WRITING ACROSS THE CURRICULUM AND THE ORIGIN OF E346K

In the past five years, many colleges and universities in the United States, both public and private, have adopted writing-across-the-curriculum programs. This trend has brought certain fundamental changes in the ways writing is taught in these institutions. Instead of being concentrated in the freshman year, writing instruction extends throughout the four years of undergraduate education. Instead of being the responsibility of one department, writing instruction is recognized to be the responsibility of the academic community at large. And instead of being taught outside a student's major field of study, writing instruction occurs within a student's major.

The changes in the way writing is taught, in turn, reflect changing perceptions of the uses of writing. In addition to being a means of communication--the traditional focus of college writing courses--writing takes on two other important functions.

First, writing in a discipline becomes closely associated with learning in that discipline. Writing becomes a way of discovering ideas. A developing text has a life of its own, leading students to new ideas and connections. Writing forces students to analyze their ideas critically. Through a process of writing, reflecting, and rewriting, a student's ideas can evolve. It makes students active rather than passive learners of a

subject. It even gives them a sense that they are participating in a discipline, that they too share in the scholarly activity of a field.

Second, writing becomes a way of defining values and beliefs. The act of writing has a moral, ethical, and philosophical dimension beyond the communication of knowledge. Members of an individual discipline have not only the responsibility to communicate with members of their own discipline, but also to persuade the public of the value of their discipline.

These changing perceptions of college writing in part underlie the efforts of the English department and the College of Liberal Arts to develop a new course, E346K--Writing in Different Disciplines, at the University of Texas at Austin. On February 16, 1981, a proposal approved by the College of Liberal Arts was submitted to the University Council at the University of Texas at Austin to transfer the second required freshman composition course to the junior or senior year, making the writing in that course relevant to a student's major discipline. The proposal cited the success of writing-across-the-curriculum programs at other colleges and universities, noting that teachers of junior-level writing courses in these programs "almost universally praise the greater maturity of the themes, the better organization of the material, and the more noticeable motivation

of the students."

Discussions in the University Coucil emphasized that college graduates should be able to do the kinds of writing appropriate to their discipline and that they should be able to write for the educated general reader. In the meeting of the University Council on March 23, 1981, Professor James Kinneavy argued that the purpose of the new junior-level requirement "is to force the whole University populus to speak the language of the general reader. It also forces members of the English Department . . . to talk to the [faculty] members of the University. I see [this requirement] as a strong force to unify intellectually, at the level of language, the whole University community."

On April 20, 1981, the University Council approved the College of Liberal Arts' proposal for a required junior-level writing course.

II. E346K--SOCIAL AND BEHAVIORAL SCIENCES

The proposal approved by the University Council specifies that E346K will be offered under four topics: Writing in the Arts and Humanities, Writing in the Social and Behavioral Sciences, Writing in the Natural Sciences, and Writing in Business. The Social and Behavioral Sciences version of E346K (referred to subsequently as E346K-SBS) is designed to serve students from three colleges and two schools. A list of majors and the number of juniors enrolled in those majors during Fall Semester 1981 is given below:

Juniors Majoring in Social and Behavioral Sciences
by College, Fall Semester 1981

College/School	Number of Juniors
COLLEGE OF COMMUNICATION	
Advertising	248
Journalism	271
Radio-TV-Film	294
Speech Communication	123
COLLEGE OF EDUCATION	
Undetermined	18
Secondary Education (All)	206
Elementary Education	177
Kindergarten Education	29
Special Education	70
Bilingual Education	7
Reading Education	14
Teachers of Young Children	5
Educational & Youth Serving Agencies	10
COLLEGE OF LIBERAL ARTS	
American Studies	15

Anthropology	24
Archaeological Studies	6
Architectural Studies	3
Asian Studies	4
Economics	67
Ethnic Studies	1
Geography	14
Government	197
History	82
Latin American Studies	8
Linguistics	7
Middle Eastern Studies	1
Oriental and African Languages and Literatures	6
Psychology	236
Sociology	41

SCHOOL OF ARCHITECTURE

Architecture	66
Architecture/Architectural Engineering	11

SCHOOL OF SOCIAL WORK

Social Work	56

During the 1980-1981 academic year, individual course proposals for three of the four topics for E346K were written by subcommittees of the E346K committee. Members of the subcommittee for E346K-SBS were Horace Newcomb (Chair), Joseph Slate, and Lester Faigley. In the description for the proposed course, the subcommittee noted that while "certain subject matter areas may vary from section to section," the "primary emphasis is on writing practice, on rhetorical strategy rather than on the disciplinary theories involved in the various subject matter areas." The subcommittee recommended that students "model their own writing on high quality examples of writing in the various

disciplines" and that students should write "for the educated nonspecialist."

