MULTICULTURAL AMERICA, PART DOS (2):
EDUCATION IN MULTICULTURAL AMERICA

1. Generally, Education has two uses: philosophical and practical. Socrates said, “The unexamined life is not worth living,” and education should give an individual the skills to examine him/herself and the society in which he/she lives. Practically speaking, an educated class is the nervous system of any culture and is essential to a coordinated and integrated culture. In your estimation, the primary purpose of education is: a) to stimulate an abiding thirst for self-knowledge and wisdom  b) to create an obedient and easy to control population  c) to hurt you  d) to give you the skills you need to make big bucks

2. America came into existence after a revolution in literacy and education had begun. Literacy was crucial for many early Colonists, who wanted to read their Bibles for themselves. The Vernacular Tradition found an advocate in Horace Mann, who, in the 1830’s, established the first public school system in Massachusetts. This spread across the country and in 1862, Lincoln signed the Homestead Act which set aside land to pay for regional colleges. After the Civil War granted blacks full citizenship rights, the harsh realities of life in America caused black thinkers to debate the role of education in black life. In the late 19th century, Ph.D. and famous social critic, W.E.B. Dubois, debated Booker T. Washington over the educational and social prospects of blacks. Washington believed that blacks must first secure economic security and then pursue social and civil equality; Dubois demanded blacks have full social, political,cultural and civic equality, without which they would never get economic security.

3. As a consequence of mis-education and ignorance, Jim Crow laws, first developed in a few Northern states in the early 1800’s, were adopted by many Southern states in the late 1800’s. These segregation laws required that whites and blacks use separate public facilities, especially schools. No detail in Jim Crow laws was too small. At one time, for example, Oklahoma required that whites and blacks use separate telephone booths. Arkansas specified separate gambling tables, and many courts provided separate Bibles for swearing in witnesses. Jim Crow Laws made blacks second class citizens in America. In addition to being denied a first rate education, they were denied access to standard housing, railroad and bus seating, swimming pools, dining facilities, theaters, health care, water fountains, college, and many other aspects of American culture. Severe underfunding of black schools crippled generations of blacks.

4. Ignorance and hatred, reinforced through public mis-education, fostered such hostile circumstances across the South that the Great Migration began. This was the movement of blacks from the South in the late 1800’s and early 1900’s; they moved to the north and the upper midwest. On a positive note, this movement enriched American creativity with the spread of Jazz; on the negative side, prejudice was widespread also in the North, though not as virulent and violent as the in the South. Popular Culture often plays on ignorance and can increase prejudice because the unexamined life is always attractive, and ignorance is a fertile ground for hatred. This is most clearly shown in D.W. Griffith’s famous film, Birth of a Nation, which depicted life in the South after the Civil War. Griffith’s film depicted freed slaves as dangerous savages and Reconstruction (rebuilding the South with freed slaves as full citizens) as a disaster. When the film was released in 1915, it was a number one box office smash and President Wilson strongly endorsed it. Sadly, public American education from 1900 until the 1960’s generally agreed with Griffith’s negative interpretation of blacks’ role in American history.

5. Blacks encountered much ignorance in the North and South, abetted by such popular expressions of racism as Griffith’s film. In response, they initiated a dynamic and creative Vernacular response in New York city, the Harlem Renaissance. Here, in the first third of the 1900’s, black scholars, poets, singers, dancers, artists and social critics created the Harlem Renaissance; they radically challenged American culture and American history as taught in schools and in popular culture, in films like Griffith’s. Countee Cullen and Langston Hughes were black poets and Zora Neale Hurston and James Baldwin were black authors; all took part in the Harlem Renaissance. The Harlem Renaissance was a model for other minorities who demanded justice in the 1960’s and beyond. In the 1960’s Women, Gays, Hispanics, and the Native Americans imitated its ideas. These groups demanded a more accurate and positive interpretation of their roles in public education.

