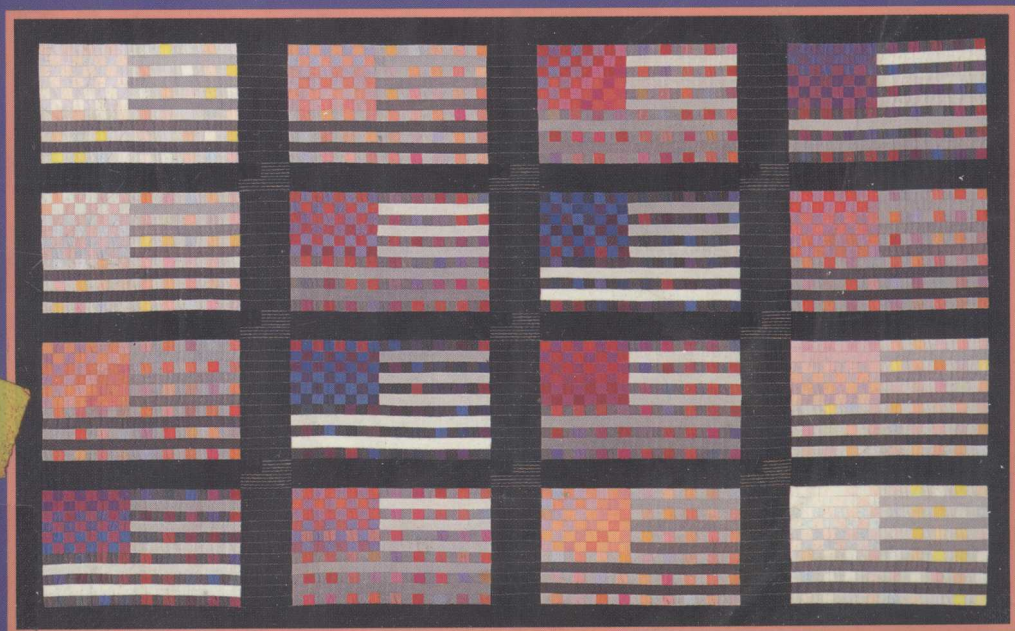


T H I R D E D I T I O N

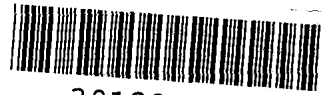
REREADING AMERICA

Cultural Contexts
for Critical Thinking
and Writing



GARY COLOMBO / ROBERT CULLEN / BONNIE LISLE

00101054



301220658

Rereading America

*Cultural Contexts for
Critical Thinking and Writing*

Third Edition

Edited by

Gary Colombo

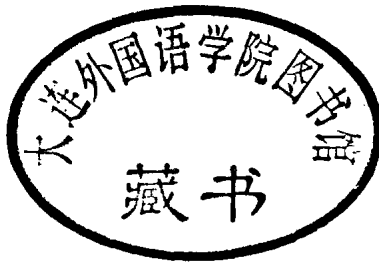
LOS ANGELES CITY COLLEGE

Robert Cullen

SAN JOSE STATE UNIVERSITY

Bonnie Lisle

UNIVERSITY OF CALIFORNIA, LOS ANGELES



Bedford Books of St. Martin's Press · Boston

For Bedford Books

President and Publisher: Charles H. Christensen

General Manager and Associate Publisher: Joan E. Feinberg

Managing Editor: Elizabeth M. Schaaf

Developmental Editor: Jane Betz

Production Editor: Lori Chong

Production Associate: Heidi Hood

Production Assistant: Alanya Harter

Copyeditor: Anthony Perriello

Cover Design: Hannus Design Associates

Cover Art: Detail from a studio art quilt, *Squares and Bars*, Carol H. Gersen,

© 1989. From a private collection.

Cover Photography: Susan Kahn. Courtesy of the Taunton Press, publisher of *The New Quilt 1*, © 1991.

Library of Congress Catalog Card Number: 94-65165

Copyright © 1995 by Bedford Books of St. Martin's Press

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted by any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, except as may be expressly permitted by the applicable copyright statutes or in writing by the Publisher.