The subcommittee's rationale for E346K-SBS reflects the diversity among the disciplines included under the heading of "Social and Behavioral Sciences":

> Writing is different across disciplines because of what practitioners of the disciplines believe about what they know, how they know it, and how it can best be presented to their audience. Students involved in advanced study of various disciplines may accept most of these distinctions, may already have internalized the assumptions in their field of study. They may or may not be aware of how those assumptions relate to writing.

The subcommittee decided that the best way to demonstrate to students how assumptions in a discipline relate to writing in that discipline is to expose them "to different viewpoints among the disciplines on similar subject matters." From discovering

> how different patterns of thinking produce different patterns of writing, . . . students should become more self conscious about their own writing, about how their own approach to fundamental human questions relates to others, and about what knowledge and expectations an educated nonspecialist is likely to hold.

The committee concluded that "these insights, along with continuous attention to the traditional concerns of effective writing, should lead to better writing."

The subcommittee selected, as a general text for the course, Elaine Maimon and others', Writing in the Arts and Sciences

(Winthrop, 1981). The Maimon text was observed to have certain limitations stemming from the fact that it was designed for a university-wide course rather than a course focusing on the social and behavioral sciences. In spite of these limitations, it seemed better suited for the proposed course than any other writing text that we examined. It was the only text we could find that attempted to demonstrate that differences in writing among the disciplines reflect different ways of thinking particular to each discipline. Furthermore, the Maimon text emphasizes the processes of writing. Each chapter on a specific kinds of writing contains subsections on getting started, on writing the first draft, and on revising.

The best alternative to the Maimon text that we found was Joseph Williams' _Style: Ten Lessons in Clarity and Grace_ (Scott Foresman, 1981). Williams' book differs considerably from the Maimon text in scope and purpose. Williams' book contains superb discussions of several aspects of prose style, incorporating a number of insights from contemporary research in linguistics and discourse analysis. The Williams text lacks material on a library paper; however, the General Libraries staff has prepared library guides for each of the E346K versions (see Appendix A). For teachers who desire a more substantial text than Maimon and are willing to do the necessary work to adapt it to the course, the Williams' text might be an ideal choice.

The committee also presented a list of readings among different disciplines in the social and behavioral sciences on a common subject. These readings are listed in Section IV. 2 below.

III. WRITING IN E346K-SBS

The students for E346K-SBS come from a wide range of academic disciplines, represented by nine departments, four centers, and three interdisciplinary programs in the College of Liberal Arts, five departments and four centers in the College of Education, four departments in the College of Communication, and the Schools of Architecture and Social Work. No single syllabus can pretend to address the writing needs of students in each of these departments and programs. This section sets out a general plan for E346-SBS to which specific contents can be adapted.

III. 1. WRITING FOR DIFFERENT AUDIENCES AND PURPOSES

Classroom writing is frequently criticized for taking place in a rhetorical vacuum. The only audience for classroom writing that many students know is the teacher, a person who seems often more interested in marking their errors than in understanding what they write. Purposes for classroom writing are in many instances poorly defined. Students see little function for writing other than demonstrating what they know about a subject.

Writing in the world outside the classroom, on the other hand, usually has a clearly defined purpose and audience. Writers know why they are writing and whom they are writing to. In a study of the importance of writing after college, I found that college-trained people who write frequently on the job often

have a developed awareness of the specific requirements entailed in writing for varied audiences and purposes. For example, a meteorologist who now works primarily as a hydrology consultant at an engineering firm in Austin told me about the writing that he and his associates do:

> We write about a wide range of subject matters. Some things are familiar to a lay audience. Most people can understand a study about floods. They can understand a study that defines a 100-year flood plain. They can imagine, say, water covering a street familiar to them. But other subjects are very difficult to communicate. We work with three-dimensional models of water currents, for example, that are based on very recondite hydrolic movements. We also have a wide audience range. Some of our reports are read by citizen groups. Sometimes we write for a client who has a technical problem of some sort and is only interested in what to do about it. And sometimes we write for audiences with high technical expertise like the Army Corps of Engineers. Audiences like the Army Corps expect a report to be written in a scientific journal style, and they may even want the data so they can re-analyze it. A lot of times the audience is mixed. A regulatory agency may know little about the subject of one of our reports, but they may have a technically trained person on their staff who does. In any case, we must understand what it is that the client wants, and we must be aware of what he knows about the subject. We must convince clients that we know what we're doing. We depend on return business and word-of-mouth reputation, and we must make a good impression the first time. Much of the professional reputation of this company rides on how we present ourselves in our technical reports.

