



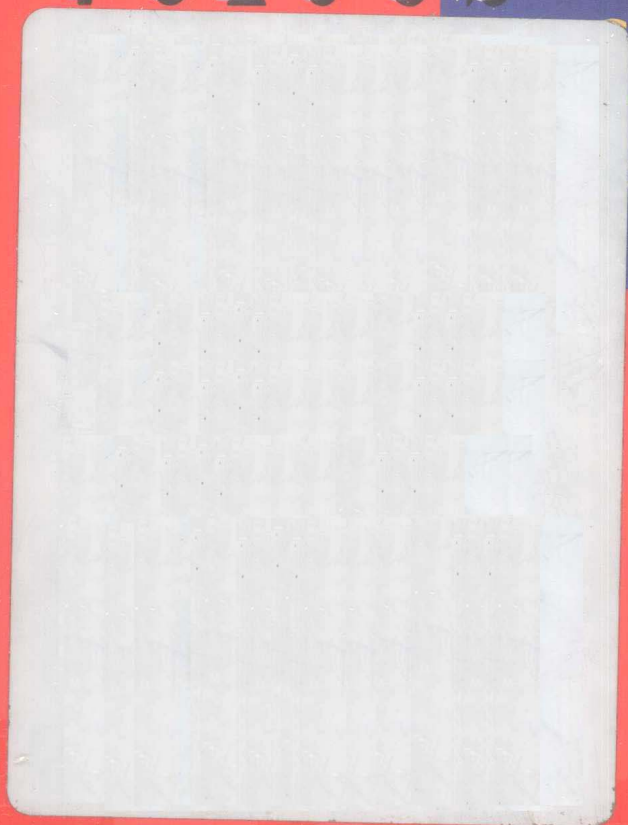
American

Voices

CULTURE
AND

COMMUNITY

FOURTH EDITION



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COMMUNITY

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American Voices

To our children

TO THE INSTRUCTOR

American Voices is a textbook for courses in writing and critical thinking that are at the core of a college education. We aim at helping students to become alert readers, purposeful and effective writers, and thinking members of the larger community. Focusing on issues that define our diverse, multicultural society as it charts its future, we print selections by committed writers who demonstrate the power of the written word to record, interpret, and change the social and cultural reality in which we live.

The Goals of *American Voices*

REDEFINING AMERICA This book explores the challenges of a future that will honor diversity while searching for the common center. We believe that many people are ready to move beyond the culture wars to value diversity while building community. To that end, the book is organized around major concerns in our changing social and cultural awareness:

- 1 **INITIATION:** Growing Up American—exploring the diverse experiences of young Americans
- 2 **NEW WORLD:** Diversity and Community—honoring the multifaceted richness of American culture
- 3 **CONTESTED HISTORY:** Rediscovering America—coming to terms with revisionist readings of our shared history
- 4 **OUTSIDERS:** Unheard Voices—listening to those marginalized in our heedless materialistic society
- 5 **IDENTITY:** Rethinking Race—reexamining race as an unresolved challenge to the American Dream
- 6 **CULTURE WARS:** Constructing Gender—exploring the evolving redefinition of gender roles and sexual identity
- 7 **MEDIA WATCH:** Image and Reality—examining how the media transform our perception of reality
- 8 **ROLE MODELS:** In Search of Heroes—looking for sources of inspiration
- 9 **LANGUAGE:** Bond or Barrier?—probing the power of language to unite us or divide us
- 10 **VIOLENCE:** Living at Risk—assessing violence and the backlash to violence

- 11 ECOLOGY: Saving the Planet—considering the endangered natural heritage
- 12 TOMORROWS: Watching the Trend—envisioning the world awaiting a new generation

The fourth edition offers these improvements and updates:

EXPLORING TODAY'S ISSUES Over fifty new selections explore timely and provocative topics, including disparity of wealth, scandal-mania, women in cyberspace, the cult of celebrity, dealing with abusers, pharmaceutical abortion, and sex education versus educating the emotions.

FACILITATING CLASSROOM INTERACTION New expanded FORUM sections appear at the end of each chapter. Within them, short focused selections explore a range of views, throwing light on a key topic from a number of diverse perspectives. Students confront opposing views or play off differing perspectives on major issues. Sample topics include current perspectives on freedom to worship, the lives of gay people in America, and the fencing in of cyberspace.

BALANCED REPRESENTATION Readers of *American Voices* have responded to its selection of authentic American voices representing a “wide and challenging variety of ways to be human and to perceive the world.” Half of the writers in this millennium edition are women. Many of the writers represent minority backgrounds or alternative lifestyles. Authors include activist journalists like Molly Ivins and Cynthia Tucker, feminists like Naomi Wolf, heartland authors, and embattled white males (among them Daniel J. Boorstin on the positives in American history and Robert Bly on the search for male role models for the nineties).