Manufactured in the United States of America.

9 8 7 6 5
f e d c b a

For information, write: St. Martin's Press, Inc.

175 Fifth Avenue, New York, NY 10010

Editorial Offices: Bedford Books of St. Martin's Press

75 Arlington Street, Boston, MA 02116

ISBN: 0-312-10139-2

Acknowledgments and copyrights appear at the back of the book on pages 759-764, which constitute an extension of the copyright page. It is a violation of the law to reproduce these selections by any means whatsoever without the written permission of the copyright holder.

Preface for Instructors

About *Rereading America*

Designed for first-year college writing and critical thinking courses, *Rereading America* anthologizes a diverse set of selections focused on the myths that dominate U.S. culture. This central theme brings together 76 readings on a broad range of topics—education, family life, gender, race, success, the environment, and freedom—topics that raise controversial issues meaningful to college students of all backgrounds. We’ve drawn these readings from many sources, both within the academy and outside of it; the selections are both multicultural and cross-curricular, and they therefore represent an unusual variety of voices, styles, and subjects.

The readings in this anthology speak directly to students’ experiences and concerns. Every college student has had some brush with prejudice, and most have something to say about the environment, the family, or the stereotypes they see on film and television. The issues raised here help students to link their personal experiences with broader cultural perspectives and lead students to analyze, or “read,” the cultural forces that have shaped and continue to shape their lives. By linking the personal and the cultural, students begin to recognize that they are not academic outsiders—that they do have knowledge, assumptions, and intellectual frameworks that give them authority in academic culture. Connecting personal knowledge and academic discourse helps students see that they are able to think, speak, and write academically and that they don’t have to absorb passively what the “experts” say.

A Cultural Approach to Critical Thinking When the first edition of *Rereading America* appeared in 1989, many colleges were just beginning to respond to the concerns of an increasingly diverse student population. Since then, multiculturalism has become a burning issue on campuses across the country. Colleges have established programs to promote curricular diversity, and publishers have responded with a number of readers featuring a range of multicultural selections. Most of these anthologies, however, seek to integrate rather than transform the existing curriculum. In *Rereading America*, we go beyond simple representation of historically marginalized groups: we place cultural diversity at the heart of our approach to critical thinking, reading, and writing.

Critical analysis means asking tough questions—questions that arise from a dynamic interplay of ideas and perspectives. But many students find this kind of internal dialogue difficult to achieve. Traditional schooling is partly to blame: presenting ideas as commodities transmitted from teacher to student and conveying information as objective “fact,” the traditional classroom gives students the impression that knowledge is static, not continually re-created through tension, struggle, and debate. Critical thinking is further impeded by dominant cultural myths: these collective and often unconsciously held beliefs influence our thinking, reading, and writing—conditioning our responses, determining the questions we ask and the questions we repress.

The selections in this edition ask students to explore the influence of our culture’s dominant myths—our national beliefs about success, gender, race, freedom, and so forth. Each chapter introduces students to perspectives that challenge these deeply held ideals and values, asking them to confront difficult questions and encouraging them to work out their own answers. Thus, instead of treating cultural diversity as just another topic to be studied or “appreciated,” *Rereading America* invites students to grapple with the real differences in perspectives that arise in a pluralistic society like ours. This method helps students to break through conventional assumptions and patterns of thought that hinder fresh critical responses and inhibit dialogue; it helps them to develop the intellectual independence essential to critical thinking, reading, and writing.

An extensive introductory essay, “Thinking Critically, Challenging Cultural Myths,” offers students a thorough orientation to this distinctly social and dialogic approach to critical thinking. It introduces students to the relationships among thinking, cultural diversity, and the notion of dominant cultural myths, and shows how such myths can influence their academic performance. You’ll also find a section devoted to active reading, which offers suggestions for prereading, prewriting, note taking, text marking, and keeping a reading journal.