One of the goals of E346K-SBS is to develop an awareness that a successful written text must accommodate the needs of subject matter, audience, and the image that the writer wishes to project. Consequently, students in E346K-SBS should have the opportunity to write essays for different purposes and audiences.

They should be able to write essays with the aim of informing an audience about the subject matter in their discipline and essays with the aim of changing the attitudes or beliefs of their audience or bringing that audience to perform some kind of action. Audiences for these essays should include, at different times, persons who know more about the subject than the writer (such as a specialist in their discipline), persons whose knowledge is about the same as the writer's, and persons whose knowledge is less than the writer's. For persuasive writing tasks, students should have the opportunity to write for both those who would favor and those who would oppose the position the writer is advocating.

In addition, students should have the opportunity to analyze and evaluate their ideas, to explore new ideas, and define their own values and beliefs--the goals set out at the beginning of this syllabus. If E346K-SBS is going to offer students the opportunities to write extensively for different purposes and audiences, then some writing will likely have to be in forms other than "themes." For this reason, teachers may want to use some combination of papers and a journal.

III. 2. PAPER ASSIGNMENTS

The subcommittee for the Social and Behavioral Sciences variant of E346K specified a writing requirement for the course of four to six short essays (approximately 600 to 800 words) and

at least one longer paper. The subcommittee conceived the longer paper as involving significant library research.

Persuasive essays. In accord with the overall design of E346K, at least one of the shorter essays should be a persuasive essay addressed to the educated nonsepcialist. Although Writing in the Arts and Sciences does not contain a chapter specifically devoted to persuasive writing, it does contain a chapter on "contemplative writing" which the authors define "as lying on a continuum between expressive writing, which emphasizes the capacity to express your feelings on a topic, and research writing, which tests your ability to seek out information and put it together in some coherent order" (p. 177). In spite of the fuzzy discourse theory at the beginning of the chapter, the material on "contemplative writing" deals primarily with persuasion.

For the other shorter papers, at least one should be a case study paper and another a report of findings. These two types of essays are predominant in the social sciences. A chapter in Writing in the Arts and Sciences is devoted to each.

Case studies. Chapter 10, "The Case Study Paper," begins by pointing out that teachers, social workers, political scientists, psychologists, sociologists, and anthropologists all write case study papers. The Maimon text sets out four general steps for

case study papers. The writer must first decide what to observe, then describe the relevant behavior with a minimum of subjectivity. Next the writer must classify details into logical groupings and, finally, apply relevant theoretical concepts to the categories that have been created.

The strengths and potential weaknesses of case studies as a research method can be best illustrated by examples. A fine short example of a case study appears on pp. 240-241 in <u>Writing in the Arts and Sciences</u>. The example is taken from Carl Klockars, <u>The Professional Fence</u> (Macmillan, 1974). This book is a revised version of Klockars' doctoral dissertation in criminology. Klockars became interested in the fact that very little was known about "fences," the people who buy and sell stolen goods. Fences are "middlemen" between criminals and the public--the "wholesalers" of stolen goods. Klockars found a fence who was willing to be interviewed, and he took detailed notes over a two-year period. His book on this single case was read by many people outside of his discipline. The fact that case studies are rich in detail usually makes them more interesting to read than reports of quantitative research. The problem is that scientists are usually more interested in the general than in the particular. Consequently, criminologists want to know more about fences as a part of a criminal system than about the details of a particular fence. The writer must demonstrate that the particular case is in some ways both typical

and significant. Case studies must not only record behavior of individuals and groups in great detail, they must also record with great accuracy. Section V. 1. below contains an essay by a psychologist who sharply criticizes staff members in mental institutions for inaccurate case studies.

The beginning of Chapter 10 in the Maimon text gives several examples of case study assignments. In a writing-in-the--disciplines course at Harvard University, Richard Marius has students attend a funeral as a case study assignment. Additional examples of case-study assignments are at the end of section V. 2. below.

Reports of research. A second type of essay common to the social sciences is the report of research. In most of the social sciences, these essays follow a standard four-part format of introduction, methodology, results, and discussion. Chapter 11 in Writing in the Arts and Sciences treats each of these typical sections of a report of research. Examples and discussions of reports of research are in Sections V. 1. and V. 3. below.

