

# CULTURES IN CONTRAST, 2ND ED. INSTRUCTOR'S MANUAL

**Myra Shulman**

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## CONTENTS

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To the Teacher	2
Guidelines for Internet Research	6
Guidelines for Collaborative Learning	8
Successful Group Work	10
Sample Lesson Plan	13
A Note on Using Films and Videos	15
Answer Key	
<i>Vocabulary</i>	17
<i>Comprehension</i>	35

## TO THE TEACHER

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*Cultures in Contrast* provides students with the opportunity to read about and analyze contemporary social and ethical issues. The text is structured according to the theory of collaborative learning, encouraging honest interactions on these thought-provoking topics as a method to increase proficiency in English and competence in cross-cultural communication. Although the activities in the book may be done alone, most should be done by students working in pairs or small groups or by the class as a whole. Nearly all the tasks integrate the four skill areas of reading, writing, listening, and speaking. Because of the number and variety of activities, teachers can select those that best suit their needs, interests, and course objectives.

The goals of the text are to help students deal with complex social and ethical issues, to clarify their values in these areas, and to improve their academic English skills. While the material covers issues that are of importance not only in North American culture but in every culture, the emphasis is on easing students' transition into social and academic life in the United States. Additionally, students may improve their cross-cultural communication skills through developing an increased sensitivity to and acceptance of cultural and personal differences. I hope that the text, to borrow Edward T. Hall's words, "will provide a key to unlock some of the secrets of the eloquent language of culture which speaks in so many different ways."<sup>1</sup> The following is an overview of the book and its activities.

### Personal Response

Each chapter begins with a question addressed to the students. It enables them to focus on the basic issue to be analyzed in the chapter and to respond in a spontaneous manner. It is effective to ask students to answer the question in writing and then have an informal class discussion based on students' opinions.

### Exploration

This activity allows students to reflect on their cultural and personal values and to express their viewpoints on a variety of topics. Students read each statement and then respond by writing yes or no, according to their experiences and beliefs. There are no right or wrong answers. A class discussion of this task is an excellent introduction to the case study. Students can complete the task alone or in small groups, with those from the same countries or cultures working together.

### Glossary

Definitions are given for difficult or unfamiliar vocabulary words found in the exploration, the case study, and the discussion questions. These definitions are specific to the context. The definitions themselves include some difficult words. This was done to mimic the academic texts students will use in college. Students are encouraged to look up any words in the glossary definitions that they don't know.

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<sup>1</sup> Edward T. Hall, *The Silent Language* (Garden City, NY: Anchor Press, 1973), 19.

## Case Study

The case study is a realistic narrative that presents a problem or situation that students are likely to encounter in a university or another academic environment. Thus, students will be able to identify with many of the characters in the scenarios. These cases require students to make ethical choices, but no one choice is the best solution. The students can read the case study before coming to class, or a student can read it aloud during class. Before moving on to the discussion questions, I usually ask one student to summarize the case study.

## Discussion

These questions guide the students in identifying the key issues and problems in the case studies and help them come up with potential strategies and solutions. The whole class can discuss the case study together. Students may also work in pairs or small groups to answer the questions orally or in writing before they do the case study report.

## Case Study Report

Writing the case study report will help students to develop their critical thinking skills as well as their coping skills and strategies through analysis of contemporary social and ethical issues. The report is best done using the suggested format given in Appendix D (p. 234). Students should work in pairs or in small groups when completing the report. Many solutions to each problem are possible, and any solution that the students can justify is valid. After students finish their reports, a member of each group can give a short oral report to the class on the group's solution. It is also effective to have the students do a role play of their chosen solution.

## Vocabulary

Several paragraphs elaborating on the topic in the chapter are presented, and students must fill in the blanks in the sentences with the appropriate words. After completing the task, students are asked to give a short written response to the issues discussed in the paragraphs, thus reinforcing their active knowledge of the vocabulary. This activity can serve as a quiz after students have completed the chapter.

## Activities

These additional activities are an outgrowth of the topics discussed in the case study and are aimed at improving students' writing, listening, and speaking skills. They include writing assignments, debates, surveys, and role plays.

- *Writing assignments:* The writing assignments may be tailored to the needs of the course objectives and curriculum, as well as to the skill level of the students. They range from informal emails to formal essays and journal writing.
- *Debates:* The debates give students the chance to argue their point of view in a structured situation. If possible, the students should choose which team they prefer to join, and each team should elect a team leader who will give a three-minute opening speech and a three-minute closing summation. All members

of the debate team should be prepared to support their position and rebut the opposing team's arguments, and the leader must ensure that no participant dominate the debate.

- *Surveys*: This activity encourages students to interact with others and is useful in sharpening listening and speaking skills. Students should survey at least ten people, from the United States as well as other countries, and report their results to the class.
- *Role plays*: The role plays involve several scenarios: acting out a scene from the case study, doing a second role play showing how the first situation could be handled more effectively, or acting out a future scene. The role plays can be prepared in class, with all students working in teams of two or three. They may also be assigned as homework, with each student doing at least one role play during the semester.

## Oral Presentation

Two topics related to the issue discussed in the unit and their methods of organization are suggested. When preparing their presentations, students can use the additional readings in the unit or may do their own library research on the topic. The presentations should be about 15 minutes in length and include graphic aids if possible. Appendix E (p. 237) provides guidelines and a model outline for a presentation. The topics for oral presentations may also be used for writing assignments.

## Unit Readings and Comprehension Questions

Every unit contains related readings from a variety of sources, ranging from newspapers to journals. The authors' styles and approaches include personal experience, argument, and advice. Comprehension questions, which students may answer orally or in writing, follow the readings. These questions check the students' literal comprehension as well as their ability to draw inferences and ask the students to make connections between the reading and the case study.

## Strategy Session

At the end of each unit, students reconsider the issue under discussion, choose a strategy for coping with a difficult dilemma, and explain their reasoning in a well-thought-out written response. If none of the five suggested strategies would be their choice, students may develop their own strategies. There are no right or wrong choices, but students must be able to justify their decisions.

## Suggested Films

Since this generation of students is visually oriented, watching films is a natural accompaniment to their reading and writing tasks. In addition, these Hollywood and foreign movies will greatly enhance the students' understanding of the complex issues they are analyzing and stimulate their interest in the subjects. If possible, one film should be seen in conjunction with each chapter. Students should fill in the Film Analysis Form (Appendix C) after they watch the assigned film, and they can also give an oral report to the class on the film.

## **Additional Readings**

The articles listed in this section have been chosen to enrich students' knowledge of the topic and add other perspectives on the issue. In addition, teachers may wish to familiarize students with Internet research by asking students to find updated articles on the subject of the unit. After reading these articles, students should complete the Reading Report Form (Appendix B). They can also use the readings for their oral presentations.

## **Appendixes**

Appendix A contains the article "State Department Welcomes International Students." This informative article by Maura Harty will be of interest to both teachers and students. Appendix B, the Reading Report Form, is to be used after students read one of the suggested articles from journals or newspapers. Appendix C, the Film Analysis Form, is to be used after students have seen the assigned films. Models of the reading report and film analysis are also provided. Appendix D has the format for the case study report and a sample report for Unit 12. Appendix E offers guidelines for giving an oral presentation and a model outline for a presentation. Appendix F contains questionnaires on culture shock and culture fatigue. These questionnaires are a good introduction to the concepts covered in the text. The materials in the appendixes may be reproduced for classroom use.

## **Instructor's Manual**

The instructor's manual contains guidelines for Internet research and collaborative learning, a sample lesson plan for a group work activity, a note on using films and videos, and the answer keys to the vocabulary and comprehension exercises. The materials included in this Instructor's Manual may be reproduced for classroom use.

# GUIDELINES FOR INTERNET RESEARCH

This text requires the use of outside sources for many assignments, including sources found on the Internet. Thus, it is important for you to be able to use the Internet in the most efficient manner. The following information will help you to search for and access websites. Since every library has its own system of organization, you should become familiar with your library system and its e-resource collection. In addition, you should become adept at evaluating Internet sources to determine their value and validity. Duke University provides an excellent explanation of how to evaluate web sites: [www.dukeuniversity.edu](http://www.dukeuniversity.edu).

## THE INTERNET

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### Search Engines

Many different search engines can be used to locate a book, journal or newspaper article, or information on a topic. Before using these search engines, take time to read their Help screens. The most comprehensive search engine currently is Google ([www.google.com](http://www.google.com)). The following search engines are also available.

Ask.com: [www.ask.com](http://www.ask.com)  
Bing: [www.bing.com](http://www.bing.com)  
Excite: <http://my.excite.com>  
HotBot: [www.hotbot.lycos.com](http://www.hotbot.lycos.com)  
Lycos: [www.lycos.com](http://www.lycos.com)  
WebCrawler: [www.webcrawler.com](http://www.webcrawler.com)  
Yahoo!: [www.yahoo.com](http://www.yahoo.com)

### Resources Available on the Internet

- **Almanacs**  
Infoplease: [www.infoplease.com](http://www.infoplease.com)
- **Country studies**  
The Central Intelligence Agency, The World Factbook: [www.cia.gov](http://www.cia.gov)  
The Library of Congress: [www.loc.gov](http://www.loc.gov)  
The United Nations: [www.un.org](http://www.un.org)  
The World Bank Group: [www.worldbank.org](http://www.worldbank.org)
- **Encyclopedias**  
Encyclopaedia Britannica: [www.britannica.com](http://www.britannica.com)  
MSN Learning and Research (Click Encyclopedia): <http://encarta.msn.com>  
Smithsonian (Click Research): [www.si.edu](http://www.si.edu)

- **Online news sites**  
AlterNet.org: [www.alternet.org](http://www.alternet.org)  
British Broadcasting Company: [www.bbc.co.uk](http://www.bbc.co.uk)  
*Business Week*: [www.businessweek.com](http://www.businessweek.com)  
Cable News Network: [www.cnn.com](http://www.cnn.com)  
*The Christian Science Monitor*: [www.csmonitor.com](http://www.csmonitor.com)  
*Financial Times*: <http://news.ft.com/home/us>  
*Fortune*: [www.fortune.com/fortune](http://www.fortune.com/fortune)  
MSNBC News: [www.msnbc.com](http://www.msnbc.com)  
*The New York Times*: [www.nytimes.com](http://www.nytimes.com)  
*Time*: [www.time.com/time](http://www.time.com/time)  
Salon.com: [www.salon.com](http://www.salon.com)  
Slate: [www.slate.msn.com](http://www.slate.msn.com)  
*USA Today*: [www.usatoday.com](http://www.usatoday.com)  
*The Wall Street Journal*: <http://online.wsj.com>  
*The Washington Post*: [www.washingtonpost.com](http://www.washingtonpost.com)  
Wired News: [www.wired.com](http://www.wired.com)  
*World Press Review*: [www.worldpress.org](http://www.worldpress.org)  
Yahoo!News: <http://news.yahoo.com>

## ACADEMIC RESOURCES

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### Library Electronic Access to Resource Material (E-Resource Collection)

Libraries offer online databases that allow students and professors to do research over the Internet from their homes, offices, or dorm rooms. These databases provide an array of information, from library holdings of books and journals, to statistics and company data, and the full text of journal and newspaper articles. Some academic journals, such as the *Harvard Business Review* and the *Sloan Management Review*, only provide article abstracts to most databases. To read the full text of an article, you must go to the library and find the issue of the print journal in which it was originally published.

- **Databases that provide the full text of many articles**  
ABI/Inform  
LexisNexis Academic  
ProQuest Research Library
- **Selected journals that provide the full text of articles online through databases**  

<i>Business Week</i>	<i>Fortune</i>
<i>Computerworld</i>	<i>Harvard International Review</i>
<i>The Economist</i>	<i>Newsweek</i>
<i>Forbes</i>	<i>Time</i>
<i>Foreign Policy</i>	

# GUIDELINES FOR COLLABORATIVE LEARNING

Since this text is structured on the theory and methodology of collaborative learning, I would like to offer the following guidelines, taken from Elizabeth G. Cohen, who has researched and written extensively on this subject. (Cohen is a professor of education and director of the Program for Complex Instruction at Stanford University.)

Cohen describes group work as “a superior technique for conceptual learning, for creative problem solving, and for increasing oral language proficiency.”<sup>1</sup> The technique is particularly effective in ESL classrooms. According to Cohen: “My own research and experience support the conclusion that cooperative learning can help teachers teach to a very high level in academically, linguistically, and culturally diverse classrooms . . . tasks that encourage interaction and tasks in which everyone participates will lead to greater learning gains than tasks in which one person takes over and does the work.”<sup>2</sup>

However, although interaction and whole group participation can result in successful learning, problems often arise when students with differing abilities, values, and status are placed in the same group. In order to prevent or minimize such problems, Cohen presents a strategy based on the theory of expectation states. She suggests that teachers do the following so students will begin their group work with mixed expectations for competence:

- delegate authority to groups of students and assume the role of a facilitator
- give explicit instructions to students that group tasks require a variety of abilities, and each person has different abilities that can be useful to the group
- ask each group member to assume an equal share of the work by contributing in ways that reflect his or her strengths
- encourage students to see one another as resources who can provide help.<sup>3</sup>

Using this strategy will make students feel comfortable and confident about achieving the goals of the various group work assignments in this text. More importantly, it may lessen the likelihood that one or two persons will dominate the group and that the other group members will be passive participants or withdraw entirely. But this method will only work, Cohen stresses, if both teachers and students understand “that intelligence is multidimensional and that the group task does indeed require a variety of abilities.”<sup>4</sup>

<sup>1</sup> Elizabeth G. Cohen, *Designing Groupwork: Strategies for the Heterogeneous Classroom*, 2d ed. (New York: Teachers College Press, Columbia University, 1994), 6.

<sup>2</sup> Elizabeth G. Cohen, “Continuing to Cooperate: Prerequisites for Persistence,” *Phi Delta Kappan* 72 (October 1990): 134–35.

<sup>3</sup> Cohen, “Continuing to Cooperate,” 135–36.

<sup>4</sup> Cohen, “Continuing to Cooperate,” 136.

I explain the concept of and rationale for group work to the students in the first week of the semester, stressing the following points.

- The class will be doing group work tasks throughout the semester in order to allow their group work skills time to develop.
- Competition between, not within, teams will be encouraged.
- Each group work task will be done within an established time frame.
- I will play an active role as a facilitator of the group work, checking the students' progress and assisting them with any problems.
- At the end of the semester, I will ask students for an evaluation of how successful they think the group work has been.<sup>5</sup>

Next, I give students a handout listing the ingredients for successful group work and the common problems that occur when people work together. I then assign the students to groups of three or four, and they take part in their first group work task. (See pp. 10–12 for the handout on group work.) This general introduction and class activity familiarize students with the procedures for working in groups. Throughout the semester, I continue to provide a precise explanation of the goals of each group activity in order to facilitate true collaborative learning.

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<sup>5</sup> Kate Kinsella, "Creating an Enabling Learning Environment for Non-Native Speakers of English," in *Multicultural Course Transformation in Higher Education: A Broader Truth*, edited by Ann Intili Morey and Margie K. Kitano (Boston: Allyn and Bacon, 1997), 123–24.

# SUCCESSFUL GROUP WORK

Today, instructors in both undergraduate and graduate courses in many universities encourage students to work together in groups or teams. Because of the trend toward **structured collaboration** (also called **collaborative learning**) in academic institutions, it is important to master the skill of working effectively with others. In addition, these skills can be used in the workplace, where teamwork has become common.

