	76
Develop and Organize the Grounds for Your Claim	76
Gather and Evaluate Your Evidence	77
Consider Your Warrants	79
Deal with Opposing Viewpoints	80
Avoid Unfair Emotional Appeals and Errors in Reasoning	80

Readings for Critical Response and Writing 84**Classic and Contemporary Essays: How Do We Argue?** 84H. L. MENCKEN, *THE PENALTY OF DEATH* 85

"The real objection to capital punishment doesn't lie against the actual extermination of the condemned, but against our brutal American habit of putting it off so long."

CORETTA SCOTT KING, *THE DEATH PENALTY IS A STEP BACK* 88

"Can we expect a decent society if the state is allowed to kill its own people?"

ABRAHAM LINCOLN, *THE GETTYSBURG ADDRESS* 91

"Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal."

Classic and Contemporary Images: What Is an Argument? 94Francisco de Goya, *The Third of May, 1808*

Eddie Adams, *Police Chief Brigadier General Nguyen Ngoc Loan executes a Viet Cong officer*

*Two Argumentative Essays for Analysis*BARBARA LAWRENCE, *FOUR-LETTER WORDS CAN HURT YOU* 96

"Words like 'coon,' 'kike,' 'spic,' 'wop' . . . deform identity, deny individuality and humanness in almost exactly the same way that sexual vulgarisms and obscenities do."

MOLLY IVINS, *GET A KNIFE, GET A DOG, BUT GET RID OF GUNS* 99

"Let me start this discussion by pointing out that I am not antigun. I'm pro-knife."

Connections for Critical Thinking 102**Chapter 3 Education***How, What, and Why Do We Learn?*

104

Classic and Contemporary Images:*Does Education Change Over Time?* 106

Zoology Lab, Oberlin College during the 1890s

Tom Stewart, Food Science Lab, University of Maine during the 1990s

Classic and Contemporary Essays: What Is the Value of Education? 108FREDERICK DOUGLASS, *LEARNING TO READ AND WRITE* 109

"The more I read, the more I was led to abhor and detest my enslavers."

RICHARD RODRIGUEZ, *THE LONELY, GOOD COMPANY OF BOOKS* 114

"Didn't I realize that reading would open up whole new worlds?"

MAYA ANGELOU, GRADUATION 119

"The white kids were going to have a chance to become Galileos and Madame Curies and Edisons and Gauguins, and our boys (the girls weren't even in on it) would try to be Jesse Owens and Joe Louises."

SANTHA RAMA RAU, BY ANY OTHER NAME 128

"At the Anglo-Indian day school in Zorinabad to which my sister and I were sent when she was eight and I was five and a half, they changed our names."

ANNA QUINDLEN, SEX ED 134

"I think human sexuality is a subject for dispassionate study, like civics and ethics and dozens of other topics that have a moral component."

DAVID GELERNTER, UNPLUGGED: THE MYTH OF COMPUTERS IN THE CLASSROOM 136

"In practice . . . computers make our worst educational nightmares come true."

SUSAN JACOBY, WHEN BRIGHT GIRLS DECIDE THAT MATH IS "A WASTE OF TIME" 140

"It is not mysterious that some very bright high-school girls suddenly decide that math is 'too hard' and 'a waste of time.'"

E. D. HIRSCH, JR., WHY AMERICA'S UNIVERSITIES ARE BETTER THAN ITS SCHOOLS 143

"There is wide agreement in the international community that the United States has created the best public universities and the worst public schools in the developed world."

GLORIA STEINEM, THE GOOD NEWS IS: THESE ARE NOT THE BEST YEARS OF YOUR LIFE 146

"As students, women are probably treated with more equality than we ever will be again."

BENJAMIN R. BARBER, AMERICA SKIPS SCHOOL 153

"If Americans over a broad political spectrum regard education as vital, why has nothing been done?"

Connections for Critical Thinking 164

Chapter 4 Family Roles and Gender Roles

How Do We Become Who We Are?

166

Classic and Contemporary Images: How Do We Respond to Social Events?

168

Pieter Brueghel the younger, *Rustic Wedding*

Vanessa Vick, Photograph from a contemporary wedding reception

Classic and Contemporary Essays: How Much Do Families Matter? 170

E. B. WHITE, *ONCE MORE TO THE LAKE* 171

"One summer, along about 1904, my father rented a camp on a lake in Maine and took us all there for the month of August."