Pedagogy for Today's Classrooms

TODAY'S STUDENT POPULATION The materials in this book are designed to help teachers deal with the realities of today's classrooms—to help students overcome negative expectations and to help instructors work with students with a wide range of previous preparation. Throughout, we have kept in mind the large numbers of students learning American English as a second language and a second culture.

INTEGRATING CYBERSPACE CONCERNS Increasingly our work with students involves helping them build the electronic communication skills essential in today's world. Throughout this book, we have kept in mind that many of our students do most of their reading and writing on the computer. Early in the book we provide guidelines for navigating the net and evaluating the flow of electronic information. We have greatly ex-

panded the treatment of computer searches and updated the documentation of electronic sources in the workshop on the documented paper.

MOTIVATING APPARATUS The apparatus in *American Voices* promotes students' involvement in their reading and generates classroom interaction.

- **Headnotes** go beyond routine biography to dramatize issues or highlight an author's experience and commitment.
- **Thought Starters** activate the knowledge that students bring to a selection.
- **Responsive Reader** questions direct attention to key points.
- **Talking, Listening, Writing** questions validate the range of reader response, encouraging students to formulate their own personal reactions and to engage in a dialogue with their classmates, often in preparation for both informal and more structured writing.
- **Collaborative Projects** for group work introduce students to the challenges and rewards of collaborative learning.
- **Following Up** prompts help students initiate research.

HANDS-ON WRITING INSTRUCTION A writing workshop follows each chapter, with guidelines and activities in each workshop focused on a major writing or thinking strategy. The workshops help student writers move from writing from experience, through writing from their reading as well as oral sources, to structured papers employing major writing/thinking strategies, and to informal and formal research. A rich sampling of student papers helps instructors bridge the gap between professional and student writing and encourages students to find their own voices, to trust their own authority as witnesses and thoughtful observers.

THE ORGANIZATION OF THE WRITING COURSE The organization of *American Voices* suggests a course outline that many teachers have found workable, with an integration of thematic and rhetorical concerns. An alternative rhetorical table of contents shifts the emphasis toward a more clearly rhetoric-centered course. In addition, chapters, reading selections, and writing workshops are self-contained and may be rearranged to suit the needs of different classes or programs.

Acknowledgments

In a time of merger mania and seismic shifts in textbook publishing, it has been a privilege and a pleasure to work with the dedicated professionals at Mayfield Publishing Company. We owe a special debt to the many colleagues in the writing movement who have worked to make the core

courses in general education responsive to the needs of today's students. We have again taken to heart much detailed advice from exceptionally professional and dedicated reviewers: Ilene D. Alexander, University of Minnesota; Roy K. Bird, University of Alaska, Fairbanks; Sally Raines Brown, Potomac State College of West Virginia University; Maurice Hunt, Baylor University; John Reilly, Loyola Marymount University; Linda Strom, Youngstown State University; Linda J. Thomas, Midway College; Barbara P. Thompson, Columbus State Community College; and Mark Wiley, California State University, Long Beach. Above all, we have learned much from our students. Often, struggling against odds, they have maintained their faith in American education. Their candor, intelligence, and idealism have been a marvelous antidote to cynicism and apathy.

Dolores laGuardia
Hans P. Guth

TO THE STUDENT

When you take a course focused on language and written communication, what value will it have for you as a student? How will it make you a more confident and more effective reader and writer?

Language is the medium in which we think—it allows us to put our ideas and feelings into words. It is the medium we use to organize our thinking—to make sense of what we observe. It is the medium we use to communicate with others—sharing data, observations, and ideas. We use language to promote our private and public agendas.

Written language is more permanent and often more carefully thought out than talk. If something is important enough, we put it in writing. For many, the computer has made writing easier and more natural—it has shortened the distance between the way we talk and the way we write. It has made writing more informal and spontaneous but also more ever-present and widespread.

What is the common thread in the following examples of language in action? What do they show about the uses and the power of the written word?

- In a paper titled “Looking for Boy,” a fellow student writes about her brother, who was left behind in the Philippines when part of the family came as immigrants to the United States. The brother never made his peace with his father when finally joining the others, and after bitter quarrels he left home and joined the army of the homeless. On Thanksgiving Day, his sister would make the rounds of places that fed the homeless, searching the grizzled faces, looking for her brother.

- An instructor teaching résumé writing asks you to search the Internet for samples of résumés in your tentative area of interest. For example, you may be searching for entries under key words like “accounting (or accountant) and résumé,” “CPA and résumé,” or “income tax and résumé.” You select several hits and share them with classmates, who critique them for effectiveness.

