

LSC # 28A
 Action Approved
12-13-90

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- (X) Professor Herbert M. Hunter Phone X2734
 (X) Writing Workshop? (If not at IUP, where? when? IUP, Fall, 1990)
 (X) Proposal for one W-course (see instructions below)
 (X) Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENTAL COURSE

- () Department Contact Person _____ Phone _____
 () Course Number/Title _____
 () Statement concerning departmental responsibility
 () Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____ Phone _____
 () Course Number/Title _____
 () Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Herbert M. Hunter

Department Chairperson Thomas Nowak

College Dean Richard Jordan

Director of Liberal Studies Charles C. LHM

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Samples of assignment sheets, instructions, or criteria concerning writing that are given to students.

Provide 12 copies to the Liberal Studies Committee.
 Please number all pages.

Herbert M. Hunter, Ph.D.

WRITING SUMMARY: SO 332: RACIAL AND ETHNIC MINORITIES

This course has already been approved by the Liberal Studies Committee as a Liberal Studies Elective. It is now being proposed as a writing-intensive course in the Liberal Studies Program. Students enrolled in the course come from a variety of majors throughout the university, particularly sociology, education, criminology, and psychology. It is offered once a year in the Spring Semester.

1. STUDENT WILL BE REQUIRED TO WRITE FIVE REACTION PAPERS. The purpose of the reaction paper in this course is to give students an opportunity to periodically demonstrate their comprehension of lecture and reading material by identifying and discussing major arguments in the reading assignments, writing good summaries of key ideas, raising good questions about what they read and discuss how they feel about the assignments. They will may also write their papers on several films that will be shown in class from time to time by responding to study questions that will be provided for them before each showing.

There are a number of debates and controversial issues in the field of racial and ethnic relations, and therefore the reaction papers will allow students to compare, contrast and synthesize information from seemingly unrelated sources. For example, students will analyze and compare Nathan Glazer's "liberal pluralist" views with Robert Blauner's theory of colonized minorities to evaluate how each writer supports or opposes affirmative action policies, though neither Glazer or Blauner mentions this policy in their writings. Further, the comparative and historical nature of the course will enable students to make connections between the past and contemporary situation of racial and ethnic minority groups, particularly in evaluating the various rates of ethnic success in the U.S., which is a major issue discussed in the course.

The procedure for handling the reaction paper will be as follows. On each due date, students will bring their papers to class to discuss what they wrote. They will then submit their papers to me, with only their social security number on the cover page. I will distribute the papers randomly to students, who will take a paper home, evaluate it, and write a one page typed critique that will be attached to the draft they reviewed. The paper will be returned to the original student, and she or he will have an opportunity to review the comments from the anonymous student-reviewer and do a rewrite before submitting a final draft to me for grading purposes. Several goals will be achieved here. Students will have the benefit of receiving corrections on their papers before I grade them. Secondly, they will be in a position

WRITING SUMMARY (cont.)

to judge from time to time both good and bad writing produced by their peers. Thirdly, weaker students can receive positive feedback from stronger students who hand in good papers and write helpful critiques of weaker student papers. This exercise will enable me to get feedback about how well the students are understanding the course material. The reaction paper will be worth 20% of the student's grade. They will be evaluated on the basis of four criteria: content, organization and clarity, grammar and style, and originality (see my attached guidelines for an explanation of these criteria). These guidelines were reviewed by professor Barbara Walvoord - the "Writing-Intensive workshop leader" at IUP - during my participation in the workshop in September. She thought this handout was very informative and offered some suggestions for improving the document.

2. STUDENTS WILL BE REQUIRED TO WRITE A TERM PAPER PROPOSAL AND A TERM PAPER. The objective here is to give students an opportunity to pursue in depth a topic of their choice that is germane to the course. Early in the semester students will work on parts of their term paper, beginning with writing a two-three page term paper proposal: selecting a topic, writing a concise and researchable thesis, writing a justification (why this argument is worth pursuing other than receiving a grade), creating a sentence outline, and collecting potentially useful reference material. A list of topics will be handed out to students the first day of class, and they will be asked to begin thinking immediately about a term paper topic and perusing articles and books that may be valuable to their paper. Class time will devoted to explaining how to construct the various parts of the proposal. Students will then choose a topic by the fifth week of class, following consultation with me, and prepare in the following two weeks of the semester a first draft of their proposal. Only complete sentence outlines will accepted, and they will have to include at least three books and five journal articles they are considering using to develop their project. If a student receives an A the first time he or she submits their proposal, they need not do a rewrite. If a student receives a B or C, they can submit their proposals a second or third time to improve their grade. This exercise is designed to assist students in focusing their projects, developing good arguments, and learning a little about the research process. The required term paper will be 10-15 pages. I have used this method in this course before with success.