BARBARA KINGSOLVER, *STONE SOUP* 177

"Arguing about whether nontraditional families deserve pity or tolerance is a little like the medieval debate about left-handedness as a mark of the devil."

ANNIE DILLARD, *AN AMERICAN CHILDHOOD* 184

"Mother's energy and intelligence suited her for a greater role in a larger arena—mayor of New York, say—than the one she had."

RICHARD RODRIGUEZ, *FAMILY VALUES* 190

"The question I desperately need to ask you is whether we Americans have ever truly valued the family."

AMITAI ETZIONI, *PARENTING AS AN INDUSTRY* 197

"Nobody likes to admit it, but between 1960 and 1990 American society allowed children to be devalued."

FRANCIS FUKUYAMA, *IMMIGRANTS AND FAMILY VALUES* 203

"The notion that non-European immigrants are a threat to family values and other core American cultural characteristics is, in a way, quite puzzling."

MARGARET ATWOOD, *THE FEMALE BODY* 216

"The Female Body is made of transparent plastic and lights up when you plug it in."

PAUL THEROUX, *BEING A MAN* 219

"I have always disliked being a man."

NATALIE ANGIER, *WHY MEN DON'T LAST: SELF-DESTRUCTION AS A WAY OF LIFE* 223

"Yes, men can be impressive in their tendency to self-destruct, explosively or gradually."

DEBORAH TANNEN, *SEX, LIES, AND CONVERSATION: WHY IS IT SO HARD FOR MEN AND WOMEN TO TALK TO EACH OTHER?* 228

"... although American men tend to talk more than women in public situations, they often talk less at home. And this pattern is wreaking havoc with marriage."

Connections for Critical Thinking 233

Chapter 5 History, Culture, and Civilization
Are We Citizens of the World?

- Classic and Contemporary Images: How Do We Become Americans?** 238
 Alice Austen, Immigrants arriving at Ellis Island
 Associated Press, Illegal immigrants crossing the border between Guatemala
 and Mexico, 1999

- Classic and Contemporary Essays: Are We Heading toward a
 World Culture?** 240

- OLIVER GOLDSMITH, *NATIONAL PREJUDICES* 241
*"We are now become so much Englishmen, Frenchmen, Dutchmen, Spaniards, or
 Germans, that we are no longer citizens of the world . . ."*

- ISHMAEL REED, *AMERICA: THE MULTINATIONAL SOCIETY* 244
" . . . the United States is unique in the world: The world is here."

- JUDITH ORTIZ COFER, *THE MYTH OF THE LATIN WOMAN: I JUST MET A GIRL
 NAMED MARIA* 249
*"Growing up in a large urban center in New Jersey during the 1960s, I suffered
 from what I think of as 'cultural schizophrenia.'"*

- N. SCOTT MOMADAY, *THE WAY TO RAINY MOUNTAIN* 254
*"My grandmother had a reverence for the sun, a holy regard that now is all but
 gone out of mankind."*

- LANGSTON HUGHES, *SALVATION* 259
"I was saved from sin when I was going on thirteen. But not really saved."

- MAXINE HONG KINGSTON, *THE WOMAN WARRIOR* 262
"The swordswoman and I are not so dissimilar."

- EDWARD T. HALL, *THE ARAB WORLD* 268
*"In spite of over two thousand years of contact, Westerners and Arabs still do not
 understand each other."*

- BARBARA TUCHMAN, *THIS IS THE END OF THE WORLD: THE BLACK DEATH* 276
*"A third of Europe would have meant about 20 million deaths. No one knows in
 truth how many died."*

- RONALD TAKAKI, *STRANGERS FROM A DISTANT SHORE* 285
*"To confront the current problems of racism, Asian Americans know they must
 remember the past and break its silence."*

- JESSICA MITFORD, *THE AMERICAN WAY OF DEATH* 293
*"Embalming is indeed a most extraordinary procedure, and one must wonder at
 the docility of Americans who each year pay hundreds of millions of dollars for
 its perpetuation . . ."*

- Connections for Critical Thinking* 299

Chapter 6 Government, Politics, and Social Justice
How Do We Decide What Is Fair?

300