When working as a team, take advantage of the fact that each member of a group brings different strengths to the group and few people are good at every task. For example, a group member might excel at doing one or more of the following:

- Organizing the team
- Interpreting assignments
- Doing computer research
- Facilitating group communication
- Encouraging classmates
- Mediating disagreements and building consensus
- Developing general concepts or procedures
- Contributing specific ideas or solutions
- Writing/typing the assignment
- Giving an oral presentation on the completed project

*The following are ingredients for successful group work:*

- Awareness of group process
- Established ground rules
- Clearly defined roles
- Clarity in team goals
- Well-defined decision process
- Balanced participation
- Clear communication

*The following are common problems that occur in group work activities:*

- Dominating participants
- Reluctant or shy participants
- Disorganization and confusion
- Digressions and irrelevance
- Rush to completion
- Arguments among participants
- Critical and judgmental attitudes

Now you will work in small groups to complete your first group work assignment. When your group is finished, you will give a report to the class on your results.

*Directions:* Working individually, read the 20 items that describe possible ways in which the students could behave in a class in the United States.<sup>1</sup> According to your opinion, check *Should* or *Should Not* for each item. Then compare your answers with the answers of the other members of your group. On the next page, list the items on which your group members disagreed. You have 30 minutes to complete this task.

	<i>Should</i>	<i>Should Not</i>
Smile or laugh in class		
Tell jokes in class		
Eat and drink in class		
Admit not knowing the answer to a question		
Agree with whatever the teacher says		
Disagree with the teacher during class		
Let the teacher go first when entering the classroom		
Stand when the teacher enters the classroom		
Correct the teacher when he or she makes mistakes		
Feel embarrassed about giving a wrong answer		
Volunteer to answer the teacher's questions		
Help other students answer questions in class		
Help other students answer test questions in class		
Try to write down everything the teacher says		
Ask questions to get the attention of the teacher		
Ask for permission to speak by raising hand		
Accept the authority of the teacher without question		
Ask the teacher to correct every student error		
Address the teacher by his or her first name		
Sit in the same seat during every class		

<sup>1</sup> David F. McCargar, "Teacher and Student Role Expectations: Cross-Cultural Differences and Implications," *Modern Language Journal* 77 (Summer 1993): 199.

*Items of Disagreement*

# SAMPLE LESSON PLAN

Length of Class: 1 hour and 15 minutes

## Overall Learning Goals

- To increase students' general fluency in English, including reading, writing, listening, and speaking skills
- To sharpen students' critical-thinking skills
- To broaden students' understanding of current ethical and moral issues

## Specific Learning Objectives

- To read, discuss, and analyze a case study
- To work successfully with a group in preparing a case study report
- To arrive at a consensus on the best solution to the problem
- To be able to justify that solution
- To write an acceptable case study report using correct English grammar
- To present the group's choice of a solution to the class

## Learning Activities

- Working in a group to write a case study report
- Reading, discussing, and analyzing a case study
- Presenting the group's choice of a solution to the class

I begin the class by explaining that the students are going to complete a case study report on the case study that we have been analyzing. They will be working in groups, using one another as resources, and each student has an equal opportunity to contribute to the task according to his or her strengths (for example, writing, analysis, creative thinking, oral presentation, consensus building). I stress that completion of the task will require a variety of abilities and that “no one will be good at all of these abilities; everyone will be good on at least one.”<sup>1</sup>

After dividing the class into groups of three or four students, I ask the students to discuss the particular strengths each can apply to doing the assignment. I encourage them to talk about all aspects of the case frankly and openly before reaching a consensus on the solution. The students begin by answering the discussion questions that follow the case study. (They don't have to put their answers in writing.) Then they complete the report by working together on each section, with all members of the team suggesting the language to be used. Either one person can be designated to do the writing, or each section can be written by a different person.

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<sup>1</sup> Elizabeth G. Cohen, “Continuing to Cooperate: Prerequisites for Persistence,” *Phi Delta Kappan* 72 (October 1990): 136.

About 15 minutes later, I tell the students that they should be finished with the first section of the report (statement of the problem), and I skim their papers and offer suggestions if necessary. At 15-minute intervals, I check the teams' progress to keep them on schedule. With 15 minutes remaining in the class period, I ask for one member of each team to give a brief oral presentation to the class on section four of the report (the choice of a solution and the justification for the choice). After each team has made its presentation, I comment on the choice and ask students for their comments before collecting the reports.

# A NOTE ON USING FILMS AND VIDEOS

I have found that having the class watch a film in conjunction with each unit is an unusually effective way of getting the students involved in the topic being studied. It also motivates them to express their opinions on these controversial subjects in a free-spirited and candid manner. My thoughts on the benefit of using movies throughout the semester were reinforced when I read bell hooks's book *Reel to Real: Race, Sex, and Class at the Movies*. Ms. hooks writes in her Introduction:

Whether we like it or not, cinema assumes a pedagogical role in the lives of many people. It may not be the intent of a filmmaker to teach audiences anything, but that does not mean that lessons are not learned. It has only been in the last ten years or so that I began to realize that my students learned more about race, sex, and class from movies than from all the theoretical literature I was urging them to read. Movies not only provide a narrative for specific discourse of race, sex, and class, they provide a shared experience, a common starting point from which diverse audiences can dialogue about these charged issues.<sup>1</sup>

You can assign films as homework or devote a class period to watching a movie, depending on the amount of class time available and your emphasis in the course. When you schedule an in-class movie, try to give some background information before students see the film and to define a few of the central words if they have not yet been encountered in the case study. Following the movie, the whole class can informally discuss and analyze the film together. Be sure to check your school policy on using films in class in order to comply with copyright considerations.

It is good to arrange for students to watch one of the films from the first unit (Academic Motivation) together and then fill out the Film Analysis Form (Appendix C) as a group activity. During the rest of the semester, I usually ask students to choose a film to see outside of class and to complete the Film Analysis Form as homework. This encourages students to reconsider the topic of each chapter from a different point of view and to make connections between the case study issues and the subject of the film. If time allows, it is also helpful for the students to present an oral report and lead a class discussion on the film they have chosen.

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<sup>1</sup> bell hooks, *Reel to Real: Race, Sex, and Class at the Movies* (New York: Routledge, 1996), 2.

In choosing films and videos for this book, I considered their quality and relevance to the chapter topics. For further discussion of using films in the classroom, I suggest this resource:

Summerfield, Ellen, and Sandra Lee. *Seeing the Big Picture, Revised Edition: A Cinematic Approach to Understanding Cultures in America*. Ann Arbor: University of Michigan Press, 2006.

# VOCABULARY ANSWER KEY

## UNIT 1 ACADEMIC MOTIVATION: MISCOMMUNICATION

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affected	effort	morale	participating	reflect
demanding	expectations	motivate	performs	regular

Students who attend schools outside of their native countries may be surprised by the educational methods and materials they will encounter. This results from the fact that different cultures have different expectations of how students and teachers should behave in a classroom, what their roles should be, and how learning is best accomplished.<sup>2</sup> Of course, students enrolled in schools in the United States will find a variety of teaching styles and academic standards, and they will be more comfortable with some than with others. Nevertheless, several general factors determine how well a student performs in a course.

First, it is essential to study on a daily basis in order to keep up with both reading and writing assignments. Developing good study habits is a smart idea because there definitely is a relationship between the amount of time devoted to a course and the final grade. Although grades sometimes reflect how much ability a student has rather than how hard the student has worked, a student who makes a serious and intense effort to learn may be just as successful as the student with natural ability who doesn't work as hard.

Second, participating actively in class generally raises a student's grade since being outspoken and behaving assertively are seen as positive traits in the United States. Such behavior is not easy for someone who is used to a formal classroom with a teacher who lectures while students listen quietly and respectfully, rather than speaking up.<sup>3</sup> However, if a student rarely asks or answers questions, the teacher may doubt his or her ability to understand the content of the lesson or may think that the student isn't interested in the class.

Third, regular attendance can also improve a student's grade. Professors often try, through their lectures, to provide additional information that students can't learn solely from reading their textbooks. While attending class is not always a major requirement at universities in other parts of the world, in the United States it is

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<sup>2</sup> Danling Fu, *My Trouble Is My English: Asian Students and the American Dream* (Portsmouth, NH: Boynton/Cook-Heinemann, 1995), 197–99.

<sup>3</sup> David F. McCargar, "Teacher and Student Role Expectations: Cross-Cultural Differences and Implications," *Modern Language Journal* 77 (Summer 1993): 192–93.

important. In fact, at most universities, missing more than fifteen percent of the semester's classes can result in failing the course.

Finally, a positive and supportive learning environment encourages academic achievement. Just as a teacher's style and technique can be influenced by the students, the academic performance of a student can be affected by the attitude of his or her teacher. Thus, a demanding teacher who expects a student to do well may motivate the student to work harder. On the other hand, if a teacher has unrealistic goals for his or her student, the student may fail to achieve those goals and suffer a loss of morale. Moreover, when professors do not clearly explain their course objectives, standards, or grading system, this causes problems for their students, who will be confused about how best to meet the course requirements. In such a situation, students should not hesitate to ask their teachers for clarification and help.

## UNIT 2

### GROUP LEARNING: UNETHICAL BEHAVIOR

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academic	explicitly	obligation	problematic	stress
ethics	insecure	plagiarism	resolved	superior

Unethical behavior by students is quite common on college campuses in the United States. Although most professors stress the importance of honesty, the question of how to prevent ethical violations still has not been resolved. Not only the weak and insecure students but also the superior students sometimes engage in dishonest activities. Moreover, research shows increases in test cheating among women and in unpermitted collaboration among all students on written work.<sup>1</sup> Even students with strong personal ethics may be tempted to take the answers into an exam, copy from another student during a test, or let someone complete their assignments for them if they are under a lot of pressure.

Another type of academic dishonesty occurs when writers fail to acknowledge the sources of their information. For example, students who are writing papers have an obligation to use quotation marks around words taken from another writer's book or article and to insert a footnote or an in-text citation for the quotation. In addition, they should list all their sources in a bibliography or reference list at the end of the paper. Nevertheless, students often use someone else's words without documentation or citation of the source, an illegal behavior that is called plagiarism.

In order to deal with these problematic situations, nearly every university or institution of higher learning has some form of an academic integrity code, which explicitly outlines the different types of unethical behavior and the punishments a student could receive for such behavior. There is a wide range of punishments, including a letter of warning or a failing grade in the course for minor offenses and suspension or expulsion from the university for more serious or repeat offenses.

Some universities, such as the University of Virginia and Princeton, have honor codes that were established when the universities were founded. All students who enter these universities must agree to abide by the honor code's requirements. These usually include the promise not to cheat on examinations and the responsibility to report any student suspected of violating the code. The basic premise behind such codes is that "professors trust students enough not to monitor them as they take exams."<sup>2</sup> Schools with honor codes report fewer problems with cheating. At Princeton, only two to four students each year are found guilty of unethical behavior.<sup>3</sup> The success of honor codes results from the fact that they create an environment among students in which academic integrity is a core value and, therefore, cheating is not socially acceptable.<sup>4</sup>

<sup>1</sup> David L. McCabe and Linda Klebe Trevino, "What We Know about Cheating in College," *Change* 28 (January 1996): 31–32

<sup>2</sup> "A Code of Honor Troubles Princeton," *New York Times*, March 4, 1996, B5.

<sup>3</sup> "A Code of Honor Troubles Princeton," *New York Times*, March 4, 1996, B6.

<sup>4</sup> McCabe and Trevino, 33.

## UNIT 3

### CAMPUS LIVING: ROOMMATE RELATIONS

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amazed	handle	permissive	shock	strict
dormitories	impose	premarital	sin	values

The United States is considered to be a permissive society by many international visitors. When people see how some American college students behave, they are amazed at what appears to be their lack of basic morals and traditional values. Of course, there are exceptions, but in general, college students in the United States live a much freer life, compared to college students of the past, because of the changes that have taken place in the moral and social norms of U.S. society.

For instance, today, unlike a generation ago, it is unusual for college students to think of premarital sex as a sin, so young men and women often form intimate relationships. This has come to be accepted as a natural way of life, especially after students date for a long time and are serious about each other. Indeed, some teenagers become sexually active in middle school.

Also, although most universities still impose rules on the students living in their dormitories, these rules are far less stringent than those in the past. Thirty years ago, college dorms were single sex, with men living in one building and women in another. The dorm residents had curfews (10:30 PM on weekdays and midnight on weekends) and rules about when students could have visitors in their rooms. Today, men and women share the same dorms, frequently living on the same floors; curfews have been abolished; and visitors have few restrictions, other than not staying longer

than three days. Such conditions may shock those parents who believe their college-age children need rigorous guidelines to follow to ensure a proper lifestyle.

However, there are those who think that this loosening of restrictions has had positive results. Because many young adults in the United States were given so much freedom at an early age, they may have learned how to handle situations involving drinking, drugs, and sexual relationships. According to certain psychologists, having these firsthand experiences sometimes proves to be a better form of education than simply reading books or being given lectures by their parents or teachers.

On the other hand, there are people who are concerned about the weakening of moral values and would like to see universities return to the days of strict rules and regulations. One person who disapproves of the liberal atmosphere at most academic institutions is the journalist Michael Novak. He does not trust universities “because the faculties as a whole seem to be so far out of tune with the rest of the American public, politically and culturally . . . . It seems that every other view is protected at the university today except the convictions and values of the parents—and of the public as a whole.”<sup>1</sup>

<sup>1</sup> Michael Novak, “Thought Police,” *Forbes* 146 (October 1, 1990): 212.

## UNIT 4

### TIME MANAGEMENT: PUNCTUALITY

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annoyed   continued   habitually   misunderstanding   priorities   rude  
attitude   flexible   lack   on time   punctuality   vary

The anthropologist Edward Hall writes that most complex societies can be classified in regard to their organization of time as either monochronic or polychronic. In a monochronic society, such as the United States, people tend to do one thing at a time and follow tight schedules. In a polychronic society, such as Spain, people tend to do several things at once and have flexible schedules. Hall believes that each system has strengths and weaknesses but that the systems are not compatible: “Like oil and water, they don’t mix.”<sup>1</sup> Whether or not Hall is correct, it is obvious that ideas about and perceptions of time vary a great deal from one culture to another, which sometimes causes problems.

Punctuality, or being exactly on time for professional activities and social engagements, is valued highly in North America and Northern Europe. According to Hall: “If people are not prompt, it is often taken either as an insult or as an indication that they are not quite responsible.”<sup>2</sup> Thus, being habitually late is considered rude and

<sup>1</sup> Edward T. Hall, *The Dance of Life: The Other Dimension of Time* (New York: Anchor/Doubleday, 1989), 45–46.

<sup>2</sup> Edward T. Hall, *The Silent Language* (New York: Anchor/Doubleday, 1973), 9.

unprofessional in countries such as Switzerland or Germany. Although a guest could arrive fifteen or twenty minutes late to an informal social event, much later than that would not be appropriate behavior. For business events, being punctual is even more essential. Furthermore, for military or diplomatic personnel, arriving late to an event is completely unacceptable, so they often arrive early.