- In a magazine article, a descendant of Thomas Jefferson argues with fellow members of the Monticello Society, which brings together the president’s offspring for social functions. In the wake of DNA tests that show Jefferson to have fathered a child with one of his slaves, the author of the article urges the Monticello Society to welcome the Jeffersons from the other side of the racial divide.

- Countless newspaper and magazine articles and e-mail exchanges debate the pros and cons of antitrust proceedings against the Microsoft

cyberspace empire, accused of undermining competitors through mergers and intimidation.

What is the shared element in these examples? Everywhere around us people are using language for a variety of purposes. We use language to make sense of the world around us. We use it to define our place in the world. We use it to address others, turning to them for agreement and support. We try to make others see a different point of view or to make them do our bidding.

This book is designed to give you many opportunities to read, think, and write. The authors reprinted in this book are writing about subjects that really matter to them and that concern all of us. This book gives you many opportunities to join in the dialogue, in the conversation. Here are some key questions writers raise in this book:

- How do we honor diversity while searching for community? What common future is emerging from the meeting of cultures in a multicultural society? How do Americans from different cultural backgrounds today define their identity and shape their own destiny?
- Was America ever a classless society? How fatalistic or how activist are we today about the invisible walls that divide people from different layers of society? What jobs and educational opportunities are open to Americans with different family backgrounds or social status? Will the widening gulf between the rich and the poor make us “two nations”?
- Is gender destiny? Or is it opportunity? How much is biology, and how much is training, education, or age-old custom? What barriers have women had to overcome, and which are still facing them? How is the self-image of young males today different from that of their fathers? How far has society moved toward accepting people with a different sexual orientation or an alternative lifestyle?
- Do we live in a racist society? What progress has the country made in the area of race relations? Are we moving toward a color-blind society, or will racial strife divide the nation into hostile camps?

Traditionally, Americans have prided themselves on being independent individuals, making their own choices. We each have the right to be our “own person”—not just a cog in the machine or a number in the computer. We have the right to make our voices heard. We have the right to talk back to government officials, elders in the family, or peer groups at school or college. We have the right to weigh the words of teachers, preachers, advocates of causes, or whoever wants to tell us what we should think and do. Nevertheless, the choices we make are shaped by the culture in which we live. We have the option of conforming or not to the traditional lifestyles of our families—urban or rural, strict or permissive, politically liberal or conservative. We choose to adopt or reject our native or immigrant heritage, staying close to or distancing ourselves from a Southern or Puerto

Rican or Irish or Italian past. We each in our own way come to terms with inherited religious faiths—Catholic, Muslim, Baptist, Mormon, Jewish, Buddhist, or other.

This book is a resource for a course that will help you become a better informed and more effective reader and writer. Working with this book will give you a chance to study and reexamine your roots and your assumptions. It will give you a chance to explain to yourself and to others who you are and what kind of world you want to live in. It will help you make your voice heard when defending your interests or working for a good cause. It will help you learn how to get others to listen as you work for change or defend the status quo. Let this book help you build up your confidence and your effectiveness as a reader and writer.

Dolores laGuardia
Hans P. Guth

ABOUT THE EDITORS

Dolores laGuardia teaches at the University of San Francisco, where she developed a humanities sequence titled “American Voices: Ourselves and Each Other,” with courses focused on African Americans, Asian Americans, Latinos, Native Americans, religious minorities, and alternative lifestyles. She served as the writing specialist for a large federal grant designed to improve writing instruction at the community college level and does curriculum work for a number of Bay Area institutions. She has TESOL certification and has extensive experience working with students using English as a second language. She has conducted workshops on computer education at the prestigious Troitsk Institute outside Moscow. She is coauthor with Hans Guth of *American Visions: Multicultural Literature for Writers* (Mayfield, 1995) and of *Issues across the Curriculum* (Mayfield, 1997).

Hans P. Guth (Santa Clara University) has worked with writing teachers in most of the fifty states. He has spoken at many national and regional professional meetings on subjects ranging from redefining the canon to the return of Big Brother. He is coauthor with Gabriele Rico of *Discovering Literature* (Millennium Edition, Prentice Hall, 2000) and of *You the Writer* (Houghton Mifflin, 1997), and he is the author of numerous other widely used composition texts. He was codirector and program chair of the annual Young Rhetoricians’ Conference in Monterey from 1984 to 1994 and has participated in institutes or organized workshops at institutions including Stanford, Oxford, and Heidelberg University. He organized the annual Humor Night at the CCCC national convention from 1986 to 1998.

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