

Eighth Edition

The McGraw-Hill Reader



Issues Across the Disciplines

GILBERT H. MULLER

The McGraw-Hill Reader

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EIGHTH EDITION

Gilbert H. Muller

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THE MCGRAW-HILL READER: ISSUES ACROSS THE DISCIPLINES

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To Parisa and Darius

My favorite readers

About the Author

GILBERT H. MULLER, who received a PhD in English and American literature from Stanford University, is currently professor of English at the LaGuardia campus of the City University of New York. He has also taught at Stanford University, Vassar College, and several universities overseas. Dr. Muller is the author of the award-winning *Nightmares and Visions: Flannery O'Connor and the Catholic Grotesque*; *Chester Himes*; *New Strangers in Paradise: The Immigrant Experience and Contemporary American Fiction*; and other critical studies. His essays and reviews have appeared in *The New York Times*, *The New Republic*, *The Nation*, *The Sewanee Review*, *The Georgia Review*, and elsewhere. He is also a noted author and editor of textbooks in English and composition, including *The Short Prose Reader* with Harvey Wiener, and, with John A. Williams, *The McGraw-Hill Introduction to Literature*, *Bridges: Literature across Cultures*, and *Ways In: Reading and Writing about Literature and Film*. Among Dr. Muller's awards are National Endowment for the Humanities Fellowships, a Fulbright Fellowship, and a Mellon Fellowship.

Preface

Through seven previous editions, *The McGraw-Hill Reader* has presented the finest classic and contemporary essays, works that span various ages, cultures, and disciplines, providing students with a range of quality prose works. Eudora Welty speaks of reading as “a sweet devouring.” This anthology alerts students to the vast and varied pleasures of reading and writing, while offering them opportunities to experience numerous perspectives on academic discourse.

Addressing the abiding national interest in core liberal arts programs, interdisciplinary issues, and multicultural perspectives, this eighth edition continues to offer students and instructors a full range of quality prose models important to writing courses, reading sequences, and key undergraduate disciplines. All of the selections have been chosen for their significance, vitality, and technical precision. With the high quality of its essays, its consistent humanistic emphases, and its clear organization, *The McGraw-Hill Reader* is a lively, sophisticated, and eminently flexible text for college composition and reading programs.

Organization and Proven Features

Composed of 12 chapters, *The McGraw-Hill Reader* covers the major modes of writing and most of the disciplines that college students will encounter as undergraduates. Chapter 1 presents an extensive overview of the critical thinking, reading, and writing processes. Chapter 2, new to this edition, provides extensive coverage of argument and persuasion. Chapters 3 through 11 cover core liberal arts disciplines, including education, the social sciences, business and economics, the humanities, and the sciences. Each chapter asks a key question drawn from the disciplines it represents and designed to elicit constructive class discussion and sound critical writing. These disciplinary chapters offer prose models that allow students to practice skills they will need throughout college, including analysis, criticism, argumentation, and persuasion. Chapter 12 is a concise guide to research and documentation in the electronic age.

Throughout its eight editions, instructors and students have appreciated the following features of *The McGraw-Hill Reader*:

