



The University of California, Santa Cruz, is recruiting an ongoing pool of qualified temporary instructors to teach sections of the College First Year Writing Seminars. The College Seminar is a required writing intensive course for first-year students and is taught primarily in seminars and tutorials. Instructors meet with a seminar of about 25 students, assign and read student papers, meet with students in small groups, prepare grades, which may include narrative evaluations of student performance, and carry out other normal instructional duties. Appointments to teach in the core course are for fall and/or winter quarter and may consist of multiple sections (up to but no more than 3 per quarter).

[Rachel Carson College Writing Seminar, "Environment and Society,"](#) Students consider the question: Why have modern societies had such unprecedented impacts on the earth's natural systems? This topic is explored, in particular, through an examination of the environmental and agricultural systems of California, how they are affected by social processes, changing technology and global production of food and pollutants. Much of the writing seminar addresses *The Grapes of Wrath* and *Ecotopia*, as well as a number of relevant articles.

[College Nine Writing seminar, "International and Global Issues: A Writing and Discussion Seminar,"](#) addresses topics such as globalization, labor rights, and migration. Seminars meet twice a week, and biweekly faculty meetings will be held. Please note that all instructors use the same basic syllabus and follow compatible weekly schedules and assignments. Master's degree or equivalent required in a discipline relevant to international studies, such as anthropology, cultural studies, economics, environmental studies, history, political science, or sociology.

[College Ten Writing seminar, "Social Justice and Community: A Writing and Discussion Seminar,"](#) addresses topics such as discrimination, poverty, and education. Seminars meet twice a week, and biweekly faculty meetings will be held. Please note that all instructors use the same basic syllabus and follow compatible weekly schedules and assignments. Master's degree or equivalent required in a discipline relevant to social justice, such as cultural studies, economics, history, political science, social psychology, or sociology.

[Cowell College Writing Seminar, "Envisioning Justice,"](#) is an interdisciplinary seminar that seeks to enhance students' abilities to read and to write, two strongly related capabilities and to introduce students to the experience of scholarship in community. Grounded primarily in the western philosophical and literary traditions, the core course takes a slightly different shape each year. It focuses on conceptions of justice, both historic and contemporary, and considers how theorists, artistic media, and societies themselves may transmit, question, or revise notions of what is just across time and place, and considers how these authors and texts may help us better consider contemporary justice issues. Cowell takes very seriously its college motto, "the pursuit of truth in the company of friends" and uses the core course to help build a sense of an intellectual community.

[Crown College Writing Seminar, "Emerging Technologies: Ethics and Socioeconomic Context,"](#) is a class that examines the effects that technological advances such as artificial intelligence, robotics, digital technologies and genetic engineering can have on our society and how their development is the result of specific economic and political conditions. Works of fiction as well as essays are used to reflect on the potential of technology to transform our society. This topical focus is used to enhance students' critical reading, rhetorical and writing skills.

[Kresge College Writing Seminar, "Power and Representation,"](#) is an introduction to university discourse, in which students practice reading, writing, and critical dialogue, around problems of social justice. Our texts—including works by James Baldwin, bell hooks, Malcolm Gladwell, and Rebecca Solnit—are primarily contemporary short non-fiction, including journalism and essays for broad audiences; they are meant to serve as models for students' writing and argumentation in the pursuit of C1 and C2 objectives. In keeping with the college theme of social justice, the texts emphasize individual and collective struggles for liberty and equality within a larger political culture that regularly denies or fails to secure justice, civil rights, and human rights for its participants. Readings and plenary sessions in Power and Representation are chosen to foster media literacy, rhetorical analysis, and critical, productive social action around problems of power and disempowerment in society.

[Merrill College Writing Seminar, "Cultural Identities and Global Consciousness,"](#) teaches principles of analytical thinking, reading, and writing via contemporary representations of cultural, social, political, and economic changes beyond and within the borders of the United States. Students examine how these changes are represented in different narrative and analytical modes, including the daily unfolding of contemporary events offered by the New York Times. Course materials, discussions, and assignments encourage students to consider the power of effective communication—in writing, speech, art—as means of investigation and active engagement. Extended pedagogy workshop, prior to beginning of quarter, for all instructors; thereafter, faculty meetings (voluntary), 3 or 4 guest speakers or presentations, and a culminating "Core Night." All sections share a common base syllabus.

