

Race and Ethnicity ICL Unit Essay (55 pts)

Essay Prompt:

The Basic Essay: In a 2-3 page essay (1000 words), explore a theoretical concept or object of study that has interested you within the Race and Ethnicity ICL unit. Some theoretical concepts include *loaded words*, *institutional discrimination*, *racial profiling*, *implicit bias*, *hate*, *closet racism*, *dysconscious racism*, *criminal justice*, a particular character from the films, etc. You may choose your own topic. In your analysis of your object of study, you are to a) develop a thesis, claim, argument, b) cite multiple sources from the unit readings to prove your claim, c) provide a “What now?” Conclusion. Do not tell me what we already know, find a unique perspective and prove your thesis.

The Analysis Essay: In a 2-3 page essay (1000 words), analyze one object of study (character) from *AHX*, *Red Deer*, *Indian Horse*, or *Crash*, viewed through three (3) theoretical concepts from the readings and lectures. Some theoretical concepts include *loaded words*, *institutional discrimination*, *racial profiling*, *implicit bias*, *hate*, *closet racism*, *dysconscious racism*, *criminal justice*, etc. You are to a) choose an object of study, b) examine the object of study through three (3) theoretical concepts, c) develop a thesis, claim, argument, d) cite multiple sources from the unit readings to prove your claim, e) provide a “What now?” Conclusion. Do not tell me what we already know, find a unique perspective and prove your thesis.

Dear Government Letter: Write a 2-3 page (1000 words) letter to a government official urging them to adopt your position on an issue that you feel strongly about in relation to race and/or ethnicity. Your letter should be persuasive by nature and use multiple sources from the unit readings that justify your position. You are to a) determine which government agency or government official your issue most closely aligns with, b) follow the strict formatting guidelines provided in the link below, c) write a perfectly formatted letter, d) cite evidence from multiple sources from the unit readings that supports your rationale for the change.
https://www.education.com/magazine/article/How_Write_Letter_Politician/

My Fellow Americans Speech: Write a 2-3 page (1000 words) address to the nation. Imagine you are given 5 minutes to address the nation via all of the major news networks. What would you say? What do you want the country to know? What does the country need to hear? You are to a) structure a persuasive speech using the strict guidelines from the link below, b) use at least three (3) sources from the unit readings to support your message.
<https://www.write-out-loud.com/persuasive-speech-outline.html>

New Holiday Proposal: Write a 2-3 page (1000 words) letter to a government official urging them to introduce legislation for a new holiday for municipal, state or federal observance. The proposal (letter) must be a formal appeal to a legislative body that provides a rationale, theoretical foundations, objectives, and desired outcome(s). You are to a) determine which government agency or government official your issue most closely aligns with, b) follow the strict letter formatting guidelines provided in the link below, c) write a perfectly formatted letter, d) cite evidence from multiple sources from the unit readings that supports your rationale

for the change. https://www.education.com/magazine/article/How_Write_Letter_Politician/

I Want Change Letter: Write a 2-3 page (1000 words) business letter to an organization, institution or company that has an unfair practice that you want changed. You are to a) determine which company you are targeting, b) determine the unfair practice you want changed, c) follow the strict formatting guidelines provided in the link below, d) write a perfectly formatted business letter, e) cite evidence from multiple sources from the unit readings that supports your rationale for the change.

https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/basic_business_letters/index.html

Dear CCUSD Letter: Write a 2-3 page (1000 words) letter or proposal to the School Board. Some people feel that the public school system does not adequately prepare students for the real world. Identify one improvement you think CCUSD schools need to make in order to better prepare students for life after high school. The letter must include a well-reasoned rationale that draws from at least three (3) sources from the Race Unit readings. Be sure to explain the problem and why this improvement is needed. You are to a) determine which school district improvement is needed, b) follow the strict formatting guidelines provided in the link below, c) write a perfectly formatted letter, d) cite evidence from multiple sources from the unit readings that supports your rationale for the change.

https://www.education.com/magazine/article/How_Write_Letter_Politician/

Dear Television Producer: Write a 2-3 page (1000 words) business letter: Imagine a television network is looking for ideas for a new television series. Write a letter to a producer of a network explaining your idea for the new television show. Consider race issues or theoretical concepts from the unit readings that will help the producer evaluate your idea, including the show's title, what kind of show it is (such as reality, comedy, music, game, or sports), specific details or features of the show that would be appealing to teenage viewers, and an example of what viewers might see in a typical episode.

