

The American Mosaic

Do you ever wonder what is so unique about America? Compared to other countries our cultural, social, economic and political system enables us to enjoy self-determination. Our national consciousness and what contributes to our social and political stability is a distinguishing characteristic that also defines American Individualism. The democratic framework and how it draws on our diverse, pluralistic, civic, religious and secular traditions makes our country the great civilization it is.

Notes from course summarized by Elie Levy, Ph.D.

Whoever wants to know the hearts and minds of America had better learn baseball.

Jacques Barzan

America has believed in differentiation, not in uniformity, lies the path of progress. It acted on this belief; it has advanced human happiness and it has prospered.

Louis D. Brandeis

Ch. 1: Understanding Ourselves and Others: Clarifying Values and Language

Values determine our choices---→ they are the foundation for actions we decide to take or avoid.

Research supports the theory that there is a consistent inconsistency between what we say we value and our actual behavior. What does this mean?

Risberg identified 9 values that Americans perceive as defining their culture:

1. worth and dignity of the individual
2. equality
3. inalienable rights to life, liberty, property and the pursuit of happiness.
4. Rights to freedom of speech, religion, press, assembly and private association.
5. Consent of the governed
6. Majority rule
7. Rule of law
8. Due process of law
9. Community and national welfare

Are values individually chosen or are we taught to accept them?

Individuals, subcultures and institutions teach values; in addition to parents, teachers, peers, clergy, relatives.

Teach values by:

- 1) setting an example: (parents and teachers do this)
- 2) rules & regulations: these promote certain behaviors in children like learning punctuality.
- 3) Persuade or convince: we can persuade others to accept certain values.
- 4) Appeal to conscience: a parent/teacher can challenge a child to change their mind about an unethical or inappropriate behavior.
- 5) Limited choices: parents give kids limited choices to manipulate or shape them to behave appropriately
- 6) Inspiring people: some organizations do this by holding a retreat with inspirational or motivational speakers
- 7) Religious or cultural dogma: this is a strategy to teach values; accepting beliefs uncritically is dogma; you don't question it; example is "that's what the Bible says"
- 8) Dogma in a secular way can be "we've always done it this way"

All of the above can be considered indoctrination—where one dictates what must be accepted.

Race: a social reality dictated by one's skin color and other physical features..

85% of human genetic variation occurs within groups and only 15% of human genetic variation occurs between groups.

Ethnicity is based on cultural differences; refers to historic origins of one's family, identifies one's country of origin.

Nationality refers to the nation one has citizenship in; the country on their passport.

What is a minority group?

Minority members possess limited power compared to members of a dominant group; the minority group can be larger in population but they lack power (South Africa during apartheid).

Derisive labels: official labels related to mental illness, reflect a sense of contempt or ridicule based on race, gender, disability, sexual orientation; the n word is an example; they define the oppressor as superior and oppressed as inferior; other derisive labels are hillbilly, trailer park trash; labels for low income folks are culturally deprived, culturally disadvantaged, inner-city residents.

Labeling people: "their humanity is stripped away and the person is obliterated only to be left with the condition. (Charlton, 1998)

Bias: a preference or inclination, favorable or unfavorable which inhibits impartial judgment

Stereotype: a positive or negative trait ascribed to a certain group.

Prejudice: a negative attitude toward a group or person in that group; being predisposed to behave negatively toward that person; prejudices are always negative

Bigotry: extreme negative attitudes leading to hatred of a group and persons regarded as members of that group.

Discrimination: actions or practices carried out by a member of a dominant group that has a differential and negative impact on a member or members of subordinate groups.

We learn various biases, stereotypes and the above from our socialization process.

We have biases about foods we eat, clothes we wear, activities we do. And it is an exception.

How to perceive social problems experienced by people:

Exceptionalistic Perspective: the focus is on individuals, perceives problems as local, unique and unpredictable, problems viewed as consequence of the person's defects and solutions tailored to each individual's situation.

Universalistic Perspective: sees social problems as systemic beginning in fundamental social structures of a community or society; social structures are inevitably imperfect and inequitable; not serving everyone fairly; changing policies and institutional programs is the solution.

Ch. 2: Understanding Prejudice and its Causes

Remember that prejudice is an attitude and not an action--- meaning you don't act on your prejudice like a racist acts on his/her hateful views by committing a hate crime and victimizing someone. Bigotry is hatred.

Prejudice is always negative and usually refers to a group of people.

American media shows prejudice through the following methods:

Native Americans are almost never portrayed as contemporary people but as 19th century warriors.

Asian Americans are often shown working on computers or in math related occupations.

Mexican Americans are presented as gardeners or servant.

Our language also shows prejudice when we say "I jewed him down" or parents and teachers saying their children are behaving "like a bunch of wild Indians" Boys tease their boy friends by saying "he throws like a girl"

Gender prejudice in our language also promotes sexist attitudes when we say: businessman, chairman, congressman, fireman, layman, mailman, policeman, salesman, statesman.

There are 5 negative behaviors caused by prejudice:

- 1) verbal abuse against others that occurs among friends or results in name calling at others in a certain group.
- 2) Physical assaults: the victim doesn't even have to be a members of a particular despised group to be assaulted; anyone could be a victim by being perceived as one of them (the other group)
- 3) If prejudice evolves into bigotry the hatred could lead to extreme violence and even murder and is called a hate crime and even genocide which is the systematic and deliberate extermination of a nationality or racial or ethnic group.
- 4) A more passive negative response to prejudice is avoiding members of a certain group; so we limit our interactions with people from different racial and ethnic groups.
- 5) Engage in or condone discrimination in areas like employment, housing, education; the white flight phenomenon; in the 1960's when courts ordered urban school districts to desegregate many school administrators responded by busing students to different schools—a controversial solution that caused the white flight phenomenon where white families moved from urban neighborhoods to racially segregated suburbs.

How does interest theory explain discrimination? It asserts that discrimination results from people protecting their power and privilege; it's in their best interest to subordinate people of color and minorities; homeowners persuade their friends selling their home to not sell to a family of color.

How is self-interest involved in the internal colonialism theory? This theory of discrimination is an analysis of how privilege was created in the US when the white dominant group exploited subordinate groups to take control of America's resources like land from the American Indians; unpaid labor by African slaves and wages and property of wives.

Institutionalized Discrimination Theory: this accepts history of internal colonialism but focuses on contemporary discrimination; it describes institutional policies and practices that have different and negative effects on subordinate groups; privilege and advantage are embedded in an organization's norms; men go out for happy hour after work and women pick up their kids and don't go to happy hour.

Elitism promotes the development of prejudice: elitism is the belief that the most able people succeed in society and form a natural aristocracy while the least able enjoy the least success because they are flawed in some way or lack the necessary skills to be successful.

The eugenics movement of the late 1800's argued that an individual's genetic inheritance determined his/her fate and that environment played little or no role in human development.

Does threat to one's self-esteem cause prejudice? In US people are encouraged to develop self-esteem by comparing themselves to others; in school we compare grades, sports, etc. But what happens when positive self-esteem is achieved by developing feelings of superiority to someone else? Or when we achieve our sense of superiority by projecting our feelings of inferiority onto another person or group?

Prejudice is perpetuated by our tendency to rationalize it and its negative behaviors.

Denial Rationalization: when we refuse to recognize there are problems in society resulting from prejudice and discrimination; ignorance.

Victim Blaming Rationalizations: when we reject the notion that prejudice and discrimination are problems and blame the problem on a flaw in the individual in the minority group. So—the solution is in the person changing their behavior.

Avoidance Rationalization: this person simply avoids and offers avoidance rationalizations for not doing something about the problem; rationalize a reason to avoid the problem; they may offer a reason that only addresses part of the problem.

Ch. 3: Communication, Conflict and Conflict Resolution

Do you agree that we interact with people 70% of the time we're awake?

Obviously communicating effectively is an asset in life—especially when conflicts occur.

Definition of Communication: Interpersonal communication means a dynamic process of interaction between people in which they assign meaning to each other's verbal and nonverbal behavior.

How does assigning meaning lead to conflict? We make assumptions about what the other person means. If our assumptions are accurate—then there's no problem. If they're not—there's likely to be a misinterpretation of the message.

How does nonverbal communication lead to conflict? Nonverbal communication can be defined as:

All the messages other than words that people exchange. Estimates of how much meaning is taken from interpretations of nonverbal communication have been as high as 93% but 60-65% is probably more accurate an estimate.

The need to assign meaning and the influence of nonverbal messages address two misconceptions about communication:

- 1) that communication simply means telling people something
- 2) communication is a verbal process to transmit messages using only words

Misconceptions about communication:

- 1) communication is a natural human ability
- 2) communication will solve all our problems
- 3) communication is a good thing and should be encouraged
- 4) communication competence is equal to communication effectiveness

How does effective communication occur?

The communication process is grounded in the individual's attitudes toward people or groups. Some of us are trusting and some less trusting. Our interactions with family are different than interactions with others.

Having prejudices or stereotypes about a certain minority group will certainly influence our interactions with them.

Our observations and assumptions about another person shape the communication between us before anything is said.

A phenomenon called selective perception occurs when we decide what to observe and perceive about the other person. If you believe a certain stereotype about a person—you will look for the behavior you want to see to justify your stereotype.

Levels of Cultural Awareness:

- 1) Cultural Chauvenism: belief that one's culture is the best; superior to all others and no need to learn about the other cultures.
- 2) Tolerance: awareness of cultural differences; knowing differences stem from the country of origin of the person; no judgment of the person or cultural differences; they aren't inferior to you; just think and live differently than you.
- 3) Minimalization: minimizing cultural differences by emphasizing a universality of human needs and behaviors so we create a stronger sense of relationships or connectedness with culturally different people.
- 4) Understanding: recognizing that reality is shaped by culture and that each person's reality is different from people; not judging

What are some communication style differences based on culture?

- 1) In US—we take a direct approach to conflict resolution with both parties openly expressing themselves.
- 2) In other cultures—people show sensitivity to feelings of others by taking an indirect approach to resolving problems
- 3) In other cultures, people speak in a linear progression way; going from one idea to the next; in some countries people digress and tell stories to illustrate their point.

- 4) In Arab cultures, people stand much closer while conversing than do Americans.
- 5) In the US men greet each other with a firm handshake and in France, anything other than a quick handshake is considered rude.
- 6) In Ecuador greeting a person without offering one's hand is a sign of special respect.

How does gender influence communication style?

The differences in communication style between gender is attributed to how boys and girls are socialized.

Traditionally— American boys are encouraged to be aggressive and girls to be nice.

These findings are documented after observing boys and girls at play.

Boys tend to play outdoors in competitive games that require groups and involve aggressive behavior; they resolve disputes by debating where everyone participates.

Girls play indoor types of games in small groups or with a friend and these games involve conversation and collaboration and an argument will usually disrupt the game.

With such an emphasis on competition, and aggression, boys become men who directly express wants, needs or demands.

With such an emphasis on cooperation, being nice and caring about how others might feel, girls become women who are concerned about not imposing their wants or demands - preferring to get consensus.

How are conflicts resolved with so much potential for conflict?

We need to examine values people share before discussing how conflicts are resolved. There are 4 values:

- 1) Fallibility: accepting the possibility that you could be wrong
- 2) Equality: the belief that every human being regardless of status, occupation or wealth deserves to be treated respectfully and sensitivity to his/her values.
- 3) Reciprocity: that participants in a conflict must behave toward others with the same sense of fairness and attentiveness that they would want for themselves. This is referred to as the Golden Rule that appears as an ethical principle in practically all cultures.
- 4) Nonviolence: means that the only genuine solutions are peaceful ones. Coercing others into accepting an imposed solution winds a long and tragic path through human history marked by brutality and blood, civil and global wars.