The book is structured so that each chapter focuses on a myth that has played a dominant role in U.S. culture. In all, we address seven myths:

- Learning power: the myth of educational empowerment
- Harmony at home: the myth of the model family
- Women and men in relationship: myths of gender
- Created equal: the myth of the melting pot
- Money and success: the myth of individual opportunity
- Nature and technology: the myth of progress
- Liberty and justice for all: the myth of freedom

Comprehensive chapter introductions offer students an overview of

signments. We believe strongly in the generative power of collaborative work, and have included many activities that lend themselves to small-group work. The prereading exercises that follow each chapter introduction encourage students to reflect on what they already know of the cultural myth at hand before they begin reading selections addressing it; our purpose is to make them aware of the way that these dominant cultural forces shape the assumptions, ideas, and values they bring to their studies. The three groups of questions following each selection ask students to consider the piece carefully in several contexts: “Engaging the Text” focuses on close reading of the selection itself; “Exploring Connections” puts the selection into dialogue with other selections throughout the book; “Extending the Critical Context” invites students to connect the ideas they have read about here with sources of knowledge outside the anthology, including library research, personal experience, interviews, ethnographic-style observations, and so forth. In this edition we’ve also included a number of questions linking readings with contemporary feature films for instructors who want to address the interplay of cultural myths, the mass media, and critical analysis in greater depth.

The accompanying manual, *Resources for Teaching REREADING AMERICA*, provides detailed advice about ways to make the most of both the readings and the questions; it also offers further ideas for discussion, class activities, and writing assignments.

What’s New in the Third Edition

Revision, as we constantly remind our students, is an intensely collaborative process: it requires us to discover fresh perspectives on our work—literally to see it with new eyes. Revision can also mean rededicating yourself to the original purpose—the vision—that inspired you to write. This third edition of *Rereading America* results from revision in both senses. In response to suggestions from instructors across the country, we have worked to make this edition of *Rereading America* more accessible for first-year students, and we have included timely new materials meant to spark student interest and classroom debate. In addition, we have used the third edition to renew our commitment to a vision of education as critical self-discovery in the context of America’s many cultures.

New Chapter Sequence Over the years a number of faculty members have urged us to alter the sequence of chapters in *Rereading America* to make it easier for students to make personal connections with the myths we present. The Third Edition incorporates many of these suggestions: we’ve moved the chapters on education, family, gender, and the melting pot to the first half of the book, acknowledging the richness of student experience in these areas. Most first-year college students need little encouragement to “read” the cultural myths that inform our thinking about schools, families, male/female stereotypes, and racial categories. The second half of the book addresses topics that are more abstract and conceptual in nature: the myths

of individual opportunity, progress, and—new in this edition—the myth of freedom. We hope that this organizational revision makes it easier for students to appreciate the direct impact that cultural myths have had on their personal lives and prepares them to explore the workings of such myths in cultural areas that might initially seem more removed from their immediate experience.

Media Essays and Visual Images We've eliminated the media chapter in this edition, because it didn't fit *Rereading America's* conceptual structure very comfortably, and because the media selections seemed more relevant when treated within the context of specific myths like gender, family, or race than as isolated chapters. Therefore, we have included media essays throughout the book.

Because many students discover new ideas and associations when they engage issues visually as well as in writing, in this edition we've also included a selection of photographs and cartoons. The photos that open each chapter are integrated into the prereading assignments found in the chapter introductions; the cartoons, offered as a bit of comic relief and an opportunity for some visual thinking, are paired with appropriate readings throughout the text.

Focus on Struggle and Resistance Most multicultural readers approach diversity in one of two ways: either they adopt a pluralist approach and conceive of American society as a kind of salad bowl of cultures, or, in response to recent worries about the lack of "objectivity" in the new multicultural curriculum, they take what might be called the "talk show" approach and present American culture as a series of pro-and-con debates on a number of social issues. The third edition of *Rereading America*, like its predecessors, follows neither of these approaches. Pluralist readers, we feel, make a promise that's impossible to keep: no single text, and no single course, can do justice to the many complex cultures that inhabit the United States. Thus, the materials selected for *Rereading America* aren't meant to offer a taste of what "family" means for Native Americans, or the flavor of gender relations among recent immigrants. Instead, we've included selections like Melvin Dixon's "Aunt Ida Pieces a Quilt" or James Weinrich and Walter Williams's description of bisexuality and the *berdache* tradition in tribal cultures, because they offer us fresh critical perspectives on the common myths that shape our ideas, values, and beliefs. Rather than seeing this anthology as a mosaic or kaleidoscope of cultural fragments that combine to form a beautiful picture, it's more accurate to think of *Rereading America* as a handbook that helps students explore the ways that the dominant culture shapes their ideas, values, and beliefs.