6. Naturally, black objected mightily to the Jim Crow laws and the prejudice in American education. Returning black veterans of World War I and World War 2 encountered these horrors after fighting for America. But there was an even worse consequence than injustice from mis-education: from 1882 until 1951, about 3437 blacks were lynched. Back in 1898, the Democratic Party had refused to endorse an anti-lynching law. General American education, or mis-education, perpetuated the theme of Birth of A Nation: blacks were dangerous, different, inferior and incapable of being true Americans. Then and now, a person learns to be a racist, someone who has been trained not to examine his/her prejudices. Lynching was the most hideous expression of mis-education.

For Class

1. (History, Mathematics) is rated the worst course by high school students. However, any rational person must admit that Algebra and Calculus make no sense at all and need to be eliminated.

2. As blacks demonstrated, to have equality in the present, a group must make a case based in part on the accurate telling of the group’s role in the (Past, bathrooms). This history must be taught to school children and become part of
the nation's story.
3. This debate over the teaching of a more inclusive history explains the current ferocious debate over history textbooks. Gays are fighting hard to get their history accurately included in text books. This would help them in their struggle for justice.
5. (Hispanics, Asians) make up more than half of all Californian students from grades one through twelve, most work below grade level, and in high school and even higher number work below grade level. Why do these students often do so poorly?
6. In the 1960's, Native Americans averaged about 8 1/2 years of formal education. Today, the majority of these young people graduate from high school, and about 9 percent of all who are 25 years of age and older have a college degree in law, medicine, etc. Generally, though, why do Native Americans and Hawaiians not do well in our school system?
7. In 1979, children in the top fifth of American society were four times as likely to get a college education as one from the bottom fifth; today, that number is (2 times, 10 times) because education has become much more (fun, expensive).
8. To lower costs, what do you think of dropping professors’ salaries 10% and having a tipping system? (Good lecture, $5, bad lecture nada). How would you deal with the financial crisis facing this college?
9. In some states the high school drop out rate is over 50%. Why do you suppose this is true?
10. The American child spends about 1/2 hour per (day, week) in meaningful conversation with parents. Communication is key.
11. The more educated a person is, the more likely he/she is to belong to the Republican Party. Why?
12. In many places in the developed world, college is free or almost free; is this a good social investment?
13. What determines to a large extent a student’s success: race, sex, socio-economic status?
14. The S.A.T. Test really measures a student’s (class background, racial background).
15. The American college student (i.e., you) studies, on average, (5, 20) hours per week.
16. The American college student (i.e., you) spends, on average, (5, 20) hours per day on his/her cellphone+ laptop. Do you think these distractions help or hinder students in the development of the discipline necessary to succeed in college?
17. Does art or testing play a greater role in modern American grammar schools?
18. (Chinese Americans, German Americans) on average spend twice the amount of time studying as other students and are far over-represented in America’s elite schools and graduate schools.
19. Are being educated and having a college degree the same thing?
20. Is guacamole the greatest food ever?
21. About one (fourth, fifteenth) of all Americans have earned degrees.
22. Today, most students who earn M.D.’s, or degrees in Law and Dentistry are (women, lucky).

**IMMIGRANTS AND IMMIGRATION**

“What we need in a state like California is a Little Wager Act which would spell out our right to organize and engage in collective bargaining. . . .We want this right extended to farm workers. We have history on our side. Our situation is really no different from that which exists in the Negro ghettos in other parts of the country.”

Cesar Chavez, During the California Grape Strike, 1967

1) THE BANK’S SCALE of Immigrant Experience. Professor Banks was a sociologist who wanted to categorize immigrant experiences into major categories. He came up with five: (1) CAPTIVITY= the immigrant feels imprisoned by the new culture; (2) ENCAPSULATION—the immigrant remains within his/her enclave; (3) CLARIFICATION OF ETHNIC IDENTITY: a positive view of the immigrant experience; (4)BI-ETHNICITY: the immigrant works and thrives in his/her enclave and the larger society; (5) MULTI-ETHNICITY: an ideal, what we should all strive for. This scale is based on EXPERIENCE and is not necessarily chronological.