Skilled Disagreement: These are strategies including the following:

- 1) members agree to emphasize rationality; seek the best possible answer based on the available evidence and arguments and be willing to change their position when justified by the evidence
- 2) members agree that criticizing an idea is not criticizing those who oppose it the idea—that their worth as human beings is separate from their ideas.
- 3) members make a conscious commitment to encourage others to contribute to discussion and to listen to contributions made.
- 4) members restate ideas if they're not clear on what was said
- 5) members remember that the problem and any recommended solution will affect everyone; they must not be focused on winning a debate but on arriving at a collaborative solution everyone can support.

Moral Reasoning Abilities

Introduction of Lawrence Kohlberg

Ch. 4: Immigration and Oppression: The Assault on Cultural and Language Diversity

As British colonists settled in America they struggled with the issue of ethnic diversity and xenophobic attitudes emerged.

Xenophobia is the fear or prejudice against people from other nations.

British immigrants were the dominant ethnic group and they saw other Europeans coming and it made it tough to coexist in a diverse community of immigrants.

Significant numbers of Scottish, Irish, Dutch, German and French colonists arrived.

In 1790 the New American Congress passed a law that limited citizenship in the US to immigrants who were white persons. This early expression of xenophobia would lead to the growth of nativism in the US

Assimilation: refers to a process in which immigrants adopt cultural traits from their host country and are absorbed into society.

The British preferred a homogeneous population of immigrants who could be assimilated easily into a dominant Anglo culture.

The British considered themselves Nativists: an anti-immigration ideology that advocates the protection of native inhabitants of a country from immigrants who are seen as threatening.

Nativism as Anti-Catholicism: The British in America were primarily Protestants and they tolerated Catholics. By 1820—the 200,000 Catholics in the US raised anti-Catholic sentiment.

By 1850—there were 2 million Catholics in the US During the presidency of George Washington—immigrants had to be US residents for 5 years to be eligible for citizenship.

During the presidency of John Adams it was changed to 14 years then returned to 5 years after Thomas Jefferson became president.

A Native American group emerged in urban areas and lobbied against immigrants becoming citizens after 5 years and wanted to change it to 21 years before an immigrant became a citizen.

Catholics responded by establishing their own privately funded k-12 schools nationwide and also Catholic colleges. They also published their own newspapers. In the 1880's several Catholic organizations established such as Knights of Columbus.

Nativism as anti-radicalism: the European immigrants were impoverished who came in the early 19th century; poor laborers paid less than the wage native workers received; they were exploited and they began unions to demand better wages and benefits—started strikes, marches and protests.

Nativists saw union actions as un-American and socialist in nature—and as radical.

What influenced 20th century nativist attitudes in America?

It seemed certain to most Americans that if the US was going to become a dominant political and economic power in the world--immigrants were needed in the labor market.

During WW I surging patriotism intensified the demand for immigrants to be Americanized quickly. Radical organizations were attacked as un-American—such as the International Workers of the World.

German Americans were accused of being un-American as well as Jews and Anti-Semitism emerged which is prejudice and discrimination against Jewish people. This was especially intense after the Russian Revolution of 1917 when Jews were associated with communism.

By the 1920's this view changed some when settlement houses in Chicago like Hull House provided social services to immigrants and the diversity there was appreciated.

Social activists like Jane Addams who co-founded Hull House and University of Chicago philosopher John Dewey described the advantages of having diverse cultures there and letting immigrants retain their heritage while assimilating.

In 1899—an economist named William Z. Ripley from MIT published a so-called scientific study identifying 3 European races:

Teutonic
Alpine
Mediterranean

Nativists now argued that for US citizenry to achieve unity immigrants of blue eyed, blond haired Teutonic type (also called Nordic or Anglo Saxon) should be given preference.

Senator Henry Cabot Lodge of Massachusetts called for an end to all further immigration to US

In 1924 Nativists triumphed with the passage of an immigration law establishing quotas for immigrants based on country of origin.

The quotas ensured that immigrants from northern European (Nordic type) would constitute the majority of US immigrants and this was in effect for the next 4 decades.

As the civil rights movement gained momentum President Kennedy admitted to inequities in immigration policies based on the 1924 laws. Robert Kennedy supported movement away from racist attitudes.

In 1965 Congress amended immigration laws to eliminate the racially based National Origins Quotas.

From 1968 to 1993 80% of the people immigrating to the US came from Central or South America, the Caribbean, and Asia.

Nativists used the work of scholars to support the Eugenics movement—to limit immigration. Francis Galton a British scientist coined the term Eugenics as the study of agencies under social control that may improve or repair the racial qualities of future generations either physically or mentally.

A percentage of Americans believed the decline of intelligence was due to immigrants. They gave intelligence tests to some immigrants on Ellis Island and determined that 80% were "feeble minded"

The Eugenics movement flourished from 1910 to 1940 shaping the content of some biology books and advocating for White supremacy and it contributed to anti-immigrant attitudes.

In 1937 the Pioneer Fund was established to promote Eugenics policies and forced removal of American Negroes to Africa. Harry Laughlin the President of the Pioneer Fund proposed that Adolph Hitler be given honorary membership in the American Eugenics Society. The Pioneer Fund continues to support scholarly work on race based IQ theories especially supporting the book *The Bell Curve* which makes controversial comments about IQ differences based on race.

By the early 1990's 73% of Americans surveyed believed the US needed to strictly limit immigration and surveys since then find this sentiment continues.

The brunt of anti-immigrant backlash is largely directed at Latinos—especially Mexicans in Southern California where the Mexican population is expected to increase by two-thirds from 2000 to 2020.

Today—nearly 40 million Latinos live in the US with about 1 out of 6 arriving illegally as undocumented workers.

Illegal immigrants make an important contribution to the US economy by taking the worst jobs, dangerous and back breaking jobs such as:

Manufacturing sweatshops

Fieldwork by digging onions, picking beans harvesting other fruit and vegetables

In slaughterhouses they extract innards from slaughtered chickens on a conveyor belt

Myths about Immigrants

Myths about immigrants have fueled negative attitudes toward the groups.

A refugee is a person unable or unwilling to return to his or her country because of a well founded fear of persecution based on race, religion, nationality or membership in a particular social group or political party.

Myth #1: Immigrants arrive ignorant, penniless with very little formal education and immediately have to go on welfare.

In 2007—28% of US immigrants had a college degree and some of them take minimum wage jobs because some institutions in the US don't recognize their skills or degrees—forcing them to return to school to be certified in their profession.

Immigrants pay rent and buy groceries and strengthen the economy.

The New York Times reported that illegal undocumented immigrants contribute about 7 billion each year to Social Security and they sometimes cannot claim this money so it is used to fund the benefits of other workers in the Social Security system.

Myth #2: Immigrants cling to their culture, language and traditions, and refuse to assimilate into the American melting pot.

New immigrants maintain their cultural heritage and when they become adults they typically integrate their cultural heritage with American culture. Immigrants pay taxes, serve in the military, send children to schools, and are affected by local political decisions.

Myth #3: The United States is taking more than its fair share of immigrants; other countries need to take more.

In many European countries immigrants represent 10% of the population. Countries accepting more immigrants than the US are Canada, Australia, Germany and Australia. In the US—more diverse population of immigrants is accepted.

Between 70 and 80% of immigrants around the world are refugees. The US accepts less than 1% of the refugees; other countries admit a higher number of refugees.

According to the 2000 census—immigrants constituted 10% of the US population whereas in 1990 they constituted 15% of the population.

Myth #4: The main problem with US immigration is the large number of illegal immigrants getting into the country.

Illegal immigrants make up 20% of the immigrant population and about 2% of the US population.

Myth #5: Illegal immigrants are responsible for increased crime, disease and terrorism in the US

This allegation appeared in a 34 page booklet published by the American Legion and given to its 3 million members. It falsely asserted that illegal immigrants infected more than 7,000 Americans with leprosy, even though this myth was proven false. There is no research to support the view that there's an increase in diseases in America from immigrants.

About 6.1% of criminal acts are committed by undocumented workers and not a higher number. In general—immigrants are not a crime problem.

Myth #6: Immigrants are taking jobs away from Americans

Business owners insist that immigration is necessary to sustain US economic growth. Immigrants do not increase joblessness evening lowest paid worker categories.

In 1986 the US government made it a crime for an employer to hire undocumented workers

A 2006 study found that states with large increases in immigration did not experience more unemployment for native born workers.

Ch. 5: Race and Oppression: The Experiences of People of Color in America

The diversity created by people of color in the New World began with the American Indians whose culture and knowledge were ignored first by the colonial settlers and later by citizens of the new nation called the United States.

Native Americans: the Arawaks were one of 500 nations of indigenous people in America when Columbus discovered a Caribbean island he called Hispaniola. Columbus exploited the Arawaks and their natural resources. He kidnapped Arawaks and auctioned them off as slaves in Spain. Most of the Arawaks died on the voyage to Spain and Columbus looked for other ways to profit when he returned.

Columbus took their gold too- and if Arawaks came to him without gold he cut off their hands as punishment.

What did Europeans learn from Native Americans? English settlers built on Indian land
Colonists weren't interested in learning anything
from the Indians

The colonists were ethnocentric—believing their own race, culture nation was superior to all others.

Dutch settlers called their town New Amsterdam until the English captured it and renamed it New York.

What did European settlers fail to learn from Native Americans?

Foods and Medicines: European settlers didn't want to eat Native American foods like peanuts, corn, squash, tomatoes, peppers and pumpkins.

Europeans also didn't want to learn about medicines and medicinal properties of plants.

Hygiene: Europeans described Indians as filthy savages but this had nothing to do with hygiene but with their seemingly unrepressed sexuality

Native Americans also took frequent baths and Europeans didn't because they thought exposing their bodies to air would cause colds and other health problems.

Christians also disapproved of public bathing thinking it would lead to lust. So—they rub dried their bodies with sand, ashes or pumice stone. The rich used perfume to disguise their body odor. England's Queen Elizabeth took a bath once a month.

Governance and Gender Equality: In 1642—Virginians met with a Cherokee delegation to negotiate for a peaceful resolution to their conflict and when he arrived he saw no women among the Virginian representatives and refused to meet.

Childcare: the children of European immigrants were expected to work on domestic chores at an early age. If they misbehaved they were severely punished with beatings and whipping. Children didn't receive overt affection and were given little freedom. The Native American children were given lots of freedom. The Native American kids weren't expected to do chores and help with farming. When punished, the Native American children were made to feel ashamed. Parents wanted to instill a sense of personal pride and independence, courage.

Ecology: Native Americans believed they shared a spiritual kinship with the natural world and lived in harmony with it. They didn't destroy forests deplete wildlife and they deplored what they saw Europeans doing to the environment.

What relationships did colonists have with native people?

Initially—the colonists were friendly toward the Native American Indians - then ignored them when they didn't need them any more.

The main source of conflict between Europeans and Indians was about land ownership.

Engaging in war based on claims to land was common in European history.

Nations gained or lost inhabited land through conquest because only uninhabited land could be claimed.

Why are Indian treaties still important today?

A treaty is a legal document negotiated between two or more sovereign nations involving terms of peace, trade and other matters.

Indian treaties document the cession of Indian lands to the US government. The US gained significant wealth from the land.

Europeans took possession of land- and also resources from the Indians such as 100 billion board feet of timber, 150 billion tons of iron ore, 13.5 billion pounds of copper, water, ports, fish, fowl.

The treaties were consistently violated because Europeans were settling areas and demanding the Indians leave.

In 1838—President Andrew Jackson ordered federal troops to march the Cherokee to Oklahoma— and this was called the famous Trail of Tears because numerous deaths occurred on the way.

African Americans:

The first Africans came to the New World not as slaves but as soldiers and explorers—in the 1500's

The first Africans came to American colonies in 1619 by Dutch ship. Twenty Africans came to Jamestown and were traded for food and water. These were indentured servants and could gain their freedom after a specified period of time (years) of servitude.