Students will have an opportunity to present their projects orally in class the last few weeks of the semester. In doing so, they are required to construct a one page abstract for distribution to other students one week prior to their oral presentation and suggest a key reading that will be helpful in

WRITING SUMMARY (cont.)

understand the presenter's argument. The two-three page proposal will be worth 10% of the student's grade, the term paper 30%, the oral presentation 15%, class participation 25%, and the reaction papers 20%. See my attached guidelines for writing term papers and giving oral presentations.

MID-TERM AND FINAL EXAMINATION. A mid-term and comprehensive final examination will possibly be given. Questions will be of the comparison and contrast type, application of course material to "real world situations," and short explanations of concept (see attachments).

RACIAL & ETHNIC MINORITIES
SO 332

INSTRUCTOR: Dr. Herbert M. Hunter
Indiana University of Pa.

SYLLABUS PROPOSAL

COURSE DESCRIPTION AND OBJECTIVES.

This course is designed to focus on key concepts, debates and issues in the subfield of racial and ethnic relations and to enhance the student's understanding of racial and ethnic minorities in contemporary society. The specific objectives of the course are to: (1) provide the student with an understanding of the role of power and inequality in creating ethnic stratification; (2) provide an understanding of the causes and consequences of prejudice and discrimination for both minority and majority group members; (3) examine from an historical and comparative perspective the experiences of racial and ethnic minority communities in the United States in terms of economic exploitation, political domination, patterns of racial and ethnic stratification, prejudice, discrimination, and segregation; and (4) provide an understanding of those factors responsible for different rates of assimilation and ethnic success; i.e. how and why there are different patterns of social mobility among racial and ethnic groups in the U.S.; why some ethnic groups have historically assimilated faster than others. Students will be exposed to the historical experience of a range of American ethnic groups.

REQUIRED READINGS (available in the college bookstore).

Martin N. Marger, Race & Ethnic Relations: American and Global Perspectives, 1985.

Thomas Sowell, Ethnic America: A History, 1981.

Stephen Steinberg, The Ethnic Myth: Race, Ethnicity and Class in America, 1989, second edition.

SUPPLEMENTARY READINGS (all of these materials are on reserve in the library).

J. Owens Smith, The Politics of Racial Inequality: A Systematic Comparative Macro-Analysis From the Colonial Period to 1970, 1987.

Norman R. Yetman, editor, Majority and Minority: The Dynamics of Race and Ethnicity in American Life, Fourth edition, 1985 (3 copies on reserve)

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John Higham, Strangers in the Land: Patterns of American Nativism, 1860-1925, First Edition, 1955; Second Edition, 1988.

James A. Geschwender, Racial Stratification in America, 1978.

Edna Bonacich, "A Theory of Ethnic Antagonism: The Split Labor Market Theory," American Sociological Review 37 (October): 547-59.

Nijole V. Benokraitis and Joe Feagin, Modern Sexism: Blatant, Subtle, and Covert, 1986.

Herbert M. Hunter and Sameer Y. Abraham, eds., Race, Class and the World System: The Sociology of Oliver C. Cox, 1987

Robert Blauner, Racial Oppression in America, 1972.

Ronald Takaki, From Different Shores, 1987.

COURSE REQUIREMENTS.

This course is designated as a LS writing-intensive course. Consequently, a major goal of the writing assignments during the semester is to enhance the student's comprehension of the course material and improve their analytical skills through writing a series of papers on the required readings and researching and writing a more extended term paper. No written examinations are required in this course, but students are expected to devote a great deal of time to the writing and reading assignments, participate in class discussions, and meet frequently with the instructor.

There will be five reaction papers on the required readings, where students will be expected to summarize, critique, and present opinions on what they have read. The reaction papers will be discussed in class, and each student will periodically evaluate another student's paper and do a rewrite before the paper is finally handed in to me for grading. The length of the term paper is 10-15 pages and the oral presentation should be from 15-20 minutes in length. This will enable the student to pursue more in depth a topic of their choice related to the course and share their projects with other students in the class near the end of the semester. A two-three page proposal will also be required in preparation for the term paper, where students will choose a topic no later than the fifth week of the semester, prepare a proposal (including the selection of a topic, constructing a thesis statement, developing outline, and creating a working bibliography that will be useful to their project) for the purpose of preparing for their oral presentation and completing a term paper.

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Each student is expected to meet with me at least three times during my office hours to discuss writing assignments outside of class.

METHOD OF EVALUATION.

The following scale and percentages will be used in determining your grades: A, (4.0) [excellent work]; B (3.0) [good work]; C, (2.0) [adequate or average work]; D (1.0) [below average and needing improvement]; F (0:0) (work is not acceptable in this class).