On the other hand, in most South American, African, and Middle Eastern countries there is a more relaxed attitude toward punctuality. In Brazil, if you are invited to a party that starts at 9 PM, you will find hardly anyone at the party if you decide to come before 10 PM. Concerning business activities, it is good to arrive at the scheduled time, but you will probably not be criticized if you are late for an appointment. Brazilians and other Latin Americans place more emphasis on close human relationships than on rigidly followed schedules and aren't greatly annoyed by lateness.

When people from a culture with relaxed ideas about time move to a culture with strict ideas about time, serious problems can arise. If they don't understand the importance of keeping to a fixed schedule and not being late, their misunderstanding may lead to conflicts with their colleagues and friends. Discussing these issues openly is one of the best ways to help avoid continued conflicts. Nevertheless, there are those who lack the ability or motivation to change their lifestyle and habits, and being on time is a goal they will never achieve, no matter how hard they try to put their priorities in order.

## UNIT 5

### DIFFICULT DECISIONS: INTERPERSONAL CONFLICT

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abortion	incest	option	pro-choice	rape
controversial	legal	pregnancies	pro-life	restrictions

On January 22, 1973, the U.S. Supreme Court ruled (seven to two) in *Roe v. Wade* that a state may not prevent a woman from having an abortion during the first three months (trimester) of pregnancy and that it can regulate but not prohibit an abortion during the second trimester.<sup>1</sup> The result of this decision was to make abortions in the early months legal in the United States. Since then, pregnant women have had the right to choose whether or not to have a child.

Many women agree with this right to choose, but others do not agree. Today this question is a controversial issue that divides nearly all American people into two groups: those who support abortion rights (pro-choice) and those who are anti-abortion (pro-life). Moreover, some people who are generally against abortions do

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<sup>1</sup> *Roe v. Wade*, 410 U.S. 113 (1973)

believe they should be allowed when rape or incest results in a pregnancy or when the woman's life is endangered.

The question of whether a woman has the right to make all the decisions concerning her own body is fundamental to the abortion debate. Pro-choice women do not want the federal government or state laws controlling what they do. They believe that they alone must make such personal decisions as whether and when to have children.

Another basic issue surrounding the abortion controversy is the question of when life begins. To those who are antiabortion, life begins at conception, and thus, abortion is the murder of a living being. Supporters of abortion rights see the unborn fetus as not viable until at least five months, and therefore, they believe that abortion should be an option until that point in the woman's pregnancy.

Many states have passed laws that restrict a woman's right to an abortion. For example, in thirty-five states, a minor seeking an abortion must notify her parents and/or have their consent. Other restrictions on abortion include the ban of federal Medicaid funds for abortions except in cases of rape or incest or when the pregnancy endangers a woman's life. Thirty-two states and the District of Columbia enforce this law.<sup>2</sup>

In 2000, 1.31 million abortions were performed in the United States, and this number decreased to 1.21 million in 2005.<sup>3</sup> Naturally, this number would be lower if everyone knew how to use effective methods of birth control. These days, schools offer classes in sex education to their students in order to make them aware of the importance of using birth control to avoid unwanted pregnancies as well as sexually transmitted diseases like AIDS. Furthermore, women can now use morning-after pills such as Plan B. These pills differ from Mifeprex, which is an abortion pill. Emergency contraceptive pills such as Plan B prevent pregnancy, while the abortion pill ends a pregnancy. Women age 17 and older can buy Plan B without a prescription at most pharmacies.<sup>4</sup>

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<sup>2</sup> Guttmacher Institute. Facts on Induced Abortion in the United States. July 2008. [www.guttmacher.org/pubs/fb\\_induced\\_abortion.html](http://www.guttmacher.org/pubs/fb_induced_abortion.html).

<sup>3</sup> Guttmacher Institute. Facts on Induced Abortion in the United States. July 2008. [www.guttmacher.org/pubs/fb\\_induced\\_abortion.html](http://www.guttmacher.org/pubs/fb_induced_abortion.html).

<sup>4</sup> MayoClinic.com. [www.mayoclinic.com/health/morning-after-pill/an00592](http://www.mayoclinic.com/health/morning-after-pill/an00592).

## UNIT 6

# GENDER ISSUES: SEXUAL ORIENTATION

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abnormal      environmental      gender      homosexuals      lifestyles      sexuality  
conservative      factors      genetic      lesbians      orientation      valid

In the United States since the 1960s, gender issues—those issues focused on the roles and rights of men and women—have been receiving a lot of attention because of major changes within society. As large numbers of women have entered the workforce, some men have chosen to stay home with the children. Furthermore, the traditional family (mom, dad, two children) has been transformed, and alternative lifestyles have become more prevalent. In 1994, one in three families with children was headed by a single parent (86.8 percent by the mother).<sup>1</sup> Other families are composed of two men or two women who have made a commitment to each other. Thus, it is no longer easy to define a normal or an abnormal living arrangement.

Because of these social changes, homosexuality is not the secret subject it was in past generations and to some extent has become accepted as just another sexual orientation.<sup>2</sup> Today gay men and lesbians do not have to hide their sexual preference. Many choose to live openly with their partner and have attempted to make same-sex marriages legal. This has raised the question of what marriage is. The traditional definition of marriage is the union of two people of the opposite sex, which is the definition contained in the 1996 federal “Defense of Marriage Act.”<sup>3</sup> However, there are many who believe that marriages between people of the same sex are just as valid as marriages between a man and a woman. In fact, four states have legalized gay marriage: Connecticut (November 2008), Iowa (April 24, 2009), Massachusetts (which struck down a ban on gay marriage), Vermont (September 1, 2009), Maine (May 6, 2009), and New Hampshire (June 3, 2009).<sup>4</sup> New York and Washington, DC, recognize marriages that were performed in other states, and New Jersey will soon follow.<sup>5</sup>

In addition to the question of marriage, homosexuals have fought successfully for their equal rights and against discrimination in the workplace and in the military. One major issue that President Bill Clinton faced when he began his presidency in 1992 was the question of whether gays should be allowed to serve in the military. The fact is that many gay men and women have served with honor and distinction throughout the years. However, a number of conservative lawmakers hold the opin-

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<sup>1</sup> John W. Wright, ed., *The Universal Almanac 1997* (Kansas City, MO: Andrews and McMeel, 1996): 310–11

<sup>2</sup> “It’s Normal to Be Queer,” *Economist* 338 (January 6, 1996): 68–70

<sup>3</sup> Keith B. Richburg, “Vermont Legislature Legalizes Same-Sex Marriage,” [washingtonpost.com](http://washingtonpost.com), April 7, 2009.

<sup>4</sup> “New Hampshire Passes Gay Marriage,” *BBC News*. <http://news.bbc.co.uk/2/hi/americas>, June 3, 2009.

<sup>5</sup> Keith B. Richburg, “Vermont Legislature Legalizes Same-Sex Marriage,” [washingtonpost.com](http://washingtonpost.com), April 7, 2009.

ion that a person who is gay should not be allowed to remain on military duty. The temporary resolution of the issue was to evade the problem by instituting a “Don’t Ask, Don’t Tell” policy. President Obama plans to end this policy so that gays can serve openly.<sup>6</sup>

Scientific researchers are studying the possibility that genetic structure influences sexual behavior. Although environmental factors may also be important, several recent studies have shown a biological basis for sexual orientation.<sup>7</sup> If that is true, the widely held idea that homosexuality is a matter of choice may be challenged. Nevertheless, some people tend to be skeptical about the search for a biological explanation for homosexuality, believing that it is sufficient to explain homosexuality in terms of the rightful pursuit of liberty and happiness. In any case, it is likely that future research will be able to answer the question of whether genes or the environment has a stronger effect on human sexuality.

<sup>6</sup> Elisabeth Bumiller, “In Military, New Debate Over Policy Towards Gays,” *New York Times*, May 1, 2009: A14.

<sup>7</sup> Eliot Marshal, “NIH’s ‘Gay Gene’ Study Questioned,” *Science* 268 (June 30, 1995): 1841.

## UNIT 7

### RELIGIOUS BELIEFS: DISCRIMINATION

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compelled	liberty	practice	secular	spiritual
constitutions	persecution	principles	separation	worship

Religious freedom is one of the basic principles of the U.S. Constitution, which has been the supreme law of the nation since its adoption in 1789. The religious liberty clauses of the First Amendment ensure the equality of all people and religions before the law and ended the connection between church and state: “Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof.”<sup>1</sup> Because of the First Amendment, debate and dissent are accepted in the United States, where religious beliefs are a matter of personal choice.

Although the original English colonists who left England for the New World between 1607 and 1628 were seeking freedom of religion, they did not interpret religious freedom as broadly as we understand it today. The earliest English colonies, Jamestown (1607), Plymouth (1620), and Massachusetts Bay (1628), were based on English law and liberty. They served as a refuge for Protestant Christians and a way to prevent the Catholic Church from taking over the native population of America.<sup>2</sup> In these settlements, Pilgrims and Separatists (Puritans who had left the Church of

<sup>1</sup> U.S. Constitution. Amendment I.

<sup>2</sup> Samuel Eliot Morison, *The Oxford History of the American People*, vol. 1, *Prehistory to 1789* (New York: Meridian, 1994), 85–86.

England) were able to practice their form of the Protestant religion without fear, but these settlers were not tolerant of other religions, so true religious freedom did not exist.

During the Puritan migration of the 1630s, New England was settled by deeply religious and spiritual people who wanted to do the will of God in all aspects of their lives. However, these early colonists did not establish religious freedom. In 1644, the colony of Rhode Island became the first settlement to attempt to separate church and state and to offer freedom of worship to all settlers. The Reverend Roger Williams, the founder of Rhode Island, was one of the first advocates of religious liberty. Indeed, Williams believed that the Native Americans' religion was as acceptable to God as was Christianity.<sup>3</sup>

Another step toward freedom of religion was the Toleration Act of Maryland, which was passed in 1649. The act, whose purpose was to protect Catholics from religious persecution, stated that no Christian should “be any ways troubled molested or discountenanced for . . . his or her religion, nor in the free exercise thereof . . . nor any way compelled to the belief or exercise of any other Religion against his or her consent.”<sup>4</sup> The Toleration Act led to a legalized system of religious tolerance that eventually became full religious freedom as stated in the U.S. Constitution.

By 1700 religious freedom, already established by Roger Williams in Rhode Island and William Penn in Pennsylvania, was becoming accepted throughout the other English colonies. After the American Revolution of 1776, in which America won its independence from England, the leaders of the Revolution wanted to “maintain, develop, and correct the state of things political and religious, which already existed.”<sup>5</sup> Thus, state and federal constitutions, each including a bill of rights, were drawn up. The first was the Virginia Declaration of Rights (June 12, 1776), a historical document asserting the rights to “the enjoyment of life and liberty, with the means of acquiring and possessing property, and obtaining happiness and safety.” It also contained the right to religious liberty. Pennsylvania's constitution was even stronger on the right to freedom of religion.<sup>6</sup>

The principle of religious freedom became a part of the state constitutions, but the final separation of church and state was not completed until 1785 in Virginia, 1818 in Connecticut, and 1833 in Massachusetts.<sup>7</sup> The Virginia Statute of Religious Liberty (1786), written by Thomas Jefferson, states: “No man shall be compelled to frequent or support any religious worship, place, or ministry whatsoever.”<sup>8</sup> Today the United States is a country that accepts all religions. It is a secular society as a result of the separation of church and state, which keeps religion and government free of each other's control, and all people have the right to worship as they please or not to worship if they choose not to.

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<sup>3</sup> Morison, 109–10.

<sup>4</sup> Morison, 129.

<sup>5</sup> Morison, 355.

<sup>6</sup> Morison, 356–57.

<sup>7</sup> Morison, 361.

<sup>8</sup> Morison, 382.

## UNIT 8

# STUDENT–TEACHER INTERACTIONS: SEXUAL HARASSMENT

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accusations	come forward	get away with	role models
appropriate	dismissal	handle	unethical
back up	file	harassment	victims

Sexual harassment has become a major issue in the United States, whether it occurs on military bases, on college campuses, or in private corporations. The definition of sexual harassment is the forcing of unwanted sexual attention on a person, including verbal or physical conduct of a sexual nature and requests for sexual favors. This is a complicated area of the law because of the difficulties involved in determining when such objectionable behavior has taken place. It is generally agreed that sexual harassment exists when there is a pervasive pattern of behavior that results in a hostile environment and makes the other person feel uncomfortable. However, individual reactions differ greatly, and words and actions that are acceptable to one person may be unacceptable to another. Furthermore, some people still do not realize that making jokes or remarks of a sexual nature is not considered appropriate in today's environment of gender equity and political correctness.

Victims of sexual harassment have often been reluctant to come forward to press charges against the person who has harassed them. First, they worry that they may not have the evidence to back up their claims, especially if there are no witnesses. It is one person's word against another's. Second, they may fear that they will be seen as having encouraged the person to harass them, so they may prefer to handle the situation on their own privately, without making the problem public. Thus, until recently, many people managed to get away with sexual harassment despite the U.S. Supreme Court ruling in 1986 that employers can be sued for sexual harassment by those who faced a hostile work environment or received "quid pro quo" offers of benefits in return for sexual activity.<sup>1</sup>

In 1991, the nomination of Clarence Thomas to the U.S. Supreme Court brought the issue of sexual harassment into the spotlight. During the hearings on his nomination, Anita Hill, a law professor at the University of Oklahoma, testified before the Senate committee that Thomas had sexually harassed her when she worked for him at the Equal Employment Opportunity Commission in the 1980s. Although Hill's testimony was convincing to many, Thomas strongly denied her accusations and was ultimately confirmed as a Supreme Court Justice. Nevertheless, after these hearings, more women began to file lawsuits claiming they had been sexually harassed, and most private companies and government agencies now offer training courses to their employees on the subject of sexual harassment.

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<sup>1</sup> Meritor Savings Bank, *FSB v. Vinson*, 477 U.S. 57 (1986).

Studies show that sexual harassment frequently occurs in schools, beginning in the sixth grade and continuing through graduate school. A nationwide survey in 2006 by the American Association of University Women (AAUW) revealed that sixty-two percent of female college students and sixty-one percent of male college students in the United States experienced sexual harassment at their school. Moreover, according to this AAUW study, fifty-one percent of male students and thirty-one percent of female students admitted to sexually harassing someone. However, only ten percent or less of the victims of harassment reported it to authorities, and thirty-five percent did not tell anyone about the harassment.<sup>2</sup>

In February of 1992, the U.S. Supreme Court ruled that students could collect money in sexual harassment cases from educational institutions that receive federal funds.<sup>3</sup> Since that time, a growing number of teachers and professors have been accused of sexual harassment, making this a major issue within academic institutions. For those found guilty of sexual harassment of students, the punishment usually is dismissal from the university or school. Even if a person is acquitted of the charges, his or her reputation is often ruined. Teachers are expected to serve as role models for their students; thus, it is particularly unethical for them to abuse their power through the forcing of sexual attention on their students. In some universities, policies have been developed to strictly define the relationship between student and professor in an attempt to prevent such immoral actions. However, these policies may conflict with the right of free speech, a basic value in American higher education, because “First Amendment rights apply to the speech of students and teachers.”<sup>4</sup>

<sup>2</sup> AAUW—Statistics Concerning Sexual Harassment on Campus, [www.aauw.org/advocacy/](http://www.aauw.org/advocacy/).

<sup>3</sup> *Franklin v. Gwinnett County Public Schools*, 503 U.S. 60 (1992).