This notion of cultural dominance is studiously avoided in most recent multicultural anthologies. Salad bowl readers generally sidestep the issue of cultural dynamics: intent on celebrating America's cultural diversity, they offer a relatively static picture of a nation fragmented into a kind of cultural

archipelago. Talk show readers admit the idea of conflict, but they distort the reality of cultural dynamics by presenting cultural conflict as matter of rational—and equally balanced—pro and con debate. All of the materials anthologized in *Rereading America* address the cultural struggles that animate American society—the tensions that result from the expectations established by our dominant cultural myths and the diverse realities that these myths often contradict.

Ultimately, *Rereading America* is about resistance. In this new edition we have tried harder than ever to include readings that offer positive alternatives to the dilemmas of cultural conflict—from the students Robin Templeton describes in “Not For Sale,” who organize to reject the presence of *Channel One* in their classrooms, to the teens who are rewriting the myth of the melting pot in Lynell George’s “Gray Boys, Funky Aztecs, and Honorary Homegirls.” To make this commitment to resistance as visible as possible, we’ve tried to conclude every chapter of this new edition with a suite of readings offering creative, and we hope empowering, examples of Americans who work together to redefine our national myths.

Acknowledgments

Editing *Rereading America* is always an act of national collaboration. Every new edition puts us in touch with teachers and students across the country who are eager to share their ideas and favorite readings. Occasionally we’ve received some less-than-inspiring reviews from other cultural guardians as well—folks like Lynne Cheney and Rush Limbaugh—but we assume it’s always meant in good fun. Among our more serious colleagues and collaborators, we’d like to thank the following for their helpful criticism and advice: Perias Pillay, Los Angeles City College; Perrin Reid, Glendale Community College; Sheila Rhodes, University of California, Los Angeles; and Mike Rose, University of California, Los Angeles. We are also grateful to the following people for responding to a revision questionnaire: Katya Amato, Portland State University; Jeanne Anderson, University of Louisville; Julie Drew Anderson, University of South Florida; Sharon K. Anthony, Portland Community College; Rodney Ash, Western State College of Colorado; David Axelson, Western State College of Colorado; Valerie Babb, Georgetown University; Flavia Bacarella, Herbert H. Lehman College; Michael A. Balas, Nassau Community College; Gwen Barday, East Carolina University; Jim Baril, Western State College of Colorado; Richard Barney, University of Oklahoma; Jeannette Batz, Saint Louis University; Les Belikian, Los Angeles City College; Patricia Ann Bender, Rutgers University, Newark; Jon Bentley, Albuquerque Technical Vocational Institute; Sara Blake, El Camino College; Jean L. Blanning, Michigan Technological University; Maurice Blauf, Hutchins School of Liberal Studies; Joseph Bodziock, Clarion University; Will Bohnaker, Portland State University; Susan R. Bowers, Susquehanna University; Laura Brady, George Mason University; Eu-

