

Takaki A Different Mirror Chapter Summary Preshy

Taking its cue from Eugene O'Neill's questioning of «faithful realism», voiced by Edmund Tyrone in *Long Day's Journey into Night*, this book examines the distant legacy of the Irish American playwright in contemporary multiethnic drama in the U.S. It explores the labyrinth of formal devices through which African American, Latina/o, First Nations, and Asian American dramatists have unconsciously reinterpreted O'Neill's questioning of mimesis. In their works, hybridizations of stage realism function as aesthetic celebrations of the spiritual potentialities of cultural in-betweenness. This volume provides detailed analyses of over forty plays authored by such key artists as August Wilson, Suzan-Lori Parks, José Rivera, Cherríe Moraga, Hanay Geiogamah, Diane Glancy, David Henry Hwang, and Chay Yew, to give only a few prominent examples. All in all, *Labyrinth of Hybridities* invites its readers to reassess the cross-cultural patterns characterizing the history of twentieth century American drama.

Looks at the history of Black filmmakers, and shows how the motion picture industry controls and influences Black films

In the aftermath of the Japanese raid on Pearl Harbor on December 1941, America was gripped by war fever. Japan had attacked United States on its own soil. The desire for revenge that swept the nation, however, was tinged with fear. Would the Japanese attack again? Would the mainland United States be the next target? Were Japanese spies and saboteurs already at work, plotting to strike from within? Most importantly, could Japanese Americans be trusted? This last question was answered with a resounding and official "no," and more than 100,000 loyal Americans paid with their freedom for the actions of an enemy with whom they shared nothing but their ethnicity. *The Internment of Japanese Americans During World War II: Detention of American Citizens* describes the tragic tale of injustice and racial hatred against a minority caught in the crosshairs of a world war.

The first "narrative history" traces the thread that binds the dreams and aspirations of most Americans together, exploring shared history and sacred texts--the Constitution and the Declaration of Independence--in search of the origins of these ideas.

The original edition of *Rethinking Our Classrooms*, published in 1994, sold more than 175,000 copies and has been used by teachers and teacher educators throughout the United States and the world. This new edition contains some of the best classroom writing we've published over the past five years, along with the most popular articles from the original edition, completely updated resource sections, and a new "Beyond the Classroom" chapter. There are new essays on science and environmental education, immigration and language, military recruitment, early childhood education, teaching about the world through mathematics, and gay and lesbian issues. Nowhere is the connection between critical teaching and effective classroom practice clearer or more accessible. A great resource for new and veteran K-12 teachers, as well as teacher education and staff development programs.

As a leader in teaching, training, and transforming boys in Detroit, Jason Wilson shares his own story of discovering what it means to “be a man” in this life-changing memoir. His grandfather’s lynching in the deep South, the murders of his two older brothers, and his verbally harsh and absent father all worked together to form Jason Wilson’s childhood. But it was his decision to acknowledge his emotions and yield to God’s call on his life that made Wilson the man and leader he is today. As the founder of one of the country’s most esteemed youth organizations, Wilson has decades of experience in strengthening the physical, mental, and emotional spirit of boys and men. In *Cry Like a Man*, Wilson explains the dangers men face in our culture’s definition of “masculinity” and gives readers hope that healing is possible. As Wilson writes, “My passion is to help boys and men find strength to become courageously transparent about their own brokenness as I shed light on the symptoms and causes of childhood trauma and ‘father wounds.’ I long to see men free themselves from emotional incarceration—to see their minds renewed, souls weaned, and relationships restored.”

Examines the small behaviors and habits that create barriers and misunderstandings between blacks and whites, drawing on case studies to reveal the various misconceptions and to explain what they mean and how to avoid them.

