

Multicultural Literature and History
Mr. Moga and Mr. Wild
Room 302
Hours 1 & 2

“I often wonder whether or not education is fulfilling its purpose. A great majority of the so-called educated people does not think logically and scientifically. Even the press, the classroom, the platform, and the pulpit in many instances do not give us objective and unbiased truths. To save man from the morass of propaganda, in my opinion, is one of the chief aims of education. Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from fiction.”

“The function of education, therefore, is to teach one to think intensively and to think critically. But education, which stops with efficiency, may prove the greatest menace to society. The most dangerous criminal may be the man gifted with reason but with no morals.”

“We must remember that intelligence is not enough. Intelligence plus character---that is the goal of true education. The complete education gives one not only power of concentration but worthy objectives upon which to concentrate. The broad education will, therefore, transmit to one not only the accumulated knowledge of the race but also the accumulated experience of social living..”

Dr. Martin Luther King, Jr.

Summary:

Through history and literature, 12th and 11th grade students will examine the question “What is an American?” will be exposed to the various contributions of various races and ethnic groups to the development of the United States.

Classroom rules and expectations:

1. Arrive to class on time. If you are late and do not have a pass you will not be allowed in class.
2. You should be prepared to participate in all classroom activities, which means that you are expected to have all of the needed materials with you in class everyday (see “Materials”).
3. Break Time: Students will have a five-minute break during this block class. Students should also be in class BEFORE THE BELL to start our second session. If you are late and do not have a pass, you will not be allowed in class.
4. All students are expected to treat their instructors and classmates with respect at all times. That means (a) not talking while others are teaching or sharing their ideas (b) not only listening to others opinions, but also respecting them as well even if you don’t agree.
5. There are times in class where you may be asked to read aloud. No one is exempt from reading aloud. Reading and learning go hand in hand and all

students are expected to be respectful when their classmates and instructors are reading.

6. All school rules are enforced during the two hours.

Materials Needed:

- 1 notebook specifically for this class
- 1 smaller notebook to use as a “quote book” specifically for this class (it will be kept in the room)
- Theme paper
- Pen and/or pencil
- Folder for handouts
- Any assigned textbooks should be brought with you everyday.

Reading List:

The following is the list of texts and novels we will be covering in this course. Those titles with an asterisks* are novels that we may cover.

A Different Mirror by Ronald Takaki

***A Yellow Raft in Blue Water** by Michael Doris

***Bread Givers** by Anzia Yezierska

***Farewell to Manzanar** by Jeanne Wakatsuki Houston

We will also cover an assortment of short stories, poems and articles that reflect the experiences of diverse cultural backgrounds in this country.

Homework and In-class Assignments:

Oral participation counts as one full test grade. (100 points)

Your quote book is worth a grade each marking period (100 points). *Please note if you are absent you are expected to make up the quote you missed for that day/those days as well. You are expected to write each quote, date the day it was given and respond in written form. If there is no written response you will not be given credit for that journal entry.

Students are expected to participate in all classroom activities, which will include group work and presentations.

All homework assignments are due the next day unless otherwise specified and must be turned in on time for full credit (after two days past the due date, no assignment will be accepted without an exceptional excuse). Students are expected to use class time given to complete assignments wisely.

If for some reason you cannot turn in an assignment on time, you must talk to Mr. Wild or Mr. Moga and explain your reasons. At that time a decision will be made whether or not to grant an extension.

Absences:

Make up work will be given after an absence only if it's been excused. If your absence is unexcused you will NOT be allowed to make up any assignments.

If you have an excuse for an absence you will be given extra time to complete missed homework comparable to the days absent.

Grading:

Since this is a block class, the points from **both classes are added together**. What you receive in one class is what you will receive in the other class.

Many of the assignment in this class will be informal essays, but students will be given periodic tests, quizzes and guides to make sure they are keeping up with the reading and mastering the terms learned. After each chapter covered in **A Different Mirror** there will be a test. There will also be tests given for each novel covered. The tests will usually comprise of questions from both **A Different Mirror** and the novel that you are reading at the time. All assignments will follow a point scale relative to the number of questions given.

The grading scale is a percentage of total of points.

A = 100% - 90%

B = 89% - 80%

C = 79% - 70 %

D = 69% - 60%

U = 59% and below

Mark Period I

Different Mirror

Chapter One: A Different Mirror

Chapter Two: The “tempest” in the Wilderness: The Racialization of Savagery

Chapter Four: Toward the Stony Mountains: From Removal to Reservation

Chapter Nine: The “Indian Question”: From Reservation to Reorganization

Part Two: Borders

Chapter Four: Toward the Stony Mountains, From Removal to Reservation

Chapter 6: Emigrants from Erin: Ethnicity and Class within White America

Novel: **A Yellow Raft In Blue Water** by Michael Doris

Mark Period II

Different Mirror

Chapter 8: Searching for Gold Mountain: Strangers from a Pacific Shore

Chapter 10: Pacific Crossings: Seeking the Land of Money Trees

Chapter 7: Foreigners in Their Native Land: Manifest Destiny in the Southwest

Chapter 12: El Norte: The Borderland of Chicano America

Novel: **The Joy Luck Club** by Amy Tan

Mark Period III

Different Mirror

Chapter 6: Emigrants from Erin: Ethnicity and Class within White America

Chapter 11: Between “Two Endless Days”. The Continuous Journey to the Promised Land.

Chapter 14: Through A Glass Darkly: Toward the Twenty-first Century

Novel: **The Bread Givers** by Anzia Yiererska