INSTRUCTOR’S MANUAL

to accompany

Behrens/Rosen

WRITING AND READING
ACROSS THE CURRICULUM

Brief Fifth Edition

Janet R. Young

PEARSON

Boston  Columbus  Indianapolis  New York  San Francisco  Upper Saddle River
Amsterdam  Cape Town  Dubai  London  Madrid  Milan  Munich  Paris  Montreal  Toronto
Delhi  Mexico City  São Paulo  Sydney  Hong Kong  Seoul  Singapore  Taipei  Tokyo
Instructor’s Manual to accompany Behrens/Rosen, Writing and Reading Across the Curriculum, Brief Fifth Edition

All rights reserved. Printed in the United States of America. Instructors may reproduce portions of this book for classroom use only. All other reproductions are strictly prohibited without prior permission of the publisher, except in the case of brief quotations embodied in critical articles and reviews.

1 2 3 4 5 6 7 8 9 10–OPM–15 14 13 12
# CONTENTS

Accessing the Instructor Resource Center vii  
Meeting WPA Outcomes viii  
Using the Questions in This Textbook viii  
Sample Syllabi x  
Video Links xvii  

**PART I: How To Write Summaries, Critiques, Syntheses, and Analyses**  
Chapter 1: *Summary*  
Assessment Guide for Summaries 3  
Chapter 2: *Critical Reading and Critique*  
Peer Feedback Checklist: Critique 7  
Chapter 3: *Synthesis*  
Peer Feedback Checklist: Synthesis 12  
Chapter 4: *Analysis* 14  

**PART II: Brief Takes**  
Chapter 5: *The Roar of the Tiger Mom*  
*Why Chinese Mothers Are Superior*, Amy Chua 18  
*Mother Inferior?*, Hanna Rosin 19  
*Amy Chua Is a Wimp*, David Brooks 19  
*In the Eye of the Tiger*, Meghan Daum 20  
*Tiger Mom vs. Tiger Mailroom*, Patrick Goldstein 20  
*America’s Top Parent*, Elizabeth Kolbert 21  
*In Defense of Being a Kid*, James Bernard Murphy 22  
Video Links 22  

**PART III: An Anthology of Readings**  
**ECONOMICS**  
Chapter 6: *The Changing Landscape of Work in the Twenty-First Century*  
PROSPECTS FOR GRADUATES  
*A Post-College Flow Chart of Misery and Pain*, Jenna Brager 24  
*Many with New College Degree Find the Job Market Humbling*, Catherine Rampell 24  
*Job Outlook for College Graduates Is Slowly Improving*, Lacey Johnson 25  
DATA ON THE JOB MARKET  

College Majors, Unemployment and Earnings:  
Not All College Degrees Are Created Equal,  
Anthony P. Carnevale, Ban Cheah, and Jeff Strohl  
26
Employment Projections: 2010—2020 Summary,  
U.S. Bureau of Labor Statistics  
26
WORK AND IDENTITY  
No Long Term: New Work and the Corrosion of Character,  
Richard Sennett  
28
TRENDS AFFECTING WORK  
Will Your Job Be Exported? Alan S. Blinder  
30
Is Your Job an Endangered Species? Andy Kessler  
32
Degrees and Dollars, Paul Krugman  
33
Video Links  
34
SOCIOLGY  
Chapter 7: Have You Heard This? The Latest on Rumor  
35
The Gossips, Norman Rockwell  
36
Frankenchicken, Snopes.com  
36
Truth Is in the Ear of the Beholder, Gregory Rodriguez  
38
Fighting That Old Devil Rumor, Sandra Salmans  
39
A Psychology of Rumor, Robert H. Knapp  
40
“Paul Is Dead!” (said Fred), Alan Glenn  
41
POLITICAL SMEAR RUMORS: THREE CASE STUDIES  
In Untruths About Obama, Echoes of a Distant Time,  
Samuel G. Freedman  
42
The Anatomy of a Smear Campaign: The Case of John McCain,  
Richard H. Davis  
42
How Rumors Help Us Make Sense of an Uncertain World,  
Nicholas DiFonzo  
43
Rumor Cascades and Group Polarization, Cass R. Sunstein  
44
Managing Rumors, John Doorley and Helio Fred Garcia  
46
The Rumor, John Updike  
47
Video Links  
47
ENVIRONMENT/PUBLIC POLICY  
Chapter 8: Green Power  
48
Going Green: A Wedge Issue, Thomas Friedman, Robert H. Socolow, and  
Stephen W. Pacala  
49
The Dangerous Delusions of Energy Independence, Robert Bryce  
49
A DEBATE ON THE FUTURE OF NUCLEAR POWER,
POST-FUKUSHIMA  50
The Future of Nukes, and of Japan, Holman W. Jenkins, Jr.  51
No Fail-Safe Option, Eugene Robinson  51
Why I Still Support Nuclear Power, Even After Fukushima,
    William Tucker  51
If the Japanese Can’t Build a Safe Reactor, Who Can?
    Anne Applebaum  51
SOLAR POWER  52
State Solar Power Plans Are as Big as All Outdoors,
    Marla Dickerson  53
Here Comes the Sun, Paul Krugman  53
Solar Is Getting Cheaper, But How Far Can It Go? Brad Plumer  53
WIND POWER  54
The Island in the Wind, Elizabeth Kolbert  54
Wind Power Puffery, H. Sterling Burnett  55
Video Links  55

BUSINESS
Chapter 9: New and Improved: Six Decades of Advertising  57
Advertising’s Fifteen Basic Appeals, Jib Fowles  58
Making the Pitch in Print Advertising, Courtland L. Bovée,
    John V. Thill, George P. Dovel, Marian Burk Wood  60
Selling Happiness: Two Pitches from Mad Men  60
A Portfolio of Print Advertisements  61
A Portfolio of TV Commercials  62
Video Links  62
Accessing the Instructor Resource Center

GETTING REGISTERED

To register for the Instructor Resource Center, go to www.pearsonhighered.com and click “Educators.”

1. Click “Download teaching resources for your text” in the blue welcome box.

2. Request access to download digital supplements by clicking the “Request Access” link.

Follow the provided instructions. Once you have been verified as a valid Pearson instructor, an instructor code will be e-mailed to you. Please use this code to set up your Pearson login name and password. After you have set up your username and password, proceed to the directions below.

DOWNLOADING RESOURCES

1. Go to http://www.pearsonhighered.com/educator and use the “Search our catalog option” to find your text. You may search by Author, Title, or ISBN.

2. Select your text from the provided results.

Writing and Reading Across the Curriculum, Brief Edition, 5/e
Behrens & Rosen
©2014 | Longman | Paper Package; 432 pp | Published

3. After being directed to the catalog page for your text, click the “Instructor Resources” link located under the “Resources” tab.
Clicking the “Instructor Resources” link will provide a list of all of the book-specific print and digital resources for your text below the main title. Items available for download will have a 📁 icon.

4. Click on the “View Downloadable Files” link next to the resource you want to download.

![View Downloadable Files](image)

A pop-up box will appear showing which files you have selected to download. Once you select the files, you will be prompted to login with an Instructor Resource Center login.

5. Enter your login name and password, and click the “Submit” button.

6. Read the terms and conditions and then click the “I accept” button to begin the download process.

![I accept (proceed with download)](image)

7. Save the supplement file to a folder you can easily find again.

Once you are signed into the IRC, you may continue to download additional resources from our online catalog.

Please click “Sign Out” when you are finished.
Meeting WPA Outcomes

The Council of Writing Program Administrators (WPA) statement on first-year composition programs outlines a set of recommended goals. While recognizing that writing is a complex process that requires time and continued practice, the WPA lists outcomes for first-year classes. (The full statement can be found at www.ilstu.edu/~ddhesse/wpa/positions/outcomes.htm. A version can also be found in *WPA: Writing Program Administration* 23.1/2 (1999): 59–66.

*Writing and Reading Across the Curriculum*’s approach provides students with ample practice in those areas that the WPA has identified as important outcomes: rhetorical knowledge; critical thinking, reading and writing; writing as a process; and knowledge of conventions. The writing assignment sequence of summary, critique, synthesis and analysis re-enforces the understanding of writing as a series of tasks. Each assignment allows students the opportunity to find, evaluate, analyze and synthesize primary and secondary sources. Students learn to “integrate their own ideas with those of others” and are encouraged to see the relationship “among language, knowledge, and power.”

Using the Questions in This Textbook

Part I focuses on skills that will eventually allow students to complete the Synthesis Activities in Part III. Therefore, the questions and exercises in Part I prompt students to attempt the types of academic writing described early in the book (Summary, Critique, Synthesis, Analysis, and Argument). Chapters 1–2 address how to develop a thesis and to incorporate multiple sources in a discussion. Chapters 3–4 introduce the concept of the explanatory synthesis, argument synthesis, and analysis.

Part II offers step-by-step exercises that help students make the transition from the instruction of Part I to the anthology chapters in Part III. These questions give students the confidence to proceed to the more complex readings and writing assignments in the full-length anthology chapters of Part III.

There are two sets of questions in each chapter of Part III. One set (Review Questions, Discussion and Writing Suggestions) follows each reading selection or, in some cases, a cluster of related readings. Another set (Synthesis Activities,
Research Activities) follows the last set of Discussion and Writing Suggestions in each chapter.

Review Questions call for factual responses based on the reading selection. Someone who has carefully read the selection should be able to correctly answer these questions in a few sentences. Review Questions are designed simply to facilitate recall and not to delve into the broader implications of the reading; they may be viewed as a helpful and necessary step in preparing a summary. Discussion and Writing Suggestions are designed to stimulate further thought about the issues discussed in the reading selection; there are no “correct” answers, and answers are not necessarily confined within the boundaries of the reading selection itself. The Discussion and Writing Suggestions, therefore, should be helpful in preparing students to write syntheses or critiques. Or they may serve as alternative writing assignments to the Synthesis Activities. Used either exclusively or in combination with the Synthesis Activities, they allow the student to develop imaginative, personal, or simply less structured papers.

The Synthesis Activities in Part III provide the questions that encourage students to make connections among, and write about, multiple sources on a single topic. Some of these activities involve analysis and some can be expanded into research activities. The Research Activities, also found at the end of each chapter in Part III, suggest more connections and independent research related to the chapter topic and selections.

Advise your students that they should read the headnotes for every selection so they can master information about the author and the work and incorporate the information into their syntheses and critiques.
Sample Syllabi

Here are sample syllabi, employing *Writing and Reading Across the Curriculum, Brief Edition*, for a ten-week quarter and a fifteen-week semester. Naturally, the particular choice of chapter topics and the number of reading and writing assignments may be adjusted to suit the interests and needs of the particular class. In any case, we recommend no more than six or seven formal writing assignments during the course of a fifteen-week term. (Even if your students can handle more, you probably can’t!) Other assignments may be informal, ungraded writing (or “quick-writes”) done in notebooks. These may include journal entries and other prewriting activities, responses to the readings, or responses to the Review Questions and Discussion and Writing Suggestions following the readings. You may wish to schedule regular peer review sessions or other group work during which students respond to and evaluate one another’s work in progress.

**SYLLABUS 1**

This syllabus assumes a ten-week course that meets three times per week. Students read the chapters in Part I and use one short chapter in Part II as a bridge to the longer anthology chapters in Part III.

**WEEK 1**

Reading Assignments
- A Note to the Student
- Chapter 1: *Summary*

Writing Assignment

**WEEK 2**

Reading Assignment
- Chapter 2: *Critical Reading and Critique*

Writing Assignment
WEEK 3
Writing Assignment
Revision of either previously written summary or critique or additional summary or critique of a short article from a chapter in Part II or III.

WEEK 4
Reading Assignments
Chapter 3: Synthesis, pp.57-108, up to Explanatory Synthesis
Writing Assignment
Complete Exercises 3.1 (p. 68) and 3.2 (p. 77).

WEEK 5
Reading Assignments
Chapter 3: Synthesis, pp. 108-111
Chapter 5: The Roar of the Tiger Mom (first three readings)
Chua, “Why Chinese Mothers are Superior”
Rosin, “Mother Inferior?”
Brooks, “Amy Chua Is a Wimp”
Writing Assignment
Outline or quick-write an argument synthesis covering the first three readings of Chapter 5.

WEEK 6
Reading Assignment
Chapter 4: Analysis
Chapter 5: The Roar of the Tiger Mom (second three readings)
Daum, “In the Eye of the Tiger”
Goldstein, “Tiger Mom vs. Tiger Mailroom”
Writing Assignment
Outline or quick-write an analysis covering one or more of the Chapter 5 readings.

WEEK 7
Reading Assignment
Chapter 5: The Roar of the Tiger Mom (final two readings)
Kolbert, “America’s Top Parent”
Murphy, “In Defense of Being a Kid”
Writing Assignment
Explanatory Synthesis Activity or Argument Activity from end of Chapter 5.
WEEK 8
Reading Assignment
Chapter 6: The Changing Landscape of Work in the Twenty-First Century (first half of chapter)
Brager, “A Post-College Flow Chart of Misery and Pain”
Rampell, “Many with New College Degree Find Job Market Humbling”
Johnson, “Job Outlook for College Graduates Slowly Improving”
Carnevale, Cheah, and Strohl, “College Majors, Unemployment, and Earnings”
Writing Assignment
Writing Suggestion following one of the readings, or Synthesis Activity #8 p. 210.

WEEK 9
Reading Assignment
Chapter 6: The Changing Landscape of Work in the Twenty-First Century (second half of chapter)
Sennett, “No Long Term: New Work and the Corrosion of Character”
Blinder, “Will Your Job Be Exported?” (complete text is in Chapter 1)
Kessler, “Is Your Job an Endangered Species?”
Krugman, “Degrees and Dollars”
Writing Assignment
Writing Suggestion following one or two of the readings in Chapter 6, or a Synthesis Activity from Chapter 6.

