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ETST 001: Introduction to the Study of Race and Ethnicity. Winter 2019.

Midterm Examination Study Guide

The midterm exam is an in-class essay assignment during which you will write a response to the question below. This blue book exam will be held on Tuesday, February 12, from 2:10 p.m.-3:30 p.m in UNLH 1000. You may bring in one 3X5 inch index card filled (front and back) with whatever hand-written notes you want. No typed notes, readings, outside materials, or other notes will be allowed. All essays must be written in a large blue book. Do not write anything on or in your blue book prior to the exam.

Question:

- **If race structures inequality, as Audrey Smedley, Michael Omi, and Howard Winant argue, then from the colonial period to the turn of the twentieth century, did the United States either resolve or reaffirm what Edmund Morgan called the American Paradox vis-à-vis not only African Americans, but also Native Americans and other nonwhites?**

Answer the above question by constructing a clear thesis. The thesis equals your main claim or assertion, along with supporting claims that make the overall argument compelling. To substantiate your argument and defend your position, **you must engage with a wide range of the required readings from weeks one through five.**

Specifically, you must balance your analysis and your voice with a mix of interwoven key quotes and paraphrasing. There is no “correct” answer to the question, but you must compose a persuasive essay by supporting your argument with the evidence presented in the class materials. In this regard, you do not have to agree with the required authors, but you must address their theoretical concepts and analytical assertions. You may counter or dispute the authors’ claims to advance your argument, support your point of view, or make an original point. You may also quote the lectures and films, but do not use any outside sources. For specific course readings that you have quoted or paraphrased, refer to authors’ names in the body of the essay text, within sentences, or in parentheses after sentences. Cite lecture material as (lecture).

To answer the midterm exam question, it may be helpful to consider:

race vs. class; privilege; worldview; hierarchy; differential treatment; ideology; common sense; signifying difference; Herrenvolk democracy; Anglo-Saxonism; Manifest Destiny.

*Finally, please use the second page of this study guide as a general guideline.

ETST 001 Bluebook Essay Rubric

CORE/RESPONSE

Essay shows sustained engagement with the topic and consistent response to the assignment;
Completely answers the question.

THESIS

Thesis is sound (i.e.; based on reasoning, accurate, thorough, substantial, forceful, strong, solidly constructed).
Thesis is logical, focused, and specific (avoids generalizations).
Argument (claim) is clearly explained.

ORGANIZATION

Essay is thoughtfully organized and structured.
There is an introduction, body, and conclusion.
Introductory paragraph sets the context for the essay topic.
There are topic and transition sentences.
Essay organization represents a clear strategy for persuasion.
Essay does not digress from central point—all material is relevant to supporting thesis.

DEVELOPMENT

Arguments are lucid and consistently supported with evidence (text citations); Position is defended well.
The central idea is developed through wisely chosen, appropriate, concrete details, persuasive points, insightful examples.
Quotes deepen the essay discussion, and are set-up/introduced and incorporated seamlessly.
The reader can follow the construction of argument.
Argumentation guides the reader and propels the narrative forward.
Paragraphs are organized, unified, and coherent—they each have a controlling idea to help further the thesis.
Paragraphs flow smoothly together with effective transitions, and the essay presents a cohesive perspective.
Each part of the essay builds upon the next to illuminate logical connections, implications, and relationships.
Concluding paragraph is satisfying and convincing—brings all of the essay content together and “clinches” the argument.
Tight, powerful conclusion ties together related strands developed in the body of the essay.

CONTENT/ MASTERY OF IDEAS

Demonstrates proficiency in understanding by applying key concepts and relevant class material.
Displays theoretical depth by unpacking complex ideas.
Demonstrates the link between evidence and argument (explains the significance of evidence to claims and/or thesis).
Essay contains more analysis than description and summary (shows rather than merely tells).
Essay demonstrates excellent secondary research skills: comparison, contrast, and synthesis.



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