Writing Program Course Descriptions

Spring 2006

See http://humwww.ucsc.edu/writing for updates.
This is the latest information as of February 15, 2006

Writing 1, Composition and Rhetoric (for students entering UCSC PRIOR to Fall 2005)
Writing 2, Rhetoric and Inquiry (for students entering UCSC Fall 2005)

All sections of Writing 1 and Writing 2 (Writing 1/2) explore the power of language to make meaning, to create identities for the writer, to shape communities, and to influence readers. All sections will give you the chance to explore writing as a means of discovery and learning as well as communication. Every section will help you to analyze rhetorical situations: that is, to understand the conventions at work in various situations and the kinds of arguments and evidence that are persuasive in different contexts. And in any section of Writing 1/2, you will have the chance to develop your particular strengths as a writer of academic prose and work on your particular weaknesses.

All sections of Writing 1/2 teach writing as a process that involves strategies for generating ideas, revising, and editing. They all will encourage you to work together as readers of each other’s papers. And all will require a significant amount of reading and writing, which may include informal writing for yourself as well as more formal essays for others. All course descriptions are subject to change.

Enrollment Procedures: First- and second-year students have enrollment priority in Writing 1/ Writing 2 courses during spring quarter. We will open 15 spaces in each Writing 1/2 section for enrollment to first- and second-year students only during their designated appointment times. We will then open all remaining seats to first- and second-year students only at 9:00 A.M. on Wednesday, March 15, 2006 for an additional period of priority enrollment.

This priority will remain in effect until the first- and second-year restriction is lifted at 9:00 A.M. on Thursday, March 16th, 2006, when all students may enroll on a first-come, first-served basis in the remaining seats.

Writing 1, Section 1  Class# 61834  Sandy Archimedes  sandyarc@ucsc.edu
Writing 2, Section 1  Class# 63747
Both sections meet on TTH 12:00P - 1:45P at SOC SCI 2 165

Globalization and Its Discontents

This course will help students develop their writing and critical thinking skills while exploring globalization, a broad concept referring to widespread economic, political, and cultural changes of the last two decades. Supporters of globalization claim that it holds the promise of increased economic prosperity for all, while critics assert that it puts profit ahead of human and environmental considerations. Our readings will examine both the advantages and disadvantages of current global trends, addressing topics such as outsourcing, sweatshops, corporate power, genetically modified organisms, and cultural homogenization. Students will engage in class discussions, keep reading journals, write several short papers, revise their papers in small writing groups, and complete the course with a longer research essay. No previous knowledge of globalization is required.

Please see introductory note above for goals and practices shared by all Writing 1/2 classes.
GLOBALIZATION AND ITS DISCONTENTS

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PLEASE SEE INTRODUCTORY NOTE ABOVE FOR GOALS AND PRACTICES SHARED BY ALL WRITING 1/2 CLASSES

THE CREATIVE SPIRIT

Is "Imagination...more important than knowledge"? - Albert Einstein

A course designed to explore the role of creativity and the imagination in the development of children, as well as in our own lives. Working with both informal and formal essays, course readings, and individual research, we will focus our discussions and refine our own explorations on a wide range of topics related to creativity. We also encourage field research and other forms of creative community involvement. For the first time, this year's course will combine the spirit of "Burning Man" and the art of Andy Goldsworthy as inspiration for the individual and collaborative final projects presented as expressions of our creativity.

PLEASE SEE INTRODUCTORY NOTE ON FIRST PAGE FOR GOALS AND PRACTICES SHARED BY ALL WRITING 1/2 CLASSES

CRITICAL WRITING, CRITICAL EDUCATION

When does education begin, whose interests does it serve, and what political/social consequences accrue from the practices of teachers AND of students? Why are many students apathetic about what courses they take, the papers they "have" to write? How can education or writing "liberate," as some educators advocate, if it also shapes and structures us? Relying on text selections by historians, journalists, sociologists, psychologists, and teachers and students themselves, this composition class invites students to engage in critical reflection on and writing about the nature of education and to become more conscious craftsmen of their own writing strategies and styles. Students will have opportunities to write for a variety of audiences and in a variety of genres (including letters, proposals, and investigative journalism) as well as to engage in more conventional research about and critiques of the practices and agendas of educational institutions and academic discourses.