WEEK 10
Writing Assignment
Conferences on research paper
Oral reports/peer reviews for research paper
Finish research paper
SYLLABUS 2

This syllabus, designed for a fifteen-week class, provides for more reading and writing assignments than Syllabus 1. You might choose to use two of the Part II chapters as a bridge to the longer chapters in the anthology. The particular choice of chapter topics and the number of reading and writing assignments may be adjusted to suit the interests and needs of a particular class.

WEEK 1
Reading Assignments
A Note to the Student
Chapter 1: Summary
Writing Assignment

WEEK 2
Reading Assignment
Chapter 2: Critical Reading and Critique
Writing Assignment

WEEK 3
Writing Assignment
Revision of either previously written summary or critique or additional summary or critique of a short article from a chapter in Part II or III.

WEEK 4
Reading Assignments
Chapter 3: Synthesis, pp.57-108, up to Explanatory Synthesis
Chapter 5: The Roar of the Tiger Mom (first four readings)
Chua, “Why Chinese Mothers are Superior”
Rosin, “Mother Inferior?”
Brooks, “Amy Chua Is a Wimp”
Daum, “In the Eye of the Tiger”
Writing Assignment
Complete Chapter 5 assignments through Explanatory Synthesis, p. 164
WEEK 5
Reading Assignment
Chapter 3: Synthesis, pp. 108-111
Chapter 5: The Roar of the Tiger Mom (final three readings)
Goldstein, “Tiger Mom vs. Tiger Mailroom”
Kolbert, “America’s Top Parent”
Murphy, “In Defense of Being a Kid”
Writing Assignment
Complete Chapter 5 assignments through Argument Synthesis p. 167

WEEK 6
Reading Assignments
Chapter 4: Analysis
Chapter 9: New and Improved: Six Decades of Advertising (first half of chapter)
Fowles, “Advertising’s Fifteen Basic Appeals”
Bovée, Thill, Dovel, and Wood, “Making the Pitch in Print Advertising”
“Selling Happiness: Two Scenes from Mad Men” (Video)
Writing Assignment
Synthesis Activity #4 or #7, page 391, or Research Activity #1 page 393.

WEEK 7
Reading Assignment
Chapter 9: New and Improved: Six Decades of Advertising (second half of chapter)
A Portfolio of Print Advertisements
A Portfolio of TV Commercials
Writing Assignment
Synthesis Activity or Research Activity from pages 390–394.

WEEK 8
Reading Assignment
Chapter 7: How You Heard This? The Latest on Rumor (first third of chapter)
Rockwell, “The Gossips”
Snopes.com, “Frankenchicken”
Rodriguez, “Truth Is in the Ear of the Beholder”
Reread Salmans, “Fighting That Old Devil Rumor”
Writing Assignment
Synthesis Activity from Chapter 9.
Writing Suggestion following one of the readings

**WEEK 9**
Reading Assignment
Chapter 4: *Analysis*
Chapter 7: *How You Heard This? The Latest on Rumor* (second third of chapter)
Knapp, “A Psychology of Rumor”
Glenn, “‘Paul Is Dead!’ (Said Fred)”
Freedman, “In Untruths About Obama, Echoes of a Distant Time”
Davis, “The Anatomy of a Smear Campaign: The Case of John McCain”

Writing Assignment
Writing Suggestion following one of the readings.

**WEEK 10**
Reading Assignment
Chapter 7: *How You Heard This? The Latest on Rumor* (final third of chapter)
Reread DiFonzo, “How Rumors Help Us Make Sense of an Uncertain World”
Sunstein, “Rumor Cascades and Group Polarization”
Doorley and Garcia, “Managing Rumors”
Updike, “The Rumor”

Writing Assignment
Synthesis Activity or Research Activity from end of Chapter 7

**WEEK 11**
Reading Assignment
Chapter 6: *The Changing Landscape of Work in the Twenty-First Century* (first part of chapter)
Brager, “A Post-College Flow Chart of Misery and Pain”
Rampell, “Many with New College Degree Find Job Market Humbling”
Johnson, “Job Outlook for College Graduates Slowly Improving”

Writing Assignment
Writing Suggestion following one of the readings, or Synthesis Activity #8, p. 210.
WEEK 12
Reading Assignment
Chapter 6: *The Changing Landscape of Work in the Twenty-First Century* (second part of chapter)
Carnevale, Cheah, and Strohl, “College Majors, Unemployment, and Earnings”
Sennett, “No Long Term: New Work and the Corrosion of Character”
Writing Assignment
Writing Suggestion following one or two of the readings in Chapter 6, or a Synthesis Activity from Chapter 6.

WEEK 13
Chapter 6: *The Changing Landscape of Work in the Twenty-First Century* (final part of chapter)
Blinder, “Will Your Job Be Exported?” (complete text in Chapter 1)
Kessler, “Is Your Job an Endangered Species?”
Krugman, “Degrees and Dollars”
Writing Assignment
Research Activity from end of Chapter 6

WEEK 13
Conferences on research paper
Finish draft of research paper
Peer review

WEEKS 14 AND 15
Conferences on research paper
Final drafts
Oral reports
Video Links

In this Instructor’s Manual, Chapters 5 through 9, we have provided video links that we hope will enhance the student’s understanding and enjoyment of the material in that chapter. Most, if not all, of these videos are available on YouTube.com. If the URL we’ve provided is not working, use the video title as a search term on YouTube (or Google or Bing, if the videos are located elsewhere on the Web) to find these and related videos.

Note: Because Internet content frequently changes without warning, not all of the listed videos may be available when you attempt to access them. It is possible that errant searches may lead to other videos with objectionable content. Such videos, as well as user-submitted comments under videos, do not reflect the views of the authors or of Pearson Publishing.

To cite these videos in a paper, students should use the format for online videos. Thus:

PART I: How to Write Summaries, Critiques, Synthesis, and Analyses

Chapter 1

Summary

This chapter introduces students to the use of summary—a vital skill for many different kinds of writing, both in college and in business. It begins with the basics of summary by focusing on the essay “Will Your Job Be Exported?” by Alan S. Blinder. This essay addresses the “offshoring” of American service jobs, a theme that is continued in Chapter 6 of Writing and Reading Across the Curriculum, Brief. Students are taken step-by-step through Blinder’s argument and shown how to break an argument down into stages of thought, even when there are no thematic headings.

Summarizing an entire article, either in the short or longer form, challenges students’ reading and writing skills, and thus can work very effectively as a diagnostic of their reading and writing skills. Summarizing allows students to gain mastery of content material, as well as learn to be objective in reporting what they have read. It also allows students to practice in-text citation.

Keep in mind that students may need to do two or more summaries before they feel comfortable with the process and before you are satisfied with their results. You may choose to grade these early summaries or just give them a check, check plus, or check minus. It is a valuable learning experience—one which translates well to various kinds of assignments that come later in the semester—to have students practice summarizing expository material and persuasive writing (for which you might look to the editorial page of a major newspaper). The textbook gives guidelines for summarizing all these types of material.

After reading the examples presented in the textbook and studying the Guidelines for Writing Summaries, students should be encouraged to read the material to be summarized at least twice in order to identify the author’s central idea before breaking the article into sections and writing a one-sentence summary of each section. Refer to the textbook examples in order to demonstrate how to break
down an argument into sections, and to show what a thesis statement looks like and how it works with topic sentences. Point out to students the necessity of transitions that clarify that this is a summary of someone else’s ideas.

In summarizing, students must identify the author’s main idea and then restate it in their own words. In some cases, students may attempt to summarize by only describing the content of the article, rather than by capturing the author’s ideas. Stress the difference between what the author does in the article (e.g., the author might narrate or explain or describe something) and what the author says or claims. Additionally, have students examine their topic sentences to see if there is a dependence on “and then” types of transitional phrases. Such phrasing may indicate that the summary is merely describing what subjects the author addresses and not capturing the author’s meaning.

In the textbook, following each reading selection is a list of Review Questions. If you assign those readings to be summarized, the Review Questions can be used by your students to check their reading comprehension.

Working on the restatements (i.e., the one-sentence summaries of each section) necessary to produce a summary will move students away from too much dependence on direct quotations. Students may be concerned about when to cite material at this point; explain that MLA requires parenthetic citations for summaries, but if one summarizes an entire work, provide author’s name and the title of the work at the beginning of the summary. It is likely then that only a single parenthetic citation will be needed at the end of the summary to give a page number or numbers. If you allow direct quotations to be used in the summary, those quotations should be limited in number and length. Make sure that students understand the use of ellipses and brackets and that quotations should be used sparingly rather than as substitutes for summary. Quoted material should also be smoothly and grammatically incorporated into students’ writing. Use signal phrases (attributive tags) are used to avoid freestanding quotations.

You can also introduce students to the type of reading and writing required in the course by gradually increasing the difficulty of the pieces they are to summarize. The first assignment may use a shorter and less challenging article from an online periodical, the next a longer and more demanding one but still a work intended for a general audience. The final summary may work with an academic article intended for a professional audience. Throughout this process, you can discuss critical reading techniques and an awareness of audience in addition to summarizing.
The rubric on the next page is modified from that used at Central Washington University. It can be adapted to provide assessment criteria for the summary assignment.

**ASSESSMENT GUIDE FOR SUMMARIES**

<table>
<thead>
<tr>
<th>Very Competent</th>
<th>Competent</th>
<th>Incompetent</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Summary is titled.</em></td>
<td><em>Summary is titled.</em></td>
<td><em>No title.</em></td>
</tr>
<tr>
<td><em>Author, title, thesis clearly stated at the beginning of the summary.</em></td>
<td><em>States the author and title, the thesis is accurately addressed (restated); perhaps an implied part of the thesis is missing; the author’s thesis is restated in the writer’s own words.</em></td>
<td><em>Author and title never stated; no indication this is a summary.</em></td>
</tr>
<tr>
<td><em>Author’s purpose is clearly conveyed and restated in writer’s own words.</em></td>
<td><em>Restates all key ideas in the passage; some ideas may not be fully developed.</em></td>
<td><em>Reacts to content.</em></td>
</tr>
<tr>
<td><em>Critical reading is evident.</em></td>
<td><em>Usually restates the key ideas logically and coherently in the writer’s own words; there may be gaps in coherence and/or logic, but the thesis is clear.</em></td>
<td><em>Misreads the author’s thesis.</em></td>
</tr>
<tr>
<td><em>The writer sustains his/her discussion of the passage’s objective.</em></td>
<td><em>Examples are given to support the key ideas made by the author in support of his/her thesis; these examples may not be complete.</em></td>
<td><em>Ideas are unclear; does not refer to key ideas; key ideas misquoted or misrepresented.</em></td>
</tr>
<tr>
<td><em>Language is vibrant and vivid; the tone remains objective.</em></td>
<td><em>Gives the reader a clear sense of the contents of the passage.</em></td>
<td><em>Lack of coherence; relationship of ideas is unclear; does not express complexity of the ideas; there are no transitions.</em></td>
</tr>
<tr>
<td><em>Sentence structure is varied.</em></td>
<td><em>Contains topic sentences that present controlling ideas.</em></td>
<td><em>No organization; writer presents main points randomly or merely describes the sequence of topics. No attempt is made to show relationship between thesis and support.</em></td>
</tr>
<tr>
<td><em>Grammar reveals the writer’s command of the written conventions of English.</em></td>
<td><em>Free from serious mechanical errors. Errors do not distract the reader or impede reading.</em></td>
<td><em>Vague language, vague references; does not convey ideas clearly.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Uses author’s language.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Mechanical errors.</em></td>
</tr>
</tbody>
</table>

STUDENT WEB RESOURCES

UNIVERSITY OF VICTORIA ENGLISH DEPARTMENT. THE UVic WRITER’S GUIDE: This site provides instructions on writing summaries and includes samples.
   http://Web.uvic.ca/wguide/Pages/summariesTOC.html

PURDUE UNIVERSITY. PURDUE ONLINE WRITING LAB: QUOTING, PARAPHRASING, AND SUMMARIZING This site discusses quotations, paraphrases, and summaries, including definitions of the terms. A practice exercise is included as well.
   http://owl.english.purdue.edu/handouts/research/r_quotprsum.html

C. SANDRA JAMIESON. DREW UNIVERSITY. RESOURCES FOR WRITERS: SUMMARY WRITING This is a varied and valuable site that explains the importance of summarizing as a necessary component of most other kinds of writing, as well as its importance in note taking.
   http://www.users.drew.edu/~sjamieso/summary.html

JACKSON STATE COMMUNITY COLLEGE: WRITING SUMMARIES This site provides a good, concise outline of how to write summaries. The site also provides links to writing thesis statements and topic sentences, as well as how to avoid plagiarism.
   http://www.jscc.edu/academics/programs/writing-center/resources2/summarizing.html

HUNTER COLLEGE READING/WRITING CENTER: GUIDELINES FOR WRITING A SUMMARY This site describes the qualities of a good summary and provides clear and detailed instructions for producing good summaries.
Chapter 2

Critical Reading and Critique

Having worked with the summary, students should now be able to identify the purpose, structure and thesis in an article and be able to formulate their own thesis. In the textbook, exercises in Chapter 2 provide practice in critical reading and writing to help direct students in the process. In preparation for the later synthesis assignments, students will need to recognize the difference between informative (expository) and persuasive writing, as well as informative and persuasive thesis statements. Exercise 2.1 in the textbook will help them understand those differences. Incorporating summary, the critique assignment requires that students both understand what they have read and evaluate it. They should have summarized some articles pertaining to the topic of the critique before attempting the critique itself in order to be able to succeed at evaluating what they have read. As some students may interpret the word “critique” to mean a harsh attack on something, it may be necessary to stress that a critique is an evaluation or an assessment, and that it can be positive.