'... A well-organized volume with a strong emphasis on pedagogy.' – Trudy Smoke, Hunter College/City University of New York, USA 'Generation 1.5 is the most interesting topic of concern in ESL today, yet publications are few and far between.... The editors clearly know what they're doing.... They know the field, know the subject matter, and understand the problems.... This volume contributes to the thinking in the field.' – Linda Lonon Blanton, University of New Orleans, USA Building on the work that has been done over the past decade, this volume provides theoretical frameworks for understanding debates about immigrant students, studies of students' schooling paths and language and literacy experiences, and pedagogical approaches for working with Generation 1.5 students. *Generation 1.5 in College Composition*: is designed to help both scholars and practitioners reconceptualize the fields of College Composition and TESOL and create a space for research, theory, and pedagogy focusing on postsecondary immigrant ESL students provides both important new theoretical work (which lays the underpinnings for serious pedagogical innovation) and important new pedagogical approaches. Because of their varied and complex language and literacy profiles, Generation 1.5 students are found in developmental English courses, college ESL courses, and mainstream college writing courses. This volume is directed to preservice and inservice teachers, teacher educators, and researchers involved with educating Generation 1.5 students in these and other contexts.

The bombing of Hiroshima was one of the pivotal events of the twentieth century, yet this controversial question remains unresolved. At the time, General Dwight Eisenhower, General Douglas MacArthur, and chief of staff Admiral William Leahy all agreed that an atomic attack on Japanese cities was unnecessary. All of them believed that Japan had already been beaten and that the war would soon end. Was the bomb dropped to end the war more quickly? Or did it herald the start of the Cold War? In his probing new study, prizewinning historian Ronald Takaki explores these factors and more. He considers the cultural context of race - the ways in which stereotypes of the Japanese influenced public opinion and policymakers - and also probes the human dimension. Relying on top secret military reports, diaries, and personal letters, Takaki relates international policies to the individuals involved: Los Alamos director J. Robert Oppenheimer, Secretary of State James Byrnes, Secretary of War Henry L. Stimson, and others... but above all, Harry Truman.

This latest edition in Triangle Square's *For Young People* series is a gripping account of the summer that changed America. In the summer of 1964, as the Civil Rights movement boiled over, the Student Nonviolent Coordinating Committee (SNCC) sent more than seven hundred college students to Mississippi to help black Americans already battling for democracy, their dignity and the right to vote. The campaign was called “Freedom Summer.” But on the evening after volunteers arrived, three young civil rights workers went missing, presumed victims of the Ku Klux Klan. The disappearance focused America's attention on Mississippi. In the days and weeks that followed, volunteers and local black activists faced intimidation, threats, and violence from white people who didn't believe African Americans should have the right to vote. As the summer unfolded, volunteers were arrested or beaten. Black churches were burned. More Americans came to Mississippi, including doctors, clergymen, and Martin Luther King. A few frightened volunteers went home, but the rest stayed on in Mississippi, teaching in Freedom Schools, registering voters, and living with black people as equals. Freedom Summer brought out the best and the worst in America. The story told within these pages is of everyday people fighting for freedom, a fight that continues today. *Freedom Summer for Young People* is a riveting account of a decisive moment in American history, sure to move and inspire readers.

An intersectional history of the shared struggle for African American and Latinx civil rights Spanning more than two hundred years, *An African American and Latinx History of the United States* is a revolutionary, politically charged narrative history, arguing that the “Global South” was crucial to the development of America as we know it. Scholar and activist Paul Ortiz challenges the notion of westward progress as exalted by widely taught formulations like “manifest destiny” and “Jacksonian democracy,” and shows how placing African American, Latinx, and Indigenous voices unapologetically front and center transforms US history into one of the working class organizing against imperialism. Drawing on rich narratives and primary source documents, Ortiz links racial segregation in the Southwest and the rise and violent fall of a powerful tradition of Mexican labor organizing in the twentieth century, to May 1, 2006, known as International Workers’ Day, when migrant laborers—Chicana/os, Afrocubanos, and immigrants from every continent on earth—united in resistance on the first “Day Without Immigrants.” As African American civil rights activists fought Jim Crow laws and Mexican labor organizers warred against the suffocating grip of capitalism, Black and Spanish-language newspapers, abolitionists, and Latin American revolutionaries coalesced around movements built between people from the United States and people from Central America and the Caribbean. In stark contrast to the resurgence of “America First” rhetoric, Black and Latinx intellectuals and organizers today have historically urged the United States to build bridges of solidarity with the nations of the Americas. Incisive and timely, this bottom-up history, told from the interconnected vantage points of Latinx and African Americans, reveals the radically different ways that people of the diaspora have addressed issues still plaguing the United States today, and it offers a way forward in the continued struggle for universal civil rights. 2018 Winner of the PEN Oakland/Josephine Miles Literary Award