<sup>4</sup> U.S. Department of Education, “Office of Civil Rights: Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties,” *Federal Register* 62 (March 13, 1997): 12045.

## UNIT 9

### ACADEMIC INTEGRITY: PLAGIARISM

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bibliography	expelled	principle	severe	treated
citation	plagiarizing	probation	tempting	violations

The number of cases of plagiarism on college campuses as well as in the world of publishing in general is increasing. Recently, several well-known American authors and journalists have been accused of plagiarizing material in order to use it in their books, and lawsuits have been filed against them. Other authors have filed lawsuits against those who have accused them of plagiarism and have won their cases. Obviously the issue is quite complex. Many people throughout history, including Shakespeare, have copied from other sources. The real question is: What is plagiarism?

It is often tempting to use the words and sentences of those whose ideas are expressed with beauty and originality. Moreover, some students, when writing papers, unintentionally borrow the language and thoughts of other writers because they are unfamiliar with the strict rules on plagiarism in the United States. But the knowledgeable writer understands that whenever he or she uses material written and developed by someone else, citations in the form of footnotes and a bibliography listing all sources must be part of the document. Otherwise, the writer, in failing to cite his or her sources, is taking credit for other persons' ideas. These rules apply not only to direct quotations from an author's text but also to paraphrases of an author's language.

At academic institutions in the United States, violations of the academic integrity code result in a wide range of punishments. For example, for opening a book during a closed-book exam, a student could receive a letter of warning or a failing grade in the course or be placed on one semester of probation. However, while other types of violations may result in less severe punishment, plagiarism is considered an extremely serious offense that reveals a total disregard for honesty, so students who intentionally plagiarize are usually expelled from their schools.

Cheating of any kind is unethical, but plagiarism goes against the basic principle of a person's right to ownership of his or her intellectual property when it is in written or recorded form. As a result, in the United States, it is treated as a major offense. The U.S. Constitution and the Copyright Act of 1976 both protect the author's exclusive right to his or her writing. Nevertheless, today the Internet and the World Wide Web are making the detection of plagiarism even more difficult and complicated. Currently, copyright law does not apply to the Internet, and writers can publish whatever they want.<sup>1</sup> As James R. Kincaid says: "Who will police property in cyberspace, with words going who knows where and coming from who knows where, folding in on themselves, lawless and rootless?"<sup>2</sup>

Not all cultures view plagiarism in the same light. In some parts of the world, people do not subscribe to the idea that authors own their words; rather, language is considered to belong to everyone. Thus, copying or imitating another writer's language is acceptable. However, in other cultures, such as the North American culture, where it is illegal to borrow or share another's words, a writer must follow the rules of copyright and citation of sources. According to Darsie Bowden in "Coming to Terms," these clashing value systems can lead to confusion and emotional conflict for teachers and students: "Especially in a culture where classrooms are increasingly diverse, both teachers and scholars need to address more fully the value systems that make plagiarism a crime."<sup>3</sup>

<sup>1</sup> Kavita Varma, "Footnotes in Electronic Age," *USA Today* (February 7, 1996): D7.

<sup>2</sup> James R. Kincaid, "Purloined Letters," *New Yorker* 72 (January 20, 1997): 97.

<sup>3</sup> Darsie Bowden, "Coming to Terms," *English Journal* 85 (April 1, 1996): 82.

## UNIT 10

### PERSONAL RELATIONSHIPS: RACISM AND PREJUDICE

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abolished	inhumane	opportunity	segregated
discrimination	integrated	prohibiting	tolerant
equality	narrow-minded	racist	transition

Deeply rooted racial prejudice in the United States had its beginning in the system of slavery that was instituted in the seventeenth century.<sup>1</sup> In 1619 the first twenty African slaves were brought to America on a slave ship.<sup>2</sup> During the next two hundred years, thousands of slaves were imported into the United States from Africa. Unfortunately, much of the economy of the South, which was agricultural, depended on this slave labor, so the South fought hard to maintain slavery. Nevertheless, many Americans believed that the institution of slavery was immoral and had to be abolished. This struggle culminated in the Civil War (1861–65). The history of the modern day civil rights movement goes back to 1865, when the sixteenth president of the United States, Abraham Lincoln, freed the slaves at the end of the war. African Americans, who are a minority in the United States, have been fighting for full equality since that time.

Slavery was inhumane, and slaves, who were considered the property of the slaveholders, suffered great physical and mental cruelty. It was even against the law to teach a slave to read or write because the slaveholders knew it would be harder to control educated men and women. Throughout the nineteenth century, people who wanted to do away with slavery (abolitionists) were organizing and speaking out against the evils of the slave system. The abolitionists believed that Christianity and the Declaration of Independence supported equality of races. Famous abolitionists included Harriet Beecher Stowe, the author of *Uncle Tom's Cabin*, and Frederick Douglass, who escaped from slavery and wrote three autobiographies about his life as a slave. The writer and philosopher Ralph Waldo Emerson also lectured about the immorality of slavery.

Although all slaves were freed in 1865, they were greatly disadvantaged by their years of mistreatment and lack of education. Furthermore, African Americans continued to be treated unfairly in every area of life. These extreme racist attitudes led to legalized segregation.<sup>3</sup> The U.S. Supreme Court ruled in 1896 that racial segregation in public schools and other facilities in the South was not a violation of the Constitution. This ruling was based on the “separate but equal doctrine,” which the Court used to justify racial segregation.

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<sup>1</sup> George M. Fredrickson, *The Black Image in the White Mind* (Hanover, NH: Wesleyan University Press, 1987) 322.

<sup>2</sup> Ronald Takaki, *A Different Mirror: A History of Multicultural America* (Boston: Little, Brown, and Company, 1993): 7.

<sup>3</sup> Fredrickson, 325.

Thus, African Americans had to live in their own separate neighborhoods, attending segregated schools and not eating in the same restaurants as white people. In fact, they could not even drink out of the same water fountain or sit in the same section of the movie theater as whites, and they had to sit in the back of public buses. It was a courageous African-American woman named Rosa Parks who started the civil rights movement of the 1950s when she refused to give her seat to a white man and move to the back of a bus in Birmingham, Alabama, in 1955.

Because of racial prejudice, it was hard for African Americans to advance in a competitive society, but attempts were made to eliminate discrimination through legislation, beginning with the Civil Rights Act of 1866 and the Fourteenth Amendment.<sup>4</sup> In the 1950s and 60s, many Americans joined the civil rights movement and helped bring about the changes that led to making America a country of equal opportunity. In 1954 the U.S. Supreme Court ruled in *Brown v. Board of Education* that segregation was illegal and public schools had to be integrated.<sup>5</sup> Finally in 1964, President Lyndon Johnson signed the civil rights legislation that changed American society by prohibiting the many forms of public discrimination and establishing affirmative action laws to increase the number of African Americans admitted to universities and hired by companies or government agencies.<sup>6</sup>

After 1964, African Americans began to make some gains in their struggle to live according to the words of the United States Constitution: “with equal protection under the law.” The Voting Rights Act of 1965 was extremely important legislation that resulted in political equality for all U.S. citizens. However, African Americans have yet to achieve complete equality, and racism remains a problem in the United States. More time is needed before America makes the transition from being a narrow-minded society to being an open-minded and tolerant society; even though Americans did elect the first African-American president in 2008.

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<sup>4</sup> Fredrickson, 183.

<sup>5</sup> *Brown v. Board of Education*, 347 U.S. 483 (1954).

<sup>6</sup> The origin of affirmative action is the Civil Rights Act of 1964. Title 7 of the act prohibited employment discrimination because of a person’s race, color, religion, sex, or national origin. On September 24, 1965, President Lyndon Johnson signed Executive Order 11246, the basis of affirmative action. The order prohibited discrimination by companies doing business with the government and created the obligation to take affirmative action in hiring women and minority groups.

## UNIT 11

# PEER PRESSURE: BINGE DRINKING

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accustomed	excessively	hazing	shots
binge	fraternity	peer pressure	susceptible
culture	hard liquor	phenomenon	underage

Binge drinking was defined in 2004 by the National Institute on Alcohol Abuse and Alcoholism as having five or more drinks for men or four or more drinks for women on one drinking occasion in the past two weeks. High-risk drinking is an increasingly serious problem on college campuses today. Unlike the last decades of the twentieth century where students usually drank beer at large parties, many underage students are drinking hard liquor secretly in campus dorms or off-campus apartments. This is a result of the 1984 law that changed the drinking age in the United States from 18 to 21. College fraternities are also engaging hazing activities in which students drink multiple shots of liquor in a short time period of perhaps two hours. In fact, deaths and hospitalizations from alcohol poisoning have occurred frequently because of this risky behavior, which is popular among students at both public and private universities.

Scientists at the University of Michigan at the Substance Abuse Research Center published a study in 2006 on the phenomenon of binge drinking among undergraduates to determine factors such as association with gender, race, ethnic group, and age when this behavior begins, and negative effects of drinking large quantities of alcohol.<sup>1</sup> They used a sample of 4,580 students at a Midwestern university who took an online survey of alcohol and drug use. The researchers added new factors, specifying that the binge takes place within two hours and including drinking over the past year, not just the past two weeks. The study revealed an estimate of binge drinking of 63.6% among participants, which was higher than the two-week standard measure of 53.2%.<sup>2</sup> A second study on binge drinking by Jeff DeSimone, published in the *Journal of Health Economics* in 2007, revealed that fraternity membership correlated with increased binge drinking.<sup>3</sup>

A comprehensive report on drug and alcohol abuse by The National Center on Addiction and Substance Abuse at Columbia University was released in March of 2007. The report revealed that a culture of extreme alcohol consumption has taken root on U.S. college campuses. Joseph Califano, president of the Columbia University Center, stated: “The percentage of kids who drink and binge drink is essentially the same between 1993 and 2005, but the intensity of the drinking has dramatically

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<sup>1</sup> J.A. Cranford et al. “A New Measure of Binge Drinking: Prevalence and Correlates in a Probability Sample of Undergraduates.” *Alcoholism* 30, no. 11. (2006): 1896-905.

<sup>2</sup> J.A. Cranford et al. “A New Measure of Binge Drinking: Prevalence and Correlates in a Probability Sample of Undergraduates.” *Alcoholism* 30, no. 11. (2006): 1896-905.

<sup>3</sup> Jeff DeSimone, “Fraternity Membership and Binge Drinking.” *Journal of Health Economics* 26, no. 5 (September 1, 2007): 950.

changed.”<sup>4</sup> According to the report, there has been an increase since 1993 in the number of “students who binge drink frequently (take five drinks at a time, three or more times in two weeks), who drink 10 or more times a month, and who get drunk three or more times in a month.”<sup>5</sup> One university vice president described college students as wanting “to become intoxicated as fast as they possibly can.”<sup>6</sup>

Because many students today think that drinking to get drunk and getting high on drugs are acceptable behaviors, they have become accustomed to drinking excessively and abusing drugs. The authors of the Columbia University report asked educators to take a strong stand to combat this culture. Roger Vaughan, one of the authors, proposes that college administrators allocate time and money to fighting binge drinking among college students. He believes substance abuse should not be tolerated because if it continues, “we’re going to destroy our best and brightest.”<sup>7</sup>

Michigan State University developed a Social Norms Project to change the acceptance of high-risk drinking at the school. Since many students are susceptible to peer pressure, and they begin to binge drink because they believe everyone does it, the goal of the project is to correct misperceptions about alcohol use on campus. MSU’s Institute for Public Policy and Social Research has conducted surveys each semester to “determine how students actually use alcohol and how they perceive the ways in which other students use alcohol.”<sup>8</sup> By correcting misperceptions revealed by the survey through social marketing (posters, flyers, presentations), the faculty is using social norms theory to guide prevention efforts. Students are encouraged to follow their own instincts and internal cues about drinking, rather than follow the crowd. These efforts have been so successful in reversing the culture of excessive drinking that MSU received a \$175,000 grant from the U.S. Department of Education to support its activities and to disseminate information about the Social Norms Project to other colleges and universities.<sup>9</sup> According to Dennis Martell of the MSU Olin Health Center, “Behaviors have changed, protective behaviors are up, and harm has decreased.”<sup>10</sup>

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<sup>4</sup> “Binge Drinking, Pill Abuse Intensify at Colleges,” MSNBC. March 15, 2007.

<sup>5</sup> “Binge Drinking, Pill Abuse Intensify at Colleges,” MSNBC. March 15, 2007.<sup>6</sup> “Binge Drinking, Pill Abuse Intensify at Colleges,” MSNBC. March 15, 2007.

<sup>7</sup> “Binge Drinking, Pill Abuse Intensify at Colleges,” MSNBC. March 15, 2007.

<sup>8</sup> Tom Oswald, “MSU Earns National Award for Challenging the Environment of High-Risk Drinking.” *MSU Today*, July 27, 2007.

<sup>9</sup> Tom Oswald, “MSU Earns National Award for Challenging the Environment of High-Risk Drinking.” *MSU Today*, July 27, 2007.

<sup>10</sup> Tom Oswald, “MSU Earns National Award for Challenging the Environment of High-Risk Drinking.” *MSU Today*, July 27, 2007.

## UNIT 12

### SOCIAL ADJUSTMENT: CULTURE SHOCK

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adapt	assimilated	bland	differ	superficial
appealing	barrier	coping	liberal	traditions

When international students attend schools in the United States, they often experience varying degrees of emotional and physical distress in the first few months of living in the new country. These feelings of distress and alienation, known as culture shock, tend to disappear with time although some students suffer more than others. Research shows that this “uprooting disorder” will be less severe if students are highly motivated, psychologically mature, experienced in living in other countries, and competent in the language.<sup>1</sup> Of course, if students don’t have a good command of English, the language barrier will make it even harder for them to learn the appropriate social skills they need in their new environment.

First of all, in trying to adapt to the customs and traditions of this country, students may find the general pace of life a problem. This is particularly true for students who are attending schools in large cities because life in large cities in the United States is lived at a fast pace. People seem to rush around and don’t take time to relax, except on weekends. Families rarely eat lunch together, and some don’t even eat dinner at the same time because they are just too busy trying to keep up with all their activities. According to one Chinese visitor, “The average American does not understand the calm conversing, napping, strolling, sitting quietly, and various other kinds of leisurely relaxation that Chinese enjoy. They think they are alive only when they are ‘doing’ and ‘moving.’”<sup>2</sup>

Another problem is caused by the fact that most new students lack the social support systems they had in their home countries. A network of friends can enable an international student to overcome many difficulties, and it is especially helpful to form friendships with native English speakers.<sup>3</sup> However, although North American students can seem friendly, their friendliness is rather superficial and insincere. “Let’s get together,” they say, without setting a definite date. “Hi. How’re you doing?” they ask, without expecting or waiting for an answer. To international students, Americans appear to be self-absorbed and uninterested in making friends.<sup>4</sup>

Also, ethical beliefs and value systems differ from culture to culture, and students may feel anxious about living in a society whose values do not match theirs. For instance, some international students may consider the attitudes of Americans much

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<sup>1</sup> Adrian Furnham and Stephen Bochner, *Culture Shock: Psychological Reactions to Unfamiliar Environments* (London, New York: Routledge, 1989), 126.

<sup>2</sup> Jiejun, “A Family Christmas,” in *Land without Ghosts*, edited by R. David Arkush and Leo O. Lee (Berkeley: University of California Press, 1993), 231.

<sup>3</sup> Furnham and Bochner, 129, 139, 250–51.