In Chapter 2, Charles Krauthammer’s “The Moon We Left Behind” provides the basis for a model critique that examines the following assertions: that President Obama wrong-headedly ended NASA’s moon program in the interest of putting the funds toward other government programs; that the program, begun under Kennedy, was valuable because it stimulated the human imagination and inspired breathtaking technological feats that were more important than practical, everyday science; and that the problems the money was diverted toward will never be solvable anyway.

For many students, critical reading may be the most difficult skill to master in this course. Many college students are used to reading passively and do not regularly engage with a writer’s argument. Because a good argument paper may require substantial background reading, it is important to check on the students’ background and try to motivate class involvement by connecting the reading with the students’ own experiences. Although students may grapple with critical reading because it takes more effort than the reading they are accustomed to, instructors should point out the potential of academic reading to increase one’s knowledge.
In teaching critical reading, you may find it helpful to discuss other kinds of texts that students are familiar with, such as Web sites and advertisements, as a way to introduce what it means to critique something. Students can then reread one or two of the readings they used for summarizing in Chapter 1, but this time revise the readings using the critique techniques outlined in this chapter. At least one article from the text is critiqued as a major assignment. Students should be assigned the article because having students choose their own articles for this first major critique is too cumbersome for both students and the instructor. Many other articles in the Anthology of Readings will work as subjects of critiques as well.

In creating a critique, students should first ask what assumptions the author holds. Then, students should determine whether those assumptions are valid by asking whether the information presented is accurate and significant, whether the information has been presented logically and fairly, and whether the author has defined key terms clearly and unambiguously. Only after students have answered these questions and made notes should they proceed with writing the critique. In their critiques, students may agree or disagree with what they have read, or they may do some of both—agreeing with part of the article and disagreeing with another part. In any case, students must adhere to the process of critiquing; simply endorsing or opposing what the writer has said is not sufficient.

Since students have already worked on summarizing, they might get bogged down when summarizing a source for the critique. Emphasize that the purpose here is to summarize only the author’s key points, particularly those that will be discussed in the critique, and that the analysis and evaluation should comprise the bulk of the critique.

While students may believe they have arrived at their evaluation when they begin writing the critique, they will have the opportunity to rethink their evaluation and change their minds as they write. Because of this, students need to be reminded to continually examine their thesis statement in the drafting process and reword it as necessary.

This assignment presents a good opportunity for students to start documenting with in-text references.

The following checklist can be used in peer review workshops for the critique paper.
PEER FEEDBACK CHECKLIST: CRITIQUE

Does the critique

___ introduce and clearly identify author, title of article, and subject matter?
___ identify the author’s thesis and purpose?
___ state, within the first two paragraphs, the student’s position (evaluation) along with the points the student intends to address?
___ restate the author’s key ideas logically and concisely in the student’s own words?
___ restate the author’s ideas accurately?
___ examine the author’s assumptions?
___ analyze the author’s language and logic in detail, supported by references to the text?
___ establish a clear relationship between the author’s thesis and the student’s evaluation points?
___ evaluate the strengths of the article before proceeding to evaluate its weaknesses?
___ combine analysis of the article with response to the author’s argument?
___ maintain an objective tone?
___ quote accurately and indicate changes to quotes with ellipses or brackets?
STUDENT RESOURCES

ACADEMIC WRITING: CRITICAL REVIEWS
The Writing Center at the University of Wisconsin–Madison provides many helpful links for various writing assignments, one of which is a critique.
   http://www.wisc.edu/writing/Handbook/CriNonfiction.html

THE WRITING TUTORIAL SERVICES AT INDIANA UNIVERSITY, BLOOMINGTON
This site provides a good discussion of critiquing a book under “Writing Book Reviews.” Most of the points discussed here can be applied to critiquing an article or essay.
   http://www.indiana.edu/~wts/pamphlets/book_reviews.shtml

“STEPHEN’S GUIDE TO THE LOGICAL FALLACIES” BY STEPHEN DOWNES
This is a comprehensive site that explains and provides numerous examples of logical fallacies.
   http://onegoodmove.org/fallacy/

FALLACY FILES
This is a comprehensive site that provides explanations of fallacies with examples from books, newspapers, magazines, newsletters, and fundraising letters.
   http://www.fallacyfiles.org
Chapter 3

Synthesis

This chapter covers both explanatory and argument syntheses. The major difference between the explanatory synthesis and the argument synthesis is purpose: the explanatory synthesis seeks to inform while the argument synthesis seeks to persuade. Each type requires a clear thesis statement, and although all theses may be seen as argumentative to some extent, the thesis for the argument synthesis is persuasive in purpose, while the thesis for the explanatory synthesis is, according to Behrens and Rosen, “fairly modest in purpose. It emphasizes the sources themselves, not the writer’s use of sources to persuade others.”

Stress to students that in writing syntheses they are extending what they have already learned and practiced in writing summaries and critiques. As with critiques, the synthesis requires that students summarize sources and evaluate them. But the new element here is that a synthesis is based on more than one source, so students must identify and understand the relationship between or among the sources.

Selecting sources is the first step, but if the authors’ views are too similar, the synthesis may become just a list of comparable points. If the authors’ views are too different, synthesizing those views might be almost impossible. The key is to select authors whose ideas are similar enough for discussion but different enough to create some tension in the paper. Students should ask, “What will my readers realize or learn by my bringing these sources together that they would not realize or learn by reading them separately?”

The section on argument synthesis begins with a formal definition of the thesis as a logical statement, showing how it contains a claim (the thesis statement) and convincing support for that claim. The claim and its support are linked by the writer’s assumption about the claim; it is the writer’s assumption—the writer’s underlying belief—(often unstated) that gives the thesis statement its edge.

The chapter presents several readings on the difficult problem of balancing privacy and safety after the shootings at Virginia Tech. Students are provided with the report of a review panel that was presented to the governor, along with the language of the Family Educational Rights and Privacy Act (FERPA).
Because students are often inexperienced in evaluating arguments, you might lead them through a good overview or review of logical fallacies so that they will be actively engaged in defining the persuasive techniques used in their readings. Using logical argumentation, along with the report and legal background, the class can consider differing positions on the topic, then take a position and support it.

The tragedy at Virginia Tech has motivated all campuses to reexamine how they take precautions and communicate to the campus community in times of danger. You might open the topic with a discussion on what communication procedures are in place on campus in case of an emergency. If the campus has something similar to a “student alert form,” this can be discussed. The campus health center may also be contacted for information on how students can receive counseling help and how privacy laws are implemented on campus. Similarly, campus security may be willing to provide information on emergency procedures. Students can determine whether policies at their college or university have been changed or revised since the Virginia Tech shootings. They can research to what extent a college or university is liable for student-on-student violence.

As students read through the model essay, they might ask if the assumption that student privacy laws are important is earned. If your campus has had a recent episode of violence, students will feel a need for greater protection and, possibly, a willingness to roll back FERPA privacy rights. Ask if the writer’s assumption about the importance of privacy is persuasive if the readers do not initially agree with that assumption.

Students may struggle as they try to balance their own sense of safety on campus with their right to privacy. As they carefully read through the legal discussions on the federal privacy laws, however, students may conclude that the federal privacy laws are not as restrictive as they first appear and that some restrictions are really the result of policies originating on campus.

These readings provide students with an opportunity to practice looking for and identifying logical fallacies and argumentative appeals before writing their argument synthesis. Once again, the thesis statement plays a crucial role since a well-formulated and well-worded thesis statement will present a rough outline of how to organize the argument synthesis. Also, students must consider the claim, support, and assumption (underlying belief) that form the backbone of the paper. They may also make a concession to an author’s opposing ideas by accepting
wholly or in part what the author has written. In making such a concession, students should consider what counterarguments can be raised against their position, admit that some of these counterarguments may be valid, and then offer an alternative or a solution to the counterarguments. As in the previous chapter, this chapter contains a model documented paper based on the model thesis and outline. By studying the paragraph-by-paragraph analysis of its argument and the various appeals the writer has used, students can gain insight into the strategies used by the writer.

While more experienced writers will intuitively know how to develop and balance rational appeals (i.e., source evidence) and motivational appeals, less skilled writers will need help in sorting out how to order material in their papers. Chapter 3 provides examples of different types of argument patterns and then concludes with sample comparison-contrast outlines using source and criteria organization.

Next comes the explanatory synthesis. The explanatory synthesis is informative. This, however, does not mean there is neither purpose nor thesis. Students need to understand why these sources are being brought together and then formulate a thesis that narrows the topic into a declarative statement. The thesis, like the student models in this chapter of the textbook, may indicate the basic differences between the two sources.

The textbook provides essential and helpful advice regarding organizing a synthesis: organizing by a series of source summaries is incorrect; organizing by ideas and referring to the relevant parts of multiple sources is correct. In the model explanatory synthesis, as with all the model papers, the highlighted thesis statement and topic sentences emphasize how these elements create clear, strong structure. The model synthesis also provides examples of how to incorporate quotations and use in-text citations. Point out the format for an indirect quotation (a commonly asked question regarding documentation) and the examples of electronically accessed sources.

The following checklist can be used for students to check their own work or in a peer-review workshop on the explanatory synthesis or it can be modified for a peer-review workshop that is focused an argument synthesis.
PEER FEEDBACK CHECKLIST: SYNTHESIS

____ Does the synthesis introduce and clearly identify the author and material under analysis?

____ Is the student’s purpose identified?

____ Does the thesis statement name the points that the student intends to address?

____ Does the organization show how the sources relate to one another?

____ Are the key ideas of the sources presented logically, concisely, and accurately in the student’s own words?

____ Are the authors’ assumptions examined?

____ Is it clear which author is being referred to?

____ Are the language and logic of the authors analyzed and supported by references to the text?

____ Is there a clear relationship between the student’s thesis and each major point in the synthesis?

____ Does the student’s response to the authors’ ideas connect with the analysis?

____ Are the student’s tone and language objective?

____ Are quotes accurate? Are changes signaled by brackets and ellipses?

____ Are quotations and paraphrases correctly documented?

____ Is sentence structure varied? Are transitional words used effectively?

____ Is word choice effective and free of clichés and jargon?

____ Is the synthesis free of serious mechanical and grammatical errors?
STUDENT WEB RESOURCES

DREW UNIVERSITY: SYNTHESIS WRITING
C. Sandra Jamieson discusses synthesis writing and gives examples of synthesizing in everyday life.
   http://www.users.drew.edu/~sjamieso/Synthesis.htm#key%20features

UNIVERSITY OF FLORIDA: THE CYA STRATEGY
Learn about the necessities and challenges of synthesizing sources in the sciences.
   http://web.clas.ufl.edu/users/msscha/synthesizing_sources.pdf

BOWLING GREEN STATE UNIVERSITY: SYNTHESIS
Learn more about synthesizing, and about attributing sources, with this online handout.
   http://www.bgsu.edu/downloads/enrollment/file108392.pdf

PURDUE OWL: LOGIC IN ARGUMENTATIVE WRITING
The following resource discusses logic within writing, especially vocabulary and *logos*-based reasoning. It also covers logical fallacies.
   http://owl.english.purdue.edu/handouts/general/gl_argpers.html

THE FALLACY FILES
The Fallacy Files is a comprehensive site that provides explanations of fallacies with examples from books, newspapers, magazines, newsletters, and fundraising letters.
   http://www.fallacyfiles.org/

TYPES OF WRITING: PERSUASIVE WRITING
From the Online Writing Lab at Utah Valley State College, this site explains the basics of persuasive writing.
   http://www.uvu.edu/owll/infor/Types%20of%20Writing%20-%20Persuasive.pdf
Chapter 4

Analysis

Many students will successfully master the summary and the critique, the first of which focuses on restating, and the second of which focuses on restating and evaluating. Students may be mystified, however, when their instructors ask them to analyze—to use (not merely to summarize or critique)—a reading selection as a tool for understanding phenomena in the world: their own experience, other readings, current events, objects in nature, and more. Chapter 6 explains how to analyze reading selections.

The chapter begins by showing students how to identify in source material a principle or definition that they can use as an analytical tool. Students who understand that the purpose of an analysis is to reveal something will understand how two authors, using different analytical tools, can explore very different views of the same subject.

Students will find two demonstrations of analysis in the chapter. Marie Winn’s “The Plug-In Drug” identifies elements of addiction and applies them to TV viewing. Winn concludes, according to her definition, that television viewing can be understood as an addiction. In the second example analysis, student Linda Shanker analyzes rumors of travelers who have had a kidney stolen while they were unconscious. She draws on Robert H. Knapp’s sociological work “A Psychology of Rumor,” an excerpt which appears in Chapter 7 of this text.

After studying these two readings, students can practice finding principles and definitions for analysis in the reading selections of Parts II and III. To identify principles and definitions, students need to look for 1) a general statement that suggests a rule or law or 2) a definition that proposes a way of breaking down a term. Once students have established a thesis, they can draft an organizational plan by developing questions based on the applicable definition or principle and applying those questions to the subject being investigated. Students should expect to write at least two drafts of their analysis.
A common student error at this point, as with the critique, is to produce a summary rather than an analysis. The boxed “Guidelines for Writing Analyses” break the analysis down into four parts, each of which is important to the success of the finished analysis. Emphasize that students must reach a valid conclusion based on the principle or definition used to construct the analysis. They must commit themselves to and defend a claim.

Students should also check to make sure that they have delivered what they promised when introducing their definition or principle. Once the analytical principle or definition has been discussed, it should be applied systematically throughout the paper. Students reviewing their work in peer groups can ask each other if the analysis provides insight that goes beyond the obvious.