American historians have long been fascinated by the "peopling" of North America in the seventeenth century. Who were the immigrants, and how and why did they make their way across the ocean? Most of the attention, however, has been devoted to British immigrants who came as free people or as indentured servants (primarily to New England and the Chesapeake) and to Africans who were forced to come as slaves. *Trade in Strangers* focuses on the eighteenth century, when new immigrants began to flood the colonies at an unprecedented rate. Most of these immigrants were German and Irish, and they were coming primarily to the middle colonies via an increasingly sophisticated form of transport. Wokeck shows how first the German system of immigration, and then the Irish system, evolved from earlier, haphazard forms into modern mass transoceanic migration. At the center of this development were merchants on both sides of the Atlantic who organized a business that enabled them to make profitable use of underutilized cargo space on ships bound from Europe to the British North American colonies. This trade offered German and Irish immigrants transatlantic passage on terms that allowed even people of little and modest means to pursue opportunities that beckoned in the New World. *Trade in Strangers* fills an important gap in our knowledge of America's immigration history. The eighteenth-century changes established a model for the better-known mass migrations of the nineteenth and twentieth centuries, which drew wave after wave of Europeans to the New World in the hope of making a better life than the one they left behind—a story that is familiar to most modern Americans.

Takaki traces the economic and political history of Indians, African Americans, Mexicans, Japanese, Chinese, Irish, and Jewish people in America, with considerable attention given to instances and consequences of racism. The narrative is laced with short quotations, cameos of personal experiences, and excerpts from folk music and literature. Well-known occurrences, such as the Triangle Shirtwaist Factory Fire, the Trail of Tears, the Harlem Renaissance, and the Japanese internment are included. Students may be surprised by some of the revelations, but will recognize a constant thread of rampant racism. The author concludes with a summary of today's changing economic climate and offers Rodney King's challenge to all of us to try to get along. Readers will find this overview to be an accessible, cogent jumping-off place for American history and political science plus a guide to the myriad other sources identified in the notes.

The Indian question -- Indian citizenship -- An account of the tribes

A sweeping yet intimate history of the diverse individuals who, together, make up America. Ronald Takaki uses letters, diaries & oral histories to share their stories. Workers, immigrants, shopkeepers, women, children & others, their lives often separated by ethnic borders, speak side by side as Takaki frames their voices with his own text.

For too long we've lacked a compact, inexpensive, authoritative, and compulsively readable book that offers American readers a clear, informative, and inspiring narrative account of their country. Such a fresh retelling of the American story is especially needed today, to shape and deepen young Americans' sense of the land they inhabit, help them to understand its roots and share in its memories, all the while equipping them for the privileges and responsibilities of citizenship in American society The existing texts simply fail to tell that story with energy and conviction. Too often they reflect a fragmented outlook that fails to convey to American readers the grand trajectory of their own history. This state of affairs cannot continue for long without producing serious consequences. A great nation needs and deserves a great and coherent narrative, as an expression of its own self-understanding and its aspirations; and it needs to be able to convey that narrative to its young effectively. Of course, it goes without saying that such a narrative cannot be a fairy tale of the past. It will not be convincing if it is not truthful. But as *Land of Hope* brilliantly shows, there is no contradiction between a truthful account of the American past and an inspiring one. Readers of *Land of Hope* will find both in its pages.