2) From 1820 until 1975, around 47 million people came to America; 35.9 million from Europe. During this time the top five countries supplying immigrants were Italy, Mexico, England, Ireland and Germany. In the mid 1800’s, Americans in the Know Nothing Party, a Nativist Party, attacked immigrants, especially the Irish, who were often called “dirty, lazy, and uncivilized drunken breeders”. This attack set the pattern for subsequent attacks on immigrants: negative stereotyping and demonizing. Immigrants have been frequently attacked in American history during periods of economic downturns. Such hateful attitudes affected the Chinese immigrants to the West in the 1800’s. Congress passed the Chinese Exclusion Act of 1882, which stopped Chinese emigration to the USA. The Chinese had helped to build the railroad system of the West and they had proved themselves to be incredibly effective and hard working laborers. Their labor benefited the entire country, but created intense hostility among white workers. White workers, and the demagogues who led them, benefited from the Exclusion Act. In 1908, a "gentlemen's agreement" between the
United States and Japan provided a temporary solution to immigration problems. Japan agreed to stop emigration of its workers, and the United States agreed to halt discriminatory immigration laws against its people. The extremely conservative Immigration Act of 1924 prohibited the entry of all Asian laborers. Between 1890 and 1920 most immigrants came from Southern Europe. From 1881 to 1920, almost 23.5 million immigrants poured into the United States. When immigrants willingly give up their previous culture/language and try to become as “American” as possible this is called assimilation, “the melting pot” approach. When immigrants attempt to maintain their culture and language in a face to face, “salad bowl” approach to the Dominant American Culture this is called, “acculturalization.” Culture shock is a depression, caused by homesickness, that afflicts many immigrants, who find the new culture too confusing and hostile.

(3) Immigration law has often been used to protect or to help American businesses and workers; these laws have also reflected prejudices and foreign policy goals. Rarely, have these laws been neutral instruments for aiding immigration from across the world. A 1917 law required adult immigrants to show that they could read and write. The law also excluded immigrants from an area known as the Asiatic Barred Zone, which covered most of Asia and most islands in the Pacific. The Immigration Act of 1924, which took effect in 1929, severely limited the number of immigrants from outside the Western Hemisphere. The distribution of immigrants from different countries was based on percentages of the nationalities making up the white population of the United States in 1920. The formula ensured that most immigrants would be from such countries as Germany, Ireland, and the United Kingdom. This reflected conservative political beliefs of the 1920’s. After World War 2, the Immigration and Nationality Act, also called the McCarran-Walter Act, established quotas (allowable numbers) for Asian countries and other areas from which immigrants had been excluded. The law, for the first time, made citizenship available to people of all origins.

(4) In 1965, the most liberal immigration act was passed. Its amendments to the Immigration and Nationality Act ended quotas based on nationality. The 1965 amendments produced major changes in patterns of immigration to the United States. The percentage of immigrants from Europe and Canada dropped, while that of immigrants from Asia and the West Indies leaped dramatically. Until 1960, Europeans made up 60% of all immigrants; by the 1990’s that number had dropped to around 10%. President LBJ was mainly responsible for this change in 1965. However, many immigrants to America did not go through the authorized process and lived in the United States without documentation. The Immigration Reform and Control Act of 1986 offered amnesty (pardon) to illegal aliens who had lived in the United States continuously since before Jan. 1, 1982, or who had worked at least 90 days at farm labor in the United States between May 1, 1985, and May 1, 1986. The act also set penalties on employers who knowingly hire illegal immigrants.

(5) Immigration trends continue to change, but the nature and character of most immigrants remains fairly similar. This is shown in a quote from the 2003 book, Equality Defined: Race, Ethnicity and Immigration: 

Each new contingent of immigrants—whether from Asia or Europe, in the 20th century or the 19th—serves to refresh values and characteristics in America. ...Immigration, yesterday and today, is the business of the young... Immigrants also tend to be hard workers....More than peoples they left behind, the Old World, immigrants often nursed streaks of rebellion...Immigrants tend to be optimistic risk takers....