genia M. Bragen, Baruch College; Byron Caminero-Santangelo, Saddleback College; Julianna de Magalhaes Castro, Highline Community College; Cheryl Christiansen, California State University, Stanislaus; Ann Christie, Goucher College; Stuart Christie, University of California, Santa Cruz; Renny Christopher, Cabrillo College; Gloria Collins, San Jose State University; Richard Conway, Lamar Community College; Harry James Cook, Dundalk Community College; Richard Courage, Westchester Community College; Cynthia Cox, Belmont University; Dulce M. Cruz, Indiana University; Wendy J. Cutler, Hocking Technical College; Patricia A. Daskivich, Los Angeles Harbor College; Anthony Dawahare, Loyola University, Chicago; Thomas Dean, Cardinal Stritch College; Elise Donovan, Union County College; Miriam Dow, George Washington University; Douglass T. Doyle, University of South Florida; Diana Dreyer, Slippery Rock University; Michele Driscoll, San Francisco State University; Cynthia Dubielak, Hocking Technical College; M. H. Dunlop, Iowa State University; Steve Dunn, Western State College of Colorado; Mary DuPree, University of Idaho; Harriet Dwinell, American University; K. C. Eapen, Clark Atlanta University; Iain J. W. Ellis, Bowling Green State University; Sharon Emmons, University of Portland; G. Euridge, Ohio State University; Rand Floren, Santa Rosa Junior College; Marie Foley, Santa Barbara City College; Barry Fruchter, Nassau Community College; Sandy Fugate, Western Michigan University; Arra M. Garab, Northern Illinois University; Peter Gardner, Berklee College of Music; Mary R. Georges, University of California, Los Angeles; Paul Gery, Western State College of Colorado; Michele Glazer, Portland Community College-Sylvania; William Gleason, University of California, Los Angeles; Sara Gogal, Portland Community College; Krystyna Golkowska, Ithaca College; Jim Gorman; Andrea Greenbaum, University of South Florida; Ervene Gulley, Bloomsburg University; James C. Hall, University of Iowa; Craig Hancock, State University of New York, Albany; Jan Hayhurst, Community College of Pittsburgh; G. Held, Queens College; Jay W. Helman, Western State College of Colorado; Penny L. Hirsch, Northwestern University; Roseanne L. Hoefel, Iowa State University; Carol Hovanec, Ramapo College; Allison A. Hutira, Youngstown State University; John M. Jakaitis, Indiana State University; Jeannette J. Jeneault, Syracuse University; Robert T. Kelley, Urstnus College; Kathleen Kelly, Northeastern University; Kathleen Kiehl, Cabrillo College; Frances E. Kino, Iona College, Yonkers Campus; Blanche Jamson, Southeastern Oklahoma State University; Ron Johnson, Skyline College; Elizabeth Mary Kirchen, University of Michigan, Dearborn; Judith Kirscht, University of California, Santa Barbara; Jeffrey A. Kisner, Waynesburg College; Phil Klingsmith, Western State College of Colorado; Philip A. Korth, Michigan State University; S. J. Kotz, Virginia Polytechnic Institute and State University; Joann Krieg, Hofstra University; Catherine W. Kroll, Sonoma State American Language Institute; Jim Krusoe, Santa Monica College; Frank La Ferriere, Los Angeles City College; Susan Latta, Purdue University; Sheila A. Lebo, University of California, Los Angeles;