Uneven Roads helps you grasp how, when, and why race and ethnicity matter in U.S. politics. Using the metaphor of a road, with twists, turns, and dead ends, this incisive text takes you on a journey to understanding political racialization and the roots of modern interpretations of race and ethnicity. The book's structure and narrative are designed to encourage comparison and reflection. You will critically analyze the history and context of U.S. racial and ethnic politics to build the skills needed to draw your own conclusions. In the Second Edition of this groundbreaking text, authors Shaw, DeSipio, Pinderhughes, and Travis bring the historical narrative to life by addressing the most contemporary debates and challenges affecting U.S. racial and ethnic politics. You will explore important issues regarding voting rights, political representation, education and criminal justice policies, and the immigrant experience. A revised final chapter on intersectionality encourages you to examine how groups go beyond the boundaries of race and ethnicity to come together on matters of class, gender, and sexuality.

From a Navajo code talker to a Tuskegee pilot, Takaki examines the many contributions and sacrifices of America's minorities--blacks, Chinese, Native Americans and others--during World War II. Photos. FINALIST FOR THE 2019 NATIONAL BOOK AWARD CHOSEN BY BARACK OBAMA AS ONE OF HIS FAVOURITE BOOKS OF 2019 LONGLISTED FOR THE 2020 ANDREW CARNEGIE MEDAL FOR EXCELLENCE A NEW YORK TIMES BESTSELLER 'An informed, moving and kaleidoscopic portrait... Treuer's powerful book suggests the need for soul-searching about the meanings of American history and the stories we tell ourselves about this nation's past' New York Times Book Review, front page The received idea of Native American history has been that American Indian history essentially ended with the 1890 massacre at Wounded Knee. Not only did one hundred fifty Sioux die at the hands of the U.S. Cavalry, the sense was, but Native civilization did as well. Growing up Ojibwe on a reservation in Minnesota, training as an anthropologist, and researching Native life past and present for his nonfiction and novels, David Treuer has uncovered a different narrative. Because they did not disappear - and not despite but rather because of their intense struggles to preserve their language, their traditions, their families, and their very existence- the story of American Indians since the end of the nineteenth century to the present is one of unprecedented resourcefulness and reinvention. In *The Heartbeat of Wounded Knee*, Treuer melds history with reportage and memoir. Tracing the tribes' distinctive cultures from first contact, he explores how the depredations of each era spawned new modes of survival. The devastating seizures of land gave rise to increasingly sophisticated legal and political maneuvering that put the lie

to the myth that Indians don't know or care about property. The forced assimilation of their children at government-run boarding schools incubated a unifying Native identity. Conscripted in the US military and the pull of urban life brought Indians into the mainstream and modern times, even as it steered the emerging shape of self-rule and spawned a new generation of resistance. The Heartbeat of Wounded Knee is the essential, intimate story of a resilient people in a transformative era.

Birth of a White Nation is a fascinating new book on race in America that begins with an exploration of the moment in time when "white people," as a separate and distinct group of humanity, were invented through legislation and the enactment of laws. The book provides a thorough examination of the underlying reasons as well as the ways in which "white people" were created. It also explains how the creation of this distinction divided laborers and ultimately served the interests of the elite. The book goes on to examine how foundational law and policy in the U.S. were used to institutionalize the practice of "white people" holding positions of power. Finally, the book demonstrates how the social construction and legal enactment of "white people" has ultimately compromised the humanity of those so labeled.

A longtime professor of Ethnic Studies at the University of California at Berkeley, Ronald Takaki was recognized as one of the foremost scholars of American ethnic history and diversity. When the first edition of A Different Mirror was published in 1993, Publishers Weekly called it "a brilliant revisionist history of America that is likely to become a classic of multicultural studies" and named it one of the ten best books of the year. Now Rebecca Stefoff, who adapted Howard Zinn's best-selling A People's History of the United States for younger readers, turns the updated 2008 edition of Takaki's multicultural masterwork into A Different Mirror for Young People. Drawing on Takaki's vast array of primary sources, and staying true to his own words whenever possible, A Different Mirror for Young People brings ethnic history alive through the words of people, including teenagers, who recorded their experiences in letters, diaries, and poems. Like Zinn's A People's History, Takaki's A Different Mirror offers a rich and rewarding "people's view" perspective on the American story.