(6) In addition, immigrants often regard their homeland in different ways. The homeland can be seen as a bitter, impoverished and unjust place, a home from which escape was the best possible option. Others regard the homeland with nostalgia, a cultural haven of wise ancestors. Two black poets wrote about their homeland centuries apart. Wheatley celebrates fleeing “pagan” Africa while Cullen wonders about Africa, and what positive aspects might have existed there for blacks.

POEMS THAT REFLECT ON BLACK IMMIGRATION TO AMERICA

1. PHILLIS WHEATLEY (1753-84): “On Being Brought from Africa to America” (1773)

’Twas mercy brought me from my pagan land
Taught my benighted soul to understand
That there’s a God, that there’s a Savior too:
Once I redemption neither sought nor knew.
Some view our sable race with scornful eye.
“Tis mercy brought me from my pagan land.

2. Countee Cullen (1903-1946), From “Heritage” (1925):

What is Africa to me: Copper sun or scarlet sea, Jungle star or jungle track,
Strong bronzed men, or regal black woman from whose loins I sprang,
When the birds of Eden sang?
One three centuries removed from the scenes his fathers loved,
Spicy grove, cinnamon tree, what is Africa to me?
Quaint, outlandish heathen gods black men fashion out of rods, 
Clay and brittle stone, in a likeness like their own.
My conversion came high priced: I belong to Jesus Christ,
Preacher of humility, heathen gods are nothing to me...
Lord, I fashion strange gods too, daring even to give You
Dark despairing features...

FOR CLASS
1. Today, Asians now make up around (35%, 50%) of all immigrants to the U.S.A.
2. Immigrants from (Rome, Cuba) dominate Florida, which has an odd immigration policy: Sandy Feet!
3. Today about one in (five, ten) people living in the U.S.A. is foreign born.
4. (Hispanics, Asians) make up around 1/4 of California, Arizona, New Mexico, and Texas.
6. Around three fourths of the would be immigrants apprehended by the American Border Patrol, because they lack proper documentation, come from (Mexico, Canada).
7. The U.S.A. city with the largest illegal immigrant population (about 1 to 2 million) is (Los Angeles, Boise); why is this number only an approximation?
8. Snake Heads, which are gangs in (China, Boise), have created a network to bring undocumented aliens into the U.S.A.. The cost per Chinese immigrant is around ($1000, $50000).
9. Coyotes are guides who bring undocumented aliens out of (Mexico, Canada), which has contributed the largest group of undocumented aliens living in America today.
10. On January 1, 1994, NAFTA became law. What effect did this have on illegal immigration from Mexico?
11. In 1988, Japanese Americans and Japanese residents (immigrants) received $20000 for past injustices. What did they suffer? What stipulation did they have to meet to get the dinero?
12. Today, approximately how many foreigners are here without proper documents?
13. The current immigration debate often centers on the idea of “amnesty” for illegal immigration. “Amnesty” means what? Do you think this is a valid part of the solution to immigration crisis?
14. About 25 states have passed laws making English their official language. (Language is key to culture; threats to language—especially by immigrants—are direct threats to culture.
15. Why have the recent attempts at Immigration reform failed?

AMERICAN GENDER: Feminism and Homosexuality in Multicultural America
“We believe that it is an essential for every girl to be educated to her full potential of human ability as it is for every boy—with the knowledge that such education is the key to effective participation in today’s economy and that, for a girl as for a boy, education can only be serious where there is expectation that it will be used in society . . .”

Statement of NOW, 1966

(1) Gender is defined as one’s sex as it affects one’s status, behavior, self-image and roles. Most cultures base male and female gender on biology. A few cultures, however, offered a Third Option. The Berdache Tradition among Native Americans and the Aikane Tradition among Hawaiians offered a Third Option to their people; in other words, gender wasn’t simply defined by biology. In these cultures males were allowed to be feminine and females were allowed to be masculine. Another version of the Third Option is the belief that women are not inferior and should not be subordinate to men; this Third Option claims women are equal to men and should have the same opportunities as men to fully develop themselves. Throughout six thousand years of history, males have dominated most cultures, and maleness has controlled everything from politics to religion. Beginning in the twentieth century and spreading around the world with increased impact since World War 2, the idea of female equality is becoming a goal in many places. Of course, resistance to male and female equality is widespread.

