

GILBERT H. MULLER

The New World Reader

Thinking and Writing about the Global Community





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about the Global Community

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Preface

We live in a world of transformations, affecting almost every aspect of what we do. For better or worse, we are being propelled into a global order that no one fully understands, but which is making its effects felt upon all of us.

—Anthony Giddens

The New World Reader presents provocative essays about contemporary global issues and challenges. The book provides students with the resources needed to think and write in ways that foster varieties of global understanding and citizenship. Especially since the terrorist attacks of September 11, 2001, and subsequent interventions in Afghanistan and Iraq, students have been challenged to reconsider and reflect upon the relationship between America and its place in the world. Salman Rushdie observes that the West has met the “rest,” and the writers in this text deal with this reality as well as those global forces that increasingly shape our lives. These writers from a variety of backgrounds and perspectives reveal that globalization is *the* big story, the most pressing issue of our times.

Students using *The New World Reader* will find interconnected chapters and selections dealing with such strategic global questions as the changing demographics of the United States, the impact of September 11th on individuals as well as entire populations, the nature of globalization, the clash of cultures and civilizations, the changing roles of women and men in the global arena, the Internet revolution, and the state of the global environment. Challenged by such well-known contemporary thinkers and writers as Richard Rodriguez, Amy Tan, Francis Fukuyama, Esther Dyson, Barbara Kingsolver, Arthur Schlesinger, Jr., and Edward Said, today’s students will be encouraged to come to grips with a world that, in Anthony Giddens’s words, is now subject to complex and often mystifying transformations.

This book demonstrates that critical thinking about our new global century begins when students consider unfamiliar perspectives and arguments, when they are open to new global ideas and perceptions. Put differently, this text combines and encourages intercultural and transnational inquiry. As such, the design of the anthology encourages students to ask not only who they are in this society but also who they are in the world. Many of the diversity themes that teachers of college writing find especially productive and stimulating—gender and sexuality, race and ethnicity, class and cultural orientation—lend themselves to these issues of local and global perception. The selections in the text present a tapestry of diversity in both a local and a global light, moving from personalized encounters with cultures to analytical and argumentative treatment of topics. Students are provided

the opportunity to move across cultures and continents, interrogating and assessing authors' insights into our evolving transnational society.

The writers in *The New World Reader* present keen emotional and intellectual insights into our new global era. Most of the essays are relatively brief and provocative and serve as models for the types of personal, analytical, and argumentative papers that college composition teachers ask their students to write. Many of the essays were written after September 11, 2001, and most since 1990. (George Orwell is one necessary exception.) Drawn from a wide variety of authorial backgrounds and sources, and offering diverse angles of opinion and perspectives, the readings in this text lend themselves to thoughtful responses, class debate, small-group discussion, and online research. Some of the longer essays—for example, Jamaica Kincaid on the nature of colonialism and Anthony Giddens on the meaning of globalization—orient students to those forms of academic discourse that they will encounter in the humanities and social sciences. With introductions to chapters and writers, previewing questions, a three-part apparatus following each essay, a casebook on the Middle East, three appendices offering guidelines on conducting research in the global era and defining rhetorical and global terms, and extensive Web resources, *The New World Reader* can serve as the core text in composition courses.

Features

Lively Selections in Chapters That Challenge Our Understanding of Ourselves and Others

The New World Reader presents seventy-four essays in ten interrelated chapters and a casebook. The first chapter introduces students to the challenges of thinking, reading, and writing about their place in the new global era. Nine subsequent chapters, each consisting of seven essays that move from personal and op-ed pieces to more complex selections, focus on key aspects of our increasingly globalized culture, presenting ideas and themes that radiate through the text. A casebook concludes the text with essays that provide insight on the Middle East and how its peoples perceive the West.

