
W R I T I N G
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R E A D I N G
A C R O S S
T H E
C U R R I C U L U M

SIXTH EDITION

LAURENCE BEHRENS
LEONARD J. ROSEN

Composition

Technology

Psychology

Political Science

Folklore

Sociology

Film Studies

Biology

Business

Ethics

Writing and Reading Across the Curriculum



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A Note to the Instructor

Writing and Reading Across the Curriculum, Sixth Edition, is a combination rhetoric-reader designed to help bridge the gap between the writing course and courses in other disciplines. The rhetorical portion introduces key writing skills that will serve students well throughout their academic careers, whatever their majors, and in their professional lives beyond the academy. The readings are arranged in topical chapters focused on a variety of academic disciplines; individual selections represent the kinds of issues studied—and written about—in courses throughout the curriculum.

The close relationships among readings in a particular chapter allows students to view a given issue from a variety of perspectives. For instance, in Chapter 11, students will learn how a journalist, a novelist, a sociologist, a geneticist, a political scientist, a disability activist, a physician, and an attorney present their particular assumptions and observations about the “Brave New World of Biotechnology.” In every chapter of the reader, students can practice the essential college-level skills introduced in the rhetoric:

- students will read and summarize articles;
- students will read articles critically and write critiques of them, identifying and discussing the authors’ (and their own) assumptions.
- students will read several articles on a particular topic and synthesize them in both explanatory and argumentative essays.

The Organization of This Book

Like its predecessors, the sixth edition of *Writing and Reading Across the Curriculum* is divided into two parts. The first part introduces the skills of summary, critique, and synthesis. Students move step by step through the process of writing papers based on source material. The text explains and demonstrates how summaries, critiques, and syntheses can be generated from the kinds of readings students will encounter later in the book—and throughout their college careers. The first part also offers a chapter on formulating thesis statements, quoting sources, and writing introductions and conclusions, as well as a chapter on research.

The second part of the text consists of eight chapters (leading off with a practice chapter on “The Wal-Mart Wars”) on such topics as privacy and technology, business ethics, and the American political spectrum.

A Note on the Sixth Edition

In preparing the current edition, as in earlier editions, we have tried to retain the essential multidisciplinary character of the text while providing ample new material to keep the book fresh and timely. Both Part I and Part II have been extensively revised.

In Part I, substantial revisions have been made to Chapters 3 (“Critical Reading and Critique”) and 4 (“Synthesis”). While readings on bilingual education remain in Chapter 1 on “Summary,” new readings related to Chapter 9, “Privacy and Technology,” appear in Chapter 3 to provide the basis for the student critique. In Chapter 4, readings on the welfare debate, related to Chapter 7, “Left, Right, Center: The American Political Spectrum,” provide the basis for the student explanatory and argument syntheses; and readings on the purpose of government, by Bill Clinton and Newt Gingrich, provide the basis for the student comparison-and-contrast essays. In Chapter 5, “Research,” we have provided expanded coverage of researching and documenting electronic sources.

Chapter 6, which leads off Part II, now includes a number of relatively brief selections on “The Wal-Mart Wars” that provide students opportunities to practice the summary, critique, and synthesis skills they have learned in Part I.

The rest of Part II includes three new chapters: Chapter 7, “Left, Right, Center: The American Political Spectrum”; Chapter 9, “Privacy and Technology”; and Chapter 12, “From Fiction to Film: Exploring the Film Adaptation.” The remaining chapters have been revised to varying degrees. Both Chapter 11, “The Brave New World of Biotechnology,” and Chapter 13, “Business Ethics,” are almost entirely new, with only two or three selections in each chapter remaining from the fifth edition. In Chapter 8, “Obedience to Authority,” an important new addition is Philip K. Zimbardo’s account of his famous prison experiment conducted at Stanford University in the early 1970s. Two other selections in this chapter are new. In Chapter 10, “Fairy Tales: A Closer Look at Cinderella” (along with “Obedience to Authority,” a fixture of *Writing and Reading Across the Curriculum* since the first edition), we have added an amusing new variant of the “Cinderella” story.

