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**ETST 001, Introduction to the Study of Race and Ethnicity. Summer 2020.  
Take-Home Midterm Paper Assignment**

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 three [through/including the Shari Huhndorf reading]**.

Compose a persuasive essay by supporting your argument with the evidence presented in the class materials, balancing your analysis and your voice with a mix of interwoven key quotes and paraphrasing. There is no minimum or maximum quota for how many required course readings you must incorporate; however, the best essays engage with a wide range of respective readings, placing the authors in dialogue. Similarly, address each component of the question. There is no “correct” answer to the question, and 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 videos from throughout the quarter, but do not use any outside sources.

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

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

\*Use the grading rubric on the next page as a general guideline. *For further clarifications and suggestions, see posted on our iLearn course page under “Assignments”:* “ETST 001 Midterm Paper Tips” and “ETST 001 Writing Guidelines.”

Technical Requirements/Formatting Directions: You must utilize specific examples and quotes from the readings to develop your arguments. Each reading quoted or paraphrased must be cited either in parentheses at the end of a sentence or in an endnote at the end of the paper, such as:

(Horsman, “Anglo-Saxons and Mexicans,” p. 213)

1. Horsman, “Anglo-Saxons and Mexicans,” p. 213.

Audiovisual material and lecture citations should name the video or lecture title, either parenthetically, by endnote, or by directly referencing the titles in your essay sentences. Papers must be typed in 12-point Times New Roman font, and double-spaced with one-inch margins on all sides of each page, and each page numbered. At the top of the first page type your name, and an original paper title and subtitle. No Works Cited page is necessary. Including too many distracting typographical, grammatical, organizational, and/or formatting errors will lower your grade, as will failing to follow these instructions. **No Plagiarism.**

**•Papers must be four pages in length.**

**•Papers are due by Thursday, June 9 at 1:00 p.m. via iLearn, “Assignments.”**

## ETST 001 Paper Grading Rubric

### CORE/RESPONSE

Paper sustains engagement with the topic, consistently responds 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

Paper is thoughtfully organized and structured.

There is an introduction, body, and conclusion.

Introductory paragraph sets the context for the paper topic.

There are topic and transition sentences.

Paper organization represents a clear strategy for persuasion.

Paper 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, and insightful examples.

Quotes deepen the paper discussion, and are set-up/introduced and incorporated seamlessly.

The reader can follow the construction of argument (chronological or sequential order, thematic grouping, comparison/contrast).

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 paper 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 paper 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).

Paper contains more analysis than description and summary (shows rather than merely tells).

Paper demonstrates excellent secondary research skills: comparison, contrast, and synthesis.

### WRITING STYLE

Avoids conversational/colloquial tone, offensive language, and excessive or unnecessary jargon.

Avoids deterministic language- words such as *always*, *never*, *the only*.

Avoids passive voice (“to be” verbs), and tentative statements such as “We *might* find” and “It *could be* argued.”

Avoids vague, unclear, repetitive, wordy, or awkward phrasing.

Sentences evince variety of pattern and are rhetorically effective; Pacing is brisk.

Prose is fresh, vigorous, concise, and precise.

### GRAMMAR

No grammatical, typographical, or spelling errors.

No run-on or incomplete sentences.

Paper uses consistent verb tense and proper diction/word choice.

### TECHNICAL/FORMATTING

Sources cited correctly, and paper contains sufficient amount of references.

Paper formatted correctly; includes title and subtitle.

Meets, but does not exceed page requirement.



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