<sup>4</sup> Elisabeth Gareis, *Intercultural Friendship: A Qualitative Study* (Lanham, MD: University Press of America, 1995), 65.

too liberal in regard to moral issues, such as young men and women having intimate relationships or living together before marriage. Moreover, the use of drugs and alcohol may be unacceptable to them.

Finally, the bland North American food is usually not at all appealing to students whose native food is spicy, healthful, and full of variety. Hot dogs, hamburgers, potato chips, and french fries can become boring on a daily basis, and they aren't as healthful as fresh fruits and vegetables or rice and beans. Because they dislike the food, many students do not eat properly during their first few months in the United States. Therefore, it is fairly common for them to lose weight or get sick during this period of adjustment.

Despite these various problems, most international students are flexible enough to acquire the coping skills required in their new surroundings as they become more aware of others' values and practices.<sup>5</sup> Gradually, they grow accustomed to the lifestyle in the United States, build a network of friendships, and learn to enjoy the benefits of living abroad. Actually, culture shock can be a positive experience of growth and learning and is a normal response to change.<sup>6</sup> In fact, students who have become assimilated into North American culture may even have reverse culture shock when they return to their home countries.

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<sup>5</sup> Furnham and Bochner, 250.

<sup>6</sup> Furnham and Bochner, 49–50.

# COMPREHENSION ANSWER KEY

## 1: ACADEMIC MOTIVATION: MISCOMMUNICATION

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### Readings

Farrell, Elizabeth F. "Some Colleges Provide Success Coaches for Students."  
*The Education Digest* 73 (November 2007): 44-47.

Simplicio, Joseph. "Miscommunication in the Classroom: What Teachers Say and  
What Students Really Hear." *Education* 122 (Spring 2002): 599-602.

### Comprehension

"Some Colleges Provide Success Coaches for Students"

1. What helped Matthew Gonzales Sanchez finish his first semester at Our Lady of the Lake University with a 3.0 grade-point average?

His personal success coach helped Matthew rebound.

2. What do the personal coaches do for the students at this university?

The coaches motivate and counsel students and help students navigate the public welfare system for sick relatives, or explain to parents why students should go into debt to complete their degrees.

3. What is the average six-year graduation rate at four-year institutions in the U.S.?

The average six-year graduation rate is 63 percent.

4. What support services have colleges and universities added to improve those numbers?

They have student-support services, including peer counselors, academic advisers, tutors, summer programs, and wellness centers that offer free massages.

5. How do all students at Our Lady of the Lake begin their first semester?

They begin their first semester by working with their coaches to figure out their academic and personal goals.

6. How do many first-generation students interpret academic setbacks?

Many first-generation students interpret academic setbacks as proof that they are not college material. They are often overwhelmed and easily discouraged.

7. What did Gonzales Sanchez realize after talking to his coach?

He realized that he didn't want to be like everyone else in this family, living paycheck to paycheck. He was motivated to create a plan for improving his grades, study at the library, and take advantage of the free tutoring at the academic-support center.

8. Why did Our Lady of the Lake hire an independent coaching company?

Administrators say the coaches are useful because they are impartial observers and do not intimidate the students, who are too intimidated to approach professors when they are struggling.

9. According to Cindy Skaruppa, what are the benefits of the coaching program?

She says this program deals comprehensively with all of the challenges a student might be facing. The coaches help students connect the dots and find the right services on campus to help them.

10. How did coach Adrianna Soto help her student?

Soto gave the student a list of people to contact at the state department of health services and helped her find a state-financed nurse to care for her relatives during the day so she could stay in college.

11. What effect has personalized coaching had on the return rate of students?

From fall to spring, 89 percent of freshmen returned to continue their studies, a 5 percent increase over the previous year.

12. What criticism do some professors have of the coaching program?

Some professors think the program offers too much handholding for students who are supposed to be learning to live on their own.

13. What is the point of view of Alan Tripp, founder of Inside Track?

Tripp believes that college students need more immediate feedback on their performance. He says that colleges should give a lot more thought to what they can do to motivate students to be engaged and successful.

“Miscommunication in the Classroom: What Teachers Say and What Students Really Hear”

1. What results from communication misunderstandings and breakdowns in the classroom?

Students do not understand what their teachers are saying, and teachers, unaware that they are communicating poorly, often become frustrated when students fail to follow directions or complete assigned tasks.

2. Explain what the author means by *double-speak*.

Teachers constantly utilize phrases with double meanings. Many of these double-speak phrases carry with them built in opportunities for misunderstanding.

3. What do teachers mean and what do students hear when a teacher says “Okay?”

Teachers are asking students if they understand what they have been speaking about. Students hear the question, “Do you agree?”

4. What two questions should teachers ask to better assess what students understand and what materials need to be reviewed?

Teachers should ask these questions: Do you understand this work and can you explain it to me in your own words?

5. What do teachers usually mean when they use the phrase, “This is important?”

They may not understand that these words mean that they will most likely be tested on the materials covered.

6. How would students benefit if teachers took the time to explain the rationale behind why certain materials are more important than others?

Students would come to a better understanding of where to focus their energies when studying.

7. What should teachers understand about the phrase, “You need to . . . ”?

Teachers must come to the understanding that students rarely see the need to do anything that they do not want to do in the first place. Students often do not see or feel the need to do something; only the teacher sees the need.

8. How do students interpret the phrase, “Are there any questions?”

They see these words as a final curtain call on a current activity and begin to shift their focus and attention.

9. How can teachers ensure that students will reflect on what they have learned and what they have not learned?

Teachers must learn to develop more effective questioning techniques so they can query and probe and entice students to think on higher critical thinking levels.

10. What two examples does the author give to show that teachers can create obstacles to learning by the language they choose to use in their classrooms?

Educators should realize that the word *disability* should be viewed as a legal definition of a physical or emotional condition but not a definitive set of criteria by which teachers should judge who the child is as a person.

Teachers should emphasize the use of gender neutral vocabulary that advocates climates of equality, such as Firefighter or Police Officer.

11. Which teachers can make a real difference in the educational system and in their students' lives?

Good teachers, those who love to teach and who want their students to learn, are willing to fine tune their skills yet again and again because they understand that minor changes often lead to grand achievements.

12. What is the main idea of this article?

Teachers who are willing to work hard on their teaching skills should carefully examine the words and phrases that they use to make sure their students understand what they are communicating.

## 2: GROUP LEARNING: UNETHICAL BEHAVIOR

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### Readings

Conlin, Michelle. "Cheating—Or Postmodern Learning?" *Business Week* (May 14, 2007): 42.

"Universities Simply Have to Do Better." *Maclean's* 120 (February 12, 2007): 4.

### Comprehension

"Cheating—Or Postmodern Learning?"

1. What did the dean of Duke's business school announce on April 27, 2007?

The Dean announced that nearly 10% of the Class of 2008 had been caught cheating on a take-home final exam.

2. What was the background of these MBA students?

They were on average 29 years old, the cut-and-paste generation, the champions of Linux, and had worked in corporations for an average of six years

3. In the “brave new world of open source,” what was considered a competitive advantage?

One’s ability to aggregate (or rip off) other people’s intellectual property was a competitive advantage.

4. In their appeal, what explanations might these MBAs offer for their cheating?

They might say that teaming up on a take-home exam is not academic fraud, but postmodern learning, wiki style, and that test-messaging exam answers or downloading essay onto iPods is a wise use of technology.

5. What could explain the confusion of these students?

This is a generation that believes they are supposed to share. They came of age nabbing music off Napster and watching bootlegged Hollywood blockbusters in their dorm rooms.

6. Why does the author suggest a reevaluation of the meaning of cheating?

The scandal at Duke points to how much the world has changed, and how academia and corporations are confused about it all, sending split messages.

7. What split messages are academia and corporations sending?

We’re told it’s all about teamwork and shared information, but we’re graded and ranked as individuals. We assess everybody as single entities, but we tell people their success hinges on creative collaboration.

8. How does the new culture of shared information differ from the old culture?

The new culture of shared information is different from the old, where hoarding information was power.

9. How does the Stanford University Design School look at collaboration?

At Stanford, finding somebody to help you write an exam is a sign of an inventive person who gets stuff done. Finding someone to do work for free and is committed to open source is smart.

10. What is learning becoming today?

Learning today is becoming more and more of a social process embedded in a larger network.

11. What does the author want to happen as soon as possible?

The author wants a backlash against an ethically rudderless culture to happen as soon as possible.

12. What interesting question is raised by the cheating at Duke?

The cheating at Duke raises the interesting question of what cheating is.

“Universities Simply Have to Do Better”

1. Why is it difficult to take the grandeur of the graduation ceremony seriously?

It is difficult to take it seriously when you know that half the students have cheated on the way to the podium and that the university is giving them their paper regardless.

2. What were the results of the 2006 survey on cheating at 11 Canadian universities?

The results showed that cheating is as commonplace as keg parties and all-nighters: 53 per cent of the 15,000 students surveyed admitted to serious cheating on written work, and 18 per cent acknowledged cheating during an exam.

3. What did the study on self-reported cheating between 1963 and 1993 reveal?

The incidence of self-reported cheating doubled between 1963 and 1993.

4. What did the study on plagiarism between 1999 and 2005 reveal?

It showed that the number of students who admitted to copying entire passages into essays without attribution had quadrupled to 40 per cent.

5. List five theories on why students cheat.

The five theories include social leniency around rule-breaking, heightened competition for jobs on graduation, larger class sizes, proliferation of electronic devices that make it easier to cheat, and the institutions themselves.

6. Why should universities be the crucial focus for any discussion on academic cheating?

It is the universities that “certify” their graduates, so we need to be able to trust the universities.

7. How are university administrators dealing with cheating problems?

Few of them are moving swiftly to correct their cheating problems. Offenses are observed and ignored, processes to deal with cheaters are bypassed, punishments tend to be light, and methods to prohibit cheating are out of use.

8. What will happen if universities don't take aggressive steps to ensure the quality of their graduates?

We will all suffer because honorable students will be smeared by the acts of the cheating majority, employers could come to regard university degrees as less relevant, and the element of trust that underlies all of our social interactions will be damaged.

9. What is the main idea of this article?

Universities should take steps to ensure the quality of their graduates by implementing strong policies to prevent cheating so that the certificates graduates receive have meaning and validity.

### 3: CAMPUS LIVING: ROOMMATE RELATIONS

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#### Readings

Millar, Erin. "A New Use for Facebook." *MacLean's* 120 (October 1, 2007): 60.

Meadows, Bob. "Freshmen! Get Ready for . . . Coed Dorm Rooms." *People* 67 (February 26, 2007): 85.

#### Comprehension

"A New Use for Facebook"

1. How are websites like Facebook helping freshman students?  
These websites help students research their future roommates well in advance of frosh (freshman) week.
2. What is contributing to a spike in advance requests for roommate switches?  
Snooping parents are contributing to a spike in advances requests because they research the roommates and don't always like what they see.
3. What are the most common problems that the associate director for residence life at Syracuse University deals with?  
The most common problems concern the race, religion or sexual orientation of the future roommate.
4. What is one problem with getting a first impression from Facebook?  
Facebook provides only surface information. The site is made up of networks of people's profiles, which detail the users' gender, sexual orientation, politics, religion and interests, as well as display photos.

5. What should the residence experience be all about, according to most housing officials?

Students are encouraged to break out of their social clique by living with different types of people so they can learn from the diverse campus environment. Students should get a better understanding of other cultures from diversity in residence.

6. Why shouldn't parents make judgments based on Facebook?

Parents shouldn't make judgments based on Facebook because they don't understand its "culture." Students understand that the campus life portrayed by Facebook is not a complete reflection of their lives, but parents just don't get it.

7. Explain the example the author gives to show that parents' concerns sometimes turn out to be legitimate.

A parent requested a switch after stumbling across troubling information about his child's future roommate. The Facebook page was a paean to automatic weapons, explosives, violence, and destruction.

8. What advice does university student Sonja Rummell give to parents?

She advises them not to look at Facebook.

#### "Freshmen! Get Ready for . . . Coed Dorm Rooms"

1. Explain the policy of gender-neutral housing.

Gender-neutral housing lets men and women share rooms. It allows students in specially designated dorms to pick their own roommates with no questions asked or to opt for a random assignment with a stranger.

2. Why did the University of Southern Maine implement this policy in 2005?

The policy shift originated in 2005 with a desire to accommodate students who consider themselves transgender.

3. Which universities have already implemented the policy of gender-neutral housing?

The University of Southern Maine, Colorado College, the University of Pennsylvania, the University of California, Riverside, Oberlin College, and Northwestern University have implemented this policy.

4. What questions do Harvard University and the University of Chicago have to answer about gender-neutral housing?

The big questions include how many rooms to set aside and whether to replace a roommate who drops out with someone of the same sex or the opposite sex.

5. How did Paige Walz feel about having a male roommate?

Walz liked having a male roomie and would do it again because she said that guys are laid-back and there was no drama.

## 4: TIME MANAGEMENT: PUNCTUALITY

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### Readings

Malenic, Marina. "Here Comes the Sun." *The American Spectator* 37 (May 2004): 70.

Rowh, Mark. "Beat the Clock." *Career World* 35 (November/December 2006): 24-25.

### Comprehension

"Here Comes the Sun"

1. What examples does the author give to show that Americans throughout their history have been instructed on the benefits of starting the day early?

She gives the examples of Benjamin Franklin ("early to bed, early to rise"), Henry David Thoreau (morning is the "most memorable season of the day"), and the proverb "The Early Bird catches the worm."

2. What ancient Chinese proverb has a similar meaning?

An ancient Chinese proverb claims that "three early risings make an extra day."

3. What advantage does an early start give to a writer?

The sense of accomplishment an early start brings to a writer will often result in a more prolific yield throughout the day.

4. Describe the Early Birds and the Night Owls.

The Early Birds are morning people who look upon the Night Owls as their slightly slower, somewhat moodier cousins. The Night Owls are night people who find the overly energetic Early Birds a bit annoying and see them as dull disciplinarians.

5. Why is the author somewhat partial to a sunrise compared to a sunset?

The author prefers a sunrise because the romance of a new beginning is undeniable, inspiring hope in its audience, and all worlds seem new again. The sunset is offered as the centerpiece of a more melancholy setting, with the sounds of loss.

6. How does Homer describe Dawn in the *Iliad* and *Odyssey*?

In the *Iliad*, Homer describes Dawn as the “rosy-fingered,” the “saffronrobed,” the “early-rising,” and the “golden-throned goddess who ascends Olympus. In the *Odyssey*, Homer portrays her arrival in a golden chariot.

7. What compelling view of the world does Night offer, according to the author?

Nights offers a view of the world all mortals find compelling—the twilight, the remains of the day, the nearing of the end of all worldly things.

8. What is the main idea of this article?

The author, who has become an Early Bird, prefers the early morning hours because she accomplishes more throughout the day, but she also appreciates the beauty of the twilight.

#### “Beat the Clock”

1. Why are time-management skills a plus in dealing with school, part-time jobs, and other activities?

By learning how to use your time well, you’ll develop skills necessary for later life success.

2. What methods can help you become organized so that you can get everything done?

Creating lists of important tasks and appointments can help. Make a chart or system each day in which you follow-set-out times. Use technology, such as a personal digital assistant or online calendar. Even the simplest measures can work.

3. How can you stay on target when you begin completing tasks?

Once you begin completing tasks, keep on target until you’re done. Avoid putting things off. Procrastination never works. Eliminate distractions such as the Internet and your cell phone.