Forbidden Love is a pathbreaking book that only a master historian could write. The first work for younger readers to describe the true history of racial mixing in America, it exposes how desperately some people have fought to guard our racial borderlines. Gary Nash, a past president of the Organization of American Historians, has been instrumental in rethinking how history should be taught in schools. Now, starting with John Rolfe and Pocahontas, pausing to compare the United States with Canada and Mexico, and ending with his own multiracial classrooms, he shows how racial mixing, and the fear of it, is at the heart of American history.

Upon its first publication, A Different Mirror was hailed by critics and academics everywhere as a dramatic new retelling of our nation's past. Beginning with the colonization of the New World, it recounted the history of America in the voice of the non-Anglo peoples of the United States--Native Americans, African Americans, Jews, Irish Americans, Asian Americans, Latinos, and others--groups who helped create this country's rich mosaic culture. Now, Ronald Takaki has revised his landmark work and made it even more relevant and important. Among the new additions to the book are: --The role of black soldiers in preserving the Union --The history of Chinese Americans from 1900-1941 --An investigation into the hot-button issue of "illegal" immigrants from Mexico --A look at the sudden visibility of Muslim refugees from Afghanistan. This new edition of A Different Mirror is a remarkable achievement that grapples with the raw truth of American history and examines the ultimate question of what it means to be an American.

In an extraordinary blend of narrative history, personal recollection, & oral testimony, the author presents a sweeping history of Asian Americans. He writes of the Chinese who laid tracks for the transcontinental railroad, of plantation laborers in the canefields of Hawaii, of "picture brides" marrying strangers in the hope of becoming part of the American dream. He tells stories of Japanese Americans behind the barbed wire of U.S. internment camps during World War II, Hmong refugees tragically unable to adjust to Wisconsin's alien climate & culture, & Asian American students stigmatized by the stereotype of the "model minority." This is a powerful & moving work that will resonate for all Americans, who together make up a nation of immigrants from other shores.

In this practical resource, Mary Dilg helps teachers understand and enjoy working with students from different cultural backgrounds. Focusing on the special needs of adolescents and drawing on over 25 years of experience teaching in urban schools across the U.S., Dilg recommends ways of thinking about curriculum and pedagogy that will enable both teachers and students to thrive in the multicultural classroom.

On the 3d of March, 1871, Congress declared that "hereafter no Indian nation or tribe within the territory of the United States shall be acknowledged or recognized as an independent nation, tribe, or power, with whom the United States may contract by treaty." Brave words these would have seemed to good William Penn, treating with the Lenni Lenape, under the elm at Kensington; or even to doughty Miles Standish, ready as that worthy ever was to march against the heathen who troubled his Israel. Heathen they were in the eyes of the good people of Plymouth Colony, but nations of heathen, without question, as truly as were the Amalekites, the Jebusites, or the Hittites to the infant colony at Shiloh. It would have been deemed the tallest kind of "tall talk," in the councils of Jamestown, Providence, and Annapolis, to express disdain for the proffered hand of Indian friendship, or even to object to payment of some small tribute, in beads or powder, to these native lords of the continent. In 1637, when Capt. John Mason marched against Sassacus, at the head of ninety men, he had with him half the fighting force of the Connecticut Colony. In 1653 a wall was built across Manhattan Island to keep out the savages; though, when we say that the line of defence just covered the present course of Wall Street (which derives its name from that circumstance), our readers may not fail to wonder whether the savages were not the rather kept in by it. In 1675, when the New-England Colonies had grown comparatively strong, they mustered for their war against Philip one thousand men, of whom Massachusetts furnished five hundred and twenty-seven, Plymouth one hundred and fifty-eight, and Connecticut three hundred and fifteen.