D. Lebofsky, Temple University; Mitzi Lewellen, Normandale Community College; Lis Leyson, Fullerton College; Joseph Like, Beloit College; Don Lipman, Los Angeles City College; Solange Lira, Boston University; L. Loeffel, Syracuse University; Paul Loukides, Albion College; Bernadette Flynn Low, Dundalk Community College; Paul Lowdenslager, Western State College of Colorado; Susan G. Luck, Lorain County Community College; Janet Madden-Simpson, El Camino College; Annette March, Cabrillo College; Kathleen Marley, Fairleigh Dickerson University; Lorraine Mercer, Portland State University; Clifford Marks, University of Wyoming; Peggy Marron, University of Wyoming; David Martinez, University of California, Los Angeles; Laura McCall, Western State College of Colorado; K. Ann McCarthy, Shoreline Community College; Richard McGowan, St. Joseph's College; Grace McLaughlin, Portland Community College; Ann A. Merrill, Emory University; Dale Metcalfe, University of California, Davis; Charles Miller, Western State College of Colorado; Carol Porterfield Milowski, Bemidji State University; Ann Mine, Oregon State University; Kathy Molloy, Santa Barbara City College; Candace Montoya, University of Oregon; Amy Mooney, South Puget Sound Community College; Fred Moss, University of Wisconsin-Waukesha; Merlyn E. Mowrey, Central Michigan University; Denise Muller, San Jose State University; William Murphy, University of Maine, Machias; Susan Nance, Bowling Green State University; Patricia M. Naulty, Canisius College; Scott R. Nelson, Louisiana State University; Robert Newman, State University of New York at Buffalo; Thu Nguyen, Irvine Valley College; Todd T. Nilson, University of Kentucky; Fran O'Connor, Nassau Community College; Sarah-Hope Parmeter, University of California, Santa Cruz; Sandra Patterson, Western State College of Colorado; Marsha Penti, Michigan Technological University; Erik Peterson, University of Minnesota; Linda Peterson, Salt Lake Community College; Michele Peterson, Santa Barbara City College; Madeleine Picciotto, Oglethorpe University; Kirsten Pierce, Villanova University; Dan Pinti, Ohio State University; Fritz H. Pointer, Contra Costa College; Paige S. Price, University of Oregon; Teresa M. Redd, Howard University; Thomas C. Renzi, State University College at Buffalo; Geri Rhodes, Albuquerque Technical Vocational Institute; Walter G. Rice, Dundalk Community College; Bruce Richardson, University of Wyoming; Randall Rightmire, Los Angeles Southwest College; Jeffrey Ritchie, Northern Kentucky University; Patricia Roberts, Allentown College of St. Francis de Sales; Marjorie Roemer, University of Cincinnati; Bonnie Ross, Los Angeles Valley College; Renee Ruderman, Metropolitan State College, Denver; Lillian Ruiz-Powell, Miracosta College; Geoffrey J. Sadock, Bergen Community College; Mollie Sandock, Valparaiso University; Bryan Scanlon, Western Michigan University; Wayne Scheer, Atlanta Metro College; Linda Scholer, College of San Mateo; Jurgen E. Schlunk, West Virginia University; Esther L. Schwartz, Allegheny County Community College; David Seitz, University of Illinois, Chicago; Jennifer A. Senft, University of California, Los Angeles; Ann Shapiro, State University of New York, Farmingdale;

Nancy Shaw, Ursinus College; Eric Shibuya, University of Oklahoma; Jeannette Shumaker, San Diego State University; Michele Moragne e Silva, St. Edward's University; Rashna B. Singh, Holyoke Community College; Craig Sirles, De Paul University; Bill Siverly, Portland Community College; Antony Sloan, Bowling Green State University; Susan Belasco Smith, Allegheny College; Cynthia Solem, Cabrillo College; Andrew M. Stauffer, University of Virginia; Joseph Steinbach, Purdue University; Skai Stelzer, University of Toledo; Susan Sterr, Santa Monica College; Mark Stiger, Western State College of Colorado; Ann Marie Stock, Hamline University; John B. Stoker, Kent State University; Ann Stolls, University of Illinois, Chicago; Brendan D. Strasser, Bowling Green State University; David Strong, Indiana University; Miriam Stuarts, Loyola University; Bonnie Surfus, University of South Florida; Karen Thomas, University of California, Los Angeles; Alice L. Trupe, Community College of Allegheny County; Eileen Turaff, Cleveland State University; Ruth Ann Thompson, Fordham University; Mark Todd, Western State College of Colorado; Michael Uebel, University of Virginia; James Varn, Morris College; Keith Walters, Ohio State University; Robert R. Watson, Grand Valley State University; Nola J. Wegman, Valparaiso University; Edwin Weihe, Seattle University; R. L. Welker, University of Virginia; Douglas Wixson, University of Missouri; Janice M. Wolff, Saginaw Valley State University; Brent Yaciw, University of South Florida; Nancy Young, Bentley, Curry, and Regis Colleges; and Naomi F. Zucker, University of Rhode Island.

We continue to owe Charles Christensen at Bedford Books a debt of gratitude for having the vision and the integrity to stand behind a book as challenging as *Rereading America*. Not every publisher would have backed this project with as much enthusiasm and faith. Jane Betz used her ample talents as an editor and psychologist to keep this edition on track, even when we had nearly lost sight of it amid the multiple distractions of academic life. At Bedford we also wish to thank Joan Feinberg for constantly reminding everyone how important this book really is; Lori Chong and Heidi Hood for guiding the manuscript through production on a very tight schedule; and Andrea Goldman, Kim Chabot, and Laura Arcari for valiant acts of research and manuscript preparation. We are grateful to Anthony Perriello for careful copyediting.

