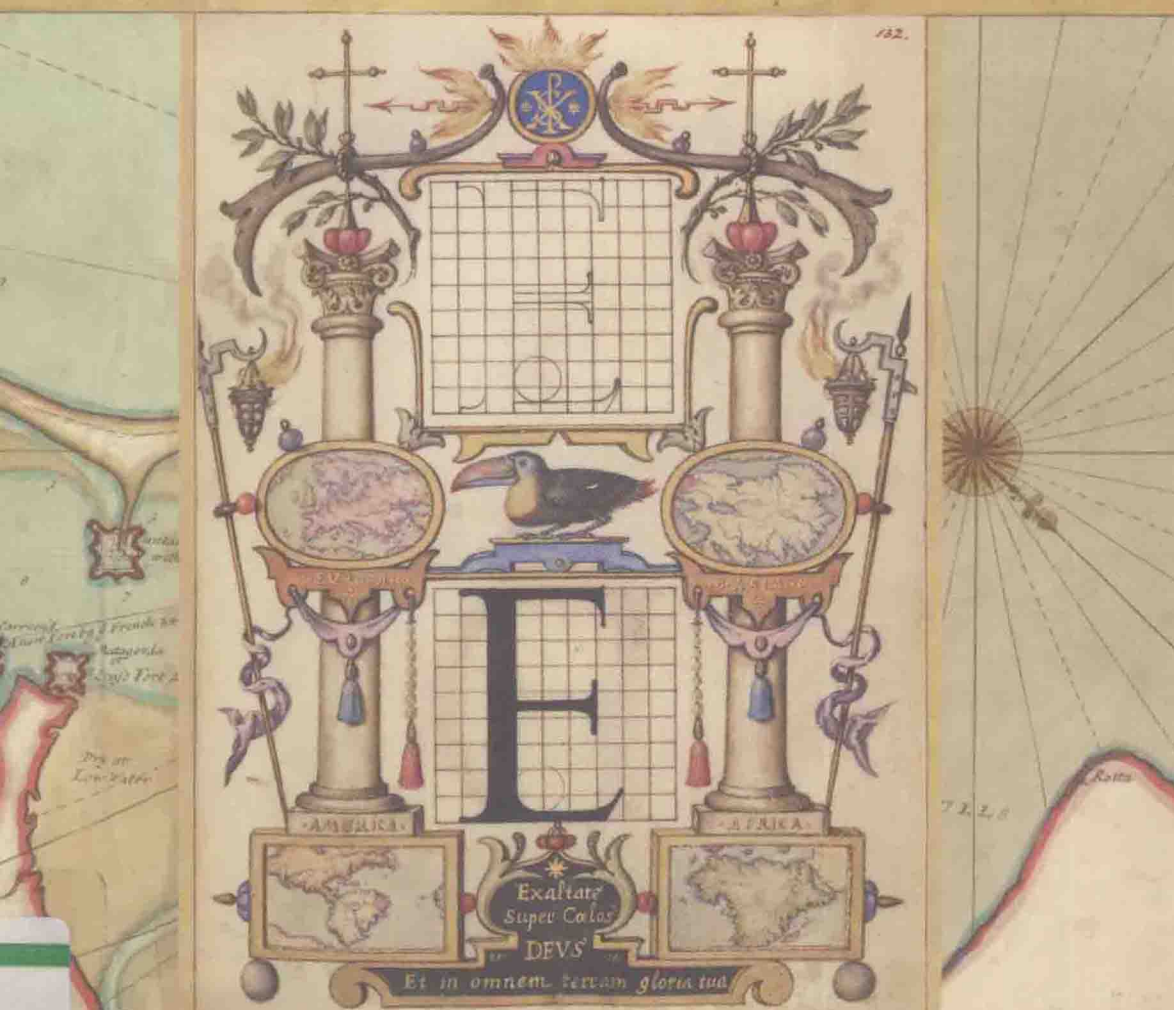


READING THE WORLD

IDEAS THAT MATTER



MICHAEL AUSTIN

2ND

READING THE WORLD

I D E A S
T H A T M A T T E R

SECOND EDITION

MICHAEL AUSTIN

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PREFACE



THE FIRST EDITION of *Reading the World: Ideas That Matter* was based on a simple premise: that the great-ideas tradition is fully compatible with the objectives of multiculturalism. To me, this has always seemed obvious. Great ideas are not the exclusive province of any culture, or of any historical epoch. Understanding diversity—really understanding it—requires us to understand the great ideas that have formed diverse societies. And overcoming prejudice requires us to see the essential sameness between our own experiences and those that seem alien to us. By exploring the most important and influential ideas of a variety of human cultures, we can accomplish both objectives.