Students are also encouraged to explore their own perspectives through a more informal analysis. While still focused on the act of examining the significance of a specific subject, this type of analysis requires that the writer clarify and explain those principles through recounting personal experiences. More informal approaches to analysis require a certain amount of self-analysis. To foster this kind of thinking, ask students to explain how they feel about a specific issue; after they have offered an explanation, ask them to think about why they feel the way they do. Students need to trace their reaction back to its origins and think about why they had that initial reaction. Consciously analyzing a specific idea or an issue allows students to move from blind acceptance to informed understanding. Once they heighten their awareness regarding how they formed an idea, they can more clearly analyze any issue and examine its implications. Be sure to remind students writing from a personal perspective that this type of writing still requires the careful use of structure and organization.
STUDENT WEB RESOURCES

HUNTER COLLEGE: WRITING ABOUT ART
This Hunter College handout provides pertinent questions for students to consider when analyzing painting, sculpture, or architecture.
   http://rwc.hunter.cuny.edu/reading-writing/on-line/writeart.html

THINKING CRITICALLY ABOUT WORLD WIDE WEB RESOURCES
At this UCLA Library site, Esther Grassian provides criteria to consider when analyzing Web sites and sources from Web sites.
   http://www2.library.ucla.edu/libraries/college/11605_12337.cfm

PSYCHOLOGICAL RESEARCH ON RUMORS
This is a comprehensive summary of the history of psychological research on rumors written by Temple University professors Ralph L. Rosnow and Eric K. Foster.

THE MARCHAND ARCHIVE
The Marchand Archive provides over 8,600 images that students can select from to write an analysis.
   http://historyproject.ucdavis.edu/marchand/

THE PALEY CENTER FOR MEDIA
Students writing about television addiction or the place of TV in their culture can find resources at the Web site of this New York City museum.
   http://paleycenter.org/collection
PART II: Brief Takes

Chapter 5

The Roar of the Tiger Mom

CHAPTER SUMMARY

The readings in this chapter address a purported difference between Chinese and American styles of parenting. Amy Chua’s op-ed piece “Why Chinese Mothers Are Superior” asserts that because she uses threats, criticism, and punishment to make her daughters excel and withholds many of the typical activities of childhood, her children will be more successful than children parented in the lax “Western” style. The remaining seven pieces respond to Chua’s column. First, in “Mother Inferior?” Hanna Rosin suggests that children do better when they discover their own passions and talents, rather than have them enforced from above. David Brooks argues that the extracurricular activities and playground dynamics that Chua denies her kids are more educational than anything she can teach them at home.

In a review of Chua’s book Battle Hymn of the Tiger Mother, Meghan Daum wonders if Chua is a poor advertisement for a Chinese-style upbringing, because her book lacks the writerly insight to win readers over and attract empathy. Patrick Goldstein, a film-industry writer for the Los Angeles Times, asserts that Chua’s type of parenting would be useless for children going into the movie business, which demands raw intuition, creativity, entrepreneurship, and people skills. In her response, titled America’s Top Parent, Elizabeth Kolbert suggests that Chua’s piece was deliberately outrageous and played on Americans’ fears of losing U.S. jobs and economic power to Asia.

Behrens and Rosen encourage students to mark up the texts of the readings, making notes to themselves and responding to points that the authors make. Students list topics that they encounter in two or more readings, in preparation for the writing assignment at the end of the chapter. Group assignments require students to make a topic list or a topic web (the web shows how topics relate to one another). At the end of the chapter, students summarize, critique, synthesize and analyze the readings, and then write an argument.
TEACHING SUGGESTIONS

This chapter is bound to provoke some lively discussion. First, ask students to talk about their own upbringing—their parents’ attitude towards education and how firmly their parents enforced rules about homework, reading, television, free time, Facebook, Twitter, and other digital activities. What were their parents’ priorities for the way the children used their time? And do your students agree with those parenting decisions, or could they improve on them? Encourage students of various nationalities and cultures to talk about their family’s values and childrearing philosophies. If you feel that the discussion is veering too much toward stereotypes and that students risk offending one another, redirect students away from judging other groups and toward their own experiences and the information in the readings at hand.

If any of your students are parents, ask them to share their philosophies of parenting and discipline, and to define what constitutes success for their children. To what extent have the student-parents in your class hewn to, or deviated from, what they learned from their own parents?

Because there is no sample of a topic web in the text, walk students through the process of creating one.

Why Chinese Mothers Are Superior (p. 142)
AMY CHUA

SUMMARY

Chua offers an explanation for the number of Chinese children who are academic overachievers: Chinese mothers are stricter. Chua forbids her daughters from participating in sleepovers, play dates, school plays, and sports teams. She drills them for hours in homework or music practice, tears up their work when it doesn’t meet her standards, withholds meals and bathroom breaks, and has called one daughter “garbage” when she does not meet expectations. Chua believes that Western parents are too lax, too free with compliments, and too ready to let a child give up an activity he or she finds difficult. She asserts that her unyielding standards are good for her children because she knows her children can meet them.
TEACHING SUGGESTIONS

Ask students where they draw the line between a fair punishment (for example, for a child who refuses to do homework) and abuse. Are there ever times when a child should be punished harshly “for his or her own good”? Have your students ever chafed against a punishment, only to find that it benefited them in the end? Have your students who are parents ever regretted punishing a child too harshly, or not punishing a child at all?

Mother Inferior? (p. 147)
HANNA ROSIN

SUMMARY

Rosin believes that Chua’s parenting approach is completely wrongheaded. Many American parents are too much like Chua, Rosin says, pushing their children into too many activities and scheduled time. What children need, according to Rosin, is more freedom to find out what they enjoy and are good at. Whereas Chua believes that hard work leads to mastery, which then leads to enjoyment (for instance, in playing an instrument), Rosin believes that a child should determine what he or she enjoys doing, and then parents should support that pursuit.

TEACHING SUGGESTIONS

Rosin makes fun of Chua’s notion that, as Rosin puts it, “Anyone can be a genius, if they just put in 10,000 hours of practice!” Ask students whether they believe great musicianship (or ability at chess or soccer, or other outstanding prowess) can be taught or acquired through practice, or whether one must have an innate ability in order to excel in such endeavors.

Amy Chua Is a Wimp (p. 150)
DAVID BROOKS

SUMMARY

Brooks asserts, perhaps half-humorously, that Chua is not pushing her children too hard. Rather, she is sheltering them—from the potentially painful and bruising experiences of social interaction and teamwork. He believes that sleepovers, team sports, and other activities Chua dismisses as frivolous are riskier and more potentially valuable than staying at home and doing homework.
These pursuits produce a psychological and social intelligence that Brooks finds lacking in Chua’s book.

**TEACHING SUGGESTIONS**

Ask students what important lessons they learned in childhood—and whether they learned them in the classroom or outside. With students, work up a list of some of the things a child must learn in order to become a successful adult, and the environments in which he or she would learn these things (examples: classroom, sports field, place of worship, grandparents’ house, parents’ workplace, woods or other natural setting). What does a child lose by not being in some of these environments, or by emphasizing one environment over the others?

*In the Eye of the Tiger (p. 152)*

**MEGHAN DAUM**

**SUMMARY**

Daum describes the intense response Chua’s article elicited when it first appeared (some readers sent Chua death threats) and reports that Chua subsequently softened her stance. Like Brooks, Daum turns Chua’s criticism back toward her: Daum suggests that Chua’s “Tiger Mother” upbringing left her without the sense of tone, nuance, and humor that writing this book required.

**TEACHING SUGGESTIONS**

Ask students why Chua’s argument might have provoked 8,800 readers to comment on the article when it appeared (see p. 139). What could have made people so angry that they threatened Chua’s life? Have them look back at Chua’s piece (p. 142) and locate passages where she might have made the same point in a different way without alienating readers.

*Tiger Mom vs. Tiger Mailroom (p. 154)*

**PATRICK GOLDSTEIN**

**SUMMARY**

Amy Chua believes that her harsh parenting techniques are essential if her daughters are to get into a top college (and therefore become successful).
Goldstein, who writes about the film industry, asserts that graduating from (or even getting into) college is not the key to success in many professions. In the movie business in particular, making contacts, developing and following one’s instincts, and having new and creative ideas are the most important factors in getting ahead.

TEACHING SUGGESTIONS

Ask students who have seen the film The Social Network to discuss Mark Zuckerberg’s path to success. What motivated him to work so hard, and what personal qualities and skills led him to develop Facebook? Ask students what entrepreneurs and innovators they admire and to determine how many of them graduated from college. Do students believe a college degree is essential for their own plans? Why or why not?

America’s Top Parent (p. 156)
ELIZABETH KOLBERT

SUMMARY

Kolbert makes the case that although Chua deliberately sought to outrage readers with her anecdotes about excessive punishments, Chua’s op-ed piece garnered the attention it did because of Americans’ insecurity about losing jobs to China and India. China is becoming an economic superpower at the same time that U.S. children are ranked below at least twenty other countries in academic assessment tests. Kolbert says that on its own merits Chua’s book is not insightful enough to warrant much attention.

This selection touches on issues raised in Chapter 6, “The Changing Landscape of Work in the Twenty-First Century.”

TEACHING SUGGESTIONS

Ask students whether they believe today’s American students have the skills to compete with other nations in the global marketplace. What are Americans’ strengths and weaknesses as workers? Do other groups have particular strengths? What strengths do your students believe they should develop as they enter the job market?
If you have foreign students in the class, ask what they see as the benefits of an American education. Also ask what educational techniques from their nations of origin Americans might be able to benefit from.

**In Defense of Being a Kid (p. 161)**

**JAMES BERNARD MURPHY**

**SUMMARY**

Murphy disagrees with Chua’s assumption that the point of childhood is to prepare children for their roles as adults. Paraphrasing economist Larry Summers, he says that childhood is an end unto itself, a part of life just as important as adulthood. The three distinctive aspects of childhood—moral innocence, openness to the future, and the capacity to lose oneself in time—make this a stage to be respected on its own terms. Not only should adults teach children, they should learn from them.

**TEACHING SUGGESTIONS**

Ask students if they believe that today’s children are overscheduled, overworked, and over-regimented. Do students feel that, as children, they had more freedom and free time than the children they observe now? Students who are parents may have particular insight into this question.

**VIDEO LINKS**

Amy Chua and Her Father, Leon Chua  
*YouTube search terms: “amy chua father foreign policy magazine”*

Bending the Stereotypes of Chinese Parenting  
*Google search terms: “bending stereotypes chinese parenting”*

Education in Shanghai, China  
*Google search terms: “education shanghai china pisa oecd”*

Are Asian Students Smarter?  
*YouTube search terms: “mission san jose cnn are Asian students smarter”*
PART III: An Anthology of Readings

Chapter 6

The Changing Landscape of Work in the Twenty-First Century

CHAPTER SUMMARY

This chapter takes an extensive look at a topic that’s most likely prominent in your students’ minds: the job prospects that await them after graduation. Because students are already considering this problem, they’ll appreciate having a broader perspective and getting real information that they can use to assess their situations and develop a strategy for the next few years.

The chapter is divided into four sections. The first, “Prospects for Graduates,” begins with a visual selection—Jenna Brager’s cartoon flowchart “of misery and pain,” which may provide some catharsis and give students a laugh. The next selection, “Many with New College Degree Find the Job Market Humbling,” provides statistics on the number of college graduates who are finding jobs and how much these employees are earning. Then, reporter Lacey Johnson asserts in fall of 2011 that the job outlook has been improving. In the second section, “Data on the Job Market,” researchers from Georgetown University contend that the prospect of employment varies greatly on the basis of college major. Then, the U.S. Bureau of Labor Statistics provides a summary of projected employment figures from 2010 to 2020.

In the third section, “Work and Identity,” Richard Sennett describes the careers of Enrico and Rico, an Italian-American janitor and his well-educated business-consultant son. Sennett shows the tradeoffs each had to make in order to progress, or hold steady, in a career. The last section is “Trends Affecting Work.” An article by Alan S. Blinder encourages students to work in “personal services”—jobs that require provider and customer to be in the same room. Andy Kessler breaks down service jobs into new categories such as “slopper,” “sponge,” “slimer,” and “thief” to predict whether these jobs will remain or disappear. Finally, Paul Krugman challenges the accepted notion that a college degree is the solution to joblessness.
Activities at the end of each chapter in Part III guide students to synthesize points made in the chapter’s readings and to do research on their own.

**TEACHING SUGGESTIONS**

Open the chapter by asking students why they are in college. Many will say “to get a good job” or “to be able to make a living.” Ask these students how having a college degree will help them achieve these goals. Ask the class to tell about the job-search experiences of friends and family members who’ve recently graduated. If these recent graduates have had difficulties, what do students think the reasons are? Tell students that the readings and assignments in this chapter can help them to anticipate and plan for their employment search.

**PROSPECTS FOR GRADUATES**

*A Post-College Flow Chart of Misery and Pain (p. 174)*

**JENNA BRAGER**

**SUMMARY**

In this cartoon, Brager uses dark humor to show students their options for after college, including applying to graduate school and seeking professional-level and lower-level jobs. Most of the choices Brager presents come to a dead end.

**TEACHING SUGGESTIONS**

How realistic is this cartoon? How exaggerated? Elicit several different opinions. Of all the options for a graduate, which seems most appealing to students? Also have students explain how this piece functions differently as a visual than it would as simply a piece of writing. Why might the author choose to present her ideas in this format? (Sample answer: because readers can grasp the point more quickly.)

*Many with New College Degree Find the Job Market Humbling (p. 175)*

**CATHERINE RAMPELL**

**SUMMARY**

Students who graduated from college in 2010 found employment in far fewer numbers than those who graduated in 2006 and 2007. Rampell quotes
employment experts and recent graduates about the current jobs economy and the impact the first five years of work has on one’s long-term earnings.

TEACHING SUGGESTIONS
Have students imagine that they were unable to find work in their chosen field. Which would they be better off doing—returning to school, or taking a lower-level job just to pay the bills? Have them explain the drawbacks and benefits of each.

Job Outlook for College Graduates Is Slowly Improving (p. 177)
LACEY JOHNSON

SUMMARY
A survey of employers indicated that more jobs for new graduates would become available in the 2011–12 academic year. (There are no teaching suggestions for this selection.)