(2) In America the struggle for women’s rights has a long history. Elizabeth Cady Stanton, Margaret Fuller, Susan B. Anthony, Lucretia Mott and Alice Paul were key members of the struggle in the 19th and early 20th century. After a century of struggle, the Nineteenth Amendment in 1920 gave the vote to white women. World War 2 exposed many women to industrial jobs and responsibility, Betty Friedan was a leading feminist in the 50’s and 60’s, and Susan Faludi is one today. A feminist believes that women should have full citizenship rights, including political, economic and social equality with men. Some men and women regard this as a dangerous idea and this sentiment prevails in several arenas of modern life.

(3) For example, women generally are not allowed to serve in combat units of the U.S.A.’s military. The military doctrine of Unit Cohesion demands that any threat to the comradery which governs combat units be eliminated; it is widely believed that women in combat units would negatively impact Unit Cohesion. A few women in the military are pilots in combat aircraft and helicopters; some serve in combat ships, but generally they are kept out of direct combat roles, especially on the ground. Also for the sake of Unit Cohesion, Gays were not allowed to serve openly in the military until very recently. Instead, they were governed by the policy of “Don’t ask, don’t tell, don’t
harass.” Many members of the Gay Rights community disliked this policy which discriminated against gays who serve their country and were forced to lie about their personal lives because of the policy. Homosexuality is a preference for affiliation and sexual activity with a person of the same sex, and many advocates of justice for Gays believe that American culture, like Native American and Hawaiian cultures, should allow the Third Option to those so inclined. The Stonewall Riots in a New York club in 1969 began the modern Gay Rights Movement. In 1973, the American Psychiatric Association declared that homosexuality was not a mental disorder or sickness. The Democratic political party is usually seen as friendlier to Gays, while the Republican Party has generally denounced the “Gay life style.” However, a small group of economically driven Log Cabin Republicans are gay Republicans who support this party for financial reasons.

(4) Americans continue to be very confused about gender and sexuality. Many parents are uncomfortable discussing sex with their children, and some parents are adamantly opposed to sexuality based on biology being taught to their children. On the other hand, sexuality (attractiveness) is pushed as one of the most important aspects of life. Pop culture and advertisement endlessly remind children and adults that being sexy is one of the key goals in life. On the other hand, most religions constantly harp on the evil of lust and some adults endlessly hawk the real dangers of STD’s and AIDS to young Americans as a way of scaring them into abstinence. Added to this is the reality that in a society based on Information Technology, not industry, males and females compete for similar jobs. If strength and courage are no longer key elements in many masculine careers, what defines a male? It seems that as a culture, America can’t decide if sexuality is positive or negative, or what makes a real man.

“[T]he attending physician, in consultation with his patient, is free to determine, without regulation by the State, that, in his medical judgment, the patient’s pregnancy should be terminated. If that decision is reached, the judgment may be effectuated by an abortion free of interference by the State . . .”