PLEASE SEE INTRODUCTORY NOTE ON FIRST PAGE FOR GOALS AND PRACTICES SHARED BY ALL WRITING 1/2 CLASSES
DEREDE ARTHUR  
DLARTHUR@UCSC.EDU

**Writing 1, Section 6**  
Class# 61839

**Writing 2, Section 6**  
Class# 63752

Both sections meet on MWF 2:00P - 3:10P at SOC SCI 2 165

**CRITICAL WRITING, CRITICAL EDUCATION**

When does education begin, whose interests does it serve, and what political/social consequences accrue from the practices of teachers AND of students? Why are many students apathetic about what courses they take, the papers they "have" to write? How can education or writing "liberate," as some educators advocate, if it also shapes and structures us? Relying on text selections by historians, journalists, sociologists, psychologists, and teachers and students themselves, this composition class invites students to engage in critical reflection on and writing about the nature of education and to become more conscious craftsmen of their own writing strategies and styles. Students will have opportunities to write for a variety of audiences and in a variety of genres (including letters, proposals, and investigative journalism) as well as to engage in more conventional research about and critiques of the practices and agendas of educational institutions and academic discourses.

Please see introductory note on first page for goals and practices shared by all Writing 1/2 classes.

**Writing 1, Section 7**  
Class# 61840

**Writing 2, Section 7**  
Class# 63753

Both sections meet on TTH 4:00P - 5:45P at SOC SCI 2 165

**SITES OF CONFLICT, REFLECTIONS OF JUSTICE**

In this course we will read about, explore, and write on a variety of social conflicts, problems and concerns that society faces today. Through class readings and discussions, students will have an opportunity to consider multiple perspectives on these issues while pondering and reflecting upon various approaches to social justice. We'll look at specific issues regarding "history," the media, community, the death penalty, race and class, as well as current issues of concerns to students in the class. We will also take some time to think about, consider, and write on the different ways that artists, writers, musicians, activists predict a just society. Readings will potentially include pieces by Howard Zinn, Noam Chomsky, Gloria Anzaldúa, bell hooks, William Finnegan, Ray Suarez, Helen Prejean, and others. Students will write several short essays throughout the quarter as well as one longer research paper, with revision being a major focus of all writing projects.

Please see introductory note on first page for goals and practices shared by all Writing 1/2 classes.

**Writing 1, Section 8**  
Class# 61841

**Writing 2, Section 8**  
Class# 63754

Both sections meet on MWF 2:00P - 3:10P at SOC SCI 2 167

**WRITING AND VIOLENCE**

This course in academic writing will concentrate on the skills required for academic research and essay writing. The course presents the skills for writing argumentative essays for all academic disciplines. Our thematic focus will be on violence in the community. Students will write and revise four essays on various topics. Two will be essays that concern issues in violence, with the emphasis on prevention. Students will be asked to read a book of essays, a book of theory, and a novel with violent themes. If you are averse to discussing or writing about this topic, then you should decline to enroll in this section of Writing 1/2.

Please see introductory note on first page for goals and practices shared by all Writing 1/2 classes.

**Writing 1, Section 9**  
Class# 61842

**Writing 2, Section 9**  
Class# 63755

Both sections meet on MWF 3:30P - 4:40P at SOC SCI 2 167

**WRITING AND VIOLENCE**

This course in academic writing will concentrate on the skills required for academic research and essay writing. The course presents the skills for writing argumentative essays for all academic disciplines. Our thematic focus will be on violence in the community. Students will write and revise four essays on various topics. Two will be essays that concern issues in violence, with the emphasis on prevention. Students will be asked to read a book of essays, a book of theory, and a novel with violent themes. If you are averse to discussing or writing about this topic, then you should decline to enroll in this section of Writing 1/2.