In the world of contemporary writing instruction, however, these two approaches have come to be seen as, if not quite antithetical, at least incompatible. Multicultural readers largely confine themselves to twentieth- and twenty-first-century issues and readings, while great-ideas readers focus almost exclusively on Western traditions. Those who argue in favor of a multicultural approach to teaching reading and writing often find themselves—in the textbook debates for which English departments are justly famous—on the other side of the table from those who value a rigorous introduction to the great-ideas tradition. *Reading the World* places itself, squarely and unapologetically, on both sides of the table.

I have been extremely gratified by the response to the first edition of *Reading the World: Ideas That Matter*. Since it appeared in 2006, I have heard from many instructors who have used the book and a number of students who have benefitted from its unique approach. What has gratified me the most is the number of readers who have “gotten it,” who have understood the power of two approaches that I have tried to combine in this textbook. I believe now more than ever in both the importance

and the viability of a meaningfully multicultural, intellectually rigorous introduction to the intellectual traditions of the world's cultures.

The second edition, like the first, groups its readings into seven universal themes: Education, Human Nature; Law and Government; War and Peace; Wealth, Poverty, and Social Class; Science and Nature; and Language and Rhetoric. Several possible chapter groupings are purposely absent. The book does not have, for example, a chapter called "Religion," but not because religion is unimportant in the world's intellectual traditions—quite the opposite. Religion has been so important to the development of ideas that its influence can be seen across the spectrum of human thought. *Reading the World* attempts to show this influence in each chapter by presenting the ideas of the world's great religions and religious leaders on every topic area covered in the book. Likewise, *Reading the World* includes no chapter titled "Women" or "Feminism." To include such a chapter would, in my view, suggest that women writers have limited themselves to a narrow set of issues. Women have written about all the issues covered by this book; therefore, women writers appear in all of its sections. Every chapter in *Reading the World* has been carefully constructed to incorporate multiple perspectives on a particular theme.

English translations of many texts in this volume vary greatly. I have tried to maintain consistency among the different translations while, at the same time, remaining faithful to the original sources. In some cases, however, fidelity seemed more important to the goals of this book than consistency. Thus, the translated texts include some minor variations in spelling, accenting, diacritic marks, and other types of punctuation. Similarly, all British spellings and punctuation have been retained in translated and nontranslated texts.

HIGHLIGHTS

The second edition of *Reading the World* includes a number of new and updated texts. In deciding which texts to add and which to retire, I have been guided by the feedback that I have received from both instructors and students who have used the first edition. Some of this feedback has been very specific—comments about the ways that specific texts have worked in a classroom setting. Much of it, though, fits into several large patterns that I have tried to address in the second edition. Among the changes that readers will find in this new edition are

- **More readings from contemporary authors:** Along with the classical texts and influential ideas from across the spectrum of human cultures, the new edition includes more recent texts from such influential thinkers as Desmond Tutu, Barack Obama, Mohammad Yunus, Toni Morrison, and Al Gore.
- **More attention to rhetoric:** All headnotes have been revised to emphasize the rhetorical strategies that authors use to present their information, structure their thoughts, and convince their audiences.

- **More help with revising and editing:** Part 2, The Guide to Reading and Writing, now includes more information for students on the process of revision.