In the 17th century—75% of American colonists came as servants—many of them indentured servants and English colonists treated African indentured servants as inferior to white indentured servants.

A few of the African indentured servants earned their freedom—and some went to court to earn it—but few won their trial.

As southern agriculture gravitated toward large plantations for the export of crops—the use of slaves became popular.

In the 16th century—European traders had marveled at West African civilizations in Mali, Ghana and by 17th century British merchants had established strong trade relations in West Africa and included exporting slaves.

90% of all African Americans are descended from West African ancestors.

About 15-18 million Africans to America occurred-- About one-third of them died on what was called the Middle Passage. This referred to conditions on slave ships.

It was horrendous—a full grown man was given a space 6 feet long and 18 inches wide. There was no room to sit up—slaves were chained together and packed into the hold in a spoon position. They were fed twice a day and given buckets to relieve themselves. Disease was a major cause of death—typhoid, yellow fever, smallpox, and malaria.

Being a slave in the south meant working 18 hours a day—backbreaking work and punishment was severe if you didn't work hard enough. You were whipped—and sleeping arrangements were horrible with 7-8 slaves crowded into dirt floor one room cabins. Women slaves were sexually assaulted by masters and overseers.

President James Madison said he paid \$12 annually for one slave and his profit from the slaves was \$260.00 for the year.

In the Revolutionary War—George Washington agreed to recruit black to serve in the Continental Army.

What was the Underground Railroad? It existed as early as the 1700's as a network of people helping slaves escape. By 1804 it was a large network and was organized with stations 10-20 miles apart for runaways to rest and eat after traveling long hours. Over 3,000 people helped slaves escape. Harriet Tubman was instrumental and made 19 trips and freed over 300 slaves. She was never caught even though a ransom was offered for her capture.

The word slave does not appear in the Constitution—instead it reads "unfree person"

Ch. 6: Religion and Oppression: The Struggle for Religious Freedom

Puritans came to the new world to practice their religion freely—but they had no intention of allowing others the same freedom.

Most American colonies enacted blasphemy laws against those who did not belong to the colony's majority faith. Blasphemy was defined as one denying the truth and authority of the Bible. One could be executed or lose his property.

The Puritans regarded their faith as light to the world and they forced others to accept their teachings.

Religious Freedom was established in the colonies as the mid 18th century approached—and it was called the Great Awakening—and it promoted the principle of religious freedom.

Also—in the mid 18th century Europeans made great discoveries based on scientific inquiry—Sir Isaac Newton discovered the principle of gravitation and light—and this period was called the “Enlightenment” which generated respect for science and less of a belief in miracles and the supernatural—religion.

A new field emerged called Deism—a religious philosophy based on rationality that was devoid of mysticism and the belief that G-d created the universe but insisted that human beings must use their intellect to understand the rational principles by which the universe functions.

Deism dismissed much of Christian beliefs—and believed G-d created the world and a system of natural laws that governed it. They did not believe G-d was an active force in the everyday world.

Deists denied the divinity of Christ—they admired his moral teachings

By the time of the Revolutionary War—4 colonies had guaranteed the right of people to worship as they chose.

By 1850—the number of Catholics in the US expanded to 2 million.

Because the Catholic Church persecuted, tortured and killed those who defied its authority in the past, Protestants believed Catholics would employ tactics to convert Protestants to Catholicism.

By 1900—there were 75 million Americans—25 million foreign born.

The number of Roman Catholics increased from 2 million in 1850 to 4 million in 1870 to 12 million by 1900.

Catholic immigrants came from Germany, Ireland, Poland, Italy and Czechoslovakia.

Non-Christian groups included: on the West Coast Buddhists among the Chinese and Japanese came and established what came to be called the Young Men's Buddhist Association in 1898.

On the East Coast—1.5 million Jews came between 1880-1905 to escape anti-semitism in Russia, Poland, Romania and Austro-Hungary.

In 1880—most of the 250,000 Jews in US were descendants of German speaking Jews from central Europe and were reformed Jews.

Jews emigrating later from Eastern Europe were likely to be Orthodox.

By 1920—more than 3 million Jews emigrated from Europe who were mostly Orthodox.

IN 1915—the KKK was revived (Ku Klux Klan) and they tried to promote and maintain white supremacy by intimidating and threatening through violence—primarily targeted Blacks and foreigners and they were also hostile to Catholics and Jews. Membership in the KKK increased every year peaking at 2 million in 1925.

By the late 1880's Jews contended they should be treated as a denomination and accepted like other religions. They didn't succeed because people thought Jews were a race more than a religion.

By 1870—American public school textbooks defined Jews as a race and stereotyped them as greedy, selfish and manipulating. Jews were described as unethical who tried to monopolize certain professions.

In 1879—the term Anti-Semitism was employed by a German journalist to express his opposition to the Jewish race.

Although Catholics were oppressed at one time—they joined the protestants in vilifying Jews.

In the 1920's Henry Ford published a weekly newspaper the Dearborn Independent and he printed the Protocols of the Elders of Zion which documented the activities of a Jewish conspiracy plotting a revolution to undermine Christian civilization and establish a Jewish supremacy in the world. In 1938—Ford went to Germany got a medal from Hitler in honor of his anti-semitic actions; he said Jews caused WW II with their international Jewish bankers.

After the Holocaust- American attitudes toward Jews changed.

President Lyndon Johnson signed the Immigration and Nationality Act of 1965. Between 1960-1990 Asians made up more than 5 million of 15 million immigrants to US.

The history of American education reveals a gradual secularization of public schools.

Ch. 7: Rejecting Oppressive Relationships: The Logic of Cultural Pluralism for a Diverse Society

In 2005 Texas became the 4th state to have more people of color in the state's population than white people – the others are New Mexico, California and Hawaii.

In these states people of color represent 40% or more of the population:

- 1) Arizona
- 2) Florida
- 3) Georgia
- 4) Maryland
- 5) New York
- 6) Mississippi

The dominant group in US has not historically responded respectfully to minority groups/people of color.

In the US—we use the up or down metaphor:

The up includes white, wealthy, power, middle or upper class, Christian, heterosexual or nondisabled.

The down group includes people of color, female, lower class, non-Christian, bisexual, homosexual, disabled or transgender.

Who benefited from Anglo conformity?

Northern European ethnic immigrants coming to the US could more easily achieve Anglo conformity—because they had white skin and could more easily dress, behave, and think like Americans.

What is a melting pot?

It means immigrants to US don't have to relinquish their entire racial or ethnic heritage. They could blend into the dominant culture to create a new identity made up of cultures and customs of America.

People of color however were excluded from the melting pot. To them—melting means giving up their ethnic identification and its history and traditions.

The melting pot perspective de-emphasized differences and emphasized instead the need to disregard diversity and accept immigrants as Americans as long as they learned to speak English and became citizens.

How is the Separatist Perspective negative?

This is a pessimistic perspective and a supporter of this movement believes that different racial and ethnic groups ought to be apart- they should have their own communities and be with their own kind.

They believe ineradicable differences exist between the groups—and these differences cause tension.

What is an Anglo conformity perspective?

This perspective refers to the efforts of English colonists to institute American values, norms and standards—it's an extension of European civilization; rejects diversity in favor of homogeneity and maintaining everyone should conform to the dominant values and norms established by the founders of the country and modified by the white majority.

Americanization means Anglo conformity.

In the late 1800's public schools were expected to be responsible for Americanizing immigrant children and we created schools like the Bureau of Indian Affairs which were supposed to Americanize Native American children; so BIA boarding schools were created and they were away from the Indian reservations on purpose; they were not allowed to return home after school; even on weekends. This boarding school experiment eventually failed. The focus on learning American values ran counter to Native American culture—and this program was dissolved.

What attitudes about diversity does pluralism promote?

Pluralism (cultural pluralism refers to the equal coexistence of diverse cultures in a mutually supportive relationship within the boundaries of one nation)

Pluralism is based on the belief of equality of opportunity for all people, respect for human dignity and the conviction that no single pattern of living is good for everyone.

To anyone who is a pluralist—he/she appreciates differences because everyone is enriched by a diverse society; individuals have the right to maintain and be proud of their racial, cultural and ethnic and religious heritage.

Why should we become pluralistic in America?

Immigrants have their self-consciousness and self-determination impacted in negative ways when we perceive them as different; immigrants need to be made to feel confident in their abilities to determine goals and to achieve them in US. If they are proud of themselves, they will be motivated to achieve.

The necessity of human interdependence is about the extent people depend on each other; a complex society relies on technology, cooperation and division of labor; some people build homes, grow food, sell services; we need to pay people well so they support social security for retired people; in a democracy people rely on each other and there must be stable institutions, a democratic society is necessarily pluralistic because it is founded on the belief in the intrinsic worth of individuals and their unique capacities to become intelligent human beings, pluralism promotes positive relations between all individuals.

We need to recognize diversity as an ideal: this implies people must promote the idea that our diversity is the best possible situation. Some of the best art, literature, music created in America was the result of borrowing from different cultural traditions.

Ch. 8: Racism: Confronting a Legacy of White Domination in America

Racism involves creation of categories of human beings with one group superior to others.

Cultural racism is the practice of recognizing activities and contributions of one racial group in preference to others within a multiracial society.

One concept that oppresses others is termed **ethnocentrism**; one group imposing its culture on others.

How is racism taught to children and youth in schools?

Some schools celebrate African American accomplishments by teaching about the 1st black person to achieve status and this leads students to believe that America allows all individuals to pursue their goals. Students are not taught usually why a certain black individual was the 1st to achieve their ambition because that would require teaching about how the opportunity for a black person to strive was denied by past racist policies and practices.

Cultural Racism also is evidenced when teachers and textbooks overlook indigenous people. We usually think of Pilgrims as the first people here—but neglect mentioning that Africans brought to South Carolina by the Spanish established a settlement in 1526. We tend to overlook Spanish settlements in Florida and New Mexico.

How does society reinforce the cultural racism taught in school?

There are subtle ways to reinforce cultural racism.

One phrase is "rightness of whiteness" meaning children learn to regard being white as normal and making negative comments toward those who deviate from white norms. Children see white people on tv and movies; advertisements; fairy tales and stories like Snow White.

The curriculum in school emphasizes white people's perspectives and achievements.

Individual racism: includes both racial prejudice and racist behavior; racial prejudice refers to negative attitudes one holds based on racial categories and is learned from stereotypes in films to myths passed on from generations.

Racist behavior occurs when one acts on their racial prejudices by degrading someone.

How one justifies their racist attitudes

Denial Rationalization: often reject a reality that is well documented

Avoidance Rationalization: this proposes partial solutions or is a strategy intended to distract attention from racism as a cause of some problem. A common avoidance rationalization stems from when the white people's belief that the passage of the 1964 Civil Rights Act has helped people of color—with implementing Affirmative Action and other policies and programs resulting in significant progress toward achieving elimination of racial prejudice and discrimination. Yet—we still have work to do in this area.

The good news is that more than 40% of all black families today are middle class and the bad news is that almost 49% of black families earn about \$15,000.00 a year or less. Poverty is considered earning less than \$20,000.00 a year for a family of four.

Black children are 3.5 times more likely to be part of a family living in poverty than are white children.

Institutional Racism: established laws, customs and practices that systematically reflect and produce racial inequities in American society. It has broad impact on people of color. It can be intentional when a result of prejudice or discrimination.

Institutional Racism and statistics on employment: there is a disproportionate number of people of color working in low paying, low status jobs and people of color tend to have significantly higher unemployment rates compared to whites.

Black youth: 34% unemployment rate for black teenagers compared to 14.2% for white teenagers.

Higher percentages of African Americans are unemployed in the year after graduating from high school than white graduates.

How does institutional racism influence hiring decisions?