4. What is involved in setting priorities?

You should determine what is truly important and what can be set aside for later—or never. Setting limits on yourself is key, so focus your time on the things that are important to you. Learn that it is OK to say no to people. Think through opportunities thoroughly when considering options.

5. Explain what the author means by the statement “Grab stolen moments.”

Stolen moments are down times in a day. You should grab some of these moments and use them in a productive way.

6. Why should you think ahead instead of just planning for the next day?

Be sure to look ahead to avoid running out of time in completing demanding tasks. Planning for the next day but not for the days or weeks ahead can be shortsighted.

Develop a series of deadlines for completing portions of a project, and focus on the big picture: the goal you are trying to accomplish.

## 5: DIFFICULT DECISIONS: INTERPERSONAL CONFLICT

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### Readings

“Georgetown Law School Reverses Funding Rule.” *National Catholic Reporter* 43 (October 12, 2007): 8.

Farrell, Elizabeth F. “A Mission Born of a Sense of Overwhelming Gratitude.” *The Chronicle of Higher Education* 50 (May 7, 2004): A.39

### Comprehension

“Georgetown Law School Reverses Funding Rule”

1. Describe the new policy at Georgetown University’s law school.

Georgetown University’s law school will allow a student-run organization, the Equal Justice Foundation, to fund internships for students at organizations that promote abortion rights.

2. What did the law school dean T. Alexander Aleinikoff announce in the Law Weekly?

The Dean announced that the university would no longer require the foundation to consider an organization’s mission before granting a student funding to serve with the organization.

3. In March 2007, what had the administrators at the Law Center required that the Equal Justice Foundation do?

They had required that the Equal Justice Foundation deny funding to Jenny Woodson, a law school student who had applied for an internship in the litigation department of Planned Parenthood, a group that supports abortion rights.

4. How much money did the Equal Justice Foundation receive from Georgetown and from private money to fund internships in 2006?

In 2006 the Equal Justice Foundation received \$175,000 from Georgetown and \$200,000 in private money to fund internships.

5. What was the result of the Law Center’s decision to deny funding to Jenny Woodson?

The decision drew huge protests from the students in spring of 2007, and Aleinikoff met with student groups about the issue through the summer.

6. According to Aleinikoff, how does the Equal Justice Foundation contribute to the Law Center’s academic program?

The Equal Justice Foundation contributes in important ways to the Law Center’s academic program, both by expanding meaningful opportunities for students to engage in reflective experiential learning and by inculcating a commitment to public service.

“A Mission Born of a Sense of Overwhelming Gratitude”

1. Describe the group American Collegians for Life.

The group is a national anti-abortion group with no political or religious affiliation.

2. Why did Kelly Kroll come from Boston to Washington, DC, to attend the March for Women’s Lives?

Ms. Kroll made the journey from Boston to remind the marchers that many opponents of abortion are not religious zealots. Instead, she and the other members are concerned about the emotional and physical harm that they believe abortions cause women who undergo the procedure.

3. Why is the abortion debate personal for Kelly Kroll?

Ms. Kroll was adopted as a baby and decided that she was opposed to abortion when she was in high school and heard gossip about some of her classmates’ pregnancies. She realized that the woman who gave her life was in the same position as these girls and that she could have been aborted.

4. What inspired Ms. Kroll to start an anti-abortion group at her public high school?

It was her gratitude for her life with her amazing foster parents that inspired her to start an anti-abortion group at her public high school.

5. What does American Collegians for Life emphasize?

The organization emphasizes the need for more support services for pregnant women, among other goals.

6. According to Sally Winn, vice-president of Feminists for Life, why are women getting abortions?

There are two reasons: lack of financial support and lack of emotional resources.

7. What conclusion did Ms. Winn reach about why students choose to abort?

She concluded that many students choose to abort because their colleges make other options so hard. Many college health plans provide coverage for abortion but not prenatal care.

8. Explain Ms. Kroll's position on abortion.

Ms. Kroll would like to see *Roe v. Wade* overturned, but in the short term she hopes that states will provide more resources for pregnant women. She also favors "right to know" laws, which require women seeking an abortion to wait 24 hours after listening to a step-by-step description of the procedure.

9. What example did Ms. Kroll give to show that she has made some people think about abortion in a different way?

After listening to an anti-abortion speaker, a football player told Ms. Kroll that he and his pregnant girlfriend were going to talk about whether to have an abortion. Ms. Kroll believes that she touched him in a way that was important.

10. What did a 2003 survey show about the number of abortion opponents among college students?

A 2003 poll at the University of California at Los Angeles found that 54.5 percent of incoming freshmen supported abortion rights, a reduction of 10 percent since 1990.

## 6: GENDER ISSUES: SEXUAL ORIENTATION

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### Readings

Murphy, Tim. "From ABCs to LGBT." *The Advocate* (November 6, 2007): 27.

Weinstein, Steve. "Raising the Bar." *The Advocate* (May 22, 2007): 14.

### Comprehension

"From ABCs to LGBT"

1. What topic was discussed when filmmakers came to Brandon Rice's fourth-grade class in Madison, Wisconsin?

The teacher talked about whether students were ever picked on for seeming gay.

2. Why was that day a turning point in Brandon's life?

It was a turning point because everyone realized Brandon was gay and apologized to him. It was a big weight off his shoulders.

3. Describe the 1996 documentary *It's Elementary*.

*It's Elementary* was made by lesbian filmmakers Debra Chasnoff and Helen Cohen, who showcased a group of elementary schools teaching students about LGBT people and the discrimination they face.

4. Why was this documentary wildly controversial at the time?

It was wildly controversial at the time because it was the first look inside schools that dared such a curriculum.

5. What has resulted from the nationwide distribution of *It's Elementary*?

It was a tremendous catalyst for the discussion of LGBT issues in elementary-age education. There are now 3,6000 gay-straight alliances in high schools nationwide.

6. What legal impact did the documentary have?

It was a precursor to the passage in 10 states and the District of Columbia of safe-schools laws that deal directly with bullying based on sexual orientation.

7. According to the filmmaker, Debra Chasnoff, what did people in the gay community say about making the film?

She said that people in the gay community said not to make this film—it would be the kiss of death for the gay rights movement.

8. What does Ed Vitagliano of the anti-gay American Family Association believe about LGBT education?

He feels that the battle to keep basic LGBT education out of schools has more or less been lost and that groups like his are now more focused on stopping same-sex marriage.

9. Why is another documentary by Chasnoff and Cohen, *That's a Family!*, controversial?

The documentary includes same-sex parents.

10. What did the school district decide to do about screening *That's a Family!*?

The school district agreed to stop screening the documentary, despite a unanimous recommendation in support of the film from a panel of parents, teachers, and administrators.

“Raising the Bar”

1. Why is first-year law student Liz Van Deusen frustrated?

Van Deusen is frustrated because despite the administration’s best efforts, only one other student at the University of Iowa College of Law is gay, and she wants them to do a better job of promoting the law school as a welcoming environment.

2. What challenge is facing many law schools in the American heartland these days?

The challenge is to increase diversity at law schools in less cosmopolitan environs because LGBT lawyers and legal scholars flock to programs in big cities. Moreover, it’s difficult for schools in the Midwest and South to attract politically active students, regardless of sexual orientation.

3. Describe the experience of Carolyn Bratt, a professor at the University of Kentucky College of Law.

Bratt taught for 15 years before she publicly came out while testifying before a state legislative committee against a pending homophobic bill.

4. How have things changed at the University of Kentucky College of Law?

An LGBT student organization was finally formed at the law school three years ago. And while recruiting a gay professor, the school went out of its way to make him understand there was a gay community in Lexington.

5. Why do many LGBT students at Kentucky keep their sexuality under wraps?

They do so because they fear that being gay and lesbian will prevent them from employment in the state after graduation.

6. Explain the meaning of the phrase “under wraps.”

“Under wraps” means hiding the truth.

7. What would Van Deusen like the University of Iowa College of Law’s admission office to do?

Van Deusen would like the College of Law’s admissions office to reach out to LGBT people by specifically asking about sexual orientation on the questionnaire given to prospective students, rather than simply alluding to “diversity” as a general concept in its literature.

8. What is the main idea of this article?

Law schools that are not located in large metropolitan areas can increase their diversity by creating a welcoming environment that will attract LGBT students and legal scholars to their campuses.

## 7: RELIGIOUS BELIEFS: DISCRIMINATION

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### Readings

Isaacson, Walter. "God of Our Fathers." *Time* 164 (July 5, 2004): 62–63.

Suleiman, Na'ema. "Deceived by Appearances." *Chronicle of Higher Education* 53 (July 13, 2007): C.2.

### Comprehension

"God of Our Fathers"

1. What is the only direct reference to God in the Declaration of Independence?

The only direct reference comes in the first paragraph, in which Thomas Jefferson and his fellow drafters invoke "Laws of nature and of nature's god."

2. Explain Thomas Jefferson's belief in Deism.

His deism, which he shared with Franklin, was belief in a Creator whose divine handiwork is evident in the wonders of nature. Deists like Jefferson did not believe in a personal God who interceded directly in the daily affairs of mankind.

3. What is the difference between the beliefs of Benjamin Franklin and John Adams?

Unlike Adams, Franklin felt that our rights derive from nature and are secured by the consent of the governed, not by the dictates of dogmas of any particular religion.

4. What example does the author give to show how ideas were balanced and sharpened through the editing process?

He gives the example of the change in the phrase "that from that equal creation they derive rights inherent & inalienable." The phrase was changed to "that they are endowed by their Creator with certain unalienable Rights."

5. What is the only other religious reference in the Declaration?

The only other religious reference is the last sentence, which notes the signers' "firm reliance on the protection of divine Providence."

6. Explain the different views of the founders on the concept of Providence.

Jefferson believed in a rather nebulous sense of "general Providence," the principle that the Creator has a benevolent interest in mankind. Others had faith in a more specific doctrine, sometimes called "special Providence,"

which held that God has a direct involvement in human lives and intervenes based on personal prayer.

7. What is the one clear proclamation on the issue of religion in the founding documents?

The one clear proclamation is the First Amendment.

8. What does the First Amendment prohibit?

It prohibits the establishment of a state religion or any government interference in how people freely exercise their beliefs.

9. Who was responsible for establishing the separation of church and State in the United States?

Jefferson, the original spirit behind the Virginia Statute for Religious Freedom, emphasized the wall between church and State.

10. What would have appalled the founders?

They would have been appalled by the use of God as a political wedge issue or a cause of civic disputes.

11. How did the founders view religion?

They embraced a vague civic religion that invoked a depersonalized deity that most people could accept. Jefferson considered religion “as a matter between every man and his Maker, in which no other, and far less the public, had a right to intermeddle.”

12. What does the author believe about the founders’ reaction to using the Lord’s name or the Ten Commandments to divide Americans?

They probably would have disapproved of people on either side who used the Lord’s name or the Ten Commandments as a way to divide Americans rather than as a way to unite them.

### “Deceived by Appearances”

1. After several years on the job market, what does Na’ema Suleiman believe about the effect of her religious garb?

She believes that her religious garb has an undue, not to mention illegal, influence on search committees.

2. What does Suleiman ask the reader to imagine?

She asks the reader to imagine that she is a human being with a strong academic record who happens to look a little different from you.

3. Describe the author's various experiences with members of search committees.

One head of a committee kept making assertions about her religious practices; another one called her adviser to ask about her family situation; the third one said he had found Suleiman unenthusiastic at the initial interview and did not think she would have been happy at his institution.

4. What have the author's students learned in her course?

By the end of the semester, they have learned not only the content of the course, but also that, in academe, it is analytical skills that matter, not appearances.

5. Why did the author enter the academic world of teaching and research?

Suleiman loves the thrill of teaching and research. She is also drawn to the intellectual and social openness, pluralism, and diversity of academe.

6. Why does Suleiman's record suggest better treatment than she has received?

She makes a good impression on paper because she has published a great deal and has strong references. She has a position now as a visiting faculty member in the humanities at a large public university.

7. What do members of search committees see when interviewing Suleiman?

The members see some self-generated reflection of their own prejudices.

8. What suggestions have Suleiman's friends made about her job interviews?

Her friends have suggested that she go bareheaded to interviews, that she wear pants instead of a skirt, and that she make outrageous and radical statements so the members of the committee will not think she is so pious.

9. What does Suleiman plan to do for the present?

She will place her faith in the much-vaunted liberalism of academe and hope that it embraces even people of faith.

10. What is the main idea of this article?

Na'ema Suleiman, a visiting professor in the humanities, believes that she has suffered discrimination because of the headcovering that she wears when she has job interviews at colleges and universities.

## 8: STUDENT-TEACHER INTERACTIONS: SEXUAL HARASSMENT

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### Readings

“Female Student Can Sue University for Assault, Rules 10<sup>th</sup> Circuit.” *Lawyers USA* (September 24, 2007): 1.

Musil, Caryn McTighe. “Scaling the Ivory Towers.” *Ms.* 17 (Fall 2007): 43-45.

### Comprehension

“Female Student Can Sue University for Assault, Rules 10<sup>th</sup> Circuit”

1. How did the 10<sup>th</sup> Circuit Court rule in the lawsuit filed by two female students at the University of Colorado Boulder, claiming violations of Title IX after they were allegedly sexually assaulted by university football players and high-school recruits?

The 10<sup>th</sup> Circuit Court ruled that a university can be sued by female students who were allegedly sexually assaulted during the course of a recruiting program designed to show high school football recruits a “good time.”

2. What evidence did the students present?

They presented evidence that the recruits were assigned female “ambassadors” who were responsible for entertainment; at least some of the recruits had been promised an opportunity to have sex; and the university was aware of the risks of possible sexual assault based on past incidents and a meeting between the local district attorney and university offices, but failed to take any preventative action.

3. What did the Court say about the widespread reporting on the association of sexual misconduct with college football programs?

The courts said that the association of sexual misconduct with college football programs had been a matter of widespread reporting for many years. There were 14 articles in various mainstream news publication between 1983 and 2007, a number of articles in the *Chronicle of Higher Education*, and a 1989 *Sports Illustrated* article on cases of sexual assault by University of Colorado football players.

4. What did the Court say about the role of the head football coach?

The court said the plaintiffs presented evidence that the head football coach had “general knowledge of the serious risk of sexual harassment and assault during college-football recruiting efforts,” that he knew that such assaults had actually occurred on university recruiting visits and “nevertheless maintained an unsupervised player-host program to show high-school recruits ‘a good time.’”

5. What were the three findings of the Court?

The university had an official policy of showing high-school football recruits a “good time” on their visits to the campus, the alleged sexual assaults were caused by failure to provide adequate supervision and guidance to player-hosts, and the likelihood of such misconduct was so obvious that failure was the result of deliberate indifference.

6. What is the main idea of the article?

The 10<sup>th</sup> Circuit Court ruled in favor of the plaintiffs who sued the University of Colorado Boulder after they were sexually assaulted by university football players and high-school recruits.

### “Scaling the Ivory Towers”

1. Describe Musil’s experience in her first tenure-track faculty position in 1971.

Musil was one of only 12 full-time women faculty members on her campus, and the only one in her department. For much of her first year of teaching, she felt like someone with a day pass at a men’s club.

2. How did her experience contrast with the experience of her daughter, Emily, who became a visiting professor at Trinity College in 2007?

