

EVERY DAY, EVERY- WHERE



GLOBAL
PERSPECTIVES
on POPULAR
CULTURE



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Alavidha
Our darling cousin
Mandy Reichman
(1979–2001)
You left us much too soon

Preface

Every Day, Everywhere is a popular or common (that is, everyday) culture reader with a twist. Like its predecessors, it is rooted in the pedagogical belief that composition students do their best work when they are reading, thinking, talking, and writing about topics they're most familiar with and knowledgeable about. Unlike other popular culture readers, though, *Every Day, Everywhere* includes selections that represent global as well as American perspectives. These additional perspectives provide unique analytical writing opportunities for students, whose backgrounds are increasingly diverse, whether they are American born, immigrants to America, or temporary international residents. First and foremost, *Every Day, Everywhere*'s global perspectives provide all students with a very accessible means of recognizing the signs of their own and others' cultures. That means of easy cultural recognition is comparison and contrast, which almost automatically prompts the critical thinking that cultural analysis requires so students can successfully connect cultural signs to the cultural meanings they carry.

At the heart of this book are seventy-five reading selections and almost as many visuals, representing diverse genres, time periods, disciplines, and rhetorical aims, as well as diverse cultural perspectives. Prepublication reviewers loved the texts *Every Day, Everywhere* presents, saying that the selections would definitely engage their students, provoke critical thought, and engender interesting analytical essays. The book's selections are presented within the framework of eight familiar aspects of everyday life: food, clothing, gender roles, language, "otherness," entertainment, sports, and consumerism. Preceding and supporting these thematic chapters is a substantial but entirely student-friendly introduction to the book that includes brief introductions to culture, popular culture in particular, and cultural analysis. A full chapter of composition instruction (Chapter 1, "Critical Thinking, Reading, and Writing")

follows the introduction and further supports students' work in the thematic chapters. This chapter includes sample student cultural analyses as well as a guide to analyzing visual texts, including Web pages.

OVERVIEW OF THE TEXT'S THEMATIC CHAPTERS

Chapter 2, "Food for Thought," is the first of the book's eight thematic chapters; it looks at how cultural meanings can be found in the food preferences and practices of different groups. In this chapter, students analyze topics such as the phenomenon of fast food, the significance of ethnic foods, and reasons for food-related taboos.

Chapter 3, "Cross (Cultural) Dressing," explores the meanings of various styles of clothing, both historically and in contrasting contemporary cultural contexts. Student writing in this chapter draws on sources that explore, among other topics, the meanings of the sari in India, the kimono in Japan, and the veil in Middle Eastern countries.

Chapter 4, "Gender (Mis) Representation," examines gender roles and how they shape expectations of what it means to be male or female in different cultures. In this chapter, students explore, among other topics, popular images of masculinity and femininity, the part played by race or ethnicity in concepts of gender, and how identity is shaped by gender-based restrictions.

In Chapter 5, "Language Matters," students explore language, discovering that something as seemingly self-evident as conversing is subtly conditioned by hidden cultural expectations. An analysis of the way e-mail is reshaping our everyday speech and another analysis focused on how dialect acts as a filter for the way we perceive people are among the selections included in this chapter.

Chapter 6, "Otherness," focuses on how cultures construct the "other." The readings reveal how ideas about normalcy and disability, health and disease, and "in-groups" and "out-groups" vary from culture to culture, often serving hidden cultural agendas, as well as how media depictions of the "other" and social rituals constrain those who are considered "other."

In Chapter 7, "That's Entertainment," students discover that the kinds of amusements a society prefers can reflect underlying cultural forces, and they have the chance to explore how performers serve as cultural icons, in addition to how well served American ethnic communities are by American films' representations of them.

Chapter 8, "It's All in the Game," offers some unusual perspectives on sports and games and the ideologies behind them. Students' writing in this chapter draws on multiple sources to examine the competitive ethic in American sports, how ethnicity shapes the public's perception of athletes, and the role sports play in defining national identity.

Finally, Chapter 9, “Worldly Goods,” looks at the pervasive role of consumerism in U.S. culture and the methods advertisers use to sell their products. The readings examine why we buy what we do and how our possessions function in our lives. Students are asked to consider the agendas underlying America’s consumer culture and to compare those agendas with the different values other societies place on material possessions.

OVERVIEW OF THE TEXT’S APPARATUS

The thematic chapters include elements designed to help students read and write critically about selections:

- Chapter-opening quotes comment on each chapter’s theme.
- Chapter introductions discuss individual themes and the written and visual selections that follow.
- “Connecting the Texts” questions appear at the end of each chapter and ask students to work with one or more of the readings in the chapter.
- “Writing about [food, clothing, language, etc.]” questions, which give students a chance to write essays that could be included among the selections they’ve read in a given chapter, also appear at the end of each thematic chapter.

Each selection is also accompanied by several elements:

- Headnotes precede each selection and provide context for students’ reading; they include information about the authors, dates, and places of original publication.
- A “Thinking Critically” question also precedes each selection to help focus students’ reading.
- “Engaging the Text” questions follow each selection and prompt students to think, discuss, and write about specific sections or ideas found in the selection.
- “Exploring Your Cultural Perspective” questions also follow each selection and invite students to compare and contrast the subjects and themes of the selection with those of their own or another culture.

Finally, one type of apparatus appears at the back of the book:

- “Writing across Themes” provides essay suggestions for working with selections from more than one chapter and making connections across themes.

Individually and together, this book's questions and assignments encourage students to think critically about cultural signs—including the cultural ideas and beliefs they signify—that are discussed and analyzed in each reading. The readings and apparatus likewise encourage students to identify and analyze (in personal, expository, and argumentative essays) the myriad additional signs of culture that surround them or inform their actions and identity every day.

SUMMARY OF *EVERY DAY, EVERYWHERE'S* FEATURES

- **Seventy-five reading selections that place American popular culture in a global context.**
- **Eight high-interest, accessible themes**—Food for Thought, Cross (Cultural) Dressing, Gender (Mis) Representation, Language Matters, Otherness, That's Entertainment, It's All in the Game, and Worldly Goods.
- **A student-friendly introduction that explains the book's approach and models its analytic method.**
- **A full chapter of rhetorical instruction.** Chapter One, "Critical Thinking, Reading, and Writing," provides concise but useful instruction covering critical reading, thinking, writing, and analyzing images. It also includes sections on working with sources, boxed guides for easy reference, and numerous student models (sample annotations, a sample single-source essay, and a sample multiple-sources essay).
- **Selections representing diverse genres, time periods, disciplines, and rhetorical aims,** as well as diverse cultural perspectives. Short stories, poems, song lyrics, and a novel excerpt are interspersed among the articles and essays that represent such disciplines as ethnic studies, film studies, history, media studies, culture studies, women's studies, political science, psychology, and anthropology. The collection includes some expressive and humorous pieces as well as expository and argumentative selections.
- **Rich apparatus.** A general introduction; chapter-opening quotes and introductions; headnotes and "Thinking Critically" prompts preceding each selection; "Engaging the Text" and "Exploring Your Cultural Perspective" questions following each selection; "Connecting the Texts" and "Writing about [the chapter's topic]" questions concluding each chapter; and "Writing across Themes: Essay Suggestions" concluding the book.

- **Abundant visual texts.** Each chapter includes an average of four to six thematically related visual texts (which are incorporated into selections' accompanying apparatus).
- **An appendix, "Documenting Sources in MLA Style"; a glossary; and alternate tables of contents by rhetorical strategy and academic discipline.**

ANCILLARIES TO ACCOMPANY *EVERY DAY, EVERYWHERE*

- **An Instructor's Resource Manual** (written by the text's authors)
- **A custom Web site.** Organized to follow the book's chapters, this large site provides extensive links to sites whose content complements the selections in the text, as well as numerous general writing and researching resources.
- ***Researching and Writing across the Disciplines, Second Edition*** (Adams/Keene)
- ***The Mayfield Quick View Guide to the Internet for Students of English, Version 2.0*** (Campbell Koella/Keene)

We hope you'll take a few minutes to review the book's table of contents, which includes brief descriptions of each selection and offers a good preview of what lies ahead. We also hope you will browse among the actual chapters, sampling the selections themselves and their instructional apparatus.

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