ANSWERS TO REVIEW QUESTIONS
1. Brager’s “Flow Chart” is an ironic take on the job prospects of those graduating from college with a humanities degree. The two options upon graduation are to seek employment or to apply for graduate school. The options are likely to land the humanities major (a) in a job for which s/he is over-qualified, underpaid, and living at home with parents, or (b) unemployed or rejected from graduate school and (again) living with parents.

2. Ninety percent of 2006 and 2007 graduates found employment following graduation, but only 56 percent of those graduating in 2010 found employment. (The grim 56 percent figure is misleading in that many recent graduates are taking jobs for which no degree is needed.) Wages have dropped for recent graduates fortunate enough to find work: the median starting salary for 2009–10 graduates was $27,000, down $3,000 from those who landed their first job in 2006–08.

3. The danger of having a low-paying first job is that the salary can forecast a “lower-paying trajectory for years,” according to labor economists.
4. One economist advises those landing a job in a down economy to “nullify an unlucky graduation date” by changing jobs, which creates the opportunity for resetting one’s salary at a higher level at the new job.

5. Johnson cites data from the Collegiate Employment Research Institute at Michigan State University, which surveyed 3,300 employers and found that regardless of “economic sector, organizational size, academic major, [and] location,” jobs will grow a “modest percent this academic year.”

DATA ON THE JOB MARKET

*College Majors, Unemployment and Earnings: Not All College Degrees Are Created Equal* (p. 179)

ANTHONY P. CARNEVALE, BAN CHEAH, AND JEFF STROHL

**SUMMARY**

Today’s workers have no choice but to get a college degree, since entering the workforce with only a high school diploma—or worse, no diploma—would put them in even more dire straits. However, certain degrees, such as computer science and education, are more useful than others in landing a job.

**TEACHING SUGGESTIONS**

Have students read or skim the article to see where their major fits into the authors’ rankings. Ask them to what extent the job prospects affect their commitment to their field of study. Would they consider changing majors in order to increase their chances of employment? What other factors influenced their choice of major?

*Employment Projections: 2010–2020 Summary* (p. 184)

U.S. BUREAU OF LABOR STATISTICS

**SUMMARY**

The report provides demographics on the labor force, lists the industries that will gain or lose the most jobs, breaks down employment by occupation, and predicts what level of education will be needed in the growth industries. Occupations that require an apprenticeship or a master’s degree will grow most quickly.
ANSWERS TO REVIEW QUESTIONS

1. Carnevale et al. argue that current research, including their own, indicates that a college degree is a “weapon” to gain employment—especially in light of three unemployment statistics: 8.9 percent of recent college graduates are unemployed; 22.9 percent of recent high-school graduates are unemployed; and “an almost unthinkable 31.5 percent” of recent high school dropouts are unemployed.

2. Carnevale et al. identified several key relationships between choice of major field of study and employability, post college. Most significantly, students graduating with degrees in the liberal arts have more trouble finding work than those who major in technical fields and in professional fields, such as education, healthcare, and business (though not businesses tied to the travel and hospitality industries, which are sensitive to down economies). Within technical fields, those who major in subjects that lead to inventing technology fare better than those whose majors lead to jobs involving the processing and manipulation of information. Finally, majors such as architecture (which is tied to the fortunes of the housing industry) fare poorly in down economies.

3. In the first chart, the authors compare unemployment rates across major fields of study and, within major fields, compare the unemployment rates of new graduates, those with some job experience, and those with graduate degrees. In the second chart, the authors make the same two comparisons—across and within majors—this time with earnings figures. The charts summarize key findings from the report: Graduates in the arts, liberal arts, and majors associated with industries’ sensitive economic downturns (like architecture) have, comparatively, the highest unemployment and lowest wages. Within all fields, graduate education is associated with more employability and higher earnings. At the same time, those with majors in more competitive fields, like business, can earn more than those with graduate degrees in less competitive fields, like education.

4. Occupations that require post-secondary education for entry will grow nearly 22 per cent by 2020. Of the thirty occupations expected to make the most gains, seventeen are in areas requiring post-secondary education. Only three of the thirty occupations projected to see the most severe declines require post-secondary education.
5. Many boomers will be retiring between 2010 and 2020. More than half of the jobs projected to become available during this time will arise due to these retirements. In eighty percent of occupations, more job opportunities will open up due to “replacement needs” than to job growth (see ¶s 22–23).

6. Industries expected to enjoy the fastest job growth include “health care, personal care, social assistance, and construction” (¶1). Industries expected to see the largest declines include manufacturing and federal government (especially the postal service).

7. Certain occupations, like those related to health care, presently employ large numbers of people. As the population ages, jobs in these sectors will continue to grow, according to the BLS data, and by 2020 they will employ the largest numbers of workers in the workforce. The percentage change in occupations with the “largest employment projected growth” over the course of the decade ranges from 16 percent to 26 percent. (See Table 6.) By contrast, other occupations (like biomedical engineering), while employing fewer workers, will add workers more quickly over the decade than larger, though more slowly growing, occupational groups. The percentage change in occupations with “fastest employment projected growth” over the course of the decade ranges from 55 percent to 70 percent. (See Table 7.)

WORK AND IDENTITY

No Long Term: New Work and the Corrosion of Character (p. 190)

RICHARD SENNETT

SUMMARY

Sociologist Richard Sennett describes both the generational changes that have occurred in work and the demands on oneself and one’s family in the new economy. Sennett tells us about Enrico, a janitor who worked hard so that his children could have a better future, and about Rico, Enrico’s son, who has achieved what his father wanted but at some cost to employment stability and family togetherness.

TEACHING SUGGESTIONS

Ask students to describe their parents’ education and occupations, as well as the parents’ hopes and expectations for their children. To what extent did the parents
sacrifice so that their children could be upwardly mobile? Do your students expect to do better educationally and economically than their parents did?

ANSWERS TO REVIEW QUESTIONS

1. “No long term” is shorthand for a fundamental change in the way businesses interact with workers. During the approximately thirty years following the Second World War, there thrived an implicit long-term contract between employer and employee: a worker learned a core set of skills, held more or less the same job for a lifetime, advanced through a career showing loyalty to the company, then retired. “Long-term” made for a stable, orderly working life. “No long term” upends this stability. Organizations expect workers to learn new skills sets demanded by new projects and adapt to working on short-term, networked teams that come together for projects and then disband to form new teams that follow new projects around the globe. In “No long term,” reciprocal loyalty between employee and employer and also between employees themselves disappears. Change becomes the constant in “No long term,” evidence of which is this: “a young American with at least two years of college can expect to change jobs at least eleven times in the course of working, and change his or her skill base at least three times during those forty years of labor.”

2. Enrico, the father, and Rico, the son, have very different life narratives. The father held one job as a janitor for forty years. He pursued the American dream paycheck by paycheck, investing his life and labor in a steady job that would provide benefits less for himself than for his children who, he hoped, would attend college so that they would never have to be janitors. Protected by unions and an economy that rewarded a steady, loyal work ethic, Enrico thrived—incrementally. Over time, he paid for a house in the suburbs but also maintained his connection with the “old neighborhood,” where he was lauded as a local son who succeeded in the broader world. Enrico strongly valued commitment, loyalty, and fidelity—both to work and to family. Rico, by contrast, seems adrift in the new economy, believing in his father’s values but unable to demonstrate them to his children in an economy that espouses “chameleon values”: no commitment or loyalty; no trust; no pride in a skill set; no sacrifice. He has moved his family four times pursuing different jobs. Employers have made no commitment to him and he, in turn, finds it impossible to demonstrate, through his own lack of commitment to work, the values he wants to pass on to his children. On the face of things, Rico has succeeded economically; but the very “flexible behavior which has brought
him success is weakening his own character in ways for which there exists no practical remedy” (paragraph 43).

3. See paragraphs 26–30. Organizations are flattening in the new economy. Old top-down hierarchies in which senior managers made all decisions are being disbanded in favor of flatter, less bureaucratic network-like groups in which decision-making occurs at the group level. Work has become “contingent” and based on short-term “projects”—not (the old word) “jobs,” which implied a steady, fixed labor force. Working teams come together for projects then disband and reform for others. Job-based stability inside the organization is lost as companies increasingly focus on moving nimbly from one short-term project to the next.

4. Rico feels himself set adrift in a corporate culture that no longer rewards or even acknowledges as useful the values he was raised by and sees as central in raising his children. He therefore wants to protect his family from “short-term” values. Moreover, Rico sees the “emphasis on teamwork and open discussion” (see paragraph 36) so highly valued in the workplace as being poisonous to family relations when parents evade their responsibilities as decision makers and regard children as their moral and ethical equals. Rico exclaims: “Things have to hold together.” But with respect to the values he holds most dear, things are not holding together. He believes the “chameleon values” and behaviors demanded by the new economy threaten his family members, and he feels the need to protect them.

5. Rico’s dilemma is that the very qualities he has developed to succeed in the new economy threaten to corrode his character.

TRENDS AFFECTING WORK

Will Your Job Be Exported? (p. 201)

ALAN S. BLINDER

SUMMARY

The selection by Alan S. Blinder appears in Chapter 1 and is summarized in this chapter. In order to answer the following questions, students will have to reread this article, which they read previously when learning how to write summaries.
TEACHING SUGGESTIONS

Have students examine their field of study and brainstorm jobs that are “offshorable” and jobs that are not (for instance, in education, distance-learning teacher and classroom teacher).

ANSWERS TO REVIEW QUESTIONS

1. In the global economy, producers of goods and services looking to lower costs of production “offshore” work by contracting with cheaper labor overseas. Offshoring is a well-known practice in the manufacturing sector. Until recently, service jobs were understood to require the presence of a person delivering the service. While this remains so for certain types of service providers (surgeons, for instance), it is not necessarily true for others (computer programmers). Advances in technology have made it possible for more and more service jobs to be offshored, or outsourced.

2. Blinder makes what he calls a “critical distinction” between personal services, which must be delivered on site by a worker, and impersonal services, which can be completed at a distance (without degrading the product) and delivered electronically. The distinction is important because impersonal service jobs are being offshored, just as manufacturing jobs have been for decades. Impersonal services (both high-end, like certain types of law and computer coding, and low-end, like call center staffing) are being delivered at a lower wage by trained workers overseas.

3. The amount of education workers had in the past was directly correlated to the quality and security of their jobs. Increasingly, educational preparation will have little bearing on which jobs get offshored and which remain in the United States. The key determinant will be whether a service job is “personal” or “impersonal.” (See question 2.)

4. Blinder thinks the following advice (paragraph 17) would be appropriate: “Prepare yourself for a high-end personal service occupation that is not offshorable.”

5. Blinder claims that offshoring will hit the service sector harder than the manufacturing sector for three reasons (paragraph 7). Service jobs “vastly” outnumber manufacturing jobs in the United States and other industrialized countries. Advances in technology will increase the range of service that can
be delivered from a distance electronically. And the skill of foreign workers “seems certain” to improve.

Is Your Job an Endangered Species? (p. 203)

ANDY KESSLER

SUMMARY
Kessler provides a new lexicon for those service workers whose jobs are likely to become extinct. He includes not only middle-class people such as DMV workers but also doctors and Wall Street brokers.

TEACHING SUGGESTIONS
Have students look at Kessler’s list of designations in light of jobs they’ve had. Have they been a slopper, sponge, superslopper, slimer, or thief? Do they believe Kessler’s criticisms are warranted?

ANSWERS TO REVIEW QUESTIONS
1. Technology is the main force driving job destruction, according to Kessler. (Note that other authors in this chapter also lay heavy blame on outsourcing.) Economic history demonstrates that the jobs technology makes obsolete are re-created elsewhere in the economy. “Ultimately,” Kessler writes, “the economic growth created by new jobs always overwhelms the drag from jobs destroyed—if policy makers let it happen.”

2. Kessler moves beyond the traditional blue-collar/white-collar division and argues that there are two types of workers in the modern economy: creators, who make things (like software, search engine results, drugs), and servers, who provide service to creators and other servers (preparing food, giving legal or medical advice, staffing the post office, etc.). According to Kessler, servers bear the greater risk of losing their jobs to technology. He subdivides servers into five sub-types: Stoppers move things (merchandise, forms). Sponges hold a professional license that limits their numbers and protects their salaries (brokers, doctors, lawyers). Superslopplers make money through unproductive mark-ups. Slimers are Wall Street and financial industry workers who “provide the grease that lubricates the gears of the economy.” Thieves use their government “mandate” to make money (cable and phone companies).
3. EDiscovery is a software program that reviews documents and highlights “important keywords and phrases” for the legal industry. The technology replaces the need to rely exclusively on expensive lawyers and, as such, is representative of the technologies Kessler sees displacing workers in the larger service economy. No matter how well-trained or highly paid, service workers risk having their jobs parsed into discrete, analytical bits and incorporated into new technologies that will render them obsolete.

 Degrees and Dollars (p. 206)
 PAUL KRUGMAN

 SUMMARY
 Krugman states that unlike white-collar work, manual labor is a secure job path, because it can’t be automated. He believes that restoring the bargaining power of unions would benefit more workers than promoting education would.

 TEACHING SUGGESTIONS
 Have students list tasks and functions in their field of study that cannot be done by a computer. Do these tasks require a great deal of education, or are they forms of manual labor (or both)?

 ANSWERS TO REVIEW QUESTIONS
 1. Krugman’s key distinction between jobs is whether they involve routine or non-routine tasks. Jobs involving routine tasks, whether on the manufacturing floor or in a white-collar office, are subject to replacement by technology (as in the case of eDiscovery, the software that replaces lawyers looking for keywords in documents). Fast communication links can also lead to routine service jobs being outsourced. Jobs involving non-routine tasks, like janitorial work, are (for the moment) safe from technological replacement and outsourcing.