At Trinity College 42 percent of the faculty are women—just above the national average—and in her generation, just under 50 percent of doctorates have been awarded to women. Emily can draw on three decades of robust feminist scholarship and women’s-studies courses; Musil’s generation was just beginning to invent the field.

3. What impact on women has Title IX had?

Title IX’s impact has been elemental. Title IX helped eliminate blatant discriminatory practices across educational institutions, helped root out subtler methods of holding women back by closing the gap between men’s and women’s financial aid packages, improving housing opportunities for women students, and combating sexual harassment.

4. How has Title IX affected undergraduate college enrollment?

Before Title IX, women were just over 40 percent of all students, and it wasn’t easy for them to get into college. By 2005, women students comprised almost three out of five undergraduates.

5. How has Title IX affected enrollment in graduate and professional schools?

Women have enjoyed far greater access to graduate and professional schools, and today they earn nearly half of doctoral degrees, compared to 1970, when they earned only 14 percent. The most dramatic gains are in

professional schools. In 2005, 40 out of 100 dental school graduates were women, 50 percent of medical school graduates were women, and nearly 49 percent of law school graduates were women.

6. What are the statistics for women in academic leadership?

By 2006, the number of women college presidents reached 23 percent, with a large proportion serving as presidents of community colleges. But most of the progress occurred between 1986 and 2001 and now has slowed down considerably.

7. What are the statistics for women on faculties?

On faculties, women have increased across every rank but continue to move up more slowly than men. In 2006 they accounted for nearly 40 percent of fulltime faculty and nearly 50 percent of part-timers. Women are just over half the faculty at institutions offering associate degrees, but only 34 percent at doctoral institutions. They have nearly 45 percent of tenure track positions but represent only about 31 percent of currently tenured faculty.

8. How has Title IX made campuses more hospitable to women?

By offering legal protection from hostile work and learning environments, Title IX helped draw attention to sexism in the classroom and opened the door for change. Title IX helped usher in a period of self-study that has led to the adoption of more women-friendly teaching practices and programs in science, technology, engineering, and math, and thus a rise in women taking courses formerly dominated by men.

9. How Title IX helped women fight sexual harassment in academia?

Finally, Title IX has helped women fight sexual harassment—something for which there was no language in 1970. Now universities have sexual harassment grievance procedures that allow a student to file a grievance. Sexual harassment continues to haunt women and girls, but Title IX has helped set behavioral standards and offer institutional safeguards.

10. Why does Title IX remain threatened?

Through anti-affirmative-action lawsuits or state referendums that oppose affirmative action in public institutions, a well-funded right-wing movement has led a relentless assault on such elite public institutions as the University of Texas, the University of Washington, the University of Michigan, and the University of California system. This has succeeded in Washington, California, and Michigan, resulting in the lowering of numbers of women faculty and women students entering certain fields.

## 9: ACADEMIC INTEGRITY: PLAGIARISM

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### Readings

Poneiwozik, James. "An F for Originality." *Time* 167 (May 8, 2006): 184.

Kinzie, Susan. "An Education in the Dangers of Online Research." *Washington Post* (August 10, 2008):

Silverman, Gillian. "It's a Bird, It's a Plane, It's a Plagiarism Buster!" *Newsweek* 140 (July 15, 2002): 12.

### Comprehension

#### "An F for Originality"

1. Why was Kaavya Viswanathan considered a literary marvel at first?

Viswanathan was considered a literary marvel because she was a 19-year-old Harvard sophomore with a reported \$500,000 two-book deal and a highly touted chicklit novel.

2. Why did her publisher Little, Brown recall every copy of *Opal*?

The publisher recalled every copy of *Opal* because Viswanathan had plagiarized dozens of passages from two young-adult novels by Megan McCafferty.

3. Describe what Alloy Entertainment, a book packager, has done.

Alloy Entertainment develops book ideas, hires writers, then delivers a finished product to publishers. Alloy has turned itself into a giant of young-women's fiction and has put together hit series. It's a "fiction factory," but one with a well-respected sense of the mercurial girl culture. It provides the market research of books.

4. How did Viswanathan get connected with Alloy?

A college-admissions counselor liked her writing at 17 and put her in touch with the William Morris Agency. Her agent suggested she work with Alloy to develop a reader-friendly concept. She and Alloy hit on a tale about an Indian-American teen who applies to Harvard.

5. Where was the plagiarism first reported?

The Harvard Crimson website first reported the plagiarism.

6. How did Viswanathan explain the plagiarism?

She said she had read McCafferty but called herself the victim of a photographic memory.

7. How did her agent, Jennifer Rudolph Walsh, justify the plagiarism?

Walsh said the somewhere in her mind, Viswanathan crossed an invisible line with this material and didn't realize that the words so easy and available to her were not her own.

8. What did an Alloy spokeswoman state about *Opal*?

The spokeswoman said that although Alloy helped outline and plot *Opal*, Kaavya wrote the book.

9. What makes a publishing business vulnerable to plagiarism?

A publishing business is often more concerned with the bio and mediagenic traits of an author than with the quality of the book.

10. According to the author, who is responsible for this plagiarism?

Viswanathan is responsible for this plagiarism because in the end, the buck stops with the name on the cover.

11. What is the main idea of this article?

Harvard sophomore Kaavya Viswanathan was considered a literary phenomenon until the Harvard Crimson reported that she had plagiarized many passages in her novel *Opal* from Megan McCafferty's young-adult novels.

#### “An Education in the Dangers of Online Research”

1. Why had Mark Gruntz lost credit for three summer courses, wasted \$11,474 in student loans, and been expelled from the Semester at Sea program?

Mark Gruntz hadn't cited Wikipedia enough in a paper about a movie that he wrote for his Global Studies Class in the Semester at Sea program, which is sponsored by the University of Virginia.

2. What questions did the expulsion of Mark Gruntz and Allison Routman raise?

The expulsions raised questions for some students about whether the University of Virginia's more than 150-year-old honor code is too harsh—and for others, whether students have a different understanding of plagiarism and research now that online resources make it easy to find information.

3. Explain why the debate about the punishment is partly generational.

The debate is partly generational: those who grew up with the Internet vs. those who didn't. Many of their classmates were outraged by the punishment and argued that Routman and Gruntz hadn't done anything wrong, and others thought the penalty was far too punitive.

4. What is the opinion of Jess Huang, head of the University of Virginia's honor committee, about the case?

Huang said that when someone graduates from U-VA, it means a little more because of the honor system, and she argued that it is the same for someone taking classes in the Summer at Sea program. She said: "The honor system is defined by the philosophy and the spirit of integrity that we want to uphold here at the University of Virginia . . . . If you violate our community of trust, you should no longer be a member of it."

5. At U-VA, how have the students voted on whether the single sanction, expulsion for a guilty verdict, is too drastic?

Every time, students have voted to keep it.

6. Why do professors and librarians talk about plagiarism and academic integrity a lot more than they used to, according to Barbara Selby, a university librarian?

Research is so much easier to do now. It takes just a couple of clicks to copy and paste a passage from an online source into a paper, rather than going to the library.

7. What makes online research confusing?

Online research, which is by far the most common practice now, is confusing because it is not clear about what is and isn't acceptable. With digital sources, things wind up in notes without credit, and people are left unsure what came from where.

8. Describe how Routman and Gruntz plagiarized in their papers.

Routman said she looked at Wikipedia to check some facts and wrote a summary of the film, and the paper came back with long sections bracketed and the note "from Wikipedia" in the margin. Gruntz cited Wikipedia a couple of times in his paper. He said: "I think I was supposed to put quotations around it."

9. What did Professor David Gies tell the students in the summer 2007 program?

Professor Gies told them Wikipedia was not a good source and that he would prefer that they didn't use it. But if they did, he told them to cite it like they would any book or journal. He asked them be honest and not to try to pass off others' thoughts as their own.

10. Describe how the U-VA honor system is administered on the boat.

The U-VA honor system is administered differently on the boat. There isn't time to train students, so faculty members judge students. The honor system on the ship deals only with academic dishonesty, so other infractions have initial penalties less drastic than expulsion.

11. How did Gruntz and Routman describe the honor system process on the boat?

Gruntz said: “It was like a kangaroo court . . . I just felt like I was being hammered. I had no hope.” Routman said the process wasn’t fair because it wasn’t administered as it would have been at the university, and she didn’t have an advocate.

12. How did Professor Gies justify the honor system process on the boat?

Professor Gies said incoming students agree to abide by the code before registering for the trip, and everything is spelled out in a handbook. A student from the honor committee trains students at a required meeting. A university librarian also gives a presentation about referencing and citing sources.

“It’s a Bird, It’s a Plane, It’s a Plagiarism Buster!”

1. What transformation occurs in the author, an English professor, every year?

She transforms from mildmannered English professor to take-no-prisoners literary sleuth.

2. How does the author feel when she becomes the Plagiarism Buster?

She is armed with a righteous sense of justice that would rival that of any superhero.

3. What is the meaning of plagiarism to the author?

Plagiarism is the purloining of ideas or language from another source. It is literary theft, deriving from the Latin *plagiarius*, meaning kidnapper.

4. Why does the author think it’s important to catch cases of plagiarism?

She begins the chase to detect plagiarism because to ignore the challenge would be worse than irresponsible; it would be cowardly.

5. What don’t the author’s students seem to realize about the Internet?

Her students don’t seem to realize that as easily as they can steal language from the Web, she can bust them for it. All it takes is an advanced search on Google.com.

6. How does a search on *Google.com* detect plagiarism?

Plug in any piece of questionable student writing and up pops the very paper from which the phrase originates.

7. Why is the job of Plagiarism Buster often less than taxing?

Her students are terrible cheaters. They will mooch just as readily from an adolescent chat room as they will from an online academic journal. And they can be sloppy in their deceptions: referencing page numbers to

editions other than those used in class or printing out essays without deleting underlined links.

8. What comical confrontations about plagiarism has the author had?

One student asked how her essay got on the computer screen and another spent 10 minutes insisting that her brother wrote her paper for her and therefore it was he who was guilty of plagiarism.

9. Why does the author usually feel depressed after these confrontations?

The confrontations usually make her feel depressed because she thinks that plagiarism often comes out of a misplaced effort to please her.

10. What makes the professor's students vulnerable to the temptations of cheating?

Her students' overtaxed lives leave them vulnerable to the temptations of cheating. They're working 12-hour night shifts and caring for elderly parents.

11. Why does the author fail the students who have plagiarized their papers?

She fails them because while empathy for her students is important, it has little educational value in cases of plagiarism.

12. What is the main idea of this article?

The author, a college English professor, fails her students who plagiarize even though she realizes that they are not really bad students but are just trying to get by.

## 10: PERSONAL RELATIONSHIPS: RACISM AND PREJUDICE

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### Readings

Green, Elizabeth Weiss. "Campus Racism Online; Tech Gives a New Look at a Persistent Problem." *U.S. News & World Report* (January 8, 2007)

Ndura, Elavie. "Calling Institutions of Higher Education to Join the Quest for Social Justice and Peace." *Harvard Educational Review* 77 (Fall 2007): 345-51.

### Comprehension

"Campus Racism Online; Tech Gives a New Look at a Persistent Problem"

1. Over the course of the fall 2007 semester, what offended students at more than a dozen campuses across the country?

Over the course of the fall 2007 semester, racially charged photos, videos, and Facebook pages offended students at more than a dozen campuses.

2. As a result of this trend, what did the NAACP do?

The NAACP found the trend so disturbing that it announced a Campaign to End Campus Racism.

3. What do students and observers say about college campuses today?

Campuses have become racially diverse, but students and observers say campuses remain segregated—and for minority students, racially tense. Survey data tend to miss that tension.

4. What has made campus racism and discrimination more visible?

The new technology, from Internet sites to cellphone cameras, has made racism and discrimination more visible.

5. What happened when Johns Hopkins University students organized two rallies in response to a racially themed Halloween party?

The students suffered a bitter backlash, confirming their fear that speaking out would only make their alienation worse.

6. According to activists, how can real change come?

Real change can only come on an institutional level: more minority professors, more minority students, and better resources to support them.

7. Why does Christina Chapman, president of Hopkins's Black Student Union, say it is very easy to feel isolated?

She says: "When you feel like people are poking fun at your culture and then when you have to turn around and walk into your lab section, and you're the only student of color—you have [non-black] professors or TA's who are grading you—it's very easy to feel isolated."

8. \What does Johns Hopkins plan to do about this situation?

A spokesman said plans to hire more minority faculty and enroll more minority students (only 5.7 percent of the undergraduate population is black) are already in the works.

"Calling Institutions of Higher Education to Join the Quest for Social Justice and Peace"

1. What is Elavie Ndura's goal in writing this article about social justice and peace?

In response to the tragic massacre at Virginia Tech on April 16, 2007, Ndura wishes to draw on her experiences with interethnic conflict in the African Great Lakes region, particularly in Burundi, and with intercultural tension in the United States, to discuss how institutions of higher education could help create a nonviolent society and a world culture of peace.

2. What is required to create safe learning communities?

Creating safe learning communities requires individual and collective willingness to uncover societal issues that lead to violence, such as pervasive injustice, marginalization, and other forms of oppression. We must seek and hold firmly onto the pillars of nonviolence.

3. List the six pillars of nonviolence.

They are truth, harmony, brotherhood, justice, fearlessness, and the capacity to sacrifice.

4. Which historical and contemporary champions of peace and nonviolence does Ndura mention?

She mentions Mohandas Gandhi, Martin Luther King, Jr., and Nelson Mandela.

5. What does social justice embody in the broader societal context?

Social justice embodies essential and transformative principles of equity and access to all opportunities for all people, regardless of cultural background, ethnicity, race, and sexual orientation.

6. What two examples does Ndura give of societal patterns of intolerance and discrimination?

She discusses the Hutus and Tutsis in the African Great Lakes regions, who continue to struggle with interethnic conflict and violence decades after interdependence. She also mentions the African American population in the United States.

7. In the United States, what must we be prepared to admit?

We must be prepared to admit that systemic poverty and racism continue to impact people of color, particularly young Black males, in devastating ways. We must face painful truths and acknowledge our responsibilities in creating and supporting social systems that devalue, oppress, and annihilate so many of our nation's youth.

8. Describe the three ways in which colleges and universities could contribute to social justice and peace both locally and globally.

First, institutions of higher education should demonstrate a focus on human interdependence across their curricula and programs. Second, institutions of higher education should prepare citizens to become supporters and defenders of social justice. Third, institutions of higher education should develop and support teaching, research, and outreach agendas that are "socially constructive."

9. To which type of programs do citizens who support and defend social justice dedicate their talent, time, and resources?

They courageously dedicate their talents, time, and resources to the development and implementation of programs aimed at the eradication of racism, classism, sexism, and other forms of oppressive injustice. They are agents of peace who labor to build diverse communities devoid of fear, tension, and suspicion.

10. How can colleges and universities help to bring about intercultural and intracultural peace?

They should engage educators and students in critical and active life-analysis activities to facilitate the understanding of their individual and collective narratives, which would foster cross-cultural or intergroup appreciation and validation.

11. What are the roots of human conflict and violence in many communities, such as the African Great Lakes region and the United States?

The roots run deep into decades and even centuries of injustice perpetrated by systems of exclusion, domination, and oppression.

12. What is the main idea of this article?

Ndura believes that colleges and universities should take steps to advance the cause of social justice, validate human interdependence, and develop policies that will foster a just and peaceful society throughout the world.