Usually—word of mouth helps lots when one is searching for work. However—for people of color they are overlooked when compared to whites.

Joining labor unions helps locate work—but the admission policies of labor unions discriminates against people of color (historically) especially in unions of skilled trades.

Ch. 9: Sexism – Where the Personal Becomes Political

Sexism is a unique form of oppression because people who belong to the dominant and subordinate groups live together.

Sexism is defined as an attitude, action or institutional structure that subordinates or limits a person on the basis of sex.

Although it primarily refers to women—it can include men—and it stems from cultural norms for femininity and masculinity that prevents one from achieving his/her potential.

Men in our society are more likely to make insensitive comments about women that they wouldn't make about people of color.

Cultural Sexism: began in gender roles brought by the English and European colonists; men expected to be in superior role as head of home; and women assigned subordinate role and responsible for domestic chores.

These gender roles shaped our culture's ideals for masculine and feminine behavior.

Sexism is learned through images—everyday images in advertising where women have been presented in stereotypical roles or sex objects to sell products.

We need to attend to the language used: some professions are male dominated and terms like policemen, firemen, mailmen imply these jobs are just for men. Now say police officer, mail carrier, fire-fighter.

Women still constitute 75% or more of students with degrees in education or health professions. The number of women graduating with degrees in physical sciences and technology has increased from 14% to 41%.

Women took in laundry or sewing; made things to sell or barter.

How did discrimination change?

Women's activists like Gilman and Susan B. Anthony lobbied for women's rights.

By the 1830's some state passed legislation giving women right to own property and keep their earnings.

In 1848—in Seneca Falls, New York— women and men supporting women's rights signed a declaration of women's rights claiming full citizenship rights for all women.

Young women were employed in textile factories but they were exploited and they joined unions.

The Civil War: saw women hired as office workers, teachers and nurses, government workers

In 1869 Wyoming was first state to give women voting rights.

By 1910 40% of college students were women rising to 50% by 1920.

Women held a third of all government jobs and pursued other careers.

In WW II women were the majority of the workforce—57%

The women were praised for their great efforts

75% of women surveyed wanted to keep their jobs after the war.

Ironically—the businesses that enjoyed having women work for them changed their minds and claimed women had bad attitudes or were incompetent.

The aircraft industry fired 800,000 women 2 months after the war ended.

The Media and its role in forcing women out of work:

In 1945—Fortune magazine article said that if a man earned enough money to provide for the family then the woman didn't need to work—even if she wanted to work.

The media told women they shouldn't take jobs that men could have and just go home.

By 1946—more than 3 million women were eliminated from well paying industrial jobs.

More than 80% of women did not quit their jobs and took jobs with lower salaries.

From 1946-1952 there were huge increases in births—creating the baby boomer generation. Women were reinforced in their role as wives and mothers.

After reaching a peak of 50% in 1930—the number of women college students decreased to 35%.

In the 1950's more women enrolled in college

By 1980 – women represented 43% of the workforce and they were attending college in record numbers.

Feminists have lobbied to use inclusivist language: terms that include both males and females.

For example	not say "man the desk" or "common man"
Man project	say staff a project
Manpower	workforce, human resources
Man's search for knowledge	the search for knowledge
Mothering	parenting, nurturing

Benefits of Marriage: studies reveal married men tend to have fewer mental and physical health problems than single men.

Married women have more mental and physical health problems than single women.

More women than men seek therapy for emotional problems—and the majority are married.

Male Chauvenist: a person who believes that men ought to be the leaders and decision makers and women subordinated. Originated by a Frenchman named Chauvin – a zealous soldier intensely loyal to Napoleon Bonaparte

What is Androgyny: the belief that men and women share a variety of human traits that should be encouraged in both as opposed to fostering certain traits in each gender based on traditional cultural stereotypes about masculinity and femininity.

Androgynous respond to situations as needed and not limited by their gender. Male can be nurturing if needed to and female can be assertive if needs to.

Abuse Women Encounter in America

Over a million women every year in US are stalked each year (half of them by an intimate partner)

2 million women are physically assaulted annually

Over 200,000 are sexually assaulted

A third of all women and 20% of female high school students are victims of physical or sexual abuse usually from an intimate partner.

Estimates indicate that 73% of domestic violence incidents are not reported

More than 60% of women who did not report these incidents said they did not think the police would believe them.

Rape is a significant part of violence against women in US

Over 65,000 women are raped each year – meaning a rape occurs every 8 minutes and young women are especially vulnerable

Almost half of the victims are raped before they turn 18; one out of four women attending college have been victims of rape or attempted rape.

Rape is physical and psychological violence defined as forcing someone to submit to sexual intercourse without another's consent.

One in six women have been victims of rape or attempted rape in their lifetimes. This number would be higher if all rapes and attempted rapes were reported—so it's an underestimate.

Rape is an under-reported crime for the following reasons:

- 1) threats: rapists threaten to return and harm the victim if they tell the police
- 2) reactions: victims fear the reaction from family and friends
- 3) disbelief: some women say that if they report the rape—police won't believe them or they can't persuade a jury they were raped
- 4) publicity: some women fear the loss of privacy, feeling exposed and vulnerable and subjected to embarrassing allegations about their personal values in court.

Institutional Sexism: the consequence of established laws, customs, and practices that systematically discriminate against people r groups based on gender.

It can take many forms—but common in terms of gender discrimination in hiring.

There is some gender inequity in terms of pay—men earning more than women in similar jobs.

Women earn 60 cents for every dollar a man made from 1960 to 1980. The gap has narrowed since then—and in 2007 women earned 80 cents for every dollar a man made.

80% of working women still earn less than \$20,000.00 a year.

As long as more women attend college—the disparity in pay will decrease.

Individual Classism: attitudes and discriminatory actions stemming from prejudice against poor people.

Ch. 11: Classism: Misperceptions, Myths about Income, Wealth and Poverty

Classism: discrimination
toward others based on low
socioeconomic status

Cultural Classism: negative attitudes
that people living in poverty are
deficient and inferior

Early colonists who came here cared for the poor—it was their
religious obligation. The European Catholic Church gave food to
the poor, shelter to the homeless.

In England—response to poverty was called Outdoor Relief where
the poor received food and money.

In America—outdoor relief included sharing food, building
shelters for homeless.

Boston operated first colonial poorhouse in 1664—then in
Philadelphia, New York, Baltimore. The physical conditions here
were horrible; crowded, homeless with mental illness and
alcoholism there.

The religious obligation to help the poor→ Colonial Protestants
believed poverty was result of sin and slothfulness; assumed rich
were rewarded with virtue and thrift; the poor were sinners
needing reform.

In the 1930's the Federal Govt. realized 5 million out of work—by 1933
FDR saw 15 million unemployed and created Federal Emergency Relief
Act to help the poverty stricken; he gave 250 million to states, created
Civilian Conservation Corps to work on projects to prevent floods,
fires, soil erosion develop recreation areas; created Works Progress
Administration to employ 2 million to build roads, bridges, public
buildings, parks.

Income levels determine social class:

Middle class income shown by 2 factors: cars and homes

In 1992—congressional budget office defined middle class as family of
4 with annual income of \$19,000 to \$78,000 and more than 70% of
Americans were in this category according to this definition.

As of 2009—federal definition of poverty levels indicate an income of
\$11,202 for a person living alone; \$14,840 for a single person and one
child, \$17,346 a single person with 2 children

Who suffers most from poverty?

Usually—a single mother heads up the household with children;
poverty rate is 31% for female headed household and 13% for male
headed household.

When mothers live in poverty—so do their children.

In US—one of 5 children lives in poverty

These kids get poor prenatal care, low birth weight.

Poor children tend to have greater needs than middle or upper class children
Higher income families have kids with higher STA scores; they cannot afford tutoring
Low income families seldom have computers in their homes.

How has the Federal Govt. responded?

In 2003—President Bush signed the No Child Left Behind Act which required rigorous testing of
students—identifying students who don't achieve designated test scores—these students called in need
of improvement. Those schools failing to reach the Annual Yearly Progress benchmarks were labeled as
failing or in need of improvement.

In 2006 – more than one fourth of all public schools failed to reach their AYP—these schools if they
went another year and reached AYP then lost their federal funding. If they remain on the list for 4-5
years—they have to replace their staff.

What are some myths about welfare recipients?

- 1) welfare rolls are increasing: it's a half truth; if welfare increases it's
because of increasing population
- 2) welfare families are large: it's decreased from 4 children to 2.9 (in past
30 years)
- 3) people on welfare live comfortably by abusing the system: it's not true
- 4) the govt. only helps people on welfare: the govt. helps others; bailed out
car manufacturers, Boeing
- 5) welfare recipients are too lazy to find a job: two thirds of welfare
recipients are children
- 6) welfare recipients stay on welfare forever: the 1996 welfare reform
placed time limits on assistance to recipients

What is institutional classism?

Institutional policies and practices that exploit low income
people and benefit middle or upper class individuals—this
contributes to wealth and income disparity.

Why is there a disparity between rich and poor in America—
and why is it increasing?

Federal policies play a major role in diverting resources to
rich Americans.

In the 1980's 160 billion collected from middle and low
income taxpayers replaced funds lost from capital gains tax
cuts benefitting wealthy Americans

Federal and state govt.'s offer tax breaks to wealthy folks and
corporations resulting in their taxes being lowered

American corporations are supposed to pay 35% of their
income to taxes—but IRS estimates that over 400,000
businesses employ tax dodging practices to avoid paying
about 250 billion each year

Chapter 12: Ableism: Disability Does Not Mean Inability

Ableism: negative determination of one's ability based on their disability

Promotes belief people w/ disabilities are inferior to able-bodied

Should people w/disabilities be considered a minority group?
Are they an oppressed minority?

1973: passage of Rehabilitation Act acknowledged people w/ disabilities considered a minority needing civil rights protections.

In 1990- ADA American s with disabilities Act to provide legal recourse against discrimination (congress passed it)

Historical Perceptions:

- 1) they are a subhuman organism: they are mentally retarded; mental defectives; dehumanize these individuals; we should harvest organs from the severely and profoundly retarded
- 2) they are menace to society; they are evil; adult literature tends to portray the disabled as criminal, homicidal, maladjusted; sexual deviants
- 3) they are a diseased organism: the disabled needs to be cured of their disease; is unhealthy; incurable
- 4) object of ridicule: in literature, folk stories disabled are subject to humiliation for the sake of humor; they are village idiots; freaks in a circus; dwarfs, giants malformed were displayed and laughed at and ridiculed.

Individual Ableism: prejudiced attitudes and actions toward people w/ disabilities based on our assumptions of them.

People w/ disabilities are afflicted with or a victim of a disease

In past—we used words like crippled, handicapped, impaired, confined to wheelchair

Assumptions about people w/disabilities:

- 1) disability is a biological problem of a person (based on medical model of disability)
- 2) any problems for a person w/ disability must stem from the disability: their health problems are related to their disability
- 3) a person w/ a disability is a victim: they are not victims
- 4) being disabled is central to self-concept and social comparisons for a person w/ a disability: the disabled develop their self-concept like you and I through achievements in school, personal relationships, awards, etc.
- 5) having a disability means a person will need assistance: an assumption that comes from the history of handicapped people as helpless, dependent on others

What is less stigmatizing: One identifying him/herself as:

- 1) Disabled Person
- 2) Person with a Disability

Cultural Ableism: images and beliefs perpetuated in society that promote perception of people w/ disabilities as deviant or incompetent.

Institutional Ableism: a consequence of established laws, customs practices that systematically discriminate against the disabled

Why were the disabled institutionalized?

They were placed in hospices, monasteries in Europe; the poor, blind, disabled placed there; Catholic Church perpetuated this behavior;

St. Augustine refused to allow deaf people to become Church members; witchcraft became associated with mental retardation

After the Civil War, residential care programs created

Presently—institutions caring for the disabled are understaffed, lack funding.