 2. The logic to the claim that the new economy demands high-level education is based on the faulty but “plausible-sounding” premise that education favors those who work with computers and information. The flaw to this thinking, Krugman states, is that computer work and, more generally, jobs that require high levels of education are not immune to technological takeover—if they are routine in nature. Any job, “cognitive” or “manual,” that can be reduced
to a series of routine tasks is at risk. Level of educational preparation for a job is irrelevant to determining which jobs are “in the firing line.”

3. See paragraph 6, where Krugman discusses the “hollowing out” of the American middle class. While job opportunities at the bottom of the pay scale proliferate, and jobs at the top end increase (though at a comparatively slower rate), jobs in the middle are going away, replaced by technology and offshoring (globalization). More education is not the answer, writes Krugman (see the answer to Review Question #2), though he does insist on improved education and equal access for all. The way to rebuild a “broadly shared prosperity” (see paragraph 14) is through public policy: restore the bargaining power of unions and provide universal healthcare, for instance. (Krugman’s solution is classically liberal. See Discussion and Writing Suggestion #2.)

VIDEO LINKS

Offshoring and Outsourcing
   YouTube search terms: “ohio state fisher college of business offshoring outsourcing”

Hot Jobs of the Future
   YouTube search terms: “abc news jordan goldman unigo.com education”

Class of 2012: The Easy Part Is Over
   Google search terms: “cnn money easy part is over”

The Future of Work
   Google search terms: “mit video the future of work”

College Is a Rip Off
   YouTube search terms: “abc 20/20 college is a rip off”
Chapter 7

Have You Heard This? The Latest on Rumor

CHAPTER SUMMARY

The chapter opens with Norman Rockwell’s well-known painting *The Gossips*, which depicts a chain of small-town citizens receiving and passing along a juicy rumor. Then, students will go online and read an item on the rumor-debunking site Snopes.com examining a widely circulated story that Kentucky Fried Chicken no longer uses real chicken in its meals. Gregory Rodriguez of the *Los Angeles Times* explains that rumors take root most easily when they agree with our existing convictions. Next is a 1982 account by Sandra Salmans of how Procter & Gamble struggled to dispel persistent stories that its trademark was a symbol of devil worship. In a 1944 essay “A Psychology of Rumor,” psychologist Robert H. Knapp creates a framework for examining the human emotions that underlay rumors swirling during World War II.

In the second half of the chapter, Alan Glenn explains how in 1969 a college journalist fueled the rumor of Beatle Paul McCartney’s death. Case studies by Richard H. Davis (available online) and Samuel G. Freedman illustrate how smear campaigns and unsubstantiated rumors threatened the hopes of presidential candidates John McCain and Barack Obama. In the next reading, Nicholas DiFonzo explores the positive, perhaps even necessary, aspects of rumor creation in his book chapter “How Rumors Help Us Make Sense of an Uncertain World.” Then, legal scholar Cass R. Sunstein describes how false information “cascades,” gathering believers the way a rolling snowball gathers snow. Subsequently, corporate communications experts John Doorley and Helio Fred Garcia offer specific rules for business leaders who need to manage rumors that erupt into the news cycle. Last, in his short story “The Rumor,” John Updike (available online) explores the ripples created in a straight couple’s relationship by a rumor that the husband is gay.

Video supplements that correspond to several of the readings are listed at the end of this IM chapter.
TEACHING SUGGESTIONS

You might begin this chapter by asking students what rumors they have heard recently around campus, in their circle of friends, or in politics, entertainment, or sports. Select a few examples and ask the students who volunteered to discuss the rumor in greater depth. Did he or she hear only one version of the rumor, or multiple versions? Has the rumor been confirmed or disproved yet? Also ask how much real, factual information was available on the topic at the time and why such a rumor may have arisen. Finally, was the rumor harmful or helpful to those involved—the people who initiated, heard, and shared the rumor, and those at the center of the story?

The Gossips (p. 217)
NORMAN ROCKWELL

SUMMARY/TEACHING SUGGESTIONS

Ask students what narrative is being told in this painting. (One interpretation: Fourteen people, presumably residents of a small town, take turns spreading a rumor. The fifteenth person, who is the subject of the rumor, is indignant and tells off the troublemaker who began the story.) Then ask students to guess what the rumor might be about, and to point to evidence in the painting that supports their guesses.

Frankenchicken (p. 219)
SNOPES.COM

SUMMARY

When the fast-food chain Kentucky Fried Chicken changed its name to KFC, rumors spread that the restaurants had replaced real chicken with a scientifically mutated creature that was cheaper to produce. Snopes.com, a website devoted to debunking rumors and urban legends, demonstrates that this deception is impossible. Snopes attributes the rumors to concern over genetically modified foods.
TEACHING SUGGESTIONS

Ask students how many of them regularly eat at a fast-food chain. Then ask what they’ve read or heard about these chains regarding the quality of the food, the nutritional value, and what fast-food corporations might be doing to keep costs down and make their products more profitable.

While you’re working with this selection, encourage students to do further reading at Snopes.com, where they can find myths and misinformation related to their interests and academic fields.

ANSWERS TO REVIEW QUESTIONS

1. As this rumor spread, some of the details offered as evidence helped make it seem rooted in reality. For example, claiming that the University of New Hampshire had performed a study of KFC gave the rumor an air of academic credibility. And to many, the company’s name change was additional evidence of the rumor’s truth.

2. The supporting evidence underlying this rumor reflects what some may view as corporate trickery. The name change suggests a company presenting “facts” in a technically accurate, though publicly deceptive manner. And for many who contend that the mistreatment of animals is accepted practice in the food industry, it wasn’t much of a stretch to imagine the breeding of beakless, featherless, small-boned chickens for fast-food customers.

3. Allowing KFC to change the essential nature of its food offerings, under cover of a cosmetic name change, suggests a government less concerned with public health than with protecting the fast-food industry.

4. The public is becoming ever more aware of and concerned by scientific developments in the manipulation of genetic codes and, consequently, of newer versions of genetically engineered foods. With such concerns becoming integrated into public discourse, the idea of a company selling genetically altered fast-food chicken may not seem out of the question.
Truth Is in the Ear of the Beholder (p. 220)
GREGORY RODRIGUEZ

SUMMARY

Rodriguez asserts that rumors take hold only when they agree with our existing beliefs. Rumors that strike a chord of truth can’t easily be dislodged by facts and rational explanations. He points to a 1994 study that showed that financial insecurity can make people more susceptible to believing rumors, as well as a 2004 study that indicated that political leanings can influence a person’s receptivity to new information.

TEACHING SUGGESTIONS

Before discussing the piece, determine how many of your students are in military service or are veterans, and how many have served or have friends serving in Iraq. Ask them what they take to be the rationale for the United States’ involvement in Iraq. Elicit multiple perspectives from the class about the necessity for the U.S. presence in Iraq and its causes.

ANSWERS TO REVIEW QUESTIONS

1. Studies indicate that people don’t process information in a neutral manner. Instead, we fit new information into a mental framework of our pre-existing beliefs and needs, a process Rodriguez refers to as “biased assimilation.”

2. In the 1994 study discussed in this article, neither education nor occupation was found to be relevant. Instead, general uncertainty and insecurity about employment were major factors in the way people process rumors.

3. In his famous 1944 study of rumor, Knapp found that rumors “express and gratify the emotional needs” of a community during stressful times. Likewise, the 1994 study also found that the emotional responses of fear and anxiety were major factors in the spread of rumors.

4. Researchers discovered that political leanings dramatically affected participant responses to the claims of WMD in Iraq. On being told that Iraq did not, in fact, have weapons of mass destruction (when government officials initially claimed that there were such weapons), conservatives (who supported the war) were more likely to believe that despite what they were told, Iraq did indeed have such weapons.
**Fighting That Old Devil Rumor (p. 223)**

SANDRA SALMANS

**SUMMARY**

For Procter & Gamble, lawsuits and a public relations campaign could not completely dispel rumors linking their moon-and-stars logo to devil worship. The stories began in 1980, two years before this article was published, and calls and letters to the company swelled to 15,000 per month. Both churches and rival consumer-goods companies appeared to be perpetuating the rumors.

**TEACHING SUGGESTIONS**

Before students read anything about the selection, have them respond to the Procter & Gamble logo purely as a visual text. Ask students to give a quick first reaction to the symbols and what they might signify. Then ask them to volunteer what they know about Procter & Gamble, its history, and its products. (Current P&G brands they might be familiar with include Cover Girl, Gillette, Crest, Scope, Safeguard, Old Spice, Pampers, Swiffer, Tide, Febreze, Duracell, and NyQuil.)

**ANSWERS TO REVIEW QUESTIONS**

1. The image allegedly supporting P&G’s satanism actually depicts the man in the moon, along with thirteen stars representing the original thirteen colonies.

2. When viewed in a mirror, the curls in the man’s beard appear to form a “666,” a number traditionally representing the devil.

3. While the company sought a legal resolution to the rumor, the lawsuits were also an opportunity to get the truth out. As William Dobson, of P&G’s public relations department, said, the lawsuits were “a very hardnosed way to generate publicity.”

4. As the rumor was sparking boycotts from religious groups, Smale reached out to local clergy and other religious figures, hoping that their involvement might more effectively reach congregations.
A Psychology of Rumor (p. 227)
ROBERT H. KNAPP

SUMMARY
The head of rumor control for the Massachusetts Committee on Public Safety, writing during World War II, classifies the rumors that develop in wartime and the emotions that underlie them: hope, fear, and hostility. Knapp’s theories have proved enduring; his work is cited in Gregory Rodriguez’s 2009 article earlier in this chapter.

TEACHING SUGGESTIONS
Before having students read the selection, ask them whether their view of the potential harmfulness of rumor changes when their country is at war. In wartime, should people have different standards for passing along the information they hear? And what kinds of information should be shared or kept to oneself?

ANSWERS TO REVIEW QUESTIONS
1. Knapp identifies three basic characteristics of rumors: First, they have a distinct mode of transmission (during the time that Knapp wrote, mostly by word of mouth). Second, they provide “information” that may or may not be true. Third, rumors satisfy an emotional need.

2. Knapp classifies rumors, according to the emotional needs of those who originate and spread them, into three types: the pipe-dream rumor, the bogie rumor, and the wedge-driving rumor.

3. With the passage of time, rumors take on the qualities of folk ballads and tall tales through the addition of a humorous twist, insertion of striking detail, deletion of qualifications, simplification of plot, assumption of a more familiar form, and exaggeration.

4. As rumors spread throughout different areas, circumstances, and populations, the “facts” may remain the same, but the names, numbers, and places frequently change.
“Paul Is Dead!” (Said Fred) (p. 231)

ALAN GLENN

SUMMARY
When assigned to review the Beatles’ *Abbey Road* album, University of Michigan student Fred LaBour chose instead to perpetuate a hoax about one of the band’s members. He began to compile bogus evidence of Paul McCartney’s death, which soon spread nationwide.

TEACHING SUGGESTIONS
If you have Beatles fans (or Paul McCartney fans) in the class, have them talk a bit about the band and its influence. Play the students some cuts from *Abbey Road*, including the notorious backwards messages.

ANSWERS TO REVIEW QUESTIONS
1. While students on campus may have been discussing the rumor already, as indicated by the talk show phone calls LaBour heard on the radio, putting the story into print pushed it to the forefront of public awareness and gave it added credibility. In addition, LaBour offered numerous “clues” and specific details, lending an appearance of truth to the rumor.

2. As Glenn points out, the clues were “enigmatic,” often providing a “Rorschach test” for readers. They were specific enough to appear real, but open-ended enough to make deciphering the rumor an active, engaging experience for readers.

3. Finding his story suddenly at the forefront of campus discussions and, ultimately, on the national stage, LaBour saw at firsthand the velocity and scope with which a celebrity-based rumor can spread.

4. Before the television special taped, LaBour told celebrity attorney F. Lee Bailey that he made up most of the details in the rumor. Bailey responded, “Well, we have an hour of television to do. You’re going to have to go along with this,” a comment indicating the difference in commercial value between rumor as journalistic pursuit and rumor as pure entertainment.
POLITICAL SMEAR RUMORS: TWO CASE STUDIES

In Untruths About Obama, Echoes of a Distant Time (p. 237)
SAMUEL G. FREEDMAN

SUMMARY
Freedman demonstrates similarities between rumors that Barack Obama is a Muslim (and therefore has ties to terrorists) and rumors that 1928 presidential candidate Alfred E. Smith, a Catholic, would be controlled by the Vatican.

TEACHING SUGGESTIONS
Before having students read the selection, ask them if they know Obama’s religion. If any students say that he is a Muslim, ask them to explain where they got the information.

The Anatomy of a Smear Campaign: The Case of John McCain (p. 239)
RICHARD H. DAVIS

SUMMARY
When John McCain was favored over George W. Bush to win the Republican presidential nomination, anonymous pollsters promoted the notion that he had fathered an illegitimate child with a black woman. In fact, the daughter is a Bangladeshi girl McCain and his wife, both white, legally adopted.

TEACHING SUGGESTIONS
Ask students what assumptions people might make when they see a parent with a child of another race. Why are people sometimes suspicious or offended when they see a multiracial family? How might these attitudes become an obstacle for someone running for public office?

ANSWERS TO REVIEW QUESTIONS
1. The McCain rumor spread so briskly due to “push polling.” Using this technique, a “pollster” calls a potential voter, asking leading questions meant to instill doubt in a candidate through insinuation and rumor planting.
2. The McCain camp decided against responding so as not to give the rumor more attention than it had already received and so as not to appear to give credence to claims they viewed as “tawdry.”

3. Much like the Al Smith campaign 80 years earlier, the rumors about Obama represented a general fear of “the other.” In Smith’s time, the “other” was the Catholic (when the majority of voters were Protestants) as well as the immigrant, the foreigner. In Obama’s time, the “other” was the Muslim, follower of a faith associated in many voters’ minds with fanatical anti-Americanism and with the 9/11 attacks.