Please see introductory note on first page for goals and practices shared by all Writing 1/2 classes.
Writing 1, Section 10  Class# 61843  Carol Freeman  freeman@ucsc.edu
Writing 2, Section 10  Class# 63756
Both sections meet on MWF 9:30A - 10:40A at Stev Acad 151
Thinking Rhetorically

In this section we will explore the multitudinous manifestations and dimensions of the essay as genre. Students will read and write reflective essays, analyses, and reports and arguments based on research—always paying particular attention to the interplay between writers' intentions and readers' responses as they operate in varying rhetorical contexts. We will work on developing a writing process and polishing a prose style suitable for academic discourses as well as experiment with other styles. Above all, we will explore the notion of effectiveness: that is, what makes a particular piece of writing work in a particular situation? And we will return often to the related question: what is good writing? Assigned reading will mostly come from current New Yorker magazines. Writing assignments (almost one per week) will involve writing and rewriting different kinds of essays related to the New Yorker on subjects of each student's choice.

Please see introductory note on first page for goals and practices shared by all writing 1/2 classes

Writing 1, Section 11  Class# 61844  Carol Freeman  freeman@ucsc.edu
Writing 2, Section 11  Class# 63757
Both sections meet on MWF 11:00A - 12:10P at Stev Acad 151
Thinking Rhetorically

In this section we will explore the multitudinous manifestations and dimensions of the essay as genre. Students will read and write reflective essays, analyses, and reports and arguments based on research—always paying particular attention to the interplay between writers' intentions and readers' responses as they operate in varying rhetorical contexts. We will work on developing a writing process and polishing a prose style suitable for academic discourses as well as experiment with other styles. Above all, we will explore the notion of effectiveness: that is, what makes a particular piece of writing work in a particular situation? And we will return often to the related question: what is good writing? Assigned reading will mostly come from current New Yorker magazines. Writing assignments (almost one per week) will involve writing and rewriting different kinds of essays related to the New Yorker on subjects of each student's choice.

Please see introductory note on first page for goals and practices shared by all writing 1/2 classes

Writing 1, Section 12  Class# 61845  Roxanne Hamilton  hamilton@ucsc.edu
Writing 2, Section 12  Class# 63761
Both sections meet on TTH 4:00P - 5:45P at soc Sci 2 167
Writing Across the Arts

A writing course focused upon inter-arts poetry: i.e., writing that is somehow "cross-genre," such as performance poetry, prose poetry, music and visual art that includes text. We will study early inter-arts movements such as Futurism, Surrealism, and Dada and compare them to more recent work. We'll also explore small press, literary magazine, and 'zine publishing in the field. Our main goal is to learn how to write strong analytical essays that emerge from a variety of writing situations, such as reviews, explications, and researched position papers.

Please see introductory note on first page for goals and practices shared by all writing 1/2 classes

Writing 1, Section 13  Class# 61846  Roxanne Hamilton  hamilton@ucsc.edu
Writing 2, Section 13  Class# 63762
Both sections meet on TTH 6:00P - 7:45P at soc Sci 2 167
Writing Across the Arts

A writing course focused upon inter-arts poetry: i.e., writing that is somehow "cross-genre," such as performance poetry, prose poetry, music and visual art that includes text. We will study early inter-arts movements such as Futurism, Surrealism, and Dada and compare them to more recent work. We'll also explore small press, literary magazine, and 'zine publishing in the field. Our main goal is to learn how to write strong analytical essays that emerge from a variety of writing situations, such as reviews, explications, and researched position papers.

Please see introductory note on first page for goals and practices shared by all writing 1/2 classes
Writing 1, Section 14  Class# 61847  Ellen Hart
Writing 2, Section 14  Class# 63763  ehart@ucsc.edu
Both sections meet on TTH 8:00A – 9:45A at Soc Sci 2 167

Poetry and the News

"Literature is news that STAYS news." - Ezra Pound

This is a course that combines reading the news, as reported in newspapers, with reading poems (and song lyrics) that concern current events—cultural, environmental, and political events, local, national, and global. We'll read news articles from various sources and poems by a range of contemporary poets.

There are three essays to be drafted and revised: one on a news story; one on a controversy about a piece of art; and an essay using research, on a topic related to the course material. Students will have an opportunity to develop their skills at reading and thinking analytically, articulating an informed opinion, and supporting an argument with evidence from reading and research. Regular, informal writing will help students make connections among poems, essays, articles, and comics.

"Poetry and the News" is a good course for those who follow the news and those who would like to start paying more attention to it, for those who love poetry and those who want to stop fearing it.