As in the fifth edition, most subject chapters include at least one work of imaginative literature; and we have increased the representation of women and minority writers.

While each chapter in Part II has been identified in the Contents by a specific academic discipline, readers should note that selections in each chapter are drawn from across the curriculum and are not meant to represent only the named discipline. In this way, each chapter gives students experience reading and interpreting topic-related literature.

We encourage all users—students and teachers—of *Writing and Reading Across the Curriculum* to continue to send to the publisher their suggestions for improving the book and their evaluations of its effectiveness. In particular, we invite teachers to submit copies of especially successful students essays based on material in this text for possible inclusion in the Instructor's Edition for the next edition.

Acknowledgments

We would like to thank the following reviewers for their help in preparation of the sixth edition of this text: Chris Anson, University of Minnesota; Anne Bailey, Southeastern Louisiana University; Joy Bashore, Central Virginia Community College; Nancy Blattner, Southeast Missouri State University; Mary Bly, University of California, Davis; Susan Callendar, Sinclair Community College; Jeff Carroll, University of Hawaii; Michael Colonnese, Methodist College; Cathy Dice, University of Memphis; Kathleen Dooley, Tidewater Community College; Judith Eastman, Orange Coast College; David Elias, Eastern Kentucky University; Deborah Gutschera, College of Du Page; Kip Harvigsen, Ricks College; Mark Jones, University of Florida; Jane Kaufman, University of Akron; Rodney Keller, Ricks College; Walt Klarner, Johnson County Community College; Dawn Leonard, Charleston Southern University; Krista May, Texas A&M; Stella Nesanovich, McNeese State University; Susie Paul, Auburn University at Montgomery; Nancy Redmond, Long Beach City College; Priscilla Riggle, Bowling Green State University; Joyce Smoot, Virginia Tech; Jackie Wheeler, Arizona State University; and Kristin Woolever, Northeastern University.

Thanks to the many students of our writing courses who field-tested much of the material here and let us know when we hadn't made things clear. Our special gratitude to Randee Falk, who solicited and painstakingly organized and analyzed reader response to the fifth edition and to the draft manuscript of this edition, and who provided us with enormously valuable guidance in the preparation of the final draft. Finally, our heartfelt thanks for the counsel of our steadfastly supportive and energetic Director of Development, Patricia Rossi.

*Laurence Behrens
Leonard J. Rosen*



A Note to the Student

Your psychology professor assigns you to write a critical report on a recently published book on human motivation. You are expected to consult additional sources, such as book reviews and related material on the subject.

Your professor is making a number of assumptions about your capabilities. Among them:

- that you can read and comprehend college-level material
- that you can synthesize separate pieces of related material
- that you can intelligently respond to such material.

In fact, these same assumptions underlie practically all college writing assignments. Your professors will expect you to demonstrate that you can read and understand not only textbooks but also critical articles and books, primary sources, and other material related to a subject of study. For instance: In researching a paper on the Great Depression, you might read the historical survey you find in your history text, a speech by President Franklin D. Roosevelt reprinted in the *New York Times*, and a firsthand account of the people's suffering by someone who toured the country during the 1930s and witnessed harrowing scenes of poverty and despair. In a political science paper, you might discuss the concept of "executive privilege" in light of James Madison's Federalistic Paper No. 51 on the proposed constitutional provision for division of powers among the three branches of government. In a sociology paper, you might undertake a critical analysis of your assigned text, which happens to be Marxist.

The subjects are different, of course, but the skills you need to work with them are the same. You must be able to read and comprehend. You must be able to perceive the relationships among several pieces of source material. And you must be able to apply your own critical judgments to these various materials.