Roe v. Wade, Supreme Court Decision, 1973

FOR CLASS

1. What is sodomy? What is Homophobia?
2. Where do more teenagers on average have sex at an earlier age, America or France?
3. On average, for every dollar earned by a man at a job, a woman in a similar position earns how much?
4. U.S. teenagers have STD’s at (the same rate, 5 to 6 times that) of European teenagers; why?
5. About 10-20 million Americans claim to be gay in a population of about 200, 300 millions.
6. How do many young males in American try to demonstrate their “maleness/masculinity”?
7. Blacks in Birth of a Nation were portrayed unfairly and stereotypically; before the 1990’s, were gays generally stereotyped in negative ways in film, tv and Pop Culture?
8. What percentage of the people you know would vote for a qualified female for president: more than 50% or less than 50%?
9. Who was Matthew Shepard?
10. Heterosexual adultery and financial problems cause most divorces in America. Can “protecting” marriage by defining it as a union of a male and female defend marriage from these two problems?
11. Can you think of a product in which sexuality is used to make the product more desirable (not male enhancement products)?
12. In many religions, which subgroup is more likely to be demanding more openness to Gay issues: Fundamentalists, Middle of the Roaders, Liberalizers?
13. A majority of males believe consensual sex between unmarried adults is morally acceptable behavior. What about females?
14. Name a recent tv show or a film with a gay character:
15. How would you protect marriage from adultery and financial problems?
16. Is a state sanctioned marriage a secular contract or a sacrament (a religious decree) or both?
17. For Gays in general is Gay marriage more of a religious issue, or a civil rights issue?
18. Your first sexual encounter with another person occurred when you were (single, married).
19. What causes someone to become a homosexual? (genetic makeup, environment, choice, no scientifically proven and known reason).
20. The 1973 Supreme Court Decision, Roe v. Wade, declared that women have a right to what?
21. (More than a million, less than a million) abortions are performed every year in America.
22. What is the primary reason given for having an abortion?
23. How would you reduce abortions in America: education and health care, a total ban, executions?
24. The percentage of Americans who marry at least once is (60%, 90%).
25. Divorce, American style: every year there are approximately (one million, one thousand) divorces; in total, around (5%, 50%) of all American marriages end this way.
26. About (41%, 51%) of Americans are women.
27. Why are more and more women having out of wedlock children?
28. Why do women generally live longer than men?
29. Where are there more people over 100? What will you be like at 100?

**ENVIRONMENTAL JUSTICE**

“As long as civilization as a whole, with its vast technological power, continues to follow a pattern of thinking that encourages the domination and exploitation of the natural world for short term gains, this juggernaut will continue to devastate the earth no matter what any of us does.”


1. Ecology is the branch of science that deals with the relationships living things have to each other and to their environment. Scientists who study these relationships are called ecologists. Ecocentrism emphasizes all relationships as crucial to the earth. “Anthropo” means human. “Anthropocentrism” is the belief that the world and its resources are here primarily for human sustenance and comfort; consumerism is the extreme version of Anthropocentrism. Traditionally, Native Americans have had an immediate and reciprocal relationship with their natural environments. They defined themselves by the land and sacred places, and recognized a unity in their physical and spiritual universe. Their cosmologies connected them with all animate and inanimate beings. They were not ecologists—that is a modern term and concept.

2. In the 19th century, such movements as Transcendentalism and Romanticism drew Americans’ attention to the sacredness of nature, its beauty and harmony. (Daoism had similar notions in China.) By 1900, America had become the world's leading industrial power, whose enormous wealth was built on exploitation of natural resources. First the Conservation Movement and then the Environmental Movement challenged the unchecked wholesale abuse of America's natural resources. Conservation is the management, protection, and wise use of natural resources. During the early 1900's, conservation began to develop as a national movement in America. Its dominant theme was the wise use of natural resources, including plants and animals, for human benefit. Conservation and Environmentalism are not the same.

3. In 1908, President Teddy Roosevelt brought together governors, federal officials, scientists, business executives, and conservation leaders for a White House conference to adopt national policies for the use of natural resources. The conference approved the principle of multiple uses in the management of national forests and parks. The principle of multiple use provided that public lands be managed to serve many benefits. It thus protected these lands from being used solely or primarily for commercial development. Gifford Pinchot was a friend of Teddy’s and vital in establishing the Forest Service.