Please see introductory note on first page for goals and practices shared by all writing 1/2 classes

Writing 1, Section 15  Class# 61848  Ellen Hart
Writing 2, Section 15  Class# 63764  ehart@ucsc.edu
Both sections meet on TTH 10:00A – 11:45A at Soc Sci 2 167

Poetry and the News

"Literature is news that STAYS news." - Ezra Pound

This is a course that combines reading the news, as reported in newspapers, with reading poems (and song lyrics) that concern current events—cultural, environmental, and political events, local, national, and global. We'll read news articles from various sources and poems by a range of contemporary poets.

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"Poetry and the News" is a good course for those who follow the news and those who would like to start paying more attention to it, for those who love poetry and those who want to stop fearing it.

Please see introductory note on first page for goals and practices shared by all writing 1/2 classes

Writing 1, Section 16  Class# 61849  Robin King
Writing 2, Section 16  Class# 63765  ryking@ucsc.edu
Both sections meet on TTH 8:00A – 9:45A at Eight Acad 242

This section of Writing 1/2 will explore the ways in which mass media colonize our cultural spaces, and influence our values and self identifies. In writing and in class discussion students will critically examine contending arguments about the influence of mass media on society and conduct personal inquiry into the ways that mass media shape human perception. We will study the rhetorical strategies of writings and of respective film or video adaptations of many of these writings to help each student fulfill the most important goal of this class—increasing one’s command of the principles of writing effective academic essays.

Please see introductory note on first page for goals and practices shared by all writing 1/2 classes

Writing 1, Section 17  Class# 61850  Robin King
Writing 2, Section 17  Class# 63766  ryking@ucsc.edu
Both sections meet on TTH 10:00A – 11:45A at Eight Acad 242

This section of Writing 1/2 will explore the ways in which mass media colonize our cultural spaces, and influence our values and self identifies. In writing and in class discussion students will critically examine contending arguments about the influence of mass media on society and conduct personal inquiry into the ways that mass media shape human perception. We will study the rhetorical strategies of writings and of respective film or video adaptations of many of these writings to help each student fulfill the most important goal of this class—increasing one’s command of the principles of writing effective academic essays.

Please see introductory note on first page for goals and practices shared by all writing 1/2 classes
Writing 1, Section 18  Class# 61851  Brij Lunine
Writing 2, Section 18  Class# 63767  Brij43@ucsc.edu
Both sections meet on TTH 12:00P-1:45P at Stev Acad 151
And it DON'T stop...Writing About Hip Hop Music and Culture.

The purpose of this course is for each student to become a confident, purposeful, versatile writer. Our emphasis will be on analyzing, writing about, closely reading, listening and debating the social issues, history and musical dimensions of the hip-hop musical genre. In addition to informal writing, students will write and revise an essay, which focuses on descriptive close reading and interpretation, draft and substantially revise an analytical paper, produce an investigative essay and an in-class literary analysis. Readings include selections from Nelson George's *Hip Hop America* and Tricia Rose's *Black Noise*, Paul Beatty's novel, *The White Boy Shuffle*, as well as numerous journal, newspaper and magazine articles. We will pay special attention to the form, purposes, rhetorical strategies and writing styles of authors to inform and inspire our own writing. Students can expect a variety of viewpoints, lively discussion and work with their peers in writing groups and workshops.

Please see introductory note on first page for goals and practices shared by all writing 1/2 classes.

Writing 1, Section 19/ Writing 2, Section 19 - class cancelled

Writing 1, Section 20  Class# 61853  Robert Michalski
Writing 2, Section 20  Class# 63769  rmichalski@scu.edu
Both sections meet on MWF 9:30A-10:40A at Oakes Acad 222

In this section, we will concentrate upon developing the critical reading and writing skills necessary for college-level academic work. In order to help develop these skills we will read and discuss provocative essays, which confront the challenges presented by an attempt to understand popular culture in America. Through class discussions and short writing assignments on the readings and on such everyday examples of popular culture as advertisements, TV shows, and movies, students will generate ideas for longer essay assignments. These assignments will be of varying lengths and will include assignments involving research. In addition to working on your own writing, you will also read and discuss the work of your peers.

Please see introductory note on first page for goals and practices shared by all writing 1/2 classes.