Writing and Reading Across the Curriculum provides you with the opportunity to practice the three essential college-level skills we have just outlined and the forms of writing associated with them, namely:

- the *summary*
- the *critique*
- the *synthesis*

Each chapter of Part II of this text represents a subject from a particular area of the academic curriculum: psychology, political science, folklore, technology, film studies, biology, and business. These chapters, dealing with such topics as “Obedience to Authority,” “Privacy and Technology,” and “The American Political Spectrum,” illustrate the types of material you will be asked to study in your other courses.

Various sets of questions following the readings will allow you to practice typical college writing assignments. Review Questions help you recall key points of content in factual essays. Discussion and Writing Suggestions ask you for personal, sometimes imaginative responses to the readings. Synthesis Activities at the end of each chapter allow you to practice assignments of the type that are covered in detail in the first four chapters of this book. For instance, you may be asked to *describe* the Milgram experiment, and the reactions to it, or to *compare* and *contrast* a controlled experiment to a real-life (or fictional) situation. Finally, Research Activities ask you to go beyond the readings in this text in order to conduct your own independent research on these subjects.

Our selection of passages includes articles written by economists, sociologists, psychologists, lawyers, folklorists, political scientists, journalists, and specialists from other fields. Our aim is that you become familiar with the various subjects and styles of academic writing and that you come to appreciate the interrelatedness of knowledge. Geneticists, sociologists, and novelists have different ways of contributing to our understanding of biotechnology. Fairy tales can be studied by literary critics, folklorists, psychologists, and feminists. Don’t assume that the novel you read in your literature course has nothing to do with an assigned article from your economics course. Human activity and human behavior are classified into separate subjects only for convenience.

We hope, therefore, that your writing course will serve as a kind of bridge to your other courses, and that as a result of this work you can become more skillful at perceiving relationships among diverse topics. Because it involves such critical and widely applicable skills, your writing course may well turn out to be one of the most valuable—and one of the most interesting—of your academic career.

Laurence Behrens
Leonard J. Rosen



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Glittering generalities, red herrings, guilt by association, card stacking, and other favorite devices of politicians seeking to sell their own positions and tear down others. "Most of us are bamboozled, at one time or another," explains Donna Cross, "because we simply don't recognize propaganda when we see it." Here is a guide to recognizing political propaganda. Added bonus: full text of a recent speech by Senator Yakalot to his constituents.

A Debate on Welfare 315BILL ARCHER, MARGE ROUKEMA, MICHAEL COLLINS, WILLIAM J. COYNE,
GEORGE E. BROWN, JR., AND MAXINE WATERS

Six Congressional Representatives—three liberal, three conservative—debate the merits of a bill that would drastically change the way in which welfare is provided. To a conservative, the existing welfare system, "a disaster in social engineering," deserves to be replaced. But the liberal sees the bill as "a mean-spirited attack on children and poor families."

A Debate on Federal Funding of the Arts 328MAJOR R. OWENS, CLAUDINE SCHNEIDER, RICHARD K. ARMEY,
AND BARBARA F. VUCANOVICH

Should the federal government be in the business of subsidizing art—particularly controversial art? A liberal argues that the National Endowment for the Arts helps promote "access to arts for people who otherwise would not be able to experience art." But a conservative questions "whether or not tax dollars should be used to fund individual artists or organizations in the self-described arts community. . . ."

A Debate on School Prayer 337JESSE A. HELMS, THE AMERICAN CENTER FOR LAW AND JUSTICE, MARK O.
HATFIELD, AND AMERICANS UNITED FOR SEPARATION OF CHURCH AND STATE

"We are in the midst of a historical struggle for survival in terms of restoring traditional values, family values. . . ." argues Senator Helms as he asks his colleagues to pass a bill allowing voluntary prayer in public schools. On the other side of the aisle, Senator Mark Hatfield asserts his stand "against all prescriptive prayer of any kind in public schools."

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The flattering picture we paint of ourselves as individuals leaves most of us "helpless against all kinds of pressures . . . to conform."