4. The National Park Service was established in 1916, when the U.S. park system consisted of 37 areas. These areas included Yellowstone National Park, the world's first national park. Today, it manages the approximately 390 areas of the National Park System. According to a recent National Geographic article, the NPS is in dire need of economic help from the federal government, which has recently been indifferent to the money woes of the system. The National Park System and other federal and state programs protect land long recognized as having stunning features such as Yosemite or the Grand Canyon. Private and industrial interests have long challenged preservation of these places of natural beauty. In the 21st century, the struggle to keep these magnificent places open to the public and relatively pristine will be one of the central struggles for environmental justice. Many National Parks are restricting use of cars in the parks, and in Yellowstone National Park there has been a battle over the use of snowmobiles.

5. Perhaps another impetus for the expanding concerns about the environment, besides health and sustainability, is the almost universal recognition of beauty in nature. As society becomes more and more complex and technological, over stressed humans seem to need more exposure to natural beauty and the way it soothes the soul.

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(4) Heroic leaders in the 20th century struggle for Environmental sanity and Justice were John Muir, Aldo Leopold, Ansel Adams, Rachel Carson, and David Brower. John Muir (1838-1914), an explorer, naturalist, and writer, campaigned for the conservation of land, water, and forests in the United States. His efforts influenced Congress to pass the Yosemite National Park Bill in 1890 establishing both Yosemite and Sequoia national parks. Muir helped persuade his friend President Theodore Roosevelt to set aside 148 million acres of forest reserves. He founded the Sierra Club in 1892. Ansel Adams (1902-1984) was an American photographer, known for his dramatic photographs of the West. He took large pictures of landscapes that include mountains, forests, and rivers. Adams' interest in preserving wilderness areas also led him to become active in the conservation movement. Search his works online; he was a Romantic, who used the Realist technology of the camera, to take Romantic—bleakly beautiful, gauntly exotic—photographs. Aldo Leopold (1887-1948) was an American naturalist, wildlife biologist, author, and conservationist. He pioneered the application of ecological principles to wildlife management. An enthusiastic outdoorsman, he believed that people should enjoy wilderness areas for recreation. But he declared that the natural characteristics of such areas should be preserved as much as possible. Rachel Carson (1907-1964), a marine biologist, wrote *Silent Spring* in 1962, one of the most important environmental books in history. Its impact caused DDT to be outlawed in the United States and other pesticides to be limited around the world. Nevertheless, today Americans still use approximately 2.2 billion pounds of pesticides every year. Mountaineer and war hero, David Brower led the Sierra Club in the 1950's and 1960's in some of the most important battles over the environment. He and the Club blocked the damming of the Grand Canyon and pushed LBJ into creating Redwoods National Park on the northern Californian coast. A charismatic leader, Brower pioneered the use of modern media.
(6) In northern California, Julia Butterfly Hill lived in an old growth redwood, named “Luna”, for almost two years in the 1990's, drawing attention to the continued exploitation of the forests of the Pacific Northwest. She and former V. P. Al Gore represent some of the newer ecological views. Gore has especially paid attention to CO₂ (Carbon Dioxide). CO₂ is the thermometer of the planet; in the past, during climactic cycles average temperatures went up and down; whenever the planet heated up, CO₂ amounts went up. According to the vast majority of climatologists, the earth is warming up, only this time, human activity is a significant contributor. This is the heart of the current debate on Global Warming in America; no other country has such a debate because the rest of the world accepts as scientifically established that human activity, creating immense amounts of CO₂, is affecting the world.

Justice, health, and sanity demand that the largest emitters of CO₂, China and America, change their behavior, but that will hurt their economies. That is why the wealthy oil and coal industries are fighting back.

(7) From A.D. 1 to about 1800, the world population quadrupled from about 300 million to 1 billion. But since then, the population has multiplied six times to about 7 billion. Although the rate of growth is slowing, the world is expected to have approximately 11 billion people by 2100. Such a large increase in population will result in even greater demands for natural resources, especially clean water, clean air and healthy food. Today, between half and one third of the world’s people live on less than two dollars a day. Poverty and population rates are increasing fastest among the world’s poorest countries, and their governments will have a difficult time getting them clean air, clean water and healthy food.