Finally, Elena Barcia, Liz Silver, and Roy Weitz deserve special thanks for tactfully not reminding us how we vowed we'd do this differently the next time and for surviving yet another edition.

Contents

Preface for Instructors	v
Introduction: Thinking Critically, Challenging Cultural Myths	1

1

Learning Power: <i>The Myth of Education and Empowerment</i>	15
---	-----------

<i>What High School Is</i>	20
THEODORE SIZER	

“School is conceived of as the children’s workplace, . . . it takes young people off parents’ hands and out of the labor market during prime-time work hours.”

<i>“I Just Wanna Be Average”</i>	33
MIKE ROSE	

“. . . I was placed in the vocational track, a euphemism for the bottom level. Neither I nor my parents realized what this meant.”

<i>From Social Class and the Hidden Curriculum of Work</i>	45
JEAN ANYON	

“. . . public schools in complex industrial societies like our own make available different types of educational experience and curriculum knowledge to students in different social classes.”

<i>The Achievement of Desire</i>	61
RICHARD RODRIGUEZ	

“For although I was a very good student, I was also a very bad student. I was a ‘scholarship boy,’ a certain kind of scholarship boy. Always successful, I was always unconfident.”

Para Teresa 74
INÉS HERNÁNDEZ-ÁVILA

“... we were not only equal but superior to them.
That was why I studied.
If I could do it, we all could.”

Learning to Read 77
MALCOLM X

“My homemade education gave me, with every additional book that I read,
a little bit more sensitivity to the deafness, dumbness, and blindness that
was afflicting the black race in America.”

Higher Education: Colder by Degrees 86
MYRA SADKER AND DAVID SADKER

“The campus remains a divided one; it channels women and men into
different educations that lead to separate and unequal futures.”

Silence 110
MAXINE HONG KINGSTON

“[I] heard the barest whisper with little squeaks come out of my throat.
‘Louder,’ said the teacher, who scared the voice away again.”

Connected Education for Women 115
BLYTHE MCVICKER CLINCHY, MARY FIELD BELENKY,
NANCY GOLDBERGER, AND JILL MATTUCK TARULE

“We believe that most women want and need an education in which con-
nection is emphasized over separation, understanding and acceptance over
judgment and assessment, and collaboration over debate.”

Secondary Schools, Primary Lessons 121
GEORGE H. WOOD

“Amidst all the horror stories about inner-city schools, here is a school (and
there are many others) that succeeds. . . .”

Not for Sale 135
ROBIN TEMPLETON

“Students in schools across the country are making it clear they don’t want
to be used as bargaining chips for TVs.”

Harmony at Home:

The Myth of the Model Family

141

Looking for Work

145

GARY SOTO

“For weeks I had drunk Kool-Aid and watched morning reruns of *Father Knows Best*, whose family was so uncomplicated in its routine that I very much wanted to imitate it. The first step was to get my brother and sister to wear shoes at dinner.”

Growing Pains: Beyond “One Big Happy Family”

150

ANNDÉE HOCHMAN

“Early in the summer of 1987, I flew back east to tell my parents I was in love with a woman. . . .”

Friends as Family

158

KAREN LINDSEY

“... the truth hidden by the myth is that people have always created larger families than the biological family—larger, and infinitely more diverse.”

TV's Antifamilies: Married . . . with Malaise

172

JOSH OZERSKY

“TV has absorbed the American family’s increasing sense of defeat and estrangement and presented it as an ironic in-joke.”

Envy

182

BEBE MOORE CAMPBELL

“It’s not fair,” I wailed. Ole Blondie had her dollhouse-making daddy whenever she wanted him. . . . Jackie, Jane, and Adam had their wild, ass-whipping daddy. . . . Why couldn’t I have my daddy all the time too?”

Black Women and Motherhood

195

PATRICIA HILL COLLINS

"Motherhood—whether bloodmother, othermother, or community othermother—can be invoked by African-American communities as a symbol of power."

- We Always Stood on Our Own Two Feet:
Self-reliance and the American Family* 212
STEPHANIE COONTZ

"... depending on support beyond the family has been the rule rather than the exception in American history, despite recurring myths about individual achievement and family enterprise."