Chapter 1. Thinking, Reading, and Writing About the New Global Era. This concise introductory chapter offers guidelines for students as they think, read, and write about key issues in post–September 11th America and the world. Clear thinking about the “new world order” involves a knowledge of both what has gone before and what lies ahead, as well as mastery of the analytical and cognitive skills at the heart of the reading and writing processes. Three brief essays permit students to practice their critical thinking, reading, and writing skills. Columnist Nicholas D. Kristof discusses

the changing world of relationships in “Love and Race.” Writer and college professor Ray Gonzalez in “The Ladybugs” tells of his return to the classroom in the wake of September 11. And journalist Patricia Leigh-Brown offers fresh insights into how young Muslim women cope with prom night in the United States.

Chapter 2. New American Mosaic: Are We Becoming a Universal Nation?

Presenting compelling insights into the new American demographics, writers N. Scott Momaday, Richard Rodriguez, and others stress the ways both native and “fourth wave” patterns of acculturation are changing the face of the American nation while fostering a greater appreciation of other cultures. The chapter introduces students to the idea that globalization is not only “out there” but also “here.”

Chapter 3. Speaking in Tongues: Does Language Unify or Divide? Presenting essays by Amy Tan, James Baldwin, and other well-known writers, this chapter explores the varied ways in which language forms identity and cultural relationships in our increasingly polyglot world.

Chapter 4. Global Relationships: Are Sex and Gender Roles Changing?

Across the globe, the perception of gender and the larger struggle for human rights vary in the amount of change they are undergoing. Ellen Goodman argues for justice for women, while Richard Rodriguez offers a revealing appreciation of his sexual orientation and changing family values. The last essay, by Barbara Ehrenreich and Annette Fuentes, “Life on the Global Assembly Line,” is a contemporary classic, detailing the exploitation of women in factories overseas.

Chapter 5. The Challenge of Globalization: What Are the Consequences? The debate over globalization, whether framed in economic, political, environmental, or cultural terms, serves increasingly to define our lives in the twenty-first century. Essays by Thomas L. Friedman, Jamaica Kincaid, Anthony Giddens, and others argue the benefits and dangers of globalization.

Chapter 6. Culture Wars: Whose Culture Is It, Anyway? This chapter examines the impact of popular American culture on the nation and on the world. From McDonald’s to Hollywood to MTV, the new American landscape has had a global impact. Among writers offering critical appraisals of the contemporary culture wars are Henry Louis Gates, Jr., Mario Vargas Llosa, and Ellen Goodman.

Chapter 7. The Clash of Civilizations: Is Conflict Avoidable? Building on the issues raised in the first six chapters, this unit offers a critical examination of the clash-of-civilizations debate. A classic essay by George Orwell, “Shooting an Elephant,” alerts students to the fact that today’s global conflicts do not

spring spontaneously from September 11th but rather have deep historical and political antecedents.

Chapter 8. The Age of Terror: What Is the Just Response? The essays in this chapter, written by such prominent writers as Barbara Kingsolver and Anna Quindlen, focus on the cataclysmic events of September 11 and how these attacks have altered the ways Americans perceive their relationship to the rest of the world.

Chapter 9. The Digital Revolution: Will It Bring Us Together? The role of information technology in globalization preoccupies numerous contemporary writers including Thomas L. Friedman and Esther Dyson. The essays in this chapter focus on the “digital divide,” the potential for technology to increase literacy and opportunity, and whether or not information technology can be a force for global understanding.

Chapter 10. The Fate of the Earth: Can We Preserve the Global Environment? From global warming to weapons of mass destruction, the Earth’s ecology faces major challenges. Essays by Rachel Carson, Annie Dillard, Andy Rooney, Francis Fukuyama, and others offer insights into how we might save the environment—and the world—for future generations.

A Casebook on the Contemporary Middle East: Why Does It Matter? Eight essays by writers of Middle Eastern background offer provocative insights into a region that arguably is the most consequential and compelling for today’s college students. Representing diverse backgrounds and perspectives, these writers, including Edward Said, Amos Oz, and Azar Nafisi, examine such issues as the Arab-Israeli conflict, the fate of Afghanistan, and the roles of women in traditional societies. A full introduction and apparatus following each essay offer students the opportunity to build on basic knowledge of the region and formulate responses to the ways these indigenous writers see their region and the West’s relationship to it. Photographs capture some of the complexities of the region as its peoples cope with the forces of globalization.