Some states tried deinstitutionalization—but it hasn't been effective

The alternative is living in group homes; a 1996 federal court ruling found that some city zoning ordinances limited or prevented operating group homes in neighborhoods. Why?

The cost: taxpayers fund over 60% of expenses for the disabled; almost 2 million of folks w/ disabilities live in nursing homes costing over \$40,000 per person a year; cost is \$80,000.00 a year to live in institution.

Other countries: Germany and Austria give cash benefits to disabled regardless of their financial resources; they spend the money as they want

In U.S. --- Beginning in the 1950's social security explored providing aid—and in 1973 Supplemental Security Income (SSI) was created where disabled receives between \$400 and \$700 per month

Ch. 13: Pluralism in Schools: The Promise of Multicultural Education

Multicultural education is based on a commitment to pluralism: to prepare students to be active participants in a diverse, democratic society.

There's disagreement about the definition of multicultural education.

Does it include recognition of women, people with disabilities and other minority groups?

Is it include teaching about other cultures?

Who benefits from this education?

Is it people of color and minorities?

Essentialism: a conservative philosophy; essential body of knowledge and essential human values can be transmitted to students; schools transmit the most essential knowledge and values from previous generations.

The disciplines include:

Math, science social studies, English and literature.

Art, music and physical education are not considered essential and at risk for budget cuts before the other essential subjects.

What essential human values do schools teach?

Honesty, promptness, hard work, competition, efficiency

Essentialist define learning as:

Acquisition of essential knowledge and values.

Self-confidence is required for a student to learn.; attitude affects learning.

To be a culturally responsive teacher one must:

1. Be familiar with a student's prior knowledge and beliefs
2. Understand that teaching is contextual and situational where a student's prior experiences, communities settings and cultural backgrounds are acknowledged
3. Have a sense that they are capable of and responsible for bringing about educational change that makes schooling more responsive to students from diverse backgrounds
4. Have sociocultural consciousness; teachers understand that students from diverse backgrounds perceive the world, interact with others in different ways.

What does it mean for education to be multicultural;?

Education means to bring out the potential of someone; developing cognitive skills.

Multicultural education integrates information about the past with achievements of diverse groups to show how they influenced our society.

It enables children to feel like they belong.

Multicultural education is a process of comprehensive school reform and basic education for all students; challenges and rejects racism/discrimination in school and society and affirms pluralism (ethnic, racial, linguistic, religious, economic, gender) It permeates the school's curriculum and instructional strategies.

Assumptions of multicultural education:

Researchers reviewed textbooks and discovered that whites were predominantly in all of them; art, music history and literature of white Americans were included and minimal information on groups such as gays, women people with disabilities and low income families.

We want a multicultural education programs that includes the influences of diverse groups in history.

The Hidden Curriculum is the indirect means schools teach students the norms and values of their society. It is subtle messages learned from pictures on bulletin boards or school policies; through hidden curriculum schools promote values such as assertiveness, punctuality or competition; its present in school policies and practices.

Approaches to Multicultural Curriculum and Reform

1. Contributions Approach: focuses on holidays, heroes and discrete cultural elements.
2. Additive Approach: content, concepts, themes and perspectives are added to the curriculum
3. Transformation Approach: change structure of curriculum; enable students to view concepts, issues events and themes from diverse perspectives such as ethnicity and cultural groups
4. Social Action Approach: students make decisions on important social issues and take action to solve them.

How do multicultural educators describe learning?

Learning is a process of meaning making; students organize ideas, information and experiences they encounter to make sense of them, you categorize, find relationships and simplify complex issues to understand; learning is power over forces impinging in our lives; skill development; critical thinking, problem solving, creativity, information accessing, visual literacy, self-analysis.

Creating Unity in a Diverse America

Chapter 14

Pluralism entails perceiving human differences as enriching and valuing diversity in society.

JFK first used the term Affirmative Action when he issued Executive Order 10025 mandating that the federal govt. recruit and hire African Americans and in Title VII of the 1964 Civil Rights Act expanded this concept to include people of color and women employed by private companies contracted by the federal govt.

This reduced discrimination—and determining the need for affirmative action plan begins by analyzing the diversity of employees at a business or student population at a university.

Opponents argue that equal opportunity programs have created greater disunity—saying affirmative action plans as racist when race is emphasized to create quotas and it gives minorities preferential “race based preferences” Also—businesses and schools are forced to accept women and minorities who are less qualified than the rejected white applicants. They call it reverse discrimination by decreasing the opportunity for qualified white applicants.

Affirmative Action and Quotas: whenever racial quotas have been employed, the US Supreme Court has always ruled against them declaring that Title VII never mandated racial quotas.

In 1970 a case against racial quotas: Supreme Court ruled in Regents of California v. Bakke where 80% of the 800 students of color attending medical school in the United States were enrolled in programs at two historically black universities. Because minorities were never more than 3% of students at Univ. of California David Medical School—the university decided to reserve 8 of their admission places; which as 16% for minority applicants. For two consecutive years, Bakke was rejected despite having a gpa and medical college admission test scores higher than those of several minority applicants admitted. Bakke’s lawyers argued he was discriminated against and the school was honoring racial quotas.

The final decision on Bakke in 1978 fragmented the court—4 justices approved UC Davis affirmative action procedures, and 4 justices rejected them, arguing that race should play no role on admission decisions. Justice Powell cast the deciding vote—and he declared racial quotas were unconstitutional as a strategy for achieving affirmative action goals.

What changes illustrate PROGRESS toward pluralism

The workforce and consumers have become increasingly diverse

Corporations have become more active in:

Promoting diversity training for workers

Designing diversity advertising to appeal to consumers of color.

What challenges to pluralism need to be addressed?

Many managers of color believe that managerial assignments are influenced by race

Many employees of color believe they have to work harder than their white peers to be respected

Women constitute almost half of those in managerial positions, but there appears to be a “glass ceiling” allowing few to be promoted to top management

California passed Proposition 209 in 1996 ending affirmative action in the state

Curricular changes have tended to be more inclusive of the experiences of women and people of color.

Colleges aggressively recruit students and faculty of color because they believe diversity enhances the education of all students

Opponents of pluralism say students of color are admitted to colleges who are less qualified than white students who aren’t admitted.

The influence of multiculturalism in the curriculum has resulted in diminished academic rigor

Advocates have used anti-discrimination laws to bring lawsuits against corporations that were perceived to discriminate against women or people of color

Successful lawsuits resulted in large cash awards that motivate all corporations to monitor their practices

Religious Pluralism in America

What is Assimilation?

Assimilation refers to the integrative process many ethnic and racial groups experience by blending into the fabric of American culture. The process consists of inheriting the dominant culture's values, traditions, mores, beliefs, and social, psychological and perhaps religious/spiritual characteristics of their new culture.

What is the difference between melting pot and salad bowl? A melting pot refers to many cultures blending into one culture and salad bowl refers to the various culture groups remaining distinct from one another. I suspect the truth is somewhere in between; meaning that individuals can assume two identities by retaining their heritage and internalizing the new culture's value system.

The Origins of the Dominant Culture

In 1790 the first census was taken in America and it indicated that four million people were Caucasian. About eight out of 10 people were descendants of England and approximately 20% of the population represented African-Americans (700,000 slaves and 60,000 were free). The Caucasian population retained economic and political power. During the time of the American Revolution the Caucasian population was mostly English, Protestant and middle class. There is an acronym for this description, White, Anglo-Saxon Protestant (WASP). The emerging dominant American culture was described as English speaking and Western European. This group established the traditional values considered natural rights such as freedom, equality of opportunity, the pursuit of happiness and to be self-determined.

Assimilation of Non-Protestants and Non-Europeans

The immigrants who arrived by the millions in the 19th and 20th century came from poverty stricken countries of southern and eastern Europe, and included Catholics and Jews. Americans were threatened by these immigrants because they thought they wouldn't understand the values, culture and attempt to change our ways of living. At the turn of the century, the American economy was expanding and immigrants were able to find employment and improve their standard of living. As a result, immigrants more easily assimilated to American culture.

Religious Pluralism in America

To begin with, we need to acknowledge that all religions being practiced in the U.S. make important and meaningful contributions to American culture. These religions create a rich, cultural mosaic for us to learn new forms of religious expression. We can credit the Spanish for establishing the Catholic faith in the North American continent in the 1500's.

During the 1800's Catholic missionaries from Spain and Latin America arrived in what is now California and the southwest and these missionaries named some of the following cities:

San Francisco, Santa Fe and San Antonio

In the late 1800's European settlers started colonies on the east coast of North America. These settlers were mostly Protestants and presently they account for about two-thirds of all Christians.

The Protestant faith separated itself from the Roman Catholic Church in Europe in the 16th century. Reportedly, Protestants understood that everyone sins and must seek forgiveness from G-d rather than from a righteous, pious religious leader such as the Pope. This is the reason the Protestant Church broke from Roman Catholicism. For the Protestants, each individual was responsible for creating his/her own relationship with G-d. Eventually, the Protestants created separate denominations of their own which included Baptists, Methodists, Lutherans, Presbyterians, Episcopalians and the United Church of Christ.

Religious Diversity Among Protestantism

The Protestant Church believes that each individual, and not the church is the important element of religious life. The European Protestants reinforced this view that no single church is the one everyone needs to honor and worship. The prevailing thought and expectation at the time was that everyone needed to be tolerant and accept the various forms of religious expression in America. It is for this reason we now enjoy religious pluralism.

Common Elements in Protestantism

In all Protestant denominations, the one value that has shaped American culture has been the focus on self-improvement. For Protestants who sin, they must ask G-d for forgiveness or receive eternal punishment for sinning. It's for this reason the emphasis is on admitting your sins and correcting your life.

Material Success and Self-Discipline

In the United States today, achieving material success is usually the outcome of self-improvement. American Protestants encourage individuals to work hard and be disciplined which contributes to the industrial success of America. Further, Protestants considered all forms of work done by Americans as important, including work done by farmers and merchants as important and holy. For the Protestants, self-discipline was a capacity in man and woman which was holy. The outcome of self-discipline was for individuals to save their money instead of spending it for immediate gratification. From this ideology came the Protestant Work Ethic.

Protestantism and Humanitarianism

The Protestant faith expects its followers to help the needy and disadvantaged while focusing on self-improvement. The expectation is that we become more loving human beings by assisting the needy, being charitable and by volunteering. Some examples include Andrew Carnegie, a wealthy businessman in the early 1900's who donated more than 300 million dollars to schools and universities, and to construct public libraries. John D. Rockefeller donated money to build the University of Chicago.

Born Again Christians and the Religious Right

If we look for examples to illustrate dramatic changes, to show self-improvement among Protestants, we say one is born again. Individuals who claim to be born again admit they were searching, perhaps confused and sinful. So, they opened their life to G-d and his son Jesus Christ before their lives changed completely. A percentage of Born Again Christians belong to the Protestant Church. The conservative Christians label themselves as The Moral Majority or The Religious Right or The Christian Right and they oppose legalized abortion and the ban on prayer in public schools.

Why Cultures Survive, Natural Rights and Liberty

Well, I think there's lots to be thankful for living in America and I'll try to explain it in this very brief historical-developmental piece. Let's start with defining culture as a shared system of symbolic knowledge where behavior is patterned from speech (language) and where predictable behavior patterns are established to nurture cultural stability (a fancy way of saying getting along with each other), in the form of cultural codes for social life, role expectations and social norms all for the purpose of creating predictability and survivability of the culture. Culture emerges because a people want to survive and live together on cooperative terms.