(8) Crucial for the 21st Century are Environmental Justice Questions:  
Who has access to, and use of, public lands and water, and for what purpose?
Why are pollutants regularly dumped in or around poorer neighborhoods?
What is the proper response to Global Warming?
If Globalism accelerates environmental degradation, what should be done?

FOR CLASS:
1. In the past 200 years, the United States has lost 50 percent of its wetlands and 90 percent of its northwestern old-growth forests. A decimated wetland contributed to what disaster in Louisiana?
2. What is a “clear cut”?
3. Brazil fuels the vast majority of its vehicles on (Sugar Cane, Monkey Batter, Coconut Juice).
4. The bark beetle has destroyed millions of acres of forests in Canada and the USA. What does global warming have to do with this highly destructive beetle?
5. A great deal of Los Angeles’s water comes from where?
6. WHAT A WASTE: The average college student produces 640 pounds of solid waste each year, including 500 disposable cups and 320 pounds of paper. Around 50% of all automobile trips in the United States are under three miles, a distance that could be walked in less than one hour at no appreciable cost to the environment or pocketbook. North Americans throw away millions of plastic bottles every day; plastic is a petroleum by-product.
7. In 1900 there were 100,000 tigers in the world, and today there are fewer than 6,000. Although their numbers have increased a little, there are probably less than 6,000 (funny professors, Blue Whales) alive today.
8. Recently the bald (professor, eagle) was taken off the Endangered Species List. Is this a good thing?
9. Generally, the citizens of wealthy, industrialized countries consume around (3, 30) times as much energy and resources as those of the Third World. Is this fair?
10. Frederick Olmstead designed Central Park in the heart of New York City. What did he design in Yosemite?
11. Some people want Hetch Hetchy valley in Yosemite restored to its original condition. Today it is underwater and supplies water and electricity to San Francisco. To you, is natural beauty or the human need for electricity and water more important?
12. If ranchers in Idaho graze their cattle on public lands, and if wolves attack their herds, should cattlemen have a right to shoot and kill these endangered animals?

AFTER WORLD WAR TWO: HISPANICS AND BLACKS IN THE POPULAR ARTS

(1) Since the 1940's, the music and dances of Latin America have "crossed over" into American culture. Mexican mariachi bands-small ensembles usually consisting of violins, guitars, and trumpets-have long enjoyed popularity in the United States. Some popular Cuban dances have included the bomba, the cha-cha-cha, the conga, the mambo, the rumba, and salsa. Much of the music and dancing was derived from the culture of African slaves who worked on West Indian sugar plantations from the early 1500's to the 1800's. The music has strong, syncopated (irregularly accented) rhythms. It features instruments of African and American Indian origin, including conga drums, claves, guiros, maracas, and marimbas.

(2) Latin American music has long been an important influence on the popular music of the United States. Since the 1950's, a number of Hispanic American rock music performers have gained widespread popularity, including Ritchie Valens, Carlos Santana, Gloria Estefan, and the group Los Lobos. Traditional Latin music has also attracted a large audience in the United States. One of the most popular performers is Celia Cruz. Known as la Reina de la Salsa (the Queen of Salsa), Cruz has performed for more than 40 years in both Cuba and the United States. Important Hispanic artists include John Valadez, Martin Ramirez, Frank Romero, and Arnaldo Roche. Tomas Rivera, Luis Valdez, and Heberto Padilla rank among the many Hispanic writers who have won distinction. Other major Hispanic
American figures in the arts include architect Bernardo Fort-Brescia and fashion designers Adolfo and Oscar de la Renta. Like other minority groups, Hispanic Americans have often been portrayed as stereotypes on radio and television and in movies and advertisements. Since the 1960's, however, TV shows, movies, and plays that deal more realistically with Hispanic characters have appealed to both Hispanic and non-Hispanic audiences. Hispanic American actors are now able to play roles that previously would have been reserved for Anglo (English-speaking) actors. Successful Hispanic American actors and actresses have included Jose Ferrer, Raul Julia, Jennifer Lopez, Rita Moreno, and Anthony Quinn.