Writing 1, Section 21  Class# 61854  Robert Michalski
Writing 2, Section 21  Class# 63770  rmichalski@scu.edu
Both sections meet on MWF 11:00A-12:10P at Oakes Acad 222

In this section, we will concentrate upon developing the critical reading and writing skills necessary for college-level academic work. In order to help develop these skills we will read and discuss provocative essays, which confront the challenges presented by an attempt to understand popular culture in America. Through class discussions and short writing assignments on the readings and on such everyday examples of popular culture as advertisements, TV shows, and movies, students will generate ideas for longer essay assignments. These assignments will be of varying lengths and will include assignments involving research. In addition to working on your own writing, you will also read and discuss the work of your peers.

Please see introductory note on first page for goals and practices shared by all writing 1/2 classes.

Writing 1, Section 22  Class# 61855  Ellen Newberry
Writing 2, Section 22  Class# 63771  esnberry@ucsc.edu
Both sections meet on MWF 9:30A-10:40A at Soc Sci 2 167

**Writers on Writing**

In this section of Writing 1/2 we will look at the craft of writing—not just as we imagine it, but also as writers describe it. We will read a series of essays by authors about writing and then examine the authors' writing itself. Do authors follow the guidelines and theories they themselves have identified? What can we learn by looking at their process and their product? We will also explore the power of writing on a social and personal scale as we read the text *Fahrenheit 451* and see the movie *Il Postino*. Each of these activities will allow us to examine our own writing practices and test the theories and advice of the authors we study against our own decisions as writers.

Please see introductory note on first page for goals and practices shared by all writing 1/2 classes. [cancelled]
Writing 1, Section 23  
Class# 61856
Writing 2, Section 23  
Class# 63772
Both sections meet on TTH 8:00A - 9:45A at STEV ACAD 151

Sarah Hope Parmeter  
SHPARMET@UCSC.EDU

The Democratic Essay

In this section of Composition we'll hone our writing skills while looking at the roles we can play as citizens in a democracy—and the ways writing can help us carry out our work as citizens. To this end, we will be reading essay-length pieces on a variety of topics and writing frequently ourselves. In particular, we will work to create a rhetoric that is well-informed, conscious of what it doesn't know, respectful in its advocacy, thoughtfully researched and supported, and conscious of its place in an on-going conversation among engaged, caring citizens.

Please see introductory note on first page for goals and practices shared by all Writing 1/2 classes

Writing 1, Section 24  
Class# 61857
Writing 2, Section 24  
Class# 63773
Both sections meet on TTH 10:00A - 11:45A at STEV ACAD 151

The Democratic Essay

In this section of Composition we'll hone our writing skills while looking at the roles we can play as citizens in a democracy—and the ways writing can help us carry out our work as citizens. To this end, we will be reading essay-length pieces on a variety of topics and writing frequently ourselves. In particular, we will work to create a rhetoric that is well-informed, conscious of what it doesn't know, respectful in its advocacy, thoughtfully researched and supported, and conscious of its place in an on-going conversation among engaged, caring citizens.

Please see introductory note on first page for goals and practices shared by all Writing 1/2 classes

Writing 1, Section 25  
Class# 61858
Writing 2, Section 25  
Class# 63774
Both sections meet on TTH 8:00P - 9:45P at SOC SCI 1 145

Writing Our Relationship to the Animal Kingdom

What is the nature of the relationship between the human empire and the animal kingdom? Why are our perspectives and treatment of animals ambivalent and contradictory? How is our attitude towards animals constitutive of our understanding of ourselves as humans and indicative of our behavior towards other humans? Animals have a vital and meaningful presence in our collective and individual lives. In this composition course, we will explore the interdependence of humans and animals through critical reading and analytical writing. The goal of this class is to help you become discerning readers, incisive thinkers, and assured and effective writers capable of participating in university-level discourse. Studying and writing about our historical, political, symbolic, emotional, material, and metaphysical conceptions of and interactions with animals will enable us to take a dialectical approach in determining the role of animals in human society.