[Oakes College Writing Seminar, "Communicating Diversity for a Just Society,"](#) focuses on the diversity of American cultures and how the interaction of race, class, gender and sexuality define social practices and representational systems. Seminars foreground the significance of education and liberation pedagogy, systems of power, intersectional analysis, and personal experiences. The course is an introduction to critical reading, interpretation, and analytic/expository writing.

[Porter College Writing Seminar, "Composition, Creative Inquiry, and the Arts,"](#) explores the relationship between creative activity and critical writing. It approaches the arts not only as objects of study (or things to write about) but also as instances of research, design, composition, and revision (or models for the craft of thinking and writing). Using philosophical texts, artwork in many genres, and analytical essays, the units of the course focus on the relationships between artists, sources of inspiration, and raw materials; on theories and techniques of interpretation; and on the role of artists and works of art in culture and society. Classes take the form of seminars and small writing groups, and students will complete both argumentative essays and creative projects.

[Stevenson College Writing Seminar, "Self and Society,"](#) examines the relationship between the 'individual' and society. The two quarter course readings generally focus on issues related to themes such as "Citizen or Individual," "Religion and Culture," and "Humanities/Arts and Society." The course seeks to provide students an interdisciplinary inquiry into the diverse historical, cultural, and academic traditions that gave rise to the idea of selfhood and its place in modern societies. Appointments can be for one or more quarters, depending on the qualifications of the individual to teach themes of a given quarter.

Candidates accepted to our pool may be approached by other units to teach writing seminars in their demonstrated areas of expertise.

TITLE: Lecturer

SALARY: Commensurate with qualifications and experience, and contingent upon availability of funding.

BASIC QUALIFICATIONS: Master's degree or equivalent training (i.e. Bachelor's degree and completion of at least one year of a Ph.D. program or at least two years work experience teaching at the college level); experience teaching writing at the college level.

PREFERRED QUALIFICATIONS: Ph.D. or equivalent foreign degree in a related discipline; demonstrated effectiveness at working with a diverse student population; familiarity with current theory and research in composition.

POSITION AVAILABLE: **Beginning Fall Quarter 2017, contingent upon availability of funding (No summer courses are available).**

TO APPLY: Applications are accepted via the UCSC Academic Recruit system and must include a curriculum vitae, at least two recent letters of recommendation*, and a cover letter that addresses how you meet the basic and preferred qualifications. Applicants are encouraged to submit teaching evaluations and to indicate which colleges are of interest. Documents/materials must be submitted as PDF files.

Apply at <https://recruit.ucsc.edu/apply/JPF00028>
Refer to Position #**JPF00028-13** in all correspondence.

*All letters will be treated as confidential per University of California policy and California state law. For any reference letter provided via a third party (i.e., dossier service, career center), direct the author to UCSC's confidentiality statement at <http://apo.ucsc.edu/confstm.htm>

CLOSING DATE: Review of applications begins April 3, 2017. As this is an on-going recruitment, applicants must update their files every three years if they are interested in remaining in the pool.

The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, age, or protected veteran status. UC Santa Cruz is committed to excellence through diversity and strives to establish a climate that welcomes, celebrates, and promotes respect for the contributions of all students and employees. Inquiries regarding the University's equal employment opportunity policies may be directed to: Office for Diversity, Equity, and Inclusion at the University of California, Santa Cruz, CA 95064; (831) 459-2686.

Under Federal law, the University of California may employ only individuals who are legally able to work in the United States as established by providing documents as specified in the Immigration Reform and Control Act of 1986. Certain UCSC positions funded by federal contracts or sub-contracts require the selected candidate to pass an E-Verify check. More information is available [here](#) or from the Academic Personnel Office (APO) at (831) 459-4300.

UCSC is a [smoke & tobacco-free campus](#).

If you need accommodation due to a disability, please contact the Academic Personnel Office at apo@ucsc.edu (831) 459-4300.

VISIT THE APO WEB SITE AT: <http://apo.ucsc.edu>

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