Library research papers. Library research is treated in three general chapters in Writing in the Arts and Sciences (4, 5, and 6) and in one chapter devoted to the social sciences (9). The staff of the General Libraries has also prepared a reseach guide for writing in the social and behavioral sciences. This

guide is included as an Appendix to this document. More information on library support services for E346K-SBS can be obtained from John Kuppersmith (471-3813) or Ann Neville (471-5222).

Writing in the Arts and Sciences and the library guide both outline procedures for library research. Teachers will probably want to begin early in the semester acquainting students with library resources in the social and behavioral sciences. For example, on pages 74 and 75 of *Writing in the Arts and Sciences* is a description of citation indexes and an explanation of their usefulness. Teachers can devise short assignments to make students familiar with valuable sources. The next step is to have students select a preliminary topic and read about that topic. Both *Writing in the Arts and Sciences* and the library guide devote considerable attention to background research. By midterm or shortly thereafter, students should have written a research proposal, which, according to the library guide, should state the topic, explain its significance, and list at least five sources, evaluating at least two of them. If a draft of the library research paper is due long enough before the end of the semester, students will have the opportunity to revise their papers with the help of their teacher and classmates.

III. 3. JOURNALS

One of the ways writing-across-the-curriculum programs

attempt to teach writing as a mode of learning and writing as a value-forming activity is through journal writing. _Writing in the Arts and Sciences_ contains a short section on journal writing (pp. 20-22). Much fuller discussion of how a journal can be used in a course such as E346K is in Toby Fulwiler's "The Personal Connection: Journal Writing across the Curriculum" (_Language Connections: Writing and Reading across the Curriculum_, eds. Fulwiler and Art Young [NCTE, 1982], pp. 15-31). Fulwiler begins with the premise that journal writing "can be both a formal rigorous assignment and, at the same time, a place for students to practice imaginative and speculative thinking." Fulwiler sees journals as having something in common with both diaries and class notebooks, where ideas important to the writer are discussed in the first person and where the subject matter comes from topics in the course. The journal should encourage students to explore and extend ideas discussed in the course.

Fulwiler outlines several kinds of assignments using journals:

(1) _Starting class_. Students can write for five minutes on a topic related to the subject of the particular class. For example, students could react to a particular reading or attempt to define an important term such as "culture." A few entries could then be read to begin class discussion.

(2) Summarizing. The last five minutes of the class can be used for journal writing. Entries written at the end of class could ask students to synthesize what has been discussed in the particular class. Students can also explore relationships among other topics discussed in the course.

(3) Focusing. Students write on a topic that the teacher has just introduced. This exercise allows students (and their teacher) to find out how much they know about a subject that is going to be discussed. It also helps to demonstrate why a particular issue in the social sciences might be important to them.

(4) Problem solving. Students can attempt to solve problems using a journal. Mathematics teachers have gained insights into how students solve problems by asking them to record their thinking in journals. One way to get students to identify kinds of reasoning particular to their major discipline is to have them describe how they solve problems in classes in their major.

(5) Homework. Homework can take the form of response to a particular issue written in a journal. Again, these entries can be used as the basis for class discussion. Students can also react to assigned readings in their journal.

(6) Progress reports. Periodically, journals can be checked

as an evaluation of students' progress in the course. Students can also be asked to evaluate themselves, analyzing what they have learned thus far in the course.

(7) Personal entries. Students can be directed to write on moral and ethical issues concerning the social sciences. Entries on such questions as "Do you think all new taxes should be subject to public vote in a referendum election?" would require students to explore their own beliefs and values. Some topics can come from the students themselves. Journals have long been used as a medium for self-examination.

Teachers sometimes avoid assigning journals because they believe them to be difficult to grade. Teachers also wonder if they should read what students write in journals since journals are, in many respects, "private writing." Neither problem is as great as it first appears. Most students want their journals read; they want to know that their teacher considers their ideas seriously. More important, the teacher learns much about the students--how they react to ideas, how their ideas develop, what causes them difficulty, how their writing is improving. Grading is usually handled in one of two methods. In one scheme a certain quantity of writing is rewarded with a certain grade--150 pages is an "A," 115 a "B," and so on. The other method is to make the journal a course requirement, without which a student can make no more than a "C" in the course. In either method

teachers do not comment on student writing in the usual ways--such as marking punctuation errors and making critical comments. Usually teachers respond to journals as a person and not as an evaluator, giving favorable general comments on ideas.