Five Reaction Papers	- 20%
Term Paper Proposal	- 10%
Term Paper	- 30%
Oral Report	- 15%
Class Part.	- 25%

Three unexcused and undocumented absences from class will result in lowering class participation grades by one grade level. Each absence after the three unexcused absences will result in the further reduction of a student's grade. Class participation and writing assignments are integral to achieving the course objectives. Consequently, students are required to attend class on a regular basis. If students are not in class they will not be able to participate in class discussions. Additionally, the success of exchanging reaction papers and allowing students to improve upon their papers is contingent on every student contributing their best to each other's papers. That will not be possible if students are chronically missing class and lectures.

MAKE-UPS.

Only those students with documented and serious reasons for missing a class will be accommodated in making up an examination. Exams will be taken 48 hours following the regularly scheduled exams.

WITHDRAWAL AND INCOMPLETES.

Withdrawals will be given to students after the prescribed withdrawal period only when there is clear, certifiable, and acceptable evidence of an incapacitating illness, accident, or extreme personal problem. Failing the course is not a justifiable reason for a withdrawal after the prescribed period and will not be granted.

Incompletes near the end of the semester will be given only under the most compelling circumstances and at the discretion of the instructor.

OFFICE HOURS:

Office: 123 Keith Hall, Department of Sociology and Anthropology
Office Hours: Tues./Thurs, 2:30-4:30; Weds. 5:30-6:30
Office Phone: 357-2734

It is the student's responsibility to meeting with the instructor during the designated office hour times. In those cases where it may be inconvenient for you to do so because of another class or employment, special appointments may be made.

ASSIGNMENT SCHEDULE.

*NOTE: I will not be covering every point and concept in the readings, but will try to focus on the designated topic with materials drawn from the reading assignments and my own study of the topic. Every chapter in the assigned readings will not be covered in detail, and it is possible that we may get behind in the assignments, but you are responsible for all of the assigned readings on this syllabus. Students will be encouraged to read course material not only for the purpose of testing, but to understand and broaden their knowledge of the subject area. They will also be encouraged to read the assignments before coming to class in order that they may more easily comprehend the material. The assignments should be read in the sequence given below. The instructor reserves the right to make minor changes in the course assignments; add to or reduce the assigned readings, require short writing assignments, require students to attend University wide lectures and other activities related to the course.

COURSE OUTLINE

TOPICS AND ASSIGNMENTS

I. Introduction to the Course (one class period)

1. Course Introduction. Review of Course Content and Goals as a LS Writing Intensive Course. (one class period)

II. Key Concepts: Race and Racism, Ethnicity, Minority Group, Prejudice and Discrimination. (two class periods)

1. Martin Marger, Race & Ethnic Relations, ch. 1.

2. FILM: "The Klan: A Legacy of Hate in America (1982), 28 min

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III. Sexism, Racism and Homophobia: The Similarity of Prejudice, Stereotypes, and Discrimination. (two class periods)

1. Helen Mayer Hacker, "Women as a Minority Group," Social Forces, 30 (October, 1951), pp. 60-69.

2. Helen Mayer Hacker, "Women as a Minority Group Twenty-Years Later," in Florence Denmark, ed. Who Discriminates Against Women, (Sage, 1974), pp. 124-134.

3. Video: "Pink Triangles: A Study of Prejudice Against Gay Men and Lesbian Women," (1982) 34 min.

IV. Ethnic Stratification: The Role of Economic and Political Power in the Subordination of Racial and Ethnic Minorities. (two class periods)

1. Marger, ch. 2

2. Stanley Lieberson, "A Societal Theory of Race and Ethnic Relations," in Norman R. Yetman, Majority and Minority, pp. 259-267 (on reserve in library or Kinko's).

3. Gerald D. Berreman, "Race, Caste and Invidious Distinctions in Social Stratification," in Yetman, pp. 259-267 (on reserve in library or Kinko's).

4. Marger, ch. 9, "South Africa," pp. 197-218

5. Video: "Last Grave At Dimbaza," 1976, 55 min.

V. Reaction Paper #1 Due and Class Discussion (write on any of the above items, including film). (one class period)

VI. The Causes and Function of Prejudice, Stereotypes, and Discrimination. (two class periods)

1. Marger, ch. 3

2. Edna Bonacich, "A Theory of Ethnic Antagonism: The Split Labor Market Theory," American Sociological Review 37 (October): 547-59 (on reserve in library).

3. Video: "Seeds of Hate," (1985), 21 min.

4. Video: "Ethnic Notions," (1987) 45 min. (on reserve in library).

5. Discussion Term Paper Proposal (one class period)

VII. Patterns of Assimilation and Pluralism. (two class periods)

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1. Marger, ch. 4.

2. James A. Geschwender, "Racial Stratification: The Pioneers," from Geschwender, Racial Stratification in America