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Preface

This tenth edition of One World, Many Cultures is a global, contemporary reader whose international and multicultural selections offer a new direction for freshman composition courses.

In eight thematic chapters consisting of forty-seven readings by internationally recognized writers from twenty-four countries, we explore cultural differences and displacement in relation to race, class, gender, region, and nation. One World, Many Cultures also reflects the emphasis on cultural studies and argumentation that has become an integral part of many college programs.

The selections challenge readers to see similarities between their own experiences and the experiences of others in radically different cultural circumstances. Compelling and provocative writings by authors from the Caribbean, Africa, Asia, Europe, and Latin America reflect the cultural and ethnic heritage of many students. The forty-seven nonfiction selections include essays and autobiographies. These engaging accounts encourage readers to perceive the relationship between a wide range of experiences in different cultures and corresponding experiences of writers within the United States. The tenth edition of One World, Many Cultures continues to provide a rich sampling of accounts by writers who are native to the cultures that they describe, allowing the reader to hear authentic voices.

What's New in This Edition?

- Eighteen new readings—a third of the book—represent an expanded range of countries (including Egypt, Nigeria, Mali, Bosnia, Sweden, Cuba, Iran, Cambodia, and Laos), ethnicities and voices that introduce students to good writing from multiple contexts and perspectives.
- A new chapter, “Love and Marriage” explores the forces that shape gender roles and presents the experiences of those who overcame cultural barriers.

Chapter Descriptions

The eight chapters move from the most personal sphere of family life through important life experiences, questions of sexual identity, the relationship of work in various environments, and conflicts of class and race to the more encompassing dimensions of citizenship, immigration, and social customs.

Chapter 1, “Family and Friends,” introduces families in the United States, India, Brazil, Russia, and Nigeria. These selections illustrate that family, however defined (as a single-parent household, a nuclear family, or the extended
family of an entire community), passes on the mores and values of a particular culture to the next generation.

Chapter 2, “Life Experiences,” provides insights into both formal and informal rituals of passage, initiation ceremonies, and moments of discovery in the lives of a Chinese-American girl, an art historian, a Lebanese immigrant, and a girl growing up in Mexico who wants to join her father in the United States.

Chapter 3, “Love and Marriage,” explores the forces that shape gender roles. The experiences of those who overcame cultural barriers can be seen in societies as diverse as those in India, China, Cambodia, Iran, and the United States.

Chapter 4, “Working Lives,” explores work as a universal human experience through which we define ourselves and others. The role of culture and the importance of the environment in shaping attitudes toward work can be seen in the different experiences of the author. We can share the work experiences of a Swedish activist in the Himalayas; the Mexican custodian of a synagogue; an economically hard-pressed Cuban citizen; an archivist in Mali; a restaurant owner in Fuling, China; and Third World children who might lose the chance to work.

Chapter 5, “Class,” takes up the crucial and often unrecognized relationships among race, identity, and social class through readings that explore positions of power and powerlessness. Selections include Immaculée Ilibagiza’s tale of survival during the civil war in Rwanda, Judith Ortiz Cofer’s experiences as a Latina in Puerto Rico and the United States, class consciousness in Brazil, and Oksana Marafioti’s experiences as an outsider in Beverly Hills. The voices heard are those of men and women of many races in several nations, including Jo Goodwin Parker’s poignant narrative on being poor. Unusual perspectives on class issues are provided by Mary Crow Dog’s account of her experiences in a government-run school for Native Americans, and Gordon Parks’s description of a young boy living in the favelas outside Rio de Janeiro.

Chapter 6, “Strangers in a Strange Land,” explores the condition of all those who are estranged politically or culturally. The need of those caught between two cultures (in actuality or psychologically) is the theme explored by Poranee Natadecha-Sponsel from Thailand, Amparo B. Ojeda from the Philippines, Piers Hernu in Norway, André Aciman in Egypt, Gustavo Perez Firmat from Cuba, the Ferneas in Saudi Arabia, and Stephen Chapman writing about punishments dealt to prisoners in Pakistan.

Chapter 7, “Food for Thought,” looks at questions arising from the cultural importance of food in countries as diverse as New Guinea by David R. Counts, Scotland by Ethel G. Hofman, Vietnam by Andrew X. Pham, Sweden by Marcus Samuelsson, and Bosnia by Aleksandar Hemon. The historic role of food in the South is explored by Frederick Douglass and the economic causes of fast food in America are analyzed by Joseph K. Skinner.
Chapter 8, "Customs," focuses on the role that ritual, religion, and popular culture (East and West) play in shaping social behavior. The influence of cultural values is explored through an analysis of voodoo in Haiti, and shamanism in the Republic of the Congo. Chapter 8 also looks at the practice of foot binding in ancient China, a Hmong funeral, and the obsessions of a little-known American tribe.

Editorial Apparatus

The introduction covers the important aspects of critical reading, keeping a journal, and responding to the text and includes a sample selection by Edward T. Hall ("Hidden Culture") for students to annotate. Chapter introductions discuss the theme of each chapter as related to the individual selections. Biographical sketches preceding each reading give background information on the writer’s life and identify the cultural, historical, and personal context in which the selection was written. Prompts ("Before You Read") that precede each selection alert students to an important cultural idea expressed in the selection. Relevant background information is provided for unfamiliar ethnic groups before the selections.

The questions that follow each selection are designed to encourage readers to discover relationships between personal experiences and ideas in the text, to explore points of agreement and areas of conflict sparked by the viewpoints of the authors, and to provide ideas for further research and inquiry.

The first set of questions, "Evaluating the Text," asks readers to think critically about the content, meaning, and purpose of the selections and to evaluate the author’s rhetorical strategy, timeliness, voice projected in relationship to his or her audience, evidence cited, and underlying assumptions.

The questions in “Exploring Different Perspectives” focus on relationships between readings within each chapter that illuminate differences and similarities between cultures. These questions encourage readers to make connections among diverse cultures, to understand the writer’s values and beliefs, to enter into the viewpoints of others, and to understand how culture shapes perception and a sense of self.

The questions in “Extending Viewpoints through Writing and Research” invite readers to extend their thinking by seeing wider relationships between themselves and others through writing of many different kinds, including personal or expressive as well as expository and persuasive writing and more formal research papers.

At the end of each chapter, “Connecting Cultures” challenges readers to make connections and comparisons among selections within the chapter and throughout the book. These questions provide opportunities to consider additional cross-cultural perspectives on a single issue or to explore a particular topic in depth.
PREFACE

A rhetorical table of contents, a pronunciation key to authors' names, a geographical index, an index of authors and titles, and a map of the world identifying countries mentioned in the selections are included to allow the text to accommodate a variety of teaching approaches.

Instructor’s Manual

An Instructor’s Manual provides guidelines for using the text, supplemental bibliographies of books and periodicals, suggested answers to discussion questions in the text, relevant background information on countries from which the selections are drawn, a filmography, as well as optional discussion questions and classroom activities.

Acknowledgments

We are grateful to the following reviewers whose comments helped us prepare the tenth edition: Stacia Bensyl, Missouri Western State University; Susan Gangel, Canada College; Eric Hyman, Fayetteville State University; Theodore Kharpertian, Hudson County Community College; Mark Meritt, University of San Francisco; Harvey Rubinstein, Hudson County Community College; and Julie Stenberg, Inver Hills Community College.

Dedication

For Eben W. Ludlow.