Three recent and dramatic national events have shattered the complacency of many people about progress, however fitful, in race relations in America. The Clarence Thomas—Anita Hill hearings, the O. J. Simpson trial, and the Million Man March of Louis Farrakhan have forced reconsideration of their assumptions about race and racial relations. The Thomas-Hill hearings exposed the complexity and volatility of perceptions about race and gender. The sight of jubilant blacks and despondent whites reacting to the O. J. Simpson verdict shook our confidence in shared assumptions about equal protection under the law. The image of hundreds of thousands of black men gathering in Washington in defense of their racial and cultural identity angered millions of whites and exposed divisions within the black community. These events were unfolding at a time when there seemed to be considerable progress in fighting racial discrimination. On the legal side, discrimination has been eliminated in more and more arenas, in theory if not always in practice. Economically, more and more blacks have moved into the middle class, albeit while larger numbers have slipped further back into poverty. Intellectually, figures like Cornel West, Henry Louis Gates, Jr., and Patricia J. Williams are playing a central role as public intellectuals. In the face of these disparate trends, it is clear that Americans need to rethink their assumptions about race, racial relations, and inter-racial communication. Color • Class •

Identity is the ideal tool to facilitate this process. It provides a richly textured selection of readings from Du Bois, Cornel West, Derrick Bell, and others as well as a range of responses to the particular controversies that are now dividing us. *Color • Class. Identity* furthers these debates, showing that the racial question is far more complex than it used to be; it is no longer a simple matter of black versus white and racial mistrust. A landmark anthology that will help advance understanding of the present unease, not just between black and white, but within each community, this book will be useful in a broad range of courses on contemporary U.S. society.

This book, the first cross-cultural study of post-1970s anglophone Canadian and American multi-ethnic drama, invites assessment of the thematic and aesthetic contributions of this theater in today's globalized culture. A growing number of playwrights of African, South and East Asian, and First Nations heritage have engaged with manifold socio-political and aesthetic issues in experimental works combining formal features of more classical European dramatic traditions with such elements of ethnic culture as ancestral music and dance, to interrogate the very concepts of theatricality and canonicity. Their "mouths on fire" (August Wilson), these playwrights contest stereotyped notions of authenticity. Inspired by songs of anger, passion, experience, survival, and regeneration, the plays analyzed bespeak a burning desire to break the silence, to heal and empower. Foregrounding questions of hybridity, diaspora, cultural memory, and nation, this comparative study includes discussion of some twenty-five case studies of plays by such authors as M.J. Kang, August Wilson, Suzan-Lori Parks, Djanet Sears, Chay Yew, Padma Viswanathan, Rana Bose, Diane Glancy, and Drew Hayden Taylor. Through its cross-cultural and cross-national prism, "Mouths on Fire with Songs" shows that multi-ethnic drama is one of the most diverse and dynamic sites of cultural production in North America today.

African Americans grappled with Jim Crow segregation until it was legally overturned in the 1960s. In subsequent decades, the country witnessed a new wave of immigration from Asia and Latin America—forever changing the face of American society and making it more racially diverse than ever before. In *The Diversity Paradox*, authors Jennifer Lee and Frank Bean take these two poles of American collective identity—the legacy of slavery and immigration—and ask if today's immigrants are destined to become racialized minorities akin to African Americans or if their incorporation into U.S. society will more closely resemble that of their European predecessors. They also tackle the vexing question of whether America's new racial diversity is helping to erode the tenacious black/white color line. *The Diversity Paradox* uses population-based analyses and in-depth interviews to examine patterns of intermarriage and multiracial identification among Asians, Latinos, and African Americans. Lee and Bean analyze where the color line—and the economic and social advantage it demarcates—is drawn today and on what side these new arrivals fall. They show that Asians and Latinos with mixed ancestry are not constrained by strict racial categories. Racial status often shifts according to situation. Individuals can choose to identify along ethnic lines or as white, and their decisions are rarely questioned by outsiders or institutions. These groups also intermarry at higher rates, which is viewed as part of the process of becoming "American" and a form of upward social mobility. African Americans, in contrast, intermarry at significantly lower rates than Asians and Latinos. Further, multiracial blacks often choose not to identify as such and are typically perceived as being black only—underscoring the stigma attached to being African American and the entrenchment of the "one-drop" rule. Asians and Latinos are successfully disengaging their national origins from the concept of race—like European immigrants before them—and these patterns are most evident in racially diverse parts of the country. For the first time in 2000, the U.S. Census enabled multiracial Americans to identify themselves as belonging to more than one race. Eight years later, multiracial Barack Obama was elected as the 44th President of the United States. For many, these events give credibility to the claim that the death knell has been sounded for institutionalized racial exclusion. *The Diversity Paradox* is an extensive and eloquent examination of how contemporary immigration and the country's new diversity are redefining the boundaries of race. The book also lays bare the powerful reality that as the old black/white color line fades a new one may well be emerging—with many African Americans still on the other side.