How about we call culture a social glue for now. The goal of social organization and cooperative behavior is to reduce the incidence of unpredictability in behavior of a culture and its people. We can discuss it also in terms of reducing uncertainty in behavior of a people which reduces chaos/anomie (social disorganization). Culture also creates social expectations among a group of people. Rules, social norms and values surface to increase conformity and unity. Culture is as a social bond that creates consistency in thought and action.

Cultures also evolve—meaning they develop new and more efficient functional methods of survival. It's an end product of civilizations that have survived for thousands of years. I need to remind you that human beings are the only species that communicate using higher order abstraction and a symbolic language. Remember, cultures survive because most members behave predictably which serves to create a safe environment for people to pursue comfortable living. The use of language or speech communication results in thought, religion, art, science, government and social institutions. For a culture to survive it needs to transmit cultural elements such as social organization, art, play, economic organizations, religion, science, technology, language and social control.

So, what are the fundamental assumptions of the American culture? Self-governance is one of the assumptions posited early on by the colonists. The colonists were suspicious of the theocracies, monarchies or other forms of rule that threatened the rights of individuals and their liberty. What is liberty? Liberty is freedom from despotic rule. We enjoy religious freedom; meaning we can find G-d in our way and we have political freedom, physical freedom and freedom of speech. Ever wonder why some cultures don't survive? It's probably because members of the culture could not transmit culture bound values—they weren't open to exploring and interacting with other cultures to examine how other social systems function and bring vitality to their members or they were conquered by other cultures.

Historically our culture's roots began with the colonist's focus on liberty. The early colonists agreed that self-governance was a cultural value that resulted in the writing of the constitution and Declaration of Independence. The Civil War reflected a pivotal period in our history and culture because it represented a war about individual rights. Essentially, our country was divided around the issue of slavery and natural rights.

What is the one core value of American culture? It is natural right and the shared belief that everyone belongs. On the flip side, the pursuit of happiness through self-reliance and the belief that one should pursue his/her own destiny can lead one to be emotionally detached from his/her social institutions. A few authors label this phenomenon as a culture of narcissism or preoccupation with the private self which interferes with our desires to deepen our involvement in the lives of others. The other concern and natural outcome related to our culture's emphasis on individual rights and achievement is the belief in rugged individualism where one makes it on his/her own.

Do we have a national identity? We must realize that our national identity shifts from time to time depending on changes in the political climate and social conditions. During WWII America was strongly united against the forces of fascism and Nazism. Our national identity was strong and unswerving. Today our national identity can be perceived as fragmented by partisan politics about the war, the differing views about the causes of our social ills and other controversial social problems.

America in a Nutshell

Undoubtedly America has the largest and greatest diversity in terms of racial, ethnic, cultural and religious groups than any country in the world. Do you agree? I think it's a nice, big bag of mixed chocolate M&M's. The following are the various culture groups and where they first settled in America:

Native Americans in North America British in New England Germans in Pennsylvania

Spanish in the Southwest Dutch in New York

These immigrant groups came to America knowing they would work hard, in addition to realizing they could direct and control their destiny. For immigrants America represented a land of abundant resources and opportunity. Remember now, a culture is defined as the total elements that characterize a group of people, such as mores, traditions and beliefs, language, in addition to values, food and eating habits, dress, knowledge, religion or spirituality. The family plays a very important role in teaching the child how to see the world; and the family gives the child a social role in the family. Schools are responsible for creating responsible students, to teach democratic principles, achievement, self-discipline and how to obey authority figures.

Is It About Material Wealth?

I think making it in America can be expressed as —going from rags to riches. I know you've heard this slogan before reading it here. Unfortunately material wealth has become a value in America. Not all Americans, however are driven to achieve material wealth; meaning it's not the primary driving force in their lives. Materialism simply means assigning high value to material possessions because it shows one's social status and success. I guess it depends on what each individual defines as success. Most of the time hard, disciplined work is the price we pay for material success. In America there is a tendency to think that differences in material possession reflects a difference in abilities. Do you agree? I think this is faulty thinking. In other words, just because I'm not interested in attaining material possessions doesn't mean I don't have the ability to do so. I may be very successful and possess lots of ability however I'm not interested in showing my success through owning luxurious cars or living in a multi-million dollar home.

Diversity

Lets define diversity as pluralism: meaning differences. This list shows the many dimensions Americans can express their differences:

Religion, job title, political affiliation, socioeconomic status, educational level, race, sexual orientation, ethnicity, age, smoker/nonsmoker, married, divorces, widowed, athlete or nonathlete.

Think about this: Do Americans see diversity as a strength or a phenomenon that has the potential to enrich our lives and learn more about our special and unique life-ways? I think one of the greatest virtues of America is the limited power of government and church, thereby eliminating any notions of an ideology that may be consistent with an aristocracy or autocratic government. America enables you and me to express our individualism, to be free and control our own destiny without government interference. I put it like this: Americans are self-directed and self-determined. I suppose this only applies to you if you are goal directed and your behavior is purposeful. Know what I mean?

Now, the only potential problem with enjoying individual freedom is the potential for us to become too individualistic where an overemphasis is placed on self-reliance and our lives become less meaningful because we tend to isolate ourselves from the larger community. We don't want to be detached from our community and institutions that we would normally be anchored to such as our church, synagogue, mosque, cultural centers and other organizations. In the end the concern is the following: The more free we are the more we're at risk for being alienated, lonely and bored. What do you think? I think we need to be interested in reaching out to others and integrating into our communities. So in conclusion, individualism can create alienation from self and society and it can result in an over-importance on being self-contained and self-sufficient.

Equality of Opportunity

The idea of equality of opportunity doesn't mean we're all equal; it means we all have an equal chance to succeed and lead satisfying lives in America. I suppose an exception is if you're born into a wealthy family and you inherit wealth and prestige. An individual in this situation enjoys what we call ascribed status—in comparison to someone who earned wealth and prestige through hard work, what we'll define as achieved status. The reason everyone in America has an equal chance to make it is because we're free of political, social and religious control by institutions. In other countries, one's place in the community may be determined by his/her social class, ethnicity or political affiliation.

The Socialization Experience in Mainstream America

You need to remember that all of us who were born and socialized within a distinct, mainstream culture of a society did not have an opportunity to question or challenge the cultural assumptions and expectations our parents inculcated in us. In addition, we were reinforced for obeying and honoring certain values, beliefs and customs of our culture. As a result, we experienced a sort of cultural program, a structured program of cultural understanding in our socialization process in childhood. Interestingly, we came to accept the cultural assumptions of our society and internalized the values, norms and conventions of our society. In the end, we're at risk for developing a sort of monocultural view.

What is Social Constructionism?

Social constructionism is a fancy way of saying there are no universal truths about human beings and nature. This is because human beings design and construct their world based on their cultural filters; the unique features of their people. If all cultures were the same we'd have universal truths and we don't have universal truths. One can argue there are moral absolutes; moral absolutes such as every human being, regardless of where they live in the world or what culture they are a member of needs to have access to food, be treated with dignity and to have their life be perceived as sacred.

The Modern Malaise

If we surveyed Americans, estimates would indicate that about 80% of us would admit we're under stress in our lives. The lifestyles we lead, including long commutes to work, dissatisfying jobs, anxiety and uncertainty about whether we'll be laid off, and concerns over our children's welfare can overload our system. At many turns, we're needing to manage a concern before it becomes a crisis. Consequently, some turn to over the counter drugs to cope and relieve anxiety and worries, and the tranquilizer Valium remains one of the most frequently prescribed medication. These are all ephemeral—quick, temporary fixes to serious complicated problems that will only re-emerge unless we make genuine, enduring lifestyle modifications.

In addition, estimates indicate that 13 million Americans are problem drinkers. The American Medical Association estimates that half of the revenue for medical services spent annually is due to unhealthy lifestyles. Let's call this condition the malaise of contemporary times. The furious pace we're maintaining just to keep pace with societal changes can lead to exhaustion. Invariably, we experience life as complicated, impersonal and ever-changing; not allowing us to appreciate our commitments to family and friends. The existential vacuum we feel trapped in produces feelings of alienation and despair in a seemingly impersonal world. The pervasive feeling of helplessness leaves us powerless and wishing to be rescued. Remember—despite all of us experiencing stress in our daily lives, stress only becomes unbearable and a tremendous burden if you feel you have lost control—that you cannot impact healthy, adaptive change to find meaning, fulfillment and purpose in life.

The confusion we experience may result from our conflicts around what we really want out of life. If what you're after is guided by society's prescribed values—the big house, a European luxury car and magnificent vacations every year; and you've had an epiphany; a breakthrough experience that's illuminated your misguided direction in life, then get back in the saddle with your compass and head in a different direction. You must realize that society often prescribes values and achievements for us—and that unless you stop, regroup and ask yourself if pursuing these societal values adds meaning and purpose in your life, you'll be achieving for others and not necessarily you. You need to achieve and live for you—not society or your employer.

Asking the Ultimate Question: What is my Purpose in Life?

What is the purpose of your life? You can begin by asking yourself what are the values that drive your life? By doing so—you'll see that values such as integrity, trustworthiness, honesty, responsible, spiritual and kindness will touch the lives of others in meaningful ways and, in part fulfill your pursuit of purpose in life. You then assert the purpose of your life is to be an outstanding performer at work by being honest, responsible and doing your job with integrity. Others around you will benefit from your honest work—they will feel more satisfied working with you.

In short—all of us want to lead value driven lives. However, some of us are so consumed with work, pacing furiously to get ahead, raising healthy kids and managing our schedules that we don't stop and ask those compelling questions. We spin and spin—not stopping to hydrate with a replenishing drink, and renewing our systems. Underneath, a lingering sense of futility and disillusionment pervades your outlook on life and it causes you to be confused about where you're going. You painfully realize there's a large gap between what you expect in life and what you actually have. A moment of such insight is invaluable, and it should compel you to ask the ultimate question: Is this all there is to my life? Ideally—you stop spinning, hydrate and before getting back in the saddle of your bicycle, you re-evaluate your expectations, short/ long term goals and purpose in life. The value in experiencing such an epiphany is that it promotes genuine, lasting lifestyle changes—the kind that generates more moments of happiness, contentment and meaning in life.

However, regardless of how much self-direction and self-determination you exercise in America, making it in this great country isn't easy. Many of us are uncertain about our jobs, the rising interest rate, terrorism, our children's performance, the cost of gas and crime. In short, uncertainty and chronic exposure to these sources of stress keeps us vigilant—and for some, produces feelings of helplessness. In it's most extreme, one can experience degrees of loss of control in life accompanied by the more serious existential questions like:

1. What am I doing with my life?
2. Is this life I'm leading really fulfilling for me?
3. What is my darn purpose in life?
4. Am I out of control?
5. Who will I become if I keep heading this way?

The Meaning of Culture

Culture is what members of a certain society share, things like beliefs, values, norms, language, art, music, and even material objects the culture produces. Things like Pepto Bismol, condensers, U-Joints, and antibacterial soap are examples of material objects. Other objects include forklifts, a drill press, anvil, and brussel sprouts. These are things needed by people to sustain their cultures.

Now, *cultural objects* and *artifacts* develop as a result of a culture using technology. These items fulfill a human purpose. Think about it. Could you and I live without Motrin, pacemakers, or U-Joints? Culture is everything that human beings create together, including their society and the institutions to create social order. How do you like that? Without social order little would be possible. Imagine living in a society with no social order. You could walk into your favorite thrift shop and pick out all the clothes and other hot items you desperately need and not pay for them. Without social order lots would be possible because the norms guiding our behavior are absent. Sociologists call this kind of social condition *anomie*.

How about the shared belief that individuals who jeopardize our safety should be separated from the general population by being incarcerated? Or, that to continue paying rent or mortgage you need to hold a job? Keeping a job is called job stability.