I believe that these changes will help students get more out of their experience with the challenging yet extremely rewarding texts that they will encounter in *Reading the World*. The essential features of the book remain unchanged from the first edition and include

- **A balance of Western and non-Western texts:** Nearly half of the selections come from Eastern, Islamic, African, and South American sources. These texts highlight both the differences between Western and non-Western thinking and the similarities in the ways that all human cultures have formulated and approached essential problems.
- **A substantial yet flexible guide to reading and writing:** At the end of *Reading the World* is Part 2, The Guide to Reading and Writing, which explores the writing process from reading critically to generating topic ideas to organization and support to evaluating and documenting sources. This substantial segment draws examples largely from the selections in the book.
- **Readings on language and rhetoric:** One full chapter of the reader is devoted to primary sources on language and rhetoric. Here, students involved in the writing process can read accessible selections from writers such as Plato, Aristotle, Gertrude Buck, and Chinua Achebe.
- **Images as texts:** Great Ideas are not always expressed in words; sometimes, they are conveyed through visual texts. Included throughout *Reading the World*, therefore, are the kinds of visual texts that contemporary students need to decode on a daily basis: drawings, paintings, photographs, woodcuts, a film still, and so on. Not merely illustrations or visual aids, these complex texts make substantial arguments in their own right, and they are presented here *as texts*, with headnotes, study questions, and writing suggestions.
- **Mix of longer and shorter readings:** To meet a variety of teaching and assignment styles, the selections in *Reading the World* vary widely in length. Each chapter includes some pieces of only a page or two, which can be read quickly and incorporated into group discussions and in-class writing assignments. Each chapter also includes several medium-length selections, of three to six pages, and one or two lengthy selections, which require in-depth reading and extensive discussion.
- **Cross-textual connections:** The readings work together both within and across chapters. Following each reading, a set of questions titled “Making Connections” prompts students to explore these threads.

Editorial Apparatus

- The detailed editorial apparatus in *Reading the World: Ideas That Matter* will guide students through the process of reading and writing about sophisticated texts and ideas. This apparatus includes the following elements: **Chapter introductions** begin with a single question that all of the selections in a chapter are responding to in some way. These introductions set out the major issues and concerns that each chapter deals with and situate each reading in a bigger overall scheme. **Text headnotes** offer necessary historical contextual information about the authors and texts. **Explanatory footnotes** describe unfamiliar terms, concepts, and references in the selections. **Study questions** prompt students to think about the major ideas in each selection, consider the elements of writing, and think about how texts interact. **Writing suggestions** prompt creative, analytical, and comparative responses.

ACKNOWLEDGMENTS

Reading the World: Ideas That Matter truly has many authors. It owes its existence to the great writers, artists, philosophers, and critics whose works fill its pages. Those pages, in turn, are the product of the attention, support, and creative energy of many people.

After the publication of the first edition, the writing programs at both Shepherd University and the Catholic University of America invited me to speak with instructors using the book. I thank these instructors and their students for the crucial feedback that they provided. My new colleagues at Newman University have also been extremely supportive as I have prepared the new edition. I am especially grateful to Father Joseph Gile and Dr. Susan Crane for their specific—and excellent—suggestions on the manuscript. I am also grateful to President Noreen M. Carrocci for enduring a provost who was occasionally missing in action as deadlines for the new edition approached.

The staff at W. W. Norton provided more support than I ever imagined possible. This support began very early in the process, when John Kelly “discovered” the book during a meeting in my office on other textbook concerns. Marilyn Moller, who believed in the project from the beginning, was enormously helpful in giving the book its current shape and configuration—which is far superior to the shape and configuration that I originally had in mind. Erin Granville, the most competent, attentive, and helpful editor that I have ever had, worked with incredible speed to complete the manuscript and, in the process, held me to the same standards of clarity, concision, and logical consistency that I ask of all students who use *Reading the World*. Nancy Rodwan and Sarah Feider performed the task of clearing permissions for all the readings. Katharine Ings gave careful attention to correcting grammatical and factual errors.

ACKNOWLEDGMENTS



Reading the World has also benefited tremendously from the teachers and scholars who took valuable time to review the first edition: John Gudmundson (Ontario College of Art and Design), Heidi Hanrahan (Shepherd University), Ellen P. Walroth (San Antonio College), and Pam Ward (Catholic University of America).

Finally, *Reading the World* is the result of personal debts that can never be adequately repaid. These include debts to my parents, Roger and Linda Austin, who taught me how to read and who always made sure that I lived in a house full of books and ideas; to my wife, Karen Austin, for her emotional and intellectual nurturing during the entire process of conceiving and executing this book—and for taking a lead role in writing the instructor's manual that accompanies it; and to my children, Porter and Clarissa Austin, who patiently endured more than a year of seeing their daddy always at the computer. My greatest hope is that they will someday understand why.