We will investigate a wide variety of texts ranging from philosophy to fiction, including works by Charles Darwin, Peter Singer, Alice Walker, George Orwell, Farley Mowat, Jorge Luis Borges, Frans de Waal, Isak Dinesen, D.H. Lawrence, Jane Goodall, George Bernard Shaw, Barbara Smuts, and Charles Siebert. Students will write extensively, both informally and formally, with the intention of composing purposeful, organized, original, and informative essays. The course will focus on strategies for generating and supporting ideas, and will emphasize the value of revision to achieve sophisticated, thoughtful and interpretive written work.

Please see introductory note on first page for goals and practices shared by all Writing 1/2 classes

Writing 1, Section 26  
Class# 61859
Writing 2, Section 26  
Class# 63775
Both sections meet on TTH 4:00P - 5:45P at STEV ACAD 151

Beauty and Justice

Prompted by Elaine Scarry's On Beauty And Being Just, this class will explore the relationship between beauty and justice. If you are particularly interested in art, and you wonder what role beauty, broadly conceived, can play in creating a more just world, consider taking this course. We will read and look at poetry, prose, photographs, paintings, and sculpture and write to, from, within, and around them. Students will compose and revise a series of informal and formal essays and complete an original project requiring imagination and analysis.

Please see introductory note on first page for goals and practices shared by all Writing 1/2 classes
Writing 1, Section 27  Class# 61860  
Writing 2, Section 27  Class# 63776  
Dan Scripture  
scriptu@ucsc.edu  

Both sections meet on MWF 2:00P – 3:10P at OAKES ACAD 102  
MEMORIAL: THE VIETNAM WAR AND CULTURAL MEMORY  

In this course, we will read a book called *The Other Side of Heaven*, edited by Wayne Karlin, Le Minh Khue, and Truong Vu, which offers many different perspectives on the experience of war and its aftermath. We will also read a short book of poetry, Renny Christian’s *Viet Nam & California*, and a book by Arnold Isaacs, *Vietnam Shadows*, which is meant as general background, and as an information resource. It has an excellent bibliography and a good index, among other things. It is not a history of the war, but a history of the cultural aftermath of the war. These three books raise a number of issues: the history and politics of the War, the stress on families, the mystery of the recent past, the political conflict surrounding the War, personal and political healing, the present state of things in Viet Nam, and many other issues. Overall, we will be examining how the Viet Nam War has entered literary, political, and cultural memory. As a composition and rhetoric course, the focus is learning to write capably, fluently, and well. Writing and research in the course will address the issues above, and will explore a number of different forms, including a final project or research paper. We will explore the writing process, including prewriting, planning, peer feedback, revision, and research.  

Please see introductory note on first page for goals and practices shared by all writing 1/2 classes  

Writing 1, Section 28  Class# 61861  
Writing 2, Section 28  Class# 63777  
Dan Scripture  
scriptu@ucsc.edu  

Both sections meet on MWF 3:30P – 4:40P at OAKES ACAD 102  
MEMORIAL: THE VIETNAM WAR AND CULTURAL MEMORY  

In this course, we will read a book called *The Other Side of Heaven*, edited by Wayne Karlin, Le Minh Khue, and Truong Vu, which offers many different perspectives on the experience of war and its aftermath. We will also read a short book of poetry, Renny Christian’s *Viet Nam & California*, and a book by Arnold Isaacs, *Vietnam Shadows*, which is meant as general background, and as an information resource. It has an excellent bibliography and a good index, among other things. It is not a history of the war, but a history of the cultural aftermath of the war. These three books raise a number of issues: the history and politics of the War, the stress on families, the mystery of the recent past, the political conflict surrounding the War, personal and political healing, the present state of things in Viet Nam, and many other issues. Overall, we will be examining how the Viet Nam War has entered literary, political, and cultural memory. As a composition and rhetoric course, the focus is learning to write capably, fluently, and well. Writing and research in the course will address the issues above, and will explore a number of different forms, including a final project or research paper. We will explore the writing process, including prewriting, planning, peer feedback, revision, and research.  