4. Freedman points out an important difference between the Smith and Obama rumors. In his time, Smith was attacked for what he actually was, a Catholic. The opposite was true in 2008: Obama was attacked for being a Muslim, even though he was and is a Christian.

_How Rumors Help Us Make Sense of an Uncertain World (p. 240)_

**NICHOLAS DIFONZO**

**SUMMARY**

Rumors are valuable as a form of “shared sensemaking” when people are going through uncertain times. DiFonzo defines rumors as unverified information statements that circulate in situations that appear to pose a threat. Rumors may help people to understand a situation better or take positive action.

**TEACHING SUGGESTIONS**

Rumors have a bad reputation (as does gossip). Before students read the selection, ask them what might be good or healthy about rumors. Can a rumor ever contribute to a positive outcome?

**ANSWERS TO REVIEW QUESTIONS**

1. DiFonzo’s four characteristics of rumors: (1) they consist of information statements; (2) they circulate; (3) the information in these statements is considered important; and most importantly, (4) the statements are not verified.

2. Whether a rumor is verified or unverified depends on the stance of the messenger. If the sender acknowledges that the information may or may not
be true, the rumor is unverified. Verified rumors are shared as fact, whether or not they are actually true.

3. Rumor provides an opportunity to make sense of sometimes difficult situations, providing a needed coping mechanism. DiFonzo offers numerous examples of this phenomenon, including the stories surrounding a deadly car accident, an auto plant closing, and the various rumors related to the events on September 11, 2001.

4. Wedge-driving rumors are negative stories about rival groups, often used to justify pre-existing generalizations. DiFonzo’s examples include false rumors about African American crime in the wake of Hurricane Katrina and New Jersey state troopers exhibiting racist behavior that resulted in a child’s death.

5. “The Messenger” is the individual who brings a rumor to a particular group. “Postures” reflect the various roles individuals may play in rumor transmission.

Rumor Cascades and Group Polarization (p. 255)

CASS R. SUNSTEIN

SUMMARY
People are more likely to believe a rumor when many others believe it, a phenomenon Sunstein calls a cascade. People may do this because they have very little information on a topic and clutch at informational straws, or because they wish to conform to a group’s beliefs. People might even put aside their own more accurate knowledge in favor of what others have accepted.

TEACHING SUGGESTIONS
Ask students to recall times they’ve publicly agreed with someone just to be polite or not make waves, as well as times that they’ve passed along information they weren’t sure was correct. What kinds of opinions have they agreed with? Did they look back and wish they had spoken up? Is it possible that they contributed to a problem without meaning to?
ANSWERS TO REVIEW QUESTIONS

1. Sunstein discusses three types of cascades. Informational cascades operate by sheer volume: once a certain number of people who believe a rumor reaches critical mass, others are likely to believe it too, unless they have good reason not to. Conformity cascades operate when people, sometimes against their better judgment, are pressured to agree with other members of their group who accept the rumor as fact. Group polarization occurs when groups of like-minded people deliberate among themselves, reinforcing their beliefs and making them even more rigid and extreme, especially when pitted against others who believe differently.

2. Sunstein asserts that the “basic dynamic” is simple: at a certain point, if enough people believe a rumor, others will follow suit and the rumor will continue to spread.

3. Giving in to “bandwagon diseases,” many doctors start blindly accepting popular treatments and diagnoses. This may lead to entire groups of people, or even generations, being treated based on cascade thinking, rather than on individualized diagnoses.

4. Of the many videos available on YouTube, the most popular attract the most new viewers. This “snowball” effect leads to already popular videos becoming even more so, while the less-viewed sink into obscurity.

5. While many cascades carry false information, they can also convey valuable truths, such as “the beliefs that the earth is round, that racial segregation is wrong, that people should be allowed to engage in free speech, and that democracy is the best form of government.”

6. False rumors spread by cascade can lead people to believe a possibly damaging falsehood and influence them to hide their reservations about its falsity.

7. Common sense might indicate that objective discussion of the merits of a false rumor would help reduce its credibility. With group polarization, however, deliberation among like-minded believers serves only to further entrench the rumor.
**Managing Rumors (p. 265)**

**JOHN DOORLEY AND HELIO FRED GARCIA**

**SUMMARY**

Are rumors unstoppable? Doorley and Garcia don’t think so. Drawing on a formula that governs how a rumor spreads, these authors provide business leaders with a timetable for either minimizing or clarifying rumors and thereby controlling the company’s image.

**TEACHING SUGGESTIONS**

Direct students to think about the last really interesting rumor they heard. Why did they find it interesting or important? And did it contain definite information or amorphous, shifting information with multiple possibilities? Lead students to see that the importance of a situation, coupled with the ambiguity of the information, creates the most powerful rumors.

**ANSWERS TO REVIEW QUESTIONS**

1. In referencing Allport and Postman’s theories, Doorley and Garcia explain that rumor goes through the processes of leveling, sharpening, and assimilation. Leveling involves the gradual elimination in later versions of the rumor of details from the original rumor. Sharpening refers to the selection of certain remaining key details for heightened attention and elaboration. Assimilation refers to the receptivity of the minds of those hearing or reading the rumor to those sharpened details, based on their habits, interests, and inclinations.

2. The strength and scope of a rumor depends on its importance to the listener and on the ambiguity of the evidence. The formula indicating the relationship between these factors: \( R \approx i \times a \). That is, the intensity of a rumor \( (R) \) varies according to how important \((i)\) the topic of the rumor is to the individuals concerned, multiplied by the ambiguity \((a)\) of the available evidence.

3. Considering the implications of each time frame, Doorley and Garcia set up remedial actions for 45 minutes (after the outbreak of the rumor), six hours, three days, and two weeks.
The Rumor (p. 270)

JOHN UPDIKE

SUMMARY

Frank and Sharon, a straight married couple who run an art gallery in Manhattan, become the victim of a rumor that Frank left Sharon for a man. Ultimately, the rumor is cleared up and proved false, but not before creating subtle changes—many of them positive—in Frank’s outlook and relationships.

TEACHING SUGGESTIONS

Rumors having to do with sexuality and romance seem to travel the fastest: for instance, that two people have gotten together or broken up, that someone is cheating on his or her partner, or that someone who is in a straight relationship is secretly gay. Ask students why they think this type of rumor is so powerful.

VIDEO LINKS

David Mamet’s Oleanna: Film Trailer
   IMDB search terms: “oleanna mamet”

Monologue from Oleanna Performed by Alicia Raye
   YouTube search terms: “oleanna mamet carol alicia raye”
Chapter 8
Green Power

CHAPTER SUMMARY
The reading selections in this chapter fall into two broad categories: the general challenges presented by the problem of global warming; and the use of renewable energy resources in combating the problem. To begin the chapter, students watch part of a presentation by Thomas Friedman describing the sacrifices we all must make in order to sustain the earth; Scientists Robert H. Socolow and Stephen W. Pacala, writing for Scientific American, then offer seven strategic “wedges” for reducing the amount of carbon going into Earth’s atmosphere. Robert Bryce argues that independence from foreign energy sources is impossible.

The second part of the chapter explores the progress and prospects of three “green” alternatives to fossil fuels: nuclear, solar, and wind. Is nuclear power too dangerous to be a viable alternative to coal? Students will read four perspectives on the state of nuclear power following a 2011 disaster in Fukushima, Japan. Next, columnists from the Los Angeles Times, New York Times, and Washington Post weigh in on the progress of solar power: it is being heavily promoted by the state of California; and it is becoming affordable enough to be a viable alternative. Then, Elizabeth Kolbert describes a Danish island’s success with converting to wind power, and H. Sterling Burnett cites the disadvantages of this potential source.

TEACHING SUGGESTIONS
To increase their investment in the chapter, have students begin by taking an online quiz that will tell them their carbon footprint, such as one of these:

http://myfootprint.org/en/your_carbon_footprint/

http://www.carbonfootprint.com/calculator.aspx/

As they proceed through the chapter, have them look back to see how their score might change if they were to use the green power sources discussed in the readings.
**Going Green: A Wedge Issue (p. 281)**

**THOMAS FRIEDMAN, ROBERT H. SOCOLOW, AND STEPHEN W. PACALA**

**SUMMARY**

In a video, foreign affairs expert Thomas Friedman states that the country that can address the green energy challenge will “own the twenty-first century.” Scientists Robert H. Socolow and Stephen W. Pacala offer fifteen strategies for solving the carbon crisis, using technologies that are available today.

**TEACHING SUGGESTIONS**

Friedman states that although the U.S. government is “dumb,” the people are “smart.” Ask students how smart they believe they are about global warming and how it can be prevented. Is it something they are concerned about and wish to do something about? Or do they believe it is too late to do anything? Keep in mind that some people believe global warming is a myth. If you have students with that belief in your class, ask them to state their views and explain why.

**The Dangerous Delusions of Energy Independence (p. 283)**

**ROBERT BRYCE**

**SUMMARY**

While the call for energy independence grows, Robert Bryce argues that such independence is just not possible in the near future and that Americans are “woefully ignorant” regarding the economic and political aspects of the issue.

**TEACHING SUGGESTIONS**

Ask students to define what independence means to them (possible answers: the ability to take care of yourself, the ability to stand on one’s own two feet). Do students believe that personal independence is important? What about on the national level? What benefits and drawbacks are there to the United States being independent?

**ANSWERS TO REVIEW QUESTIONS**

1. Bryce notes that “America’s self-image is inextricably bound to the concepts of freedom and autonomy.” Thus, the Declaration of Independence’s promise
of life, liberty, and the pursuit of happiness is a component of our national DNA.

2. Bryce believes that renewable energy sources such as wind and solar power cannot replace fossil fuels for the foreseeable future because, at least for the next 30 to 50 years, they cannot be supplied on a sufficient scale to satisfy the nation’s ever increasing energy requirements. We will therefore be energy interdependent with the rest of the world—and particularly, with the Middle East—for many years to come.

3. Bryce asserts that the American public, besides being obsessed with independence, “is woefully ignorant about the fundamentals of the energy business.” Energy independence, he argues, is a politically acceptable cover for foreign policy isolationism, protectionist trade policies, and support of domestic energy producers such as the corn ethanol industry.

A DEBATE ON THE FUTURE OF NUCLEAR POWER, POST-FUKUSHIMA (P. 290)

TEACHING SUGGESTIONS

Ask students what they perceive to be the dangers of nuclear power. Assign three teams of students to research the numbers of fatalities caused by nuclear accidents at Three Mile Island, Chernobyl, and Fukushima and present their findings to the class. Are students surprised? The Time magazine photo collection “The Worst Nuclear Disasters” would also be a good source for this discussion: http://www.time.com/time/photogallery/0,29307,1887705_2255451,00.html.

You might also open this cluster of readings by having a student research the Fukushima disaster and explain the occurrence to the class, using the diagram on page 291 of the textbook.
The Future of Nukes, and of Japan (p. 293)
HOLMAN W. JENKINS, JR.

SUMMARY
Jenkins surmises that although the Fukushima meltdown may not have caused as many deaths as the earthquake that prompted the malfunction, the event will frighten people enough to prevent new nuclear energy plants from being built.

No Fail-Safe Option (p. 295)
EUGENE ROBINSON

SUMMARY
Robinson contends that nuclear energy is a “bargain with the devil” because there can be no absolutely certain plan of containing radiation in the case of a natural disaster such as Japan’s earthquake.

Why I Still Support Nuclear Power, Even After Fukushima (p. 296)
WILLIAM TUCKER

SUMMARY
Tucker weighs nuclear power against coal, natural gas, hydro, wind, and solar. He concludes that even in light of the possible dangers, nuclear’s potential for cheap, powerful, and efficient energy outweighs any safety concerns.

If the Japanese Can’t Build a Safe Reactor, Who Can? (p. 298)
ANNE APPLEBAUM

SUMMARY
Although nuclear reactors had been growing in approval because they emit no carbon, in the wake of Fukushima Applebaum points out that the costs of a nuclear accident, which include disposal of toxic waste and treatment for radiation-related health problems, are imposed on everyone, not just the power companies. She believes this accident demonstrated that the risk is too high.
ANSWERS TO REVIEW QUESTIONS

1. According to Jenkins, increased anxiety over nuclear power in the wake of Fukushima is unwarranted. No significant damage to the area (apart from the reactor complex itself) can be traced back to the explosions at the plant or to radiation leakage. The extensive damage to the region was almost entirely caused by the earthquake and the subsequent tsunami.

2. No matter how well we plan, Robinson argues, we cannot control nature. Uncontrollable events like “tectonic movement, volcanism, [and] violent weather” can undo even the most careful planning and organization.

3. Tucker discusses hydroelectric, wind, and solar power. He asserts that hydroelectric power must back up a 250-square-mile reservoir to equal the power generated from a nuclear power plant covering one square mile. Wind power will require large swatches of land full of 45-story windmills. And solar power will be similarly expansive, taking 20 square miles to do what one nuclear reactor can accomplish.

4. Nuclear power plants are costly, according to Applebaum, because of the high price of plant construction and the considerable expenses of waste disposal. In addition, even one small accident adds enormous costs in health care and cleanup.

SOLAR POWER

TEACHING SUGGESTIONS (FOR THIS GROUP OF READINGS)

Ask students what experience they have with solar power. If they haven’t been in a building that uses sunlight converted to electricity, they may have used small solar-powered devices such as calculators, lamps, outdoor lights, and fans. Have them describe these devices, how they work, and what their benefits and limitations are.
**State Solar Plans Are as Big as All Outdoors (p. 302)**

**MARLA DICKERSON**

**SUMMARY**

*Los Angeles Times* writer Marla Dickerson here reports on solar power, especially as it is being adopted in California’s move toward energy self-sufficiency. Dickerson also points out some of the challenges in creating cost-effective solar energy systems large enough to power entire communities.