IV. POSSIBLE CONTENTS FOR E346K-SBS

Readings for E346K-SBS could be selected according to various criteria. Three general possibilities are outlined below.

IV. 1. READINGS IN A PARTICULAR SUBJECT AREA

Some sections of E346-SBS or an equivalent course may have students in a single major or in related majors. In such cases, the content for the course can be drawn from the students' major discipline. In selecting the readings for the course, the teacher should attempt to find material written for different purposes and audiences. One way is to find examples from a single author that are addressed to different audiences, such as an article in a professional journal and an article in a popular magazine. Another way would be to find reports of the same research study written for different audiences (see V. 1. below).

IV. 2. INTERDISCIPLINARY READINGS ON A PARTICULAR TOPIC

The Social and Behavioral Sciences subcommittee for E346K, which met during the spring of 1981, attempted to find readings for the proposed course that would focus on a particular subject of common interest to all disciplines in the social and behavioral sciences. Such readings would demonstrate that writers in the various social science disciplines approach a subject from different perspectives with different questions in

mind. The subcommittee found very few existing readers that span the social science disciplines. One such reader that examines problems of cities from the differing perspectives of history, sociology, government, economics, education, and psychology is Victor Flicker and Herbert Graves, eds. Social Science and Urban Crisis 2nd ed. (Macmillan, 1978). The committee recommended additional readings in anthropology and linguistics. The proposed readings listed below suggest how E346K-SBS might be organized around a particular subject area:

HISTORY

Flicker & Graves, Social Science and Urban Crisis
"The Nature and Rise of Cities" Thomlinson
"The Emergence of Metropolis" Glaab & Brown
"The City in Recent History" Gordon
"Recent Distortions of Classical Models of Urban Structure" Hoyt

ANTHROPOLOGY

Handouts
"The Cultural Role of Cities" Redfield & Singer
"The Meaning of Urban in Urban Studies and Urban Anthropology" Eames & Goode
"The Culture of Poverty: A Misapplication of Anthropology to Contemporary Issues" Eames & Goode
"The City: Suggestions for the Investigation of Human Behavior in the Urban Environment" Park
"Magic, Sorcery and Football Among the Urban Zulu: A Case of Reinterpretation under Acculturation" Scotch
"The Yoruba: An Urban People?" Lloyd

SOCIOLOGY

Flickler & Graves, Social Science and Urban Crisis
"Poverty Purifies Society" Spencer
"The Pre-Industrial City" Sjoberg

"The Emerging City" Greer
"New Communities" Weaver
"Crime and Social Conditions" Rice
"Watts: The Revolt and After" McCord & Howard
"The Free City" Hayworth
"Three Poverties" Harrington
"The Rejects" Harrington
"Beyond the Melting Pot" Glazer & Moynihan
"Ethnic Pressures" Jacobs
"Cubans in Our Midst" HEW Report

GOVERNMENT

Flickler & Graves, Social Science and Urban Crisis
"The Crisis is Political" Douglass
"The Mayor as Chief Executive" Lockhard
"A Big City Mayor Speaks Out" Federal hearing
"Increasing Federal Aid to States and Cities" Heller & Peckman
"Welfare Problems of the Cities" Naparstek & Martin

ECONOMICS

Flickler & Graves, Social Science and Urban Crisis
"The American Poor" OEO
"The Merchant and the Low-Income Consumer" Caplovitz
"Local Taxation Problems" Goodall
"Federal Government and State-Local Finances" Baker
"A Trillion Dollars to Save the Cities?" U.S. News
"The City of Columbia" Rouse
"The Costs of Unemployment" Senate Committee

EDUCATION

Flickler & Graves, Social Science and Urban Crisis
"The First Semester in a Slum School" Smiley & Miller
"School Dropouts" Norton

PSYCHOLOGY

Flickler & Graves, Social Science and Urban Crisis
"Violence: Innate or Learned?" Time
"Study of the Sickness Called Apathy" Rosenthal

"The Invisible Wall" Clark
"The Social World of the Urban Slum Child" Keller

LINGUISTICS

Handout
Selections from Sociolinguistic Patterns, Labov

Another possible anthology that contains essays predominantly from the social sciences grouped around several topics is Lawrence Behrens and Leonard J. Rosen's, Writing and Reading Across the Curriculum (Little, Brown, 1982). Topics include the Presidency, morality and the movies, the Great Depression, fairy tales, obedience to authority, computers, death and dying, the role of women, political language, nuclear war, and theories of personality. If this anthology were selected, teachers would likely want to use supplemental readings as well.

