

more sample standard review criteria

AMERICAN LITERATURE

Story content should present:

- A universe that rewards virtue and punishes vice, where good and evil are not moral equivalents, and where problems have solutions
- Behavioral role-models that demonstrate civility, sensitivity, humaneness, and non-destructiveness
- Generally positive attitudes toward, and relations among, children, parents, and others
- Sensitive treatment of benefits to children of strong, stable, two-parent families
- Equal stress on Europe's literary, religious, and cultural heritage compared to other regions
- Equal criticism of white and non-white cultures, and of Christian and non-Christian civilizations
- As much note of *intra*-group conflict as of *inter*-group strife
- Proportional representative selections from pre-1900 eras and genres, for a sense of literary history
- Diverse views on current controversial issues, when raised (e.g., "global warming," feminism, naturalistic origins myths like evolution)
- Standard spelling, correct grammar, and grade-level appropriate English vocabulary
- No sensational violence, offensive language or illustrations, occultism, or deviant lifestyles (e.g., homosexuality)
- No pattern of pejoratives stigmatizing one group and superlatives idealizing another
- No politically-correct stereotypes of oppressors and/or victims by race, class, or gender

Allocate space based on how much contemporaries esteemed authors' works, as well as on modern editors' and critics' opinions (e.g., 9 pages from Olaudah Equiano but nothing from *The Federalist*, or 8 pages of Emily Dickinson with half a page of Longfellow, is intellectually indefensible political correctness).

Present contrasting primary-source views on major literary movements and individuals (e.g., Hawthorne on transcendentalism; Emerson and J. R. Lowell on Thoreau).

Anthologize substantive selections from these pre-Civil War figures/sources, so that the mid-point of the course is no later than 1865:

John Smith	Thomas Jefferson
William Bradford	<i>The Federalist</i>
John Winthrop	Philip Freneau
Edward Taylor	Washington Irving
Cotton Mather	James Fenimore Cooper
Samuel Sewall	William Cullen Bryant
Mary Rowlandson	Henry W. Longfellow
William Byrd	John Greenleaf Whittier
Jonathan Edwards	Oliver Wendell Holmes
Benjamin Franklin	James Russell Lowell
Thomas Paine	

WORLD HISTORY

Prevent stereotypes of whites-as-oppressors and people-of-color-as-victims from slanting discussions of Western imperialism by noting that:

- Some sub-Saharan African peoples practiced human sacrifice (e.g., Ashanti, Dahomey). The Aztecs and some other New World Indians engaged in cannibalism as well as human sacrifice.
- In the Columbian exchange, infection was a two-way street. A very lethal strain of syphilis, probably from America, killed many Europeans in the early 1500s.
- Only the Christian West realized slavery was wrong and took the lead in abolishing it.
- Manchu China was as culturally arrogant as the West. Chinese emperors viewed all foreign traders as barbarian bearers of tribute to whom they wished only to sell, not to buy, demanding payment in silver.
- The West demanded "extraterritoriality" because Chinese justice assumed guilt until proven innocent, used torture to extract confessions, and held whole groups responsible for acts of single members.
- British rule brought peace and a common language (English) to deeply divided India, ended or opposed suttee, infanticide, and child marriage there, improved Indian health, education, and transportation systems, and merely added another caste to the existing system.