Language

A healthy, functioning society emerges when all of its members act on the elements of shared understanding to get on with the day-to-day living. As a result, acceptable patterns of behavior are established. Think of culture as a group of people living in a natural setting, communicating with each other in comprehensible ways. Through *language* we create shared symbols, knowledge, and the foundations of a society. Without language none of this would be possible. Animals communicate by certain sounds and gestures, and you and I communicate using symbolic language. The only reason we can communicate with each other is because we speak the same language. We have a shared understanding of our language that enables us to effectively communicate most of the time. Language enables us to communicate our thoughts and feelings.

Types of Subcultures

A subculture can arise in a dominant society or culture. A subculture emerges when a group of people agrees to their own set of norms, values and beliefs, which are different from the dominant culture. You see, the subculture still shares certain elements of the dominant culture, but it has its own identity and little community. Religious groups like the Amish can be considered a subculture. The Hare Krishna is another religious subculture quite distinct in the way they dress; wearing robes, beads and shaving their heads. They also don't eat meat, which isn't so bad. Adolescents are a subculture because of the unique way they dress, talk, and behave. There are *deviant subcultures* such as terrorist groups, criminals and gangs. Obviously these groups' norms and values are unacceptable to the dominant culture. For starters, these deviant cultures don't treat all life as sacred.

Knowledge, Beliefs and Values

The other elements of a culture are knowledge, beliefs and values. *Knowledge* refers to statements or theories that come from empirical evidence. Examples of widely established and commonly accepted statements that represent knowledge would be that there's gravity on earth or that human beings are mortal. How about that Einstein was a genius? So, cultural knowledge refers to those statements that are well known and shared by most everyone in the culture.

Beliefs are statements that aren't necessarily verifiable and cannot be proven to be true because they are commonly referred to as conventional wisdom. *Conventional wisdom* means that we accept the statement without questioning its truthfulness.

How about the belief that there is an all-loving, merciful, and forgiving G-d that created human beings? Now, I know this is controversial, but I'm only using it as an example of a belief some people espouse. Let's add that the institution of religion is a belief. So, you should pretty much know by now that beliefs are ideas that are subjective and unverifiable. You like that word unverifiable? It means the belief's truthfulness can't be scientifically tested because there hasn't been a credible sighting of G-d lately. But then again, there are lots of people claiming to have seen and talked to G-d.

Values are very strongly held beliefs that typically originate from morality. Examples of values are justice, fairness, compassion, equality, openness, sharing, cooperation, and respect. The problem with values is that not everyone in a culture agrees on what is and isn't a value. For example, I know that for some people in our culture, getting ahead is valued. There is nothing wrong with that value. I refer to this value as part of the American dream that promotes and rewards achievement orientation. Interestingly, there are other cultures where competition and achievement orientation is discouraged and not valued. In other cultures, pursuing spiritual enlightenment is valued. Some cultures pursue harmony and balance in nature. I think you'll agree with me that ending someone's life against his or her will is immoral because all of us value life. In our mainstream, American culture, life is treated as sacred. However, sadly enough, there's always a potential for people in the same culture to not honor this value.

In our culture, values are sometimes expressed through proverbs. Here are a few examples of proverbs and the values they're supposed to reflect: Cleanliness is next to Godliness (Cleanliness); You've made your bed, now lie in it (Responsibility, Personal Choices); Early to bed, early to rise (Diligence, Persistence); It's not whether you win or lose, but how you play the game (Good sportsmanship).

Now let's now discuss specific cultural values for the Hispanic, Asian and mainstream Caucasian, American culture. I'll list the value and how it is treated in each of the cultures.

Individual versus Family: In the Asian and Hispanic cultures, the family is emphasized more than the individual. In modern American culture, the individual is often emphasized more than the family. Individualism honors the uniqueness of each individual in his/her search for meaning in life. In contemporary mainstream Caucasian culture, individualism is usually expressed as achievement orientation motivated by self-interest, rather than a desire for collective involvement. Collective involvement is just a fancy way of saying the emphasis is on family and community instead of on the individual.

Time: For Asians, time is usually not specific and tends to flow like a stream. In the Hispanic culture time is vague and relative. In contemporary mainstream Caucasian culture time, is usually treated as precise and is divided into chunks, like hour by hour, which represents opportunities to produce something or to earn money. As you know, we thrive on using time efficiently to complete tasks.

Individualism and Expressive Individualism

Individualism originated in Western civilization in the 15th century. Individualism holds that life is sacred, and that human beings should be treated with dignity. Individualism also considers human beings as more important than society. Now, expressive individualism refers to the unique expression of an individual's feelings and thoughts. Expressive individualism most likely had its origins in the Romantic movement of the late eighteenth and early nineteenth centuries. *Romanticism* was a movement that rejected the scientific approach with its focus on reason and scientific inquiry to improve the human condition. The scientific approach generated a body of knowledge, which was used to understand the workings of our world. In other words, science was the primary method for human beings to control their destiny. However, science relied heavily on the use of our intellect and reason to dominate nature, making us overly confident that science was the only acceptable kind of knowledge.

Expressive individualism is about the basic goodness of human beings, and it stresses and emphasizes our emotional life, creativity, and imagination. It's about trusting your intuition on things in the world. In comparison to science, expressive individualism could lead to intuitive knowledge by de-emphasizing the importance of using our intellect and reason to understand our world. It focuses on how self-reflection can generate self-discovery.

Self-reflection just means sitting and thinking about things. Expressive individualism nurtures self-realization, self-growth, and self-actualization. I wonder if these three concepts mean the same thing? What do you think?

One can argue that our culture focuses too much on how we feel and on nourishing the growth of our true self. I'm not sure about this. I've got to think more about it, and I'll get back to you later. All right, I'll think and discuss it with you now. Expressive individualism may deceptively encourage human beings to become too self-sufficient and self-reliant. It may encourage a pursuit of too much individual fulfillment and discourage individuals from making more serious connections to others, to society and to social institutions. One final thought for you to ponder. Is it possible for human beings to develop their genuine selves as they distance themselves from their cultural and social connections? By cultural and social connections I mean attachments to cultural and institutional anchors such as churches, synagogues, schools and colleges, museums, and cultural arts centers.

Why We Need Each Other to Feel Good About Ourselves

The incredibly important thing to remember as you begin your cultural assessment is that all human beings are valuable. You and I have never been, and will not ever be, culturally or personally superior to any other human being. That's pretty much it on this matter.

You also need to realize that all human beings deserve to be treated with respect and dignity; regardless of what country they were born in, their race, culture, how they worship and their life ways. In order for you to experience happiness in your life you need others. You're probably aware that you need others to feel good about yourself.

The last important thing to remember is that your culture is no better or worse than any other culture. To accept this assertion you have to acknowledge that cultural differences are not bad. Remember the term *cultural relativity*? It means that what works for one culture may not work for another. It's just that we're so accustomed and culturally programmed to value and reinforce like behavior in our culture. In our culture, there is a phenomenon called *sameness*. It means we all like to behave in similar ways and we value sameness in others. This expectation of sameness is a powerful one to break because, in our society, we are constantly being reinforced for achieving similar things, such as earning exceptional grades, promotions, and other achievements. For example, most Americans lead linear lives.

Agents of Socialization

So, what are agents of socialization? *Agents of socialization* refers to individuals and institutions that shaped your development, such as mom and dad, siblings, peers, school, and the media. These agents are part of the socialization process. Life is one long socialization process..

Primary and Secondary Socialization

Mom and dad raising you is called *primary socialization*. Enlisting in any branch of the armed services represents *secondary socialization*. Attending law school or a police academy are other examples of secondary socialization experiences. You could even call marriage a secondary socialization experience. All I want to say about marriage is that it's an institution based on romantic love. If you think about how we select our marital partners in Western culture, you'll realize we pretty much choose our mates based on homogamy. *Homogamy* is a word referring to the tendency for people who share similar social characteristics to marry each other.

In a marriage, you assume specific, nicely defined roles and the duties assigned to these roles need to be satisfied in order for you to experience marital bliss. It's about getting socialized into different roles and their duties. I'm in an *egalitarian marriage*, meaning there's lots of gender equality, power equality, voice equality, trust, openness, and, that's about it.

Now that you know about the agents of socialization, let's discuss how they influenced your development into the wonderful human being that you are today. You know, socialization starts the moment you enter the world. Labor and delivery. Your mom labored and you were delivered to the world. I guess you don't remember much about the joy associated with this experience. I hope your parents remember the joy associated with this experience. Don't feel bad, most people don't remember much about the first day their social life began. Actually, most of us don't recall anything about the first day of our life. Anyway, after everyone welcomes you to our wonderful world, the socialization process steadily begins to unfold.

Socialization refers to the way your mom and dad raised you beginning on day one. I know that healthy socialization begins with mom and dad holding you lots, cuddling you, responding to your needs, such as changing your diapers and feeding you when you got hungry. It's a pretty predictable schedule early on and it's your parent's responsibility to create this safe, trusting, familiar, responsive, and anticipatory-like environment. Oh yeah, your parents also needed to tell you they loved you. Hopefully your parents tell you they love you now. What more validation do you need that you're an intelligent, worthwhile, loved and valued human being?

Let's discuss *acceptance*. Acceptance more than conveys welcome to the club or the neighborhood. If I'm comfortable interacting with you in my club then it expresses my approval of you. For our purposes, we need to discuss how acceptance relates to cultural diversity. Remember, if you look like me, dress like me, and talk like me, then I'll be more likely to accept you. However, if you don't, I'll be less likely to accept you based on some differences that shows your otherness, such as your physical features.

Self-Acceptance and Self-Esteem

Before we discuss acceptance of others, we need to examine *self-acceptance*, you know, accepting yourself for who you are and what you're all about. *Self-esteem*, as it relates to culture, enables you to perceive yourself and others as important and valuable people. You won't be uncomfortable sharing with others how you feel about them, and you'll be interested in pursuing lasting and meaningful relationships with people. I suspect that you'll also feel equal to others; meaning you won't feel culturally or personally superior or inferior to others. Even if you perceive differences in abilities, you won't attribute the differences to race. This means you're a mature individual. Period.

The Importance of Belonging

Everybody has a need to *belong*; to simply and innocently belong. It was John Donne who said, "No man is an island, entire of itself." All human beings have a need to belong. I think belongingness is biologically based, meaning we have an instinct to belong to groups. The reason it's so important is because it gives us recognition, security, an identity, and, I suppose, friendship. I feel incomplete as a human being if I don't belong to something or other. Belonging is also about being a part of a larger community of people who acknowledge, accept, and respect you and your contributions to their group.

We can start by agreeing we all belong to our society. You want to reduce it further? All right, you belong to your family of origin?

Do me a favor and think about the different groups you belong to. If you work, you belong to your work group, department, or the organization. If you're a college student you belong to the undergraduate or graduate club. And if you've got a circle of friends, you belong to this group. I'm sure you belong to a few groups. *Belonging* usually begins with your immediate family, followed by your extended family, and ending with your community, state, country and well, let's see now, your world.

Belonging to Groups

Let's discuss groups. Groups didn't accidentally surface one day in our culture for no reason. The phenomenon of groups resulted from man's desire to join others interested in achieving a common goal. How's that sound? Human beings probably realized they couldn't achieve certain personal goals by themselves. So, groups were created to allow individual group members to pursue interdependent goals and to satisfy individual needs. Example: This club I'm a member of motivates me to train and stay fit for life. There is a lot of mutual influence in the group, too. I strongly believe that each of us in the group influences each other in a positive way. We hold each other accountable to train each morning. It's called *interpersonal influence*.

We need to now discuss *group norms*. All groups have norms to guide the behavior of the group members. Norms are the policies and rules agreed to by group members to facilitate acceptable behavior and the desired attitude of members in the group. The agreed upon norms of the group function to maintain *internal consistency*, such as consistent behavior among group members. Norms help group members better predict and anticipate how other members will behave.

