

WRITING and READING ACROSS the CURRICULUM

Fourth Edition

LAURENCE BEHRENS

LEONARD J. ROSEN

science
composition
literature
business
anthropology
sociology
history
psychology
economics
political science
communications

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Fourth Edition

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*To Bonnie and Michael—
and to L.C.R., Jonathan, and Matthew*

A NOTE TO THE INSTRUCTOR

Writing and Reading Across the Curriculum, Fourth Edition, is a combination text-reader designed to help bridge the gap between the composition 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. The readings are arranged in topical chapters focused upon a variety of academic disciplines; individual selections represent the kinds of issues studied—and written about—in courses other than freshman composition.

The close relationships among readings in a particular chapter allow students to view a given issue from a number of perspectives. For instance, in Chapter 12 they will read how a neurologist, a political scientist, a Christian ethicist, and a fiction writer approach the subject of AIDS, and how these specialists present their characteristic assumptions and observations about the subject. In every chapter of the reader, students can practice the essential college-level skills introduced in the text:

- ◆ 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 descriptive and argumentative essays.

THE ORGANIZATION OF THIS BOOK

The fourth 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 essays 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 late in the book. The first part offers a chapter on formulating thesis statements and on writing introductions and conclusions, as well as a chapter on quoting and documenting sources. (These last two

chapters appeared, in a somewhat different form, in the appendices of the third edition.)

The second part of the text consists of eight chapters with related readings on topics such as gender identity, business ethics, and America in decline. The final chapter offers a casebook on Herman Melville's "Bartleby, the Scrivener," and asks students to draw upon wide-ranging criticism of Melville's story in order to help them develop their own critical responses.

A NOTE ON THE FOURTH EDITION

In preparing the current edition, as in preparing earlier editions, we have tried to retain the essential cross-curricular character of the text while providing ample new material to keep the book fresh and timely.

Part One consists of five chapters. Chapter One, on Summary, includes a new section on paraphrase; it provides a new model summary, based on David Suzucki and Peter Knutson's "Biological Weapons: A Dark Side of the New Genetics." This chilling article ties in directly to a new chapter in Part Two on "The Brave New World of Genetic Engineering."

In this edition the chapter on Critique—a process involving just one source—precedes the chapter on Synthesis since we believe writing a synthesis, based on multiple sources, is a more complex process than writing a critique. The chapter on critique includes a new model critique of Carolyn Bird's essay, "College Is A Waste of Time and Money;" one that shows a balance between positive and negative assessments. In the chapter on Synthesis, the model essays include parenthetical citations and lists of Works Cited, reflecting current Modern Language Association and American Psychological Association style. The two new chapters that conclude Part One include material on thesis statements, introductions and conclusions, and citing and documenting sources that applies to all the foregoing writing skills—summary, critique, and synthesis.

In Part Two, five of the eight chapters are entirely new: "Is America in Decline?" "The Brave New World of Genetic Engineering," "Business Ethics," "AIDS: Public Good vs. Private Rights," and "Bartleby: Why Does He Prefer Not To?" The remaining three chapters, "Obedience to Authority," "Fairy Tales: A Closer Look at Cinderella," and "Gender Identity in America," have been updated and include many new selections.

An innovation for this edition is that every chapter in Part Two includes one work of imaginative literature. For instance, the chapter on "Genetic Engineering" includes an excerpt from Aldous Huxley's *Brave New World*; "Gender Identity" includes "Toms' Husband," a short story by Sarah Orne Jewett; the "AIDS" chapter includes Susan Sontag's "The Way We Live Now"; and "Business Ethics" includes an excerpt from *Babbitt* by Sinclair Lewis. And throughout this edition we have increased the representation of women and non-Western writers.

While each chapter in Part Two has been identified in the Table of 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 student 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 our colleagues whose evaluations and reviews helped us prepare this new edition of *Writing and Reading Across the Curriculum*. Specifically, we thank Professor Tina Bennett-Kastor, Wichita State University; Professor Alma Bryant, University of Southern Florida; Professor Kristine Daines, Arizona State University; Professor Cathy Dees, University of Illinois at Chicago; Professor Catherine DiBellow, Shippensburg State University; Professor Nancy Downs, University of Illinois at Chicago; Professor Faun Evans, University of Southern California; Professor Robert Frederick, Bentley College; Professor Michael Hoffman, Bentley College; Professor James Holte, East Carolina University; Professor Deepika Karle, Bowling Green State University; Professor Mary Libertein, Shippensburg State University; Professor Carol McKay, University of Texas at Austin; Professor Joan Monahan, Polk Community College; Professor Jerry Paris, New Jersey Institute of Technology; Professor Elizabeth Rankin, University of North Dakota; Professor Helen Woodman, Oakland University; and Amy Arai, Kathy Meade, and Larry Renbaum. Thanks to the many students of our composition courses who field tested much of the material here and let us know when we hadn't made things clear. Finally, our special gratitude to Barbara Russiello at Spectrum Publisher Services and to the splendid crew at HarperCollins.

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 critical 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 Roosevelt reprinted in the *New York Times*, and a first-hand 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 Federalist 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 Two of this text represents a subject from a particular area of the academic curriculum: psychology, history, political science, folklore, sociology, biology, business, public health, literature. These chapters, dealing with topics as “Obedience to Authority,” “Is America in Decline?” “The Brave New World of Genetic Engineering,” and “Business Ethics,” include the types of selections you will be asked to read in 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 three 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.

Our selection of passages includes articles written by economists, sociologists, psychologists, lawyers, folklorists, diplomats, historians, 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. Sociologists, historians, and novelists have different ways of contributing to our understanding of gender identity. 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 composition 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 composition course may well turn out to be one of the most valuable—and one of the most interesting—of your academic career.

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