You are to a) determine the name of an actual producer and production company, b) write an eloquent letter by following the strict formatting guidelines provided in the link below, c) pitch (describe) your idea, d) provide a rationale as to why your idea is important, e) cite evidence from multiple sources from the unit readings that supports your rationale.

https://www.education.com/magazine/article/How_Write_Letter_Politician/

***Thesis Statement*:** Whether you are writing an essay, letter, speech, or proposal, your document must include a declarative statement about the intent of your document. Remember that your thesis should not be the reiteration of common knowledge or a statement that would be considered obvious by most people. Your thesis is your unique observation about something that can be concluded from the reading/viewing of these texts. In crafting a thesis, look for patterns, hidden or unintended meanings, relationships of power, insightful themes, etc. Your thesis should be a clear, declarative argument that captures the spirit of your essay in a single sentence. Be creative and **don't hesitate to be bold**. Good luck!

Citations: Used effectively, quotations can provide important pieces of evidence and lend fresh voices and perspectives to your narrative. Used ineffectively, however, quotations can clutter your text and interrupt the flow of your argument. Use quotations at strategically selected moments. You have probably been told by teachers to provide as much evidence as possible in support of your thesis. But packing your paper with quotations will not necessarily strengthen your argument. The majority of your paper should still be your original ideas in your own words (after all, it's your paper). You must use parenthetical citations throughout your work.

Requirements:

Your essay will not be graded if it is missing any of the items below:

- ⤴ Parenthetical Citations (for quotes) from the readings
 - ⤴ Example: "The quote or phrase" (Author last name #).
- ⤴ 12 pt font
- ⤴ Garamond or Times New Roman
- ⤴ Double-spaced
- ⤴ A **thesis** and pattern of organization
- ⤴ Essays must be written in 3rd person; unless it is necessary for your writing format.
- ⤴ The Heading for all papers must use appropriate MLA formatting followed by the appropriate formatting of your document.

Be sure to research correct formats for the style of writing you are choosing .

**Race Unit Readings & Analytical Texts
2020-2021**

Theoretical Foundations (Bell) (pgs. 21-26)

Individual and Social Change (excerpt) (pgs. 32-35)

A Different Mirror (Takaki) p. 68-73

Racism: Introduction (Castaneda and Zuniga) p. 57-61

Language of Closet Racism (Gorski)– www.drvalverde.com → Readings

Complexity of Identity (Tatum) p. 6-9

A Class Divided (Foreword) – www.drvalverde.com → Readings

Symbolic Racism: The Real problem with Native American Mascots (Roppolo) p. 73-77

Color Lines in the Mind (Dasgupta) – www.drvalverde.com → Readings

Seven Stage Hate Model (Schafer and Navarro) – www.drvalverde.com Readings

American History X (Tony Kaye) – feature film

A Girl Like Me (Davis) – documentary short

A Class Divided (Frontline) - documentary

Crash (Paul Haggis) – feature film

Common Themes and Concepts derived from the Race Unit

Racism	Eurocentrism
Stereotypes(ing)	Oppression (multiple forms)
Prejudice	Social Location
Bigotry	Language and Culture
Discrimination (individual/institutional)	Color Symbolism
Social Constructions	Cultural Terminology
Dysconscious Racism	“Loaded” Words
Closet Racism (fear, unawareness, disownership)	Scapegoating
Xenophobia	Hate (groups)
Stereotype Threat	Hate Crimes
Dark skin vs light skin	Group Hierarchy of Oppression
Racial Profiling	4 Stages of Ethnic Identity Formation (Kajitani)
Institutional Racism	Racial Intolerance
Criminal Justice System	Ethnic and Racial Humor
White privilege	Colonial Guilt
Identity politics	Teaching Prejudice
Bias (implicit vs. explicit)	Empathy
Cultural Identity	Increasing Diversity
Ethnocentrism	Role of... media, SES, gender, silence, education, interculturalism, empathy, etc.

Race Unit Essay Rubric

Student Name: _____

Period: _____

Yes Test: You must receive all “yeses” for your paper to be scored. Any “no” will stop the process.

Yes	No	Basic Requirement
		1. Paper typed, 2-3 pages, double-spaced, Times New Roman
		2. Thesis clearly stated in intro and referenced in the conclusion
		3. Correct MLA formatting
		4. Citing evident; including parenthetical citations
		5. Paper written in 3 rd person; unless you were individually given permission to do so.