Please see introductory note on first page for goals and practices shared by all writing 1/2 classes  

Writing 1, Section 29  Class# 61862  
Writing 2, Section 29  Class# 63778  
Roz Safford  
roz@ucsc.edu  
rava@qai.com  

Both sections meet on TTH 10:00A – 11:45A at KRESGE ACAD 194  
RESEARCHING OURSELVES  

How would you describe your community (or communities)? Think of a community as a group of people with backgrounds somewhat similar to yours, and or people who share common concerns, beliefs, visions. How do people in your communities develop their values—about politics, sexuality, religion, manners? What do they read? What music do they listen to? What do they know? How do they know what they know? What are they worried about? What do they do for fun? How do their concerns intersect with or challenge those of others?  

In this section of Writing 1, you will gain research and analytical skills by investigating the diverse behavior and belief systems of people in communities to which you are connected. Students enrolling in this section should be willing to work both independently and collaboratively, doing library research as well as field work observing and interviewing others. Papers will be based not only on this research, but on a variety of reading assignments from the social sciences. Students in this section must also have access to a computer, either at home or through on-campus labs; discussion of the reading will take place on-line and messages about the assignments will be sent via e-mail.  

Please see introductory note on first page for goals and practices shared by all writing 1/2 classes
**Writing 1, Section 30**  
**Class# 61863**  
**Writing 2, Section 30**  
**Class# 63779**  
**JUDE TODD**  
**TODD@UCSC.EDU**  
Both sections meet on MW 5:00P – 6:45P at Eight Acad 242

**EXPLORING THE HUMAN PLACE IN NATURE**

How might humans live in physical, mental, and spiritual harmony with the rest of nature? Both Euro-American and Native American nonfictional texts will inform our developing understanding of how we as humans can take our appropriate place within nature. Students will enhance writing and rhetorical skills while exploring such questions as: What assumptions about the nature of nature hamper our capacity to live harmoniously within it? What's the relationship between our own bodies and that of the Earth? How can we, both as a community and individually, make positive contributions to the natural processes that sustain us? Working in instructor-facilitated writing groups, students will write four essays, including a research project.

Note: Due to my multiple chemical sensitivity, I need to have a scent-free classroom. I ask that people not wear perfume, scented hair or body products, or clothing smelling of tobacco smoke, fabric softeners, etc., to class. Thank you.

Please see introductory note on first page for goals and practices shared by all writing 1/2 classes.

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**Writing 1, Section 31**  
**Class# 61864**  
**Writing 2, Section 31**  
**Class# 63780**  
**JUDE TODD**  
**TODD@UCSC.EDU**  
Both sections meet on TTH 4:00P – 5:45P at Eight Acad 242

**EXPLORING THE HUMAN PLACE IN NATURE**

How might humans live in physical, mental, and spiritual harmony with the rest of nature? Both Euro-American and Native American nonfictional texts will inform our developing understanding of how we as humans can take our appropriate place within nature. Students will enhance writing and rhetorical skills while exploring such questions as: What assumptions about the nature of nature hamper our capacity to live harmoniously within it? What's the relationship between our own bodies and that of the Earth? How can we, both as a community and individually, make positive contributions to the natural processes that sustain us? Working in instructor-facilitated writing groups, students will write four essays, including a research project.

Note: Due to my multiple chemical sensitivity, I need to have a scent-free classroom. I ask that people not wear perfume, scented hair or body products, or clothing smelling of tobacco smoke, fabric softeners, etc., to class. Thank you.

Please see introductory note on first page for goals and practices shared by all writing 1/2 classes.

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**Writing 1, Section 32**  
**Class# 61865**  
**Writing 2, Section 32**  
**Class# 63781**  
**JAMES WILSON**  
**JAWILSON@UCSC.EDU**  
Both sections meet on TTH 12:00P – 1:45P at SOC SCI 2 167

**WRITING ABOUT MODERN ITALY**

In this course we will explore fiction, drama, and film relevant to important historical and intellectual moments of the past 75+ years: postmodern existentialism, political activism, neo-realism, and women authors during Mussolini's regime. There will be regular student-led discussions and peer-review draft sessions of exploratory as well as formal writing assignments (including research on issues such as art, religion, urban ecologies, immigration, prostitution, and terrorism).

Please see introductory note on first page for goals and practices shared by all writing 1/2 classes.