Three Distinctive Appendices

Appendix A. Conducting Research in the New Global Era. This unit provides students with cutting-edge, practical information on the kinds of research skills they are expected to acquire during their college careers. The appendix stresses the new world of information technology that increasingly guides research and offers extensive guidelines on locating and evaluating print and online sources. Containing an annotated student research paper on the impact of ecotourism, this appendix draws information from the newest 2003 MLA guidelines on conducting research.

Appendix B. Glossary of Rhetorical Terms. Concise definitions of dozens of key rhetorical terms provide a handy reference for students.

Appendix C. Glossary of Globalization Terms. This appendix makes the vocabulary of globalization, drawn from political science, history, economics, and other disciplines, accessible to students.

A Second Table of Contents by Rhetorical Mode

This rhetorical table of contents adds flexibility for teachers who prefer to organize their syllabus around such traditional forms as narration and description, comparison and contrast, process and causal analysis, and argumentation and persuasion.

Consistent Editorial Apparatus with a Sequenced Approach to Exercises

The New World Reader provides brief introductions to all chapters, highlighting the central issues raised by the writers in each section. All readings contain substantial author headnotes followed by a prereading question. Following each essay, three carefully sequenced sets totaling ten questions provide students with the opportunity to respond to the form and content of the text in ways that promote reading, writing, discussion, group work, and Internet exploration.

- **Before Reading.** One question asks students to think about their current understanding or interpretation of an event or a condition.
- **Thinking About the Essay.** Five questions build on the student's ability to comprehend how the writer's ideas develop through essential rhetorical and stylistic techniques.
- **Responding in Writing.** Three writing activities reflect and expand the questions in the first section, offering opportunities for students to write personal, analytical, and argumentative responses to the text.
- **Networking.** Two questions encourage small-group and Internet work. One question promotes collaborative learning. The other question provides practice in the use of Internet and library sources to conduct deeper exploration and research into issues raised by the author.

Exciting Visual Materials

Students today need to read and analyze visual as well as written texts. *The New World Reader* both integrates photographs, art work, cartoons, graphs, and maps into the chapters and casebook and features an exclusively visual, four-color essay devoted to examining the question of "Culture or Conflict?" These illustrations add a visual dimension to aid students' comprehension of the issues raised by written texts. All visual materials offer questions for informed response and analysis.

Interactive Website

Houghton Mifflin offers dynamic student and instructor websites for this book. The websites include prompts for chapters and essays, answers to questions, additional questions and activities, sample student essays, interactive guidelines for grammar and writing, links to other sites, visual and music portfolios, and additional resources for students and teachers. Much of the instructor's material will also be available in the Instructor's Resource Manual. Go to <http://college.hmco.com/english>.

Instructor's Resource Manual

The Instructor's Resource Manual for *The New World Reader* provides new as well as experienced teachers with suggested reading sequences, additional assignments, resources (both print and online) for further information and research, and possible responses for all activities in the student text. In addition, the IRM discusses classroom management issues unique to the teaching and discussion of challenging, controversial material in the composition classroom.

Acknowledgments

This book is the result of very special relationships—and considerable serendipity—among friends, collaborators, reviewers, and supporters. I was first alerted to the possibility of developing a global reader by my good friend and former colleague John Chaffee, an acclaimed author and specialist in critical thinking and philosophy. To John I offer my gratitude for his faith in an old friend.

Serving as matchmaker, John introduced me to Suzanne Phelps Weir, the executive editor of English at Houghton Mifflin, and she and I began a conversation and collaboration that proceeded rapidly to a proposal, sample chapters, reviews, and a manuscript that was revised and polished by numerous professional hands. Suzanne is any author's dream executive editor; she likes and nourishes writers, and I wish to express my appreciation for her kindness and commitment to this project.

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