**Here Comes the Sun (p. 306)**

**PAUL KRUGMAN**

Krugman compares solar power to fracking (the practice of using hydraulic pressure to break up underground rocks and release fossil fuels) and asserts that solar-generated electricity will soon be cheaper than that derived from coal. Despite the Solyndra failure, he says, solar power is the most promising form of alternative energy.

**Solar Is Getting Cheaper, But How Far Can It Go? (p. 307)**

**BRAD PLUMER**

Plumer looks at the rapid growth of solar power and points out the important milestones that will allow it to be competitive with other fuel sources. He also suggests that utility companies and consumers may use solar power as a supplement to, rather than a substitute for, oil and natural gas. He believes that government policy is key in determining how quickly new technologies can progress.

**ANSWERS TO REVIEW QUESTIONS**

1. Size matters in solar power because only large-scale solar farms (as opposed to rooftop solar panels installed at the discretion of individual homeowners or individual companies) can generate sufficient power to meet the nation’s energy needs.

2. Disadvantages of large-scale solar farms: they require large tracts of land; the power generated must still be transmitted over old-fashioned electrical
towers and high-voltage lines; they threaten fragile ecosystems; and they mar the beauty of the landscape on which they are built.

3. Krugman asserts that hydraulic fracturing or fracking “imposes significant costs upon the public” because of its potential for environmental damage—the contamination of drinking water and groundwater, as well as the damage caused to roads due to the heavy trucking involved in this industrial process. Yet the industry is shielded by the government from paying the costs of those damages. This special treatment of the fracking industry amounts to a huge government subsidy.

4. Despite what many saw as emblematic of government waste, the failure of a solar company, Krugman sees in Solyndra a sign of progress in solar technology. With strong government support, and a rapid drop in the price of solar panels, the solar panel industry took off, and Solyndra was unable to keep up with the competition. This embodiment of “Moore’s Law” (referring to the doubling of capability every two or three years) shows that solar energy is becoming ever more practical.

5. Plumer suggests that the government extend a grant program that offers tax credits for solar development. He also believes that a tax on carbon would allow the solar industry to compete more effectively with traditional fossil fuel energy sources.

WIND POWER

TEACHING SUGGESTIONS (FOR THIS GROUP OF READINGS)

Ask students who have seen wind farms to describe them. Do students believe that wind farms are unsightly or dangerous? If so, how much power should the farms produce in order to compensate for these drawbacks?

The Island in the Wind (p. 311)

ELIZABETH KOLBERT

Journalist Elizabeth Kolbert, whose specialty is environmentalism, here reports on the Danish island of Samsø, which now collects all of its electrical energy
from wind power. In addition to harnessing wind power, Samsingers have instituted other means of drawing down their carbon footprint. All of this was accomplished in about a decade and offers a glimpse of what may be possible in a world facing serious disruptions because of climate change. But can Samsø’s achievement be duplicated in regions that differ demographically from Samso?

**Wind Power Puffery (p. 318)**

**H. STERLING BURNETT**

In this op-ed Sterling Burnett itemizes some of the objections to the use of wind-generated power, among them the obvious one—that wind farms can generate energy only when the wind is blowing. But there are other drawbacks to tall wind turbines besides that one, says Burnett: the damage to bird and bat species and, in some areas, their growing unpopularity of wind turbines.

**ANSWERS TO REVIEW QUESTIONS**

1. The focal sentences making the connection between Samsø’s experience with wind power and global CO₂ emissions occur in paragraph 11: “Samsø transformed its energy systems in a single decade. Its experience suggests how the carbon problem, as huge as it is, could be dealt with, if we were willing to try.”

2. On the island of Samsø, notes Kolbert, “the wind of the Kattegat [an arm of the North Sea where Samsø is located] blows pretty much continuously,” so the wind turbines are almost always turning.

3. Kolbert notes that “while fossil fuels release carbon that would otherwise have remained sequestered, biomass releases carbon that would have entered the atmosphere anyway. As long as biomass regrows, the CO₂ released in its combustion should be reabsorbed, meaning that the cycle is—or at least can be—carbon neutral.”

**VIDEO LINKS**

Nuclear Power: How it Works (Ontario Power Generation)

*YouTube search terms: “ontario power generation”*

Nuclear Energy (debate over nuclear power in Australia)

*YouTube search terms: “nuclear energy enerji”*
*YouTube search terms: “hillary clinton barack obama election 2008 debate nuclear energy”*

The Wind Business  
*Google search terms: “futures channel dockets science wind”*
Chapter 9

New and Improved: Six Decades of Advertising

CHAPTER SUMMARY

The readings in this section consider that, even though advertising methods and styles have changed from the post–WWII era, the psychological techniques that worked in earlier advertising have remained the same. The chapter therefore invites students to speculate on certain qualities of human nature that may remain constant over time (over the last 70 years, at least) and the ways in which we remain susceptible to certain appeals. The reading selections provide students with the language for classifying different psychological appeals. In “Advertising’s Fifteen Basic Appeals,” Jib Fowles lists the psychological needs that advertisers target through graphics and in texts. More technical vocabulary is introduced in Courtland L. Bovée, John V. Thille, George P. Dovel, and Marian Burk Wood’s “Making the Pitch in Print Advertising,” which explains how an ad’s textual components work together. Then, Behrens and Rosen direct students to view two segments of the hit television show Mad Men about the advertising business.

The critical nuclei of the chapter follow: “A Portfolio of Print Advertisements” and a “Portfolio of TV Commercials.” The print ad portfolio offers a selection of 16 full-page advertisements for cigarettes, alcoholic beverages, automobiles, and other products that appeared in American and British magazines over the past seventy years. The television ad portfolio, which stretches from the 1960s to the 2000s, covers some of the same products but also—because of the opportunities afforded by video—some strikingly different approaches to advertising.

In addition to the commercials in the “Portfolio of TV Commercials,” the authors offer links to further TV commercials at the end of this chapter. David Ogilvy, at times referred to as the Father of Advertising, discusses advertising in the first video listed.

TEACHING SUGGESTIONS

While students interested in journalism and merchandising will gravitate to this chapter, all students will find in the subject of advertising an excellent opportunity to practice the techniques of analysis introduced in Chapter 4. You
may want your students to bring other advertisements to class for discussion in
addition to those provided in the chapter. And you may want to use the selections
in this chapter to discuss the principles of visual rhetoric and design.

Students should be invited to use the analytical tools in the earlier part of the
chapter to discuss and extract meaning from the ads, either singly or in
combination.

**Advertising’s Fifteen Basic Appeals (p. 333)**

**JIB FOWLES**

**SUMMARY**

In “Advertising’s Fifteen Basic Appeals,” an article from *Advertising and
Popular Culture*, Jib Fowles draws upon Henry A. Murray’s research to produce
a psychological analysis of advertising. Following the discussion of analysis in
Chapter 6, students can evaluate Fowles’s classification of the fifteen basic
appeals of advertising, noting that it is based on the assumption that advertisers
frequently attempt to bypass logical reasoning to appeal to consumers’ emotional
needs. Note that Fowles points out that any given ad may rely upon more than a
single appeal, though there is generally one primary appeal.

**TEACHING SUGGESTIONS**

This article can serve as a principle source and guide for students’ analysis of
current advertisements. Students will need to focus on the emotional appeals of
an ad rather than the product itself—something that takes a bit of practice. It is
also important for students to examine where the advertisement is placed,
whether in a certain type of magazine or newspaper, on a billboard or the
Internet, or on television.

**ANSWERS TO REVIEW QUESTIONS**

1. In the United States the supply of consumer goods greatly exceeds demand,
so manufacturers attempt to create and increase demand through advertising.
Where goods are scarcer and demand is high, there is less need for
advertising to persuade consumers to select and purchase particular products.

2. Advertisers often divide the (customer’s) mind into two halves. The bottom
half (the most primal) consists of “unfulfilled urges and motives,” such as
“[l]usts, ambitions, tendernesses, vulnerabilities,” which cannot be given full expression in the real world. (These sometimes unconscious drives and feelings correspond to what Freud described as the id.) The upper half of the mind consists of those rational and acceptable behaviors that allow people to function in society and that serve as a kind of façade for the more primitive impulses bubbling below. (The upper half of the mind corresponds to what Freud described as the ego and the superego.) It is the advertiser’s job to penetrate the façade of the upper half of the mind and appeal to those more powerful but often unarticulated and less socially acceptable drives that reside in the bottom half. The way in, “the softest points of entrée,” are those appeals that Fowles describes in the remainder of his article.

3. Most advertisements, according to Fowles, appeal to (1) “deep running drives” in consumers’ minds; i.e., the emotional or “elemental” appeal and (2) information about the product; i.e., the rational or logical appeal.

4. Fowles’s fifteen basic appeals of advertising are essentially a refinement of a “full taxonomy of needs” originally developed by Henry Murray, a psychologist at the Harvard Psychological Clinic, and described in his book Explorations in Personality. Based on his analysis of numerous advertisements, Murray classified the appeals into twenty human motives. Fowles, with help from his students, reduced these to eighteen and then to fifteen.

5. Ads employing appeals to sex and to the need to aggress carry significant risk of backfire, according to Fowles. Consumers may be offended by such ads; overt sexual content may strike some as verging on the pornographic, and the destructive impulses in ads employing aggressive appeals may become associated with the product itself.

6. The use of humor and the use of celebrities are not considered separate appeals by Fowles; rather they are considered “styles” in furtherance of making one or more of the fifteen appeals. Thus, humor is sometimes used to temper an appeal to aggression or a negative appeal to affiliation; celebrities are used in support of an appeal to the need for guidance or to the need for attention.
Making the Pitch in Print Advertising (p. 352)
COURTLAND L. BOVÉE, JOHN V. THILL, GEORGE P. DOVEL, and MARIAN BURK WOOD

SUMMARY
Along with the previous article by Fowles, this selection will help students analyze the print advertisements they encounter. The selection directs readers to consider the function of headlines and body text in typical ads.

TEACHING SUGGESTION
Encourage students to bring to class ads that illustrate some of the principles discussed in this selection.

ANSWERS TO REVIEW QUESTIONS
1. Copywriting can be an art, but it is primarily a business enterprise: though successful copywriters must love language and use their imaginations and stylistic skills, their main purpose is to sell the product.

2. Main types of headlines: news headlines, emotional headlines, benefit headlines, directive headlines, offbeat and curiosity headlines, hornblowing headlines.


Selling Happiness: Two Pitches from Mad Men (p. 358)

SUMMARY
These two video clips from the award-winning TV show Mad Men give students an “inside” view of the advertising business, the “unique selling proposition” (USP) designed to make consumers eager to buy the client’s product. Both videos show how the advertiser manipulates language—even truth—to create a selling edge for the client’s product.
TEACHING SUGGESTIONS

Ask students who follow this TV show to provide more background on the characters and situations in the video clips. Also ask these students to tell the others what they’ve learned about advertising from watching Mad Men. (There are no review questions for this selection.)

A Portfolio of Print Advertisements (p. 360)

SUMMARY

In this collection of 16 advertisements, the authors offer a sampling of different print advertising techniques. Some of these images will be familiar and comfortable to students; others may strike them as being very sexist.

TEACHING SUGGESTIONS

Following Fowles’s perspective, students may consider the type of emotional appeals used in individual advertisements and ask if the appeal addresses the need for sex, the need for group approval, the need to escape, the need for security or other types of appeals. You may wish to make PowerPoint slides of the advertisements in order to point out how the viewer’s eye is moved through what is pictured, such as the gaze of the models or the viewing angle and the balance between different elements.

Students can be alerted to the use of problem/solution narrative structure, the relative positioning of men and women in the advertisements, the dress and general appearance of the models, the use of cultural icons, and the use of slogans to direct attention and increase brand recall. In addition to using the analytical tools introduced earlier in the chapter, students can also look at advertisements just to see how particular products are sold, as examples of how appeals change from one time to another, or as displays of cultural characteristics of their time (e.g., marriage roles, the sexual appeal of alcohol and smoking). Students can be encouraged to seek out additional advertisements from the library and photocopy them. Back issues of Life or Time magazines will be especially good for this.

You may wish to direct students’ attention to keynote events that triggered social change and discuss how events such as World War II, the post-war search for normalcy, the development of the suburbs, the baby boom, and the civil rights and women’s movements are reflected in these advertisements. Especially in the
alcohol advertisements, students will observe appeals to sex aimed at the male consumer. The Ballantine Ale ad from the 1950s, for example, depicts more women than men, all of them having an obviously good time. And in the Bacardi Rum advertisement of the 1960s, we see three women grouped around a single man. The two on the left direct their gaze to the pouring liquid, while the third woman on the right looks to the viewer. The scenario suggests a popular spy film of the era, a reference strengthened in the text’s reference to “our man Fernando.”

There are no review questions for this section.

**A Portfolio of TV Commercials (p. 382)**

**SUMMARY**

This collection of television commercials from the 1960s to the 2000s offers a wide range of examples of the different techniques employed in TV ads. Many of the ads, like the *Energizer: Darth Vader* and the *Sony Bravia: Bunnies* commercials, rely on viewers’ cultural savvy for their impact. Others present clever visual analogues to their verbal message (*Honda: Physics; Jeep: Snow Covered* or employ humor (*Alka Seltzer: Spicy Meatball; Tide to Go: Interview*) or sex appeal. Some captivate the viewer by the voiceover’s reinforcement of the visual message.

**TEACHING SUGGESTION**

Each commercial affords students the opportunity for summarizing and for applying the principles discussed by Fowles.

There are no review questions for the section.

**VIDEO LINKS**

*How to Get Ahead in Advertising* (film)

*YouTube search terms: “1989 intro speech richard grant”*

*Killing Us Softly: Advertising’s Image of Women 4*

*YouTube search terms: “mef jean kilbourne sut gender body image”*

*Old Mad Men* (Retired ad executive Bill Blackshaw)

*YouTube search terms: “advertising old mad men”*