IV. 3. SUPPLEMENTAL READINGS

Some teachers of E346K-SBS will prefer to have students read books instead of collections of essays. The following list suggests the range of recent titles in the social sciences addressed to the general reader.

Angell, Roger. The Summer Game (Popular Library, 1973).
Is baseball a social science? Probably not. It's one of the fine arts. See also Angell's Late Innings: A Baseball Companion, which describes, among other subjects, the labor conflicts that led to the 1981 strike. (Maybe baseball is now a social science.)

Bettelheim, Bruno. The Uses of Enchantment: The Meaning and Importance of Fairy Tales (Knopf, 1976). An attempt to understand fairy tales and a defense against their critics who would discard them as lessons in cruelty and violence.

Boden, Margaret. Jean Piaget (Viking, 1980). Popularization of Piaget's ideas. Might be contrasted to a more scholarly treatment, such as Flavell's.

Bruner, Jerome. The Process of Education (Harvard University Press, 1965). An cognitive approach to learning that examines the relationship of the structure of knowledge to the development of reasoning.

Chase, Allan. The Legacy of Malthus: The Social Costs of the New Scientific Realism (Knopf, 1977). Argues against claims of biological origins for social problems.

Coffey, Thomas M. The Long Thirst: Prohibition in America, 1920-1933 (Norton, 1975). Often funny account of the Noble Experiment.

Coles, Robert. Children of Crisis: A Study of Courage and Fear (Little, Brown, 1967); Migrants, Mountaineers, Sharecroppers (Little, Brown, 1972); The South Goes North (Little, Brown, 1972). Studies of America's poor.

Cremin, Lawrence. Traditions of American Education (Basic Books, 1977). A short history of education in the U. S.

Critchfield, Richard. Villages (Anchor/Doubleday, 1981). Lives of people in 20 Latin American, Asian, and African villages.

Deloria, Vine. Custer Died for Your Sins (Macmillan, 1969). An American Indian on American history.

Ephron, Nora. Crazy Salad (Knopf, 1975). A collection of 25 essays, most which concern women and the seventies.

Flavell, John. Cognitive Development (Prentice-Hall, 1977). Introduction to principles of cognitive growth.

Flexner, Stuart Berg. I Hear American Talking (van Nostrand Reinhold, 1976). Where American words and phrases came from.

Fussell, Paul. The Great War and Modern Memory (Oxford University Press, 1975). The influence of World War I on the twentieth century.

Geertz, Clifford. *The Interpretation of Cultures* (Basic Books, 1973). An interdisciplinary effort to define the concept of culture and to apply that definition.

Giglioli, Pier Paolo (Ed.). *Language and Social Context* (Penguin, 1972). Classic essays in sociolinguistics.

Goffman, Erving. *Forms of Talk* (University of Pennsylvania Press, 1981). A study of oral discourse.

Goldberger, Paul. *The Skyscraper* (Knopf, 1981). A history of the skyscraper.

Gropius, Walter. *The Scope of Total Architecture* (1943; Collier, 1962). The founder of the Bauhaus School attempts to merge art and industry.

Halberstam, David. *The Powers That Be* (Knopf, 1979). About the people who own the *L.A. Times*, *The Washington Post*, Time Inc., and CBS.

Hoffman, Donald. *Frank Lloyd Wright's Fallingwater: The House and Its History* (Dover, 1978). Short book on Wright's most famous house.

Hostetler, John A. *Hutterite Society* (Johns Hopkins, 1975). The oldest Western communal society.

Houts, Paul L. (Ed.). *The Myth of Measurability* (Hart, 1977). A collection of essays on the validity and politics of IQ tests.

Hymes, Dell (Ed.). *Reinventing Anthropology* (Vintage, 1969). Sixteen anthropologists talk about their discipline.

Johanson, Donald C. and Maitland A. Edey. *Lucy: The Beginnings of Humankind* (Simon & Schuster, 1981). The discovery of our oldest two-legged ancestor.

Mack, John E. *A Prince of Our Disorder* (Little, Brown, 1975). Biography of T. E. Lawrence.

Matthiessen, Peter. *Sand Rivers* (Viking, 1981). An account of a journey into the Selous Game Reserve in Southern Tanzania.

McCullough, David. *The Path Between the Seas: The Creation of the Panama Canal, 1870-1914* (Simon & Schuster, 1977). Winner of several awards.

McFeely, William. *Grant* (Norton, 1981).