## 11: PEER PRESSURE: BINGE DRINKING

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### Readings

Schlesinger, Robert, ed. "Two Takes." *U.S. News & World Report* 145 (September 22, 2008): 10-11.

Seaman, Barrett. "How Bingeing Became the New College Sport." *Time* (August 29, 2005): 80.

Califano, Joseph A., Jr. "Wasting the Best and the Brightest." *America* 196 (May 28, 2007): 16-18.

### Comprehension

"Two Takes"

"A Lower Age Would Be Unsafe"

1. How have more than 100 college presidents chosen to address underage and binge drinking?

They have signed on to a misguided initiative that ostensibly favors a debate but is supported by a group, Choose Responsibility, whose sole aim is lowering the drinking age from 21 to 18 year old.

2. What does the author believe about the facts in this case?

In this case, the facts are clear: 21 saves lives.

3. What evidence does the author give to support her argument?

More than 50 high-quality scientific studies all found the 21 law saves lives, both on and off the road. And the public agrees: 72 percent of adults think that lowering the drinking age would make alcohol more accessible to kids, and nearly half think that it would increase binge drinking among teens, according to a new Nationwide Insurance poll.

4. What does the Support 21 Coalition believe?

The coalition believes in basing public health policy on sound medical research and is committed to highlighting the lifesaving impact of the 21 drinking age.

5. List the statistics the author gives about number of young people killed since the 21 law was widely enacted.

The number of young people killed annually in crashes involving drunk drivers under 21 has been cut in half, from more than 5,000 in the early 1980s to around 2,000 in 2005. By the end of 2005, the 21 drinking age had saved nearly 25,000 American lives, approximately 1,000 lives a year.

6. What does the research show about keeping the legal drinking age at 21?

Research indicates that when the minimum legal drinking age is 21, people under age 21 drink less overall and continue to do so through their early 20s. When the drinking age has been lowered, injury and death rates significantly increased.

7. Who would be responsible for underage drinking if the drinking age is lowered?

High school parents and educators would be responsible for underage drinking.

8. How does alcohol use affect the adolescent brain?

The harmful effects of alcohol abuse are magnified on a teenager's still-developing brain. The neurotoxic effect of excessive alcohol use is a danger to areas of the maturing adolescent brain responsible for learning, memory, complex thinking, planning, inhibition, and emotional regulation. Alcohol negatively affects all parts of the brain, including cognitive and decision-making abilities as well as coordination and memory.

9. What are the long-term consequences of lowering the drinking age?

Lowering the drinking age would have dangerous long-term consequences: Early teen drinkers are not only more susceptible to alcoholism but to developing the disease earlier and more quickly than others.

10. How convincing is the author's argument?

Answers will vary.

### “The Status Quo Has Bombed”

1. How does the Amethyst Initiative feel about the 21 drinking age?

The nearly 130 college and university presidents who have signed on to the Amethyst Initiative feel that it is time to rethink the drinking age. They believe that the 21 drinking age does not work and has created a culture of binge drinking on campus. They seek a debate that acknowledges the current law's failure.

2. Describe the National Minimum Legal Drinking Act.

The Act allowed the states to set the age as they chose. If, however, the age was lower than 21, the state would forfeit 10 percent of its federal highway appropriation.

3. What does the website of the National Institute on Alcohol Abuse and Alcoholism reveal about underage drinking?

Its website reveals that of 5,000 Americans under the age of 21 who die of alcohol-related causes each year, only 1,900 are traffic fatalities, meaning the remaining 3,100 occur *off* the highways. Drunk teens behind the wheel are less of a problem than those drinking in private.

4. What statistics does the author cite to prove that drinking continues to be widespread among adolescents?

The National Institute on Alcohol Abuse and Alcoholism says that 75 percent of 12<sup>th</sup> graders, two thirds of 10<sup>th</sup> graders, and two fifths of eighth graders have consumed alcohol. This is an enormous public health issue.

5. What was the result of a survey of research on the drinking age and traffic fatalities?

One survey of research on this subject revealed that about half of the studies looked at found a case-and-effect relationship between the 21 drinking age and diminishing alcohol-related traffic fatalities—and half showed no relationship whatsoever.

6. Why are college presidents pilloried and labeled “shirkers” and “lawbreakers”?

They are pilloried and labeled “shirkers” and “lawbreakers” for daring to question our current laws and for not enforcing an unenforceable law.

7. Where does binge drinking take place?

It takes place in locked dorm rooms, off-campus apartments, farmers’ fields, and other risky environments.

8. What did the 2002 “Call to Action,” written by a National Institutes of Health Task Force, advise college presidents to do?

It advised presidents to, in effect, break the law. It describes programs to “reduce,” not eliminate, alcohol consumption, and recommends teaching “students basic principles of moderate drinking.”

9. Why is the 21-year-old drinking age a bad law, in the author’s opinion?

It is not an effective law because effective laws reflect not abstract, unattainable ideals but rather social and cultural reality. The reality in this case is that one is a legal adult at 18; that alcohol is present in the lives of young adults ages 18 to 20; that most of the rest of the world has come out in a very different place on this issue; and that the 21-year-old drinking age is routinely evaded.

10. How convincing is the author’s argument?

Answer will vary.

#### “How Bingeing Became the New College Sport”

1. Explain the meaning of “pregaming.”

Pregaming, which is done by 18 to 20 year old students, involves drinking large amounts of alcohol in college dorms or off-campus apartments before going out to parties.

2. Why has “pregaming” become common among college students?

It has become common practice among students who are 18, 19, or 20 years old because they can’t legally buy or consume alcohol, so they drink secretly in their dorm rooms or apartments.

3. How do college presidents react when students are hospitalized for alcohol poisoning or die from binge drinking?

College presidents usually declare that their campuses are dry or shut down fraternities where these incidents occurred.

4. Describe the changes that took place after the late 60s regarding the age-appropriateness of various rights.

The voting age and legal drinking age were changed to 18, and privacy laws were passed to protect students' academic, health, and disciplinary records.

5. How were states blackmailed into raising the minimum drinking age to 21?

In 1984 Congress tied making the legal drinking age 21 in each state to distribution of federal-aid highway funds.

6. What was the unintended result of making the legal drinking age 21?

The result was to create a hidden culture around alcohol as a forbidden fruit.

7. What major change took place in the college campus drinking culture in the 1990s?

Students began to drink hard liquor instead of beer secretly in their residences instead of in large social gatherings.

8. According to the author's experience, why don't college presidents or deans believe that the 21-year age minimum helps them curb alcohol abuse on their campuses?

They think the law prevents efforts to curb alcohol abuse because they can't monitor and supervise student drinking.

9. In the author's opinion, what would result from rolling back the legal drinking age to 18 or 19?

After an initial increase in binge drinking, college students would take a saner approach to alcohol and binge drinking would decrease.

10. Explain the approach to alcohol that is used at McGill University in Montreal.

At McGill, the legal drinking age is 18, and the majority of students drink responsibly.

11. What does the author think that Congress should do about the drinking age?

The author thinks that Congress should reverse a bad law and make the legal drinking age 18 so students can learn to handle alcohol. Also, anyone who is caught driving drunk should be severely punished.

12. Compare the opinions of John McCardell in "The Status Quo Has Bombed" and Barrett Seaman in "How Bingeing Became the New College Sport."

Both John McCardell and Barrett Seaman believe that the problem of binge drinking has resulted from making the legal drinking age 21; they advocate changing the legal age to 18, which will allow adults and parents to supervise drinking among college students.

“Wasting the Best and the Brightest”

1. What did the CASA report “Wasting the Best and the Brightest: Substance Abuse at America’s Colleges and Universities” reveal about drinking and drug use?

It reveals a disturbing ambience of hedonistic self-indulgence and an alarming public health crisis on college campuses across this nation.

2. Give the report statistics on the drug abuse problem among college students.

From 1993 to 2005, there has been no significant reduction in the proportion of students who drink (70 percent vs. 68 percent) and binge drink (a steady 40 percent). Half of all full-time college students binge drink, abuse prescription drugs and/or abuse illegal drugs. Almost one in four meet the medical criteria for substance abuse or dependence. Rates of dangerous drinking increased from 1993-2001. The proportion of students using marijuana daily has more than doubled. Use of cocaine and heroin is up 52 percent. Student abuse of prescription opioids, stimulants, and tranquilizers has exploded.

3. How do Jesuit colleges and universities compare to non-Jesuit schools in terms of their students’ substance abuse?

There is no reason to believe they are any better than the general population of college students. The Jesuit Fordham University is New York City’s number one school in self-reported campus alcohol violations.

4. According to a CASA survey, what reasons did students give for drinking and drugging themselves?

They did so to relieve stress, relax, have fun, forget their problems, and be one of the gang. College women said they wanted to keep up with the guys, so they went drink to drink with them, and they used alcohol as a disinhibitor for having sex.

5. Why does the substance abuse problem get low priority with college presidents, deans, trustees and alumni?

Many accept binge drinking and other drug use as a rite of passage. Furthermore, they are so consumed with raising money, building new facilities and recruiting faculty that the substance abuse problem gets low priority.

6. What was the overall conclusion of the CASA report?

College presidents, deans and trustees have facilitated or tolerated a college culture of alcohol and drug abuse that is linked to poor student academic performance, depression, anxiety, suicide, property damage, vandalism, fights and medical problems.

7. What did Edward Malloy, chair of the CASA advisory commission, say about this growing public health crisis?

He said: “College presidents are reluctant to take on issues they feel they cannot change and this growing public health crisis reflects today’s society where students are socialized to consider substance abuse a harmless rite of passage and to medicate every ill.”

8. Why do parents bear a significant measure of responsibility for teen drinking and drug use?

Three-fourths of college drinkers and drug users began drinking and drugging in high school or even earlier. Parents who provide the funds for their children in college to purchase alcohol and drugs and party at substance-fueled spring breaks enable the college culture of abuse.

9. What suggestions does the author make to reduce alcohol and drug abuse?

Colleges can ban alcohol in dormitories, in common areas, and at campus student parties and sporting events. They can stop alcohol marketing on campus and at campus athletic events and broadcasts. They should require full-time students to attend classes at least five days a week. They should limit the number of bars and liquor stores surrounding their campuses. Students should be educated about alcohol abuse.

10. What is the first step for college administrators, trustees, alumni, and parents?

They should accept responsibility for tossing the nation’s college students into the high seas of alcohol, tobacco and prescription and illegal drugs that so many campuses and their surrounding communities have become. Substance abuse-free campuses should be the rule, not the exception.

11. What is the main idea of this article?

The increase in binge drinking and drug abuse on college campuses is a danger to the best and brightest college students, so administrators, trustees, alumni, parents, and students must work together to change this culture.

## 12: SOCIAL ADJUSTMENT: CULTURE SHOCK

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### Readings

Smith, Masika Z. "The Continuous Process of Cultural Adjustment." *International Journal of Humanities and Peace* 22 (2006): 39-40.

Dalbey, Richard O. "Konnichiwa, Sensei (Good Day, Professor): So You Want to Teach in Japan?" *Business Communication Quarterly* 70 (September 2007): 334-36.

### Comprehension

"The Continuous Process of Cultural Adjustment"

1. Describe the background of Masika Smith, the author.

Masika Smith was born and raised in Congo, came to the U.S. to get a B.A. in psychology from a small college in Texas, married a white man, and gave birth to a daughter.

2. What convinced Masika that she could handle graduate school in the United States?

She believed that because she had an interracial marriage and a biracial daughter, she had achieved personal growth, so she knew enough about American culture to make the academic adjustment to graduate school easily.

3. What problems did Masika experience in her graduate school program?

Her social interactions with her fellow students didn't feel right because she didn't feel connected to them. She felt alone, isolated, and confused.

4. Which of the four questions she asked herself was the most disturbing to her?

The question of whether she would ever fit into the U.S. culture was most disturbing.

5. What was Masika's basic mistake?

She presumed that she had completely assimilated into American culture and that she had all the knowledge she needed to live in the culture comfortably.

6. Describe the three phases of Masika's cultural adjustment in the United States.

The culture shock phase included fear, disappointment, anger, and confusion. She learned that Americans value their space and privacy, which differed from her African cultural heritage. The learning phase included

comparing and contrasting norms and values of American and African culture. She felt curiosity and a desire to learn. During the comfort zone phase, Masika felt at peace, comfortable, and relieved. She mistakenly believed her cultural adjustment was complete.

7. When she realized that her theory of cultural adjustment was not correct, what did Masika do?

She took her focus away from self-pity and focused on her cultural education.

8. What happened when Masika shared her struggles with a professor?

The professor told her that her need for connection was just a difference in degree and not an inappropriate desire. Masika realized that her need for fellowship was a culturally oriented passion and not a selfish desire. Her longing for fellowship was a result of her cultural upbringing, which had conditioned her to search for friendship with her classmates.

9. When Masika understood the cultural gap between her and her classmates, what did she do?

She realized that she could not force her values and beliefs on her classmates and that their lives were different from hers, so she decided to see things from their perspective. It became clear to her that she had to continually assess and reassess her cultural lens.

10. What key point did Masika learn from this experience?

She learned that cultural adjustment is a process and not an end in itself. It lasts a lifetime, but knowledge alone is not the end of cultural education.

11. What misperception did Masika have of American culture?

She had perceived American as one culture when it was actually a melting pot of diverse cultures and ethnicities.

12. Why does Masika feel more at peace with her continuing quest for acculturation?

She has learned that cultural adjustment is not a dichotomous process with a beginning and an end but a lifetime journey of opportunities for growth for all people, not just immigrants. It is a priceless adventure that she cherishes.

“Konnichiwa, Sensei (Good Day, Professor): So You Want to Teach in Japan?”

1. Describe the Nagoya University of Commerce and Business Administration.

It is a private 4-year coeducational university with about 3,000 students who study a core curriculum of commercial and liberal arts courses. It is located on the grounds of a modern campus outside of Nagoya.

2. What was Richard Dalbey’s assignment at Nagoya University?

Dalbey was assigned to teach courses in communication skills and to make English a “living language.”

3. Why was it a challenge to make English interesting to the students?

High school rote learning experiences left students hating English.

4. Why was the English professor’s interaction with students practically nonexistent at Nagoya?

Japanese students tend to be shy and often uncomfortable with non-Japanese teachers, and students never spoke English outside of class.

5. What rules did the students and professors have to follow?

Professors could not let classes out early or they would receive a salary penalty or warning from the president. Final exams were required. Students who failed an English paper had to pay to retake a writing exam to pass the course. Professors had to adhere to the course repeat policy. Proper etiquette was enforced, and the faculty had to wear dark suits. They were required to attend the president’s off-campus cultural gatherings in appropriate dress.

6. What benefits did the professors receive?

Salaries were higher than those in similar institutions. Foreigners were exempt from Japanese taxes for the first 2 years of employment. Professors who published in the university Bulletin received a stipend from the president’s office. Dalbey studied Japanese at the university, was reimbursed for transportation expenses, and provided with housing. Expenses were paid for participation at off-campus conferences.

7. What was the difference between this private university and Japanese public universities?

The president held ultimate power, but presidents in public universities don’t hold that kind of power.

8. How was Richard Dalbey affected by his teaching experience in Nagoya?

His tenure in Japan provided him with a very rich cross-cultural experience that he values to this day. Teaching in Japan had a major impact on his perception of that country.