Social Differentiation and Social Class

Social differentiation refers to how people differ across certain variables. It's about how we define and distinguish between categories, such as age, gender and race, which are pretty objective. However, it gets more subjective when we try to assign individuals to categories such as socioeconomic class and political affiliation

What about *social class*? I think it's difficult trying to assign someone to a social class. I just know that about three to five percent of the people living in the United States are in the upper class. About 40 to 50 percent are in the middle class, 30 to 40 percent in the working class and 15 to 20 percent in the lower socioeconomic class. I'm in the upper class because of the car I drive. How do you determine what social class you belong to? Sociologists believe that social stratification arose after observing that human beings can be ranked according to many levels. Sadly enough, in contemporary society human beings are unequal due to genetic and environmental factors influencing our development. Some of us end up receiving unequal treatment when it comes to enjoying social privileges.

I believe some human beings have an insatiable desire for things, and I think, regardless of how much human beings possess, some always want more. My explanation for this behavior is that these valued objects have enduring status value. Individuals who obtain status symbols like to keep them, and desire to continue inheriting big, fancy expensive items that display their social status. Thus, our system of *stratification* evaluates people on factors such as wealth, power and prestige. You know, social class is synonymous with socioeconomic status. I've included a brief description of each of these factors.

Wealth

In our Western society, we generally rank people with money and material possessions higher on the scale. These possessions include their impressive homes, the community they live in, number and kinds of cars, their expensive clothes, watches and jewelry. Value is placed on wealth and expensive possessions and the people owning these expensive materials need you to know it so you can admire them and their possessions. The term status symbol was created to describe these items. The thing is, you may not ever meet these individuals, so they will simply display their social class to you by what they drive or where they live.

Power

Individuals can also be ranked according to how much power they possess. Power is the ability of one individual or group to impact or change the behavior of another individual or group. Not surprisingly, power is often associated with wealth, which means that wealthy people have power. The important thing to know, however, is that power is not distributed equally in society. Only a few people in our society have power.

Prestige

What do you think prestige refers to? What is and isn't prestige is subjectively determined and refers to an individual who enjoys a special distinction or reputation in society. It may mean prestige in occupation--such as certain occupations having high prestige compared to occupations with low prestige. Occupations with high prestige include being a Supreme Court justice, physician, college professor, and well, lawyers. Occupations with low prestige are shoe shiners, garbage collectors, janitors, and security workers.

The unfortunate, unavoidable reality is that social differentiation leads to *social inequality*. Remember the categories that were created based on personal, biological and physical differences? Well, individuals in society created a ranking system to classify these differences. The problem, however, with this ranking system is in the social meaning individuals assign to the ranked characteristics. What worries me is what we do with the social meaning associated with being African-American, Asian, and Hispanic, affluent or living in poverty, young or old. I know about these social meanings and the effects they have on individuals being ranked. Imagine people's race determining where they are ranked in the system. It sounds unfair to me. The assumption one makes when ranking others based on race is that an individual's behavior is determined by their physical characteristics.

Do me a favor right now and ask yourself this question: "What accounts for social differentiation in our society?" Think about whether our innate makeup accounts for the observed differences in abilities between human beings. In other words, we begin with exploring whether an individual's innate abilities, such as being intelligent or a really good problem solver, enable him or her to lead a more satisfying life. The competing theory suggests that social differentiation and social inequality isn't a result of an individual's innate makeup, but rather a function of how he/she is affected by institutions in society. For example, according to structural theory, social differentiation and social inequality results from how our society is structured or how some institutions function. *Structural explanations* for why social inequality occurs may be related to how capitalism operates as an economic system resulting in unequal education, blocked access to resources or other problems related to social and economic conditions. So, political and economic factors may account for the pervasive patterns that sustain social inequality and institutional forms of discrimination against minorities. The problem now is how some institutions may be serving individuals differentially.

Cultures exist because people are interested in getting their social, psychological, spiritual, and physical needs met. It's about a group of people making sincere commitments to cooperate with each other in a social setting. I've pretty much concluded that for a culture to survive, its members must establish the institution of marriage and religion. The rules and norms guiding acceptable and unacceptable behavior need to be enforced through some institution, such as law enforcement, the judicial system and the penal system. See, there needs to be institutions in society to guide conformity and obedience.

The Power of Talk (article) Author: Deborah Tannen

How we talk and listen is deeply influenced by cultural experience.

The ways we learned to speak in childhood affect judgments of competence and confidence—in terms of who gets heard, credit and what gets done.

Women have often learned different styles of speaking than men which can make them seem less competent and self-assured than they are.

We observe American children at play and notice differences.

Girls tend to learn conversation rituals that focus on the rapport dimension of relationships whereas boys tend to learn rituals that focus on the status dimension.

One Up - One Down

Men tend to be sensitive to the power dynamics of interaction—speaking in ways that position themselves as one up and resisting being put in a one down position by others.

Women tend to react more strongly to the rapport dynamic -- speaking in ways that save face for others and buffering statements that could be seen as putting others in a one-down position.

Confidence and Boasting

Women are more likely to downplay their certainty and men are more likely to minimize their doubts.

Asking Questions: Great managers ask questions; however how and when questions are asked can send unintended signals about competence and power; in a group if only one person asks questions they may be seen as the only ignorant one.

Men worry about losing face if asking questions.

Women are more indirect than men; men indirect when it comes to admitting fault or weakness.

What is linguistic style?

It refers to a person's characteristic speaking pattern and includes such features as directness or indirectness, pacing and pausing, word choice, using jokes, figures of speech, stories, questions and apologies.

Linguistic style is set of culturally learned signals by which we not only communicate what we mean but also interpret other's meaning and evaluate one another as people.

Cultural factors such as country or region of origin and ethnic background influence how long a pause seems natural.

Language communicates ideas as well as negotiates relationships.

Through language we use—it is social behavior and it negotiates relationships—we signal and create the relative status of speakers and their level of rapport: example: I would be honored if you sit down (conveys respect) versus saying you must be tired, so sit down (conveys concern for the person)

Girls tend to play with a single best friend or in small groups and spend lots of time talking; using language to negotiate how close they are; girls tell secrets to become best friends; girls learn to downplay ways in which one is better than the other and to emphasize ways which they are the same or equal; girls in childhood learn that sounding too sure of themselves will make them unpopular with peers.

Boys tend to play in larger groups; more boys included; and not everyone treated as equal; boys with high status are expected to emphasize rather than downplay their status, usually one or several boys will be seen as leader or leaders; boys don't tend to accuse one another of being boss because leader is expected to tell lower status boys what to do; boys learn to use language to negotiate their status in the group by showing their abilities and challenging others; giving orders is one way to keep the high status role.

Giving Credit

Men tend to say "I" and women tend to say "We"

The way we speak is who we are and who we want to be.

We associate ways of speaking with moral qualities.

Women are less likely than men to blow their own horn; and they are more likely than men to believe that if they do—they won't be liked.

Women tend to say "I'm sorry" more frequently than men; it's a ritualized way of expressing concern.

However—people who make frequent ritual apologies may end up appearing weaker, less confident and literally more blameworthy than people who don't.

Compliments: Women pay more compliments than men.

In childhood—boys look for opportunities to put others down and take the one-up position and rituals girls learn is taking the one-down position but assuming that the other person will recognize the ritual nature of the self-denigration and pull them back up.

Men tend to seek to eat lunch with superiors more than women do—meaning men more likely to get recognition because they talk to their superiors about their outstanding performance. Men talk up their achievements and women play down their achievements. Boys and girls are socialized differently to talk about their achievements.

Mass Media is committed to diversity as evidenced by increased representation of people of color:

In news programs

In television programming

In advertisements

Programming decisions reveal the racial biases and prejudices:

People of color are often stereotyped in media representations

Some minority groups are underrepresented (e.g. Latinos)

What changes illustrate progress toward pluralism?

Positive images of people of color and other groups (e.g. Levi's wheelchair ad) appear to promote positive perceptions by viewers

Of all students majoring in journalism or mass communication, 61% are women and 27% are students of color (predicted to be 40% in 2035)

What is the future for diversity in the United States?

In the beginning, Americans chose the motto "e pluribus unum" which means "out of the many, one"

Many states came together to create one nation

Today the challenge is to bring diverse groups together to form one nation while maintaining multiple perspectives

Relationship Between Culture and Economic Development

What does economic development mean?

It refers to progress towards prosperity or improvement in well-being. A multidimensional process involving the reorganization and reorientation of the entire economic and social system.

It involves improving the quality of life for all human beings and includes 4 aspects:

- 1) Economic Growth: increase in production of goods and services
- 2) Increasing Living Standard: increase in income, consumption of food, access to health, education, housing, sanitation, housing, technology
- 3) Creating Conditions Conducive to Growth of People's Self-Esteem: The system needs to have embedded within it the appropriate social, political and economic institutions/processes that promote human dignity and respect.
- 4) People Need the Freedom to Choose: System needs to enlarge the range of options available to individuals including consumer goods and services, as well as other social and political variables.

So— what cultural traits/values promote economic development?

Remember: Evidence suggests that economic development is associated with shifts away from absolute norms and values toward values that are increasingly rational, tolerant, and participatory.

In pre-industrial societies that change with development— there is low level of tolerance for abortion, divorce, strong emphasis on religion, male dominance in economic and political life, strong parental authority and authoritarian political systems.

Aesthetic Principles

These are principles that commonly support or influence artistic creation and critical judgment about art.

These identify value in art—with the object's ability to fulfill certain cultural or social functions:

- 1) Objects are aesthetically valuable if they are meaningful or teach us truths.

Examples:

- 2) Objects are aesthetically valuable if they have the capacity to convey values or beliefs that are central to the cultures or traditions in which they originate—or are important to the artists who create them.

Examples:

- 3) Objects are aesthetically valuable if they have the capacity to help bring about social or political change.

Examples:

- 4) Objects are aesthetically valuable if they have the capacity to produce pleasure in those who experience or appreciate them.

Examples:

Strategies for Social Change

- **Dialogue** - persuade the people in power to change
- **Confrontation** - demonstrations, sit-ins, marches to arouse public support
- **Economic Pressure** – boycott to force dialogue
- **Research and Feedback** – identify causes of problems and propose solutions
- **Inside-Outside Alliance** – get someone elected to a decision-making body to present the unrepresented group's perspective
- **Violence** - attack people or property to dramatize an issue (e.g. Boston Tea Party, urban riots)

The assignment for your group is to discuss the various strategies used to impact change and to identify which historical events, American or international used any of these strategies to force major, transformational change that impacted the course of history. Please offer examples of each of the strategies.

Please include the following in your responses:

Individual (s) responsible for bringing the issue (s) to attention

The type of issue (s):

- political
- Social
- Economic
- Religious
- Civil Rights – Inequality

Was the individual assassinated?

Is the individual responsible for the movement considered a hero? (a hero is defined as someone who dedicated their life and work to a moral cause. Also—did their actions result in moral outcomes? If it did then we consider their actions heroic because they achieved a moral result)

What were the wider implications of the individual's dedication to their cause?

What have we learned from this individual's dedication to their cause?

An Abandoned Factory, Detroit

By Philip Levine

The gates are chained, the barbed-wire fencing stands,
An iron authority against the snow,
And this grey monument to common sense
Resists the weather. Fears of idle hands,
Of protest, men in league, and of the slow
Corrosion of their minds, still charge this fence.

Beyond, through broken windows one can see
Where the great presses paused between their strokes
And thus remain, in air suspended, caught
In the sure margin of eternity.
The cast-iron wheels have stopped; one counts the spokes
Which movement blurred, the struts inertia fought,

And estimates the loss of human power,
Experienced and slow, the loss of years,
The gradual decay of dignity.
Men lived within these foundries, hour by hour;
Nothing they forged outlived the rusted gears
Which might have served to grind their eulogy.