5—Masterful, clearly knowledgeable, sophisticated, practiced pattern

4—Skilled, knowledgeable

3—Able, adequate, but lacks sophistication

2—Developing, superficial; evidence of a developing pattern

1—Novice; unacceptable skill application for college readiness

MLA Format

Skill application demonstrates use which represents →	5	4	3	2	1
Margins (1 inch), Font size & style (12 pt, Times New Roman), double-spaced					
Heading (correct placement & spacing), Title & Header (correct page numbering)					
Parenthetical citations correctly formatted					

Introduction/Thesis

Skill application demonstrates use which represents →	5	4	3	2	1
Introduction clearly defines thesis					
Has an original and compelling, thesis; paper explores issues rigorously and in depth using multiple examples					

Content/Organization

Skill application demonstrates use which represents →	5	4	3	2	1
Well organized; text organization <i>flows sensibly and smoothly</i> ; word choice					
Overall <i>content connects</i> to thesis; it is clarifying, exploring, explaining, developing					
Conclusion <i>thoughtful</i> , engaging, and clear					

Evidence

Skill application demonstrates use which represents →	5	4	3	2	1
All quotes are presented appropriately (not dropped)					
Makes appropriate and powerful connections with the readings in the course					

Critical Thinking/Quality of Analysis

Skill application demonstrates use which represents →	5	4	3	2	1
The work demonstrates high degree of insight; ability to take ideas further into new territory, broader generalizations, hidden meanings and implications; recognizes the value, credibility and power of these ideas					

CRV 11/15

_____/55

Total

Extra Credit: Correctly Formatted Reference Page + _____

Comments

<p>Format</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adequately follows MLA standards <input type="checkbox"/> Generally follows MLA standards, but contains some errors. <input type="checkbox"/> Note: Google docs, Pages and other writing applications may not be optimal for MLA standardization. Use WORD when possible. <input type="checkbox"/> Two or more fonts and/or sizes detected. <input type="checkbox"/> Does not fully adhere to MLA guidelines. 	<p>Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Excellent contextual use of research material. <input type="checkbox"/> Excellent use of credible sources. <input type="checkbox"/> The paper was lacking enough support. Where is the development of the ideas? <input type="checkbox"/> Avoid the use of unsupported opinions as evidence. <input type="checkbox"/> Sources seem to come from questionable sources. <input type="checkbox"/> Lacks college-level research expectations
<p>Introduction/Thesis</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introductory paragraph skillfully engages reader and clearly explains subject, leading to a strong, detailed thesis statement. <input type="checkbox"/> Thesis states the obvious; superficial; lacks depth, complexity, originality. <input type="checkbox"/> Introduction is stylistically strong. <input type="checkbox"/> Introduction is unclear; needs clarity or further development <input type="checkbox"/> Thesis is unclear; needs clarity. <input type="checkbox"/> Thesis merely summarizes known ideas from the topic, rather than providing us with something new. <input type="checkbox"/> You raise important issues but your organization needs work. 	<p>Critical Thinking/Quality of Argument</p> <ul style="list-style-type: none"> <input type="checkbox"/> An excellent display of critical analysis, creativity and strong commentary. A college-level analysis. <input type="checkbox"/> Adequate level of analysis but could clearly be improved in specific areas. <input type="checkbox"/> Not enough analysis & commentary. <input type="checkbox"/> Fails to identify and effectively explain key concepts. <input type="checkbox"/> Character analysis is flat; falls short of demonstrating depth. <input type="checkbox"/> Commentary is: weak, adequate, excellent <input type="checkbox"/> Argument is probably right, but you don't provide adequate evidence and/or commentary to prove your point.
<p>Content/Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strong organization <input type="checkbox"/> I had trouble following your argument. It is not coherent. <input type="checkbox"/> There are not any transitions between your ideas. <input type="checkbox"/> Ideas could flow better through more effective transitions. <input type="checkbox"/> Good connections the readings <input type="checkbox"/> Has organizational weaknesses. <input type="checkbox"/> Lacks general sense of purpose; ideas are scattered or may lack cohesion. <input type="checkbox"/> Has an ambiguous audience. <input type="checkbox"/> Employs a vague tone or inconsistent writing style; may lack descriptive details. <input type="checkbox"/> A bit confusing in certain areas. <input type="checkbox"/> Some paragraphs lack coherence. <input type="checkbox"/> Avoid rhetorical questions in argumentative papers. 	<p>Overall</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has a clearly defined audience and purpose.; clear understanding of objective. <input type="checkbox"/> Demonstrates strong writing skills! <input type="checkbox"/> Interesting and engaging essay! <input type="checkbox"/> Demonstrates a sophisticated level of analysis. <input type="checkbox"/> Enjoyable to read. <input type="checkbox"/> Generally follows instructions but needs improvement. <input type="checkbox"/> Avoid dropped quotes. <input type="checkbox"/> Contains noticeable mechanical errors. <input type="checkbox"/> Seems incomplete or rushed. <input type="checkbox"/> Improvements needed to demonstrate college-level sophistication <input type="checkbox"/> Use a more formal tone in academic writing. <input type="checkbox"/> Avoid contractions in formal writing.

Note: You can always see me for further clarification and additional commentary.