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**Writing 1, Section 33**  
**Class# 61866**  
**Writing 2, Section 33**  
**Class# 63782**  
**JAMES WILSON**  
**JAWILSON@UCSC.EDU**  
Both sections meet on TTH 2:00P – 3:45P at SOC SCI 2 167

**WRITING ABOUT CONTEMPORARY FRANCE**

In this course—through recent fiction, nonfiction, and film—we will consider several themes: post-colonialism and discourses of race and ethnic disenfranchise; feminism and cultural satire; deconstruction of Franco-American mythologies; and the popular culture and social debates of Paris. We will practice exploratory prose, textual analysis, and research writing; and discussions will be primarily student-centered.

Please see introductory note on first page for goals and practices shared by all writing 1/2 classes.
**Writing 1, Section 34**  Class# 62618  
**Writing 2, Section 34**  Class# 63783  
Both sections meet on **MWF 2:00P – 3:10P at OAKES ACAD 222**

**THINKING AND WRITING ABOUT LANGUAGE**

Does the media use biased language, and if so, does this biased language affect public opinion? Can a poem be translated into another language? Should English be the official language of the United States? Can computers be taught a human language?

These are just a few of the questions that poets, politicians, scientists, and others have asked about language. In this course we will investigate what questions writers have asked about language and its connection to other aspects of society, consider how writers in various disciplines approach questions about language, and contribute to ongoing debates about language with our own writing. Students in this course will compose a series of informal and formal writing assignments, culminating in a final research project.

**Please see introductory note on first page for goals and practices shared by all writing 1/2 classes**

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**Writing 1, Section 35**  Class# 61867  
**Writing 2, Section 35**  Class# 63784  
Both sections meet on **MWF 5:00P – 6:45P at SOC SCI 2 159**

**DIY: DO IT-YOURSELF IDENTITY**

Writing, like a Swiss-army knife, can do a lot of things for those who know how to use it: they can use it to understand themselves, what they are reading, or what others have told them; they can use it to convey information, to persuade, to expand, to abbreviate, to instruct. Writing can operate on many levels to reach a variety of people for a variety of purposes. It is a tool that is integral to university education—and life outside the academy.

This writing class will explore the relationship between the things we do—including and especially writing—and who we are. The aim is to help you become a better writer by writing frequently, revising thoughtfully, reading and responding to the work of others, and bringing your experiences as a writer and doer of things to bear in a co-operative workshop setting.

**Please see introductory note on first page for goals and practices shared by all writing 1/2 classes**

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**Writing 1, Section 36**  Class# 61868  
**Writing 2, Section 36**  Class# 63785  
Both sections meet on **TTTH 12:00P – 1:45P at MERR ACAD 132**

**EMERGING DISEASES AND THE ENVIRONMENT**

International concerns about a global pandemic of bird flu have been headline news in the past year. Other public health worries—tough new drug-resistant strains of tuberculosis and malaria, and water-related diseases—are equally urgent. This course examines the connections between public health concerns, the environment, and writing, and emphasizes the ways that purposeful, careful writing can make a difference in such matters. Reading and writing about public health and the environment means sorting through multiple, and at times competing, representations of what the problem is and how to solve it. It means discerning an author’s stance on an issue, his or her form of appeal to an audience, persuasiveness, and more—all elements that writers need to identify and work on. And as the writing that you will study includes work on which, literally, life and death depend, attending to purpose, accuracy, and persuasion will be particularly important. Writing about public health and the environment, in other words, is a case study in why writing well matters.

To develop these abilities, throughout the quarter, you will be engaged in both formal and informal writing, collaborative peer review, and revision. You will write several short papers for a variety of readers and purposes and a research-based report on an environmental health issue of your choice. Readings will include works by Rachel Carson, Tracy Kidder, Laurie Garrett, Mark Hertsgaard, and E.O. Wilson among others. We will also examine several films, including *Paul Ehrlich and the Population Bomb* and *Chernobyl: A Wormwood of Our Times*, and discuss current public health and environmental events based on daily reading of either a national newspaper (e.g., *The New York Times*) or the BBC on the worldwide web.

**Please see introductory note on first page for goals and practices shared by all writing 1/2 classes**

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**Writing 1, Section 37** / **Writing 2, Section 37** - **Class cancelled**

**Writing 1, Section 38** / **Writing 2, Section 38** - **Class cancelled**