- **A rich selection of readings:** A distinct strength of *The McGraw-Hill Reader*—perhaps the primary one for teachers who prefer to create their own approaches to composition and reading courses—is the wide range of material and the varied constituencies represented in the text. The essays in this book have been selected carefully to embrace a rich assortment of authors, to achieve balance among constituencies, to cover major historical periods, and to provide prose models and styles for class analysis, discussion, and imitation. The authors in this text—whether Plato or Maya Angelou, Jonathan Swift or Amy Tan—have high visibility as writers and thinkers of value. Some of these authors are represented by two essays. All the authors—writing from such vantage points as literature, journalism, anthropology, sociology, art history, biology, and philosophy—start from the perspective that ideas exist in the world, that we should be alert to them, and that we should be able to deal with them in our own discourse.
- **A text that works with a wide variety of levels and approaches:** Because the selections range from very simple essays to the most abstract and complex modes of prose, teachers and students will be able to use *The McGraw-Hill Reader* at virtually all levels of a program. Containing 100 complete essays, *The McGraw-Hill Reader* thus is a flexible companion for composition courses. It can be used with any of the major pedagogical perspectives common to the practice of composition today: as a writing-across-the-curricula text; as the basis for a rhetorically focused course; as a thematic reader; as a multicultural anthology, as an in-depth reader. An alternate table of contents, listing carefully selected essays in 11 rhetorical categories, also makes *The McGraw-Hill Reader* adaptable to an approach based on the rhetorical patterns. Above all, teachers can develop their own sequences of essays that will contribute not only to their students' reading and writing proficiency but also to their growing intellectual power.
- **Chapter introductions that encourage students to reflect on major issues in the discipline:** The introduction to each disciplinary chapter gives students a broad perspective on the field at hand by putting major issues and concerns in context. Each introduction ends with a previewing section that alerts students to strategies for reading, discussion, and writing.
- **Uniform apparatus that reinforces critical reading and writing:** Another major strength of *The McGraw-Hill Reader* is in the uniform apparatus that accompanies every essay. Much can be learned from any well-written essay, especially if the apparatus is systematic in design. Each selection in this text is preceded by a brief introduction that offers biographical information about the author. The questions that follow each essay are organized in a consistent format created to reinforce essential reading, writing, and oral communication skills. Arranged in three

categories—Comprehension, Rhetoric, and Writing—these questions reflect current compositional theory as they move students from audience analysis to various modes and processes of composition. All specialized terms used in the questions are defined for students in an extensive Glossary of Terms at the end of the text. The integrated design of these questions makes each essay—simple or complex, short or long, old or new—accessible to college students who possess varied reading and writing abilities.

- **“Connections for Critical Thinking” sections:** The essay topics listed at the end of each chapter help students make comparative assessments of various groups of essays and use Internet resources.
- **A Guide to Research and Documentation:** Chapter 12 offers guidance on the most current research writing processes and the documentation styles recommended by the Modern Language Association and the American Psychological Association.

Highlights of the Eighth Edition

Informed by the comments and suggestions of over 60 instructors from across the country whose reviews and advice have shaped the eighth edition of *The McGraw-Hill Reader*, this revision offers a number of new and significant features.

- **Thirty-three new selections:** The new selections, on topics of current and enduring interest such as film, immigration, the death penalty, and work, will elicit provocative student writing. New readings added to this edition include essays by Ishmael Reed, Amy Tan, Natalie Angier, Ronald Takaki, Esther Dyson, Bharati Mukherjee, Stephen King, and others.
- **Expanded coverage of the critical thinking, reading, and writing process in Chapter 1:** In order to give instructors more options in teaching with this chapter, four engaging selections on reading and the writing process—by Mortimer Adler, Annie Dillard, Peter Elbow, and Donald Murray—have been added to Chapter 1. In addition, the chapter now includes a new section on reading and analyzing visual texts.
- **A new chapter on argument:** Chapter 2, Reading and Writing Effective Arguments, offers students guidelines for reading arguments critically and writing strong arguments of their own. It offers five professional readings, including classic and contemporary essays on the death penalty and two additional essays for analysis.
- **New classic and contemporary visuals near the beginning of each chapter:** The eighth edition provides a classic and a contemporary image near the beginning of each chapter. These visuals include photographs, paintings, and political cartoons. Students are engaged by visual texts, and

these provocative, high-quality images, along with the accompanying “Using a Critical Perspective” questions, will serve to interest them in the topic of the chapter and get them thinking and writing.

- **Repositioned “Classic and Contemporary” essays:** Now appearing near the beginning of each disciplinary chapter, these essay pairs—an older essayist juxtaposed with a more recent one—give students fresh perspectives on authorial influence and the essay tradition. Complemented by the classic and contemporary images, each essay pair helps promote critical thinking and provides historical perspective on an issue.
- **An emphasis on film in Chapter 9.** This chapter, retitled “Communication, Film, and Media,” now contains three intriguing essays on film, a favorite subject for most students, including a classic and contemporary pair on the gangster film.

