



NOW ★ AND ★ THEN

*Current Issues
in Historical
Context*

JUDITH STANFORD



Now and Then

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Current Issues in Historical Context

Judith A. Stanford

Rivier College



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Now and Then: Current Issues in Historical Context

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Preface to the Instructor

THE STORY BEHIND NOW AND THEN

Like previous textbooks I have written, *Now and Then: Current Issues in Historical Context* was inspired and influenced by the observations and questions of students, colleagues, and editors. However, this time the context of these conversations seemed—and was—radically different: they took place in a world utterly changed by the events of September 11, 2001. Our conversations and ideas were now framed by new and different concerns. How would the events of 9/11 affect the world in which students would live? How had these events, and their repercussions, affected what and how students learned, and how instructors taught? Did it make sense to look at the changes in our lives in terms of “lessons learned,” or was it impossible to draw “lessons” at all from events of that magnitude? How does history affect our lives *now*, and how does 9/11, along with the changes in the way we view the world since that time, affect the way we evaluate—and even remember—what was *then*?

Now and Then presents complex current issues, themes, and questions in a way that invites both critical analysis and the synthesis of ideas and resources. In each thematic chapter, an array of high-interest articles from recent periodicals offers varied perspectives on current controversies, capturing the moment of change in which we are living. These fresh, new readings and their accompanying apparatus encourage students to ask why each question or controversy is relevant in today’s world (*now*), while additional classic selections and contextual introductions further engage students in questions of how history (*then*) has created, shaped, and altered the conversation.

Twenty-First-Century Readings in Historical Context

The main body of *Now and Then* is an anthology made up of **seven thematically arranged chapters**. Each theme opens with an **introduction**, followed by two or sometimes three “**Then**” selections

that establish historical context. Following the “**Then**” section is “**Now**,” which consists of one or two subthemes, each focused on a specific current issue within the larger theme—for example, “How Do Gender and Society Influence How We Dress?” and “For Better or for Worse: Defining ‘Marriage.’”

Readings are taken from a variety of print and Web sources, including magazines, journals, newspapers, and student newspapers from colleges and universities across the nation. “Now” pieces are mostly very recent (nearly all published since 9/11) and brief (3–5 pages); select pieces are longer, providing opportunities for in-depth reading.

Stimulating Apparatus

A variety of apparatus encourage critical thinking and involved student writing. **Suggestions for Prereading or Journal Writing** introduce each “Then” section, as well as each of the specifically focused “Now” sections. Each reading opens with a brief **head-note**, providing information on the author (where possible) and the original source and date of publication, as well as contextual information. Accompanying each selection are **Topics for Writing and Discussion**, many of which call for an informative or persuasive aim.

Concluding each “Then” and “Now” subtheme, **Making Connections** questions invite students to draw comparisons among the selections and to use the processes of synthesis and analysis to evaluate the similarities and differences they observe. Finally, at the end of each chapter, **Extended Connections** topics provide opportunities for thinking and writing in the context of further **research**. In every chapter and its many subthemes, there is an emphasis on argument through grouped readings: Opposing Viewpoints and Multiple Perspectives.

KEY FEATURES

- *Seven exciting themes.* The themes in *Now and Then*—which range from “Freedom and Security after 9/11” to “Exploring Pop Culture: Media Messages” and “Redefining Gender and Marriage: Men, Women, and Couples”—are designed to spark controversy and discussion.

- *68 readings, classic and cutting-edge.* The majority of readings (“Now”) are very short, very recent articles—most published within the past three years—taken from a wide range of in-print and on-line periodicals. Additionally, several historical (“Then”) pieces set the context for each thematic chapter. Selections go beyond “pro and con” thinking to offer a variety of opposing viewpoints, prompting students to think about and consider various issues related to reading, evaluating, and writing argument. Many “Now” selections have never before been anthologized.
- *47 relevant, high-interest visual texts.* A carefully chosen array of visuals promote engaged discussion and writing; photographs, paintings, advertisements, cartoons, charts, and graphs accompany all themes, “Now” and “Then,” addressed in the anthology of readings. In addition, a compelling photo essay on the American flag through history—a collection of 13 images—is featured in a full-color insert. **A section on reading and evaluating images in Chapter 1** encourages students to see the visuals in *Now and Then* as complex texts that require careful consideration and critical thinking.
- *Flexible apparatus.* Each reading or visual text is accompanied by prompts for writing and discussion; additional chapter apparatus provide opportunities for making connections between readings and visuals as well as among and across themes. For more details on apparatus, please see above: “Stimulating Apparatus.”
- *A sustained emphasis on critical reading and writing.* Two chapters, one on **critical reading and thinking** and one on the **processes and aims of writing**, provide instruction, models, and practice exercises that help students understand and build the skills needed to discuss and write about the wide variety of topics introduced in the anthology section. In these chapters and throughout the book’s apparatus, there is an emphasis on **informative and argumentative writing**, with particular attention to the skills of **synthesis and analysis**.
- *A detailed chapter on research and documentation.* The book’s final chapter leads students through the steps of the **research process**, including up-to-the-minute suggestions for finding, evaluating, and using online resources effectively.

A **student-written research paper** demonstrates the skills required to use sources thoughtfully and correctly, including examples of **MLA documentation** (both in-text parenthetical citation and Works Cited).

Supplements and Media

In addition to what you see in the book in your hand, we offer the following supplements for instructors and students:

- **www.mhhe.com/nowandthen.** This companion Web site offers three types of links—cultural, biographical, and bibliographical—to additional information on selected authors and issues from the text.
- **Instructor's Manual to accompany *Now and Then*.** Co-written by Judith Stanford and Lorraine Lordi, this teacher's guide includes sample syllabi, teaching tips, and ideas for class discussions, group work, and paper assignments. It is available for download online at www.mhhe.com/nowandthen; please contact your local sales representative to obtain a username and password. You can find your school's representative with our "rep locator" feature at www.mhhe.com/catalog.

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About the Author

Judith Stanford has taught composition and literature at Rivier College, in Nashua, New Hampshire, for the past 20 years. She has edited a number of composition textbooks, including *Responding to Literature*, *Connections*, *Developing Connections*, *The Writing Connection* (with Rebecca Burnett), *The Art of Reading* (with Robert DiYanni, Eric Gould, and William Smith), and *Guidelines for Writers*. Professor Stanford received her Ph.D. from the University of California at Santa Barbara; her interests include canoeing, walking, traveling, reading, and—especially—spending time at the family “camp” in Maine. Judith is married to Don Stanford, who worked for 23 years as international marketing director for MIT press, and is the mother of David, 29, a Seattle resident with a strong interest in music composition, and Aaron, 27, who is currently (successfully) pursuing an acting career in New York City.

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