- An Indian Story* 225
ROGER JACK

"Finally it got so I didn't worry as much about the folks at home. I would be out walking in the evening and know someone's presence was with me."

- Aunt Ida Pieces a Quilt* 234
MELVIN DIXON

"Francine say she gonna send this quilt to Washington like folks doing from all 'cross the country, so many good people gone. Babies, mothers, fathers and boys like our Junie...."

3

- Women and Men in Relationship:
Myths of Gender* 238

- Girl* 241
JAMAICA KINCAID

"... try to walk like a lady and not like the slut you are so bent on becoming...."

- Becoming Members of Society:
Learning the Social Meanings of Gender* 244
HOLLY DEVOR

"It seems most likely that gender roles are the result of systemic power imbalances based on gender discrimination."

- Nora Quealey* 253
JEAN REITH SCHROEDEL

"... I'm tired of being dirty. I want my fingernails long and clean. I want to not go up to the bathroom and find a big smudge of grease across my forehead. I want to sit down and be pampered and pretty all day. Maybe that wouldn't satisfy me."

*Clarence, William, Iron Mike, Tailhook, Senator Packwood,
Spur Posse, Magic, . . . and Us* 259

MICHAEL S. KIMMEL

"Risk taking is a centerpiece of male sexuality. Sex is about adventure, excitement, danger. Taking chances."

Sexism and Misogyny: Who Takes the Rap? 270

BELL HOOKS

"How many disenfranchised black males would not surrender to expressing virulent forms of sexism, if they knew the rewards would be unprecedented material power and fame?"

The Story of My Body 278

JUDITH ORTIZ COFER

"... the hierarchy for popularity was as follows: pretty white girl, pretty Jewish girl, pretty Puerto Rican girl, pretty black girl."

Appearances 287

CARMEN VÁZQUEZ

"At the simplest level, looking or behaving like the stereotypical gay man or lesbian is reason enough to provoke a homophobic assault."

*Strange Customs, Familiar Lives:
Homosexualities in Other Cultures* 296

JAMES D. WEINRICH AND WALTER L. WILLIAMS

"It is time for us to learn from other cultures . . . [that] we can love our homosexual and bisexual members, our *quethos*, our *xaniths* and *hijras*, our butches and our fems, as we love all the other members of our human family."

Where I Come from Is Like This 312

PAULA GUNN ALLEN

"The tribes see women variously, but they do not question the power of femininity. . . . they never portray women as mindless, helpless, simple, or oppressed."

The Two 319

GLORIA NAYLOR

"The quiet that rested around their door on the weekends hinted of all sorts of secret rituals, and their friendly indifference to the men on the street was an insult to the women."

4

**Created Equal:
The Myth of the Melting Pot 328**

A Different Mirror 332
RONALD TAKAKI

"How did we get to this point, Americans everywhere are anxiously asking.
What does our diversity mean, and where is it leading us?"

Three Thousand Dollar Death Song 351
WENDY ROSE

"... You: who have
priced us, you who have removed us: at what cost?"

We, the Dangerous 354
JANICE MIRIKITANI

"And they commanded we dwell in the desert
Our children be spawn of barbed wire and barracks."

Racial Formation 356
MICHAEL OMI AND HOWARD WINANT

"Race is indeed a pre-eminently *sociohistorical* concept. Racial categories
and the meaning of race ... have varied tremendously over time and be-
tween different societies."

Split at the Root: An Essay on Jewish Identity 365
ADRIENNE RICH

"Sometimes I feel I have seen too long from too many disconnected angles:
white, Jewish, anti-Semite, racist, anti-racist, once-married, lesbian, middle-
class, feminist, exmatriate southerner, *split at the root*—that I will never
bring them whole."

Causes of Prejudice 376
VINCENT N. PARRILLO

"... scholars and scientists once believed that prejudice was a natural or
biological human attribute. Today ... behavioral scientists realize that prej-
udices are socially determined."

C. P. Ellis 388
STUDS TERKEL

"A Klansman and a militant black woman, co-chairmen of the school com-
mittee. It was impossible. How could I work with her?"