Useful Supplements

The following supplements are designed to help instructors and students derive the full benefit from *The McGraw-Hill Reader*:

- ***A Guide to the McGraw-Hill Reader***, by Gilbert H. Muller and Alan Gershtle, Drexel University, offers well-considered strategies for teaching individual essays, sample rhetorical analyses, answers to questions, additional thought-provoking questions, comparative essay discussion formats, and tips for prewriting and guided writing activities. There is also a bibliography of criticism and research on the teaching of composition.
- **A comprehensive Online Learning Center.** The Web site for *The McGraw-Hill Reader* includes additional connections assignments, collaborative assignments, links to information on the authors of the reading selections, and links to further information on the great issues considered in or illustrated by the classic and contemporary essays and visuals.
- **Teaching Composition Faculty Listserv (www.mhhe.com/tcomp).** Moderated by Chris Anson at University of North Carolina, Raleigh, and offered by McGraw-Hill as a service to the composition community, this listserv brings together senior members of the college composition community with newer members—junior faculty, adjuncts, and teaching assistants—in an online newsletter and accompanying discussion group to address issues of pedagogy, in theory and in practice.

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The final content and design of *The McGraw-Hill Reader*, Eighth Edition, reflects the expertise and advice offered by college instructors across the country who gave generously of their time when asked to respond to surveys submitted to them by McGraw-Hill. These include Larry Anderson, Louisiana State University, Shreveport; Kaylene D. Armstrong, Lorain County Community College; Mark Aune, Wayne State University; Kevin John Bessenbacher, San Diego State University; Gerrit W. Bleeker, Emporia State University; Jenny Brantley, University of Wisconsin—River Falls; John Campion, College of Alameda; Mary Chinery, Georgian Court College; Gina Claywell, Murray State University; Paul Colby, North Carolina State University; Peter Cortland, Quinnipiac College; Jeff E. Cravello, California State Polytechnic University; Kami Day, Johnson County Community College; Emily Dial-Driver, Rogers State University; Suzanne Dixon, Carroll Community College; Olga Dugan, Community College of Philadelphia; Charles Elwert, University of Illinois; Barbara Fanshier, Wamego High School; Hank Galmish, Green River Community College; Dan Glynn, Highland Community College; Kevin Griffith, Capital University; Christine Guillen, Long Beach City College; Stephen Hecox, New Mexico Highlands University; Lee Herrick, Fresno City College; Brenda S. Hines, Highland Community College; Timothy K. Hobert, Modesto Junior College; David E. Hoffman, Averett College; Tony J. Howard, Collin County Community College; Tammie Johnson, Lake Land College; Millard J. Kimery Jr., Howard Payne University; Robert J. Kinpoitner, Molloy College; Diane Koenig, Columbia-Greene Community College; G. Elizabeth Kom, Yeshiva College; Wallis Leslie, DeAnza College; Joe Lostracco, Austin Community College; Steven R. Luebke, University of Wisconsin—River Falls; Louise Nayer, City College of San Francisco; Dale McDaniel, Tulane University; Barbara McGrath, College of the Canyons; Sara McLaughlin, Texas Tech University; Kimberly Manner, Modesto Junior College; John L. Marsden, Indiana University of Pennsylvania; Claudia Milstead, University of Tennessee; Frederick W. Missimer, Camden County College; Clyde Moneyhun, University of Delaware; J. Morgan, University of Kentucky; Marge Morian-Boyle, Dean College; Camilla Mortensen, University of Oregon; Fred Obrecht, Los Angeles Pierce College; Catherine C. Olsen, Tomball College; C. P. Pineo, Fullerton College; Justin Pittas-Giroux, College of Charleston; Stephen Ratcliffe, Mills College; Debra Shein, Idaho State University; Maggie Sokolik, University of California, Berkeley; Michael Soto, Trinity University; Terry Spaise, University of California, Riverside; David Stowe, Michigan State University; Jeffrey H. Taylor, St. Louis Community College; Cheryl Dudasik Wiggs, East Carolina University; K. Siobhan Wright, Carroll Community College; Kenneth R. Wright, James Madison University; Joseph Zeppetello, Marist College; Da Zheng, Suffolk University.

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Gilbert H. Muller

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