Describes the experiences of first-generation and second-generation Japanese Americans, and recounts the legal obstacles and discrimination they faced

Over 150 entries identify feature films, documentaries, and other film types that explore the experiences of racial and ethnic minorities in the United States, past and present.

The Ethnic Dimension in American History is a thorough survey of the role that ethnicity has played in shaping the history of the United States. Considering ethnicity in terms of race, language, religion and national origin, this important text examines its effects on social relations, public policy and economic development. A thorough survey of the role that ethnicity has played in shaping the history of the United States, including the effects of ethnicity on social relations, public policy and economic development Includes histories of a wide range of ethnic groups including African Americans, Native Americans, Jews, Chinese, Europeans, Japanese, Muslims, Koreans, and Latinos Examines the interaction of ethnic groups with one another and the dynamic processes of acculturation, modernization, and assimilation; as well as the history of immigration Revised and updated material in the fourth edition reflects current thinking and recent history, bringing the story up to the present and including the impact of 9/11

A Young People's History of the United States brings to US history the viewpoints of workers, slaves, immigrants, women, Native Americans, and others whose stories, and their impact, are rarely included in books for young people. *A Young People's History of the United States* is also a companion volume to *The People Speak*, the film adapted from *A People's History of the United States* and *Voices of a People's History of the United States*. Beginning with a look at Christopher Columbus's arrival through the eyes of the Arawak Indians, then leading the reader through the struggles for workers' rights, women's rights, and civil rights during the nineteenth and twentieth centuries, and ending with the current protests against continued American imperialism, Zinn in the volumes of *A Young People's History of the United States* presents a radical new way of understanding America's history. In so doing, he reminds readers that America's true greatness is shaped by our dissident voices, not our military generals.

A Different Mirror for Young People A History of Multicultural America Seven Stories Press

#1 NEW YORK TIMES BESTSELLER Featured by Oprah's Book Club on the Anti-Racist Books for Young Adults list curated by bestselling author Jacqueline Woodson A USA TODAY Bestseller Recommended by The Guardian, Time, Grazia, The Telegraph, Express, and The Sun 'This is one for you, your neighbour, the children in your lives and especially that 'only slightly' racist colleague... A guide to the history of racism and a blueprint for change' —The Guardian Who are you? What is racism? Where does it come

from? Why does it exist? What can you do to disrupt it? Learn about social identities, the history of racism and resistance against it, and how you can use your anti-racist lens and voice to move the world toward equity and liberation. 'In a racist society, it's not enough to be non-racist—we must be ANTI-RACIST.' —Angela Davis Gain a deeper understanding of your anti-racist self as you progress through 20 chapters that spark introspection, reveal the origins of racism that we are still experiencing and give you the courage and power to undo it. Each chapter builds on the previous one as you learn more about yourself and racial oppression. 20 activities get you thinking and help you grow with the knowledge. All you need is a pen and paper. Author Tiffany Jewell, an anti-bias, anti-racist educator and activist, builds solidarity beginning with the language she chooses – using gender neutral words to honour everyone who reads the book. Illustrator Aurélie Durand brings the stories and characters to life with kaleidoscopic vibrancy. After examining the concepts of social identity, race, ethnicity and racism, learn about some of the ways people of different races have been oppressed, from indigenous Americans and Australians being sent to boarding school to be 'civilized' to a generation of Caribbean immigrants once welcomed to the UK being threatened with deportation by strict immigration laws. Find hope in stories of strength, love, joy and revolution that are part of our history, too, with such figures as the former slave Toussaint Louverture, who led a rebellion against white planters that eventually led to Haiti's independence, and Yuri Kochiyama, who, after spending time in an internment camp for Japanese Americans during WWII, dedicated her life to supporting political prisoners and advocating reparations for those wrongfully interned. Learn language and phrases to interrupt and disrupt racism. So, when you hear a microaggression or racial slur, you'll know how to act next time. This book is written for EVERYONE who lives in this racialised society—including the young person who doesn't know how to speak up to the racist adults in their life, the kid who has lost themselves at times trying to fit into the dominant culture, the children who have been harmed (physically and emotionally) because no one stood up for them or they couldn't stand up for themselves and also for their families, teachers and administrators. With this book, be empowered to actively defy racism and xenophobia to create a community (large and small) that truly honours everyone.

Exploring white privilege is an enterprise few of us who identify as white have attempted. White privilege is a foreign territory to us, although an unpleasantly familiar territory to people of color. At first the exploration can seem threatening, frightening and uncomfortable because, like any exploration, it can shatter the way we look at the world and how we understand ourselves. This book is, in part, a personal exploration of the author's white privilege and how he sought to transcend it. It is also a sociological analysis of white privilege, drawing upon key social science literature. The book is an invaluable tool for personal and group explorations of racial privilege as well as other forms of privilege, including gender. Exploring White Privilege offers an analysis of white privilege as well as numerous examples of systemic white privilege in the U.S. Amico explains the cognitive and emotive factors that play a role in making it difficult for most white Americans to understand, learn and accept the sociological facts about systemic racism. While white privilege is generally understood as a system that benefits white people, Amico investigates the psychological, social and spiritual costs of white privilege to white people. And with a deeper understanding of how white privilege affects us all, questions of moral responsibility and accountability are investigated through personal anecdotes. The author offers a moral argument that is a call to action within our individual spheres of influence. The benefits of such a commitment to action are then explored and compared to the costs of inaction. Exploring white privilege can lead to social change. Amico offers a variety of tools for the reader interested in such explorations of their white privilege.

"Hapke's book, remarkable in scope and inclusiveness, offers those concerned with American working people a mine of information about and analysis of the 'rich lived history of American laborers' as that has been represented in fictions of every kind. She provides an invaluable foundation for understanding the dirtiest of America's dirty big secrets: the pervasiveness of class differences, class discrimination, indeed of class conflict in this, the wealthiest nation in history. Hers is an indispensable guided tour through more than a century and a half of literary representations of 'hands' at their looms, pikets on the line, agitators on their soapboxes, ordinary working women, men, and children in kitchens, parks, factories, and fields across America." --Paul Lauter, A.K. & G.M. Smith Professor of Literature, Trinity College "Labor's Text sets over 150 years of the multi-ethnic literature of work in the context of the history that informed it--the history of labor organizing, of industrial change, of social transformations, and of shifting political alignments. Any scholar of American literature or American history cannot help but be enlightened by this boldly ambitious and illuminating book." -- Shelly Fisher Fishkin, professor of American studies, University of Texas, Austin "Labor's Text traverses nearly two centuries of the U.S. literary response in fiction to workers and the work experience. Casting her net more broadly than any of her predecessors, Hapke's revision of the genre includes many recent writing not usually recognized as part of the tradition. Coming at a moment when there is a steady increase in interest about 'class' from color- and gender-inflected perspectives, this is a work of committed scholarship that may well prove to be a crucial compass to reorient the thinking and scholarship of a new generation." -- Alan Wald, author of Writing from the Left "A stunning work of scholarship. . . . It is an extraordinary achievement and an immense contribution to working-class studies." --Janet Zandy, author of Calling Home: Working-Class Women's Writings Laura Hapke is a professor of English at Pace University. The winner of two Choice magazine Outstanding Academic Book awards, she is the author of Daughters of the Great Depression: Women, Work, and Fiction in the American 1930s and other books on labor fiction and working-class studies.

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