TIMELINE



15,000–13,000 BCE

ca. 3000–1500 BCE

ca. 3000 BCE

ca. 2575–2130 BCE

ca. 2130–1540 BCE

ca. 2070–1600 BCE

1600–1046 BCE

ca. 1539–1200 BCE

1240 BCE

ca. 1200 BCE

1030 BCE

776 BCE

753–510 BCE

700 BCE

648 BCE

600–400 BCE

510 BCE

475–221 BCE

ca. 460 BCE

431 BCE

425 BCE

400–320 BCE

The Shaft of the Dead Man

Indus Valley civilization flourishes in present-day northeast India. Writing present

Mesopotamia. Cuneiform writing on clay tablets

Old Kingdom in Egypt (Great Pyramids, Sphinx)

Middle Kingdom in Egypt

Xia Dynasty flourishes in present-day China

Shang Dynasty in China. Ideograph writing on oracle bones

New Kingdom in Egypt

The Papyrus of Ani

Moses leads Hebrews out of Egypt to Palestine

Kingdom of Israel founded

First recorded Olympics held in Greece

Roman Kingdom founded

Emergence of kingdoms and republics in northern India

Rise of first Persian state

Lao Tzu, ***Tao te Ching***

Roman Republic founded with the overthrow of the Roman Kingdom

Period of Warring States in China. “Hundred Schools of Thought” flourish

Greek Schoolchildren on a Kylix

Pericles, ***The Funeral Oration***

Mo Tzu, ***Against Music*** • Mo Tzu, ***Against Offensive Warfare***

Sun Tzu, ***The Art of War***

Many dates, especially ancient ones, are approximate. **Boldface** titles indicate works in the anthology.

399 BCE	Socrates, tried for impiety and corrupting the youth of Athens, sentenced to death by hemlock
380 BCE	Plato, Gorgias
350 BCE	Aristotle, Rhetoric
331–330 BCE	Alexander the Great conquers Syria, Mesopotamia, and Iran
330–323 BCE	Alexander the Great conquers Central Asia and Indus Valley, but dies in Babylon. His generals divide his empire and found the Ptolemaic Dynasty in Egypt and Seleucid Empire in Syria, Mesopotamia, and Iran
300 BCE	Mencius, Man's Nature Is Good • Hsün Tzu, Man's Nature Is Evil
250 BCE	Hsün Tzu, Encouraging Learning
221–207 BCE	Qin Dynasty established in China. Rule guided primarily by Legalist philosophy
206 BCE–220 CE	Han Dynasty founded. Rule guided by a mixture of Legalist and Confucian philosophies
2nd–1st centuries BCE	Buddhism spreads to China
49 BCE	Beginning of civil war that ends the Roman Republic and leads to the Roman Empire
30 BCE	Rome conquers Egypt
<hr/>	
6?	Birth of Jesus
90	New Testament
131–134	Jewish revolt against Roman rule; Jews expelled from Palestine
150	Cosmological Chart of the Ptolemaic Universe
200–350	Introduction and spread of Christianity in North Africa
4th–6th centuries	Clans ally to form Yamato, precursor of Japanese state
330	Constantine moves capital of the Roman Empire to Byzantium and renames it Constantinople
367	Final canon of the New Testament of the Bible established
395	Roman Empire divided into the Eastern and Western Empires
476	Last emperor of the Western Empire deposed
500–1495	Rise of the West African savanna empires
550–700	Asuka period in Japan develops around the rule of the Yamato clan. Buddhism introduced to the Japanese archipelago by way of Korea
570 CE	Birth of Mohammed
610–1000	Introduction and spread of Islam in East and West Africa

610–632	Period of Mohammed's prophesy, the growth of his following, his flight to Medina, and his return to Mecca
776	Beatus of Liebana, Beatus Map
819–1005	The Samanids, the first Persian Muslim dynasty, become hereditary governors of eastern Iran and central Asia
900	Abu Nasr al-Farabi, Perfect Associations and Perfect Rulers
1096	Al-Ghazālī, Manners to Be Observed by Teachers and Students
1096–1290	European Crusades to regain Christian control of the Holy Lands
1190	Averröes, On the Harmony of Religions and Philosophy
1200	Moses Maimonides, The Guide for the Perplexed
1265–1274	St. Thomas Aquinas, Summa Theologica
1281–1924	Ottoman rulers gradually establish the last great Islamic dynasty to rule in the Middle East. They dominate the region until World War II
1300–1500	Rise of the Kongo kingdom on the lower Zaire
1338–1453	Hundred Years' War between France and England
1487	Leonardo da Vinci, Vitruvian Man
1405	Christine de Pizan, The Treasure of the City of Ladies
1453	Constantinople falls to the Turks, increasing dissemination of Greek culture in western Europe
1492	Columbus lands in America
1513	Niccolò Machiavelli, The Prince
1517	Luther's Ninety-five Theses denounce abuses of the Roman Church
1534	Henry VIII breaks with Rome and becomes head of the Church of England
1541	The Progress of an Aztec Warrior
late 16th–mid 19th centuries	Atlantic slave trade
1620	Colony founded by Pilgrims at Plymouth, Massachusetts
1651	Thomas Hobbes, Leviathan
1690	John Locke, Of Ideas
1751	William Hogarth, Gin Lane
1756–1763	Seven Years' War, involving nine European powers
1768	Joseph Wright of Derby, An Experiment on a Bird in the Air Pump
1775–1783	American War of Independence; Declaration of Independence

1777	New England Primer
1789	French Revolution begins. French National Assembly adopts the Declaration of the Rights of Man
1792	Mary Wollstonecraft, On National Education
1798	Thomas Malthus, An Essay on the Principle of Population
1830	Eugène Delacroix, Liberty Leading the People
1839	Lin Tse-hsü, A Letter to Queen Victoria
1845	Frederick Douglass, Learning to Read
1852	John Henry Newman, Knowledge Its Own End
1859	Charles Darwin, Natural Selection; or the Survival of the Fittest
1861–1865	American Civil War. Lincoln signs the Emancipation Proclamation, freeing the slaves in the Confederate States of America
1868	Meiji restoration in Japan overthrows the Tokugawa Shogunate and results in rapid modernization
1899–1902	Boxer Rebellion in China in response to the European presence. The combined response of the European powers and Japan is something of the world's first international peacekeeping mission
19th or 20th century	Igbo Mother and Child
1900	Gertrude Buck, The Present Status of Rhetorical Theory
1904–1905	Japan becomes the first Asian power to defeat a Western nation, when it wins the Russo-Japanese War
1911	China is thrown into decades of chaos when the Qing Dynasty is overthrown and the last emperor is deposed
1914–1918	World War I in Europe and the colonies. The United States enters in 1917
1916	Mohandas K. Gandhi, Economics and Moral Progress
1917	Russian Revolution overthrows the Romanov Dynasty
1929	American stock market crash heralds beginning of world economic crisis; Great Depression lasts until 1939
1933	Adolf Hitler given dictatorial powers in Germany
1934	Ruth Benedict, The Individual and the Pattern of Culture
1935	Leni Riefenstahl, The Triumph of the Will
1936–1938	Spanish Civil War. After the Nationalist side prevails against the Republican side, Francisco Franco is installed as dictator
1936	Dorothea Lange, Migrant Mother
1937	Pablo Picasso, Guernica • Japan invades China

- 1939 Germany invades Poland, pulling all of Europe into war
- 1940 Margaret Mead, ***Warfare: An Invention—Not a Biological Necessity***
- 1941 Japan attacks Pearl Harbor. The United States enters World War II
- 1942 George Orwell, ***Pacifism and the War***
- 1943 Norman Rockwell, ***Freedom of Speech***
- 1945 World War II ends with the United States dropping atomic bombs on Hiroshima and Nagasaki. United Nations founded
- 1946 Cold War begins with Winston Churchill's "Iron Curtain" speech
- 1948 State of Israel founded
- 1949 Mao Zedong's Communists push the Nationalist forces off mainland China and establish the People's Republic of China • Apartheid instituted in South Africa
- 1950 Octavio Paz, ***The Day of the Dead***
- 1950–1953 Korean War involves North and South Korea, the United Nations, and China
- 1952 Revolution in Egypt, which becomes a republic in 1953
- 1960–1962 Independence for Belgian Congo, Uganda, Tanganyika, Nigeria
- 1961 Yuri Gagarin becomes first human in space
- 1962–1973 United States engaged in Vietnam War
- 1962 Rachel Carson, ***The Obligation to Endure***
- 1963 Martin Luther King Jr., ***Letter from Birmingham City Jail***
- 1965 Kenzaburo Oe, ***The Unsundered People*** • Lucy Lameck, ***Africans Are Not Poor***
- 1966–1969 Mao Zedong's Cultural Revolution attacks Confucian tradition and intellectuals in China
- 1969 Neil Armstrong becomes first human on the moon
- 1970 Paulo Freire, ***The Banking Concept of Education***
- 1972 Chinua Achebe, ***Language and the Destiny of Man***
- 1973 Arab oil producers cut off shipments to nations supporting Israel. Ensuing energy crisis reshapes global economy
- 1974 Garrett Hardin, ***Lifeboat Ethics: The Case against Helping the Poor***
- 1980 ***Ad for Chinese Population Policy***
- 1985 Richard Feynman, ***O Americano Outra Vez***
- 1987 Gloria Anzaldúa, ***How to Tame a Wild Tongue*** • N. Scott Momaday, ***Personal Reflections***
- 1989 Kisautaq Leona Okakok, ***Serving the Purpose of Education***

TIMELINE • 1990 TO 2008

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1990	Aung San Suu Kyi, <i>In Quest of Democracy</i> • East and West Germany united
1991	Soviet Union dissolved
1993	Toni Morrison, <i>Nobel Lecture</i> • World Wide Web established
1994	Nelson Mandela becomes president of South Africa after first multiracial elections there
1997	Desmond Tutu, <i>Nuremberg or National Amnesia: A Third Way</i> • David Suzuki, <i>The Sacred Balance</i>
1998	Edward O. Wilson, <i>The Fitness of Human Nature</i>
1999	Muhammad Yunus, <i>The Stool Makers of Jobra Village</i>
2001	Matthieu Ricard and Trinh Xuan Thuan, <i>The Universe in a Grain of Sand</i> • Islamists fly jets into the United States Pentagon and the World Trade Center
2002	<i>Galaxy Cluster Abell 1689</i>
2003	Jean Bethke Elshtain, <i>What Is a Just War?</i> • United States invades Iraq
2004	Al Gore, <i>The Climate Emergency</i>
2008	Barack Obama, <i>A More Perfect Union</i>

PRONUNCIATION GUIDE

PHONETIC KEY

a as in cat	j as in joke
ah as in father	nh a nasal sound (as in French vin)
ai as in light	o as in pot
ay as in day	oh as in no
aw as in raw	oo as in boot
e as in pet	oy as in toy
ee as in street	or as in bore
ehr as in air	ow as in now
er as in bird	s as in mess
eu as in lurk	u as in put
g as in good	uh as in us
i as in sit	zh as in vision

NAMES, TERMS, AND TITLES

Abu Nasr al-Farabi	ah'-boo' nah-sahr ahl-fah-rah'-bee
Al-Ghazālī	ahl-gah-za'-lee
Ani	ah-nee
Aung San Suu Kyi	owng sahn soo chee
Averroës	a-veer'-uh-weez
Beatus of Liébana	bee-a'-tuhs lee-ay'-ba-na
Chinua Achebe	chin'-oo-ah ah-chay'-bay
Eugène Delacroix	eu-zhen' duh-lah-krwah'
Hsün Tzu	shinh tsuh
Ibn Khaldūn	i'-ben khahl-doon'
Kenzaburo Oe	ken-zuh-boh'-roh oh-ay'
Kisautaq Leona Okakok	kis'-ah-tok lee oh'-nah ah'-ka-kok
Lao Tzu	low tsuh
Leni Riefenstahl	le'-nee ree'-fen-shtahl

PRONUNCIATION GUIDE

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Lin Tse-hsü lin dze-shu

Matthieu Ricard mah-ti'-eu rik-ahr'

Mencius men'-chee-oos

Mo Tzu mor tsuh

Moses Maimonides mai-mon'-uh-dees

Paulo Freire pah-oo-loo frai-ree

Pericles pehr'-uh-klees

Sun Tzu shunh tsuh

Sura soo'-rah

Tao te Ching dow der jinh

Trinh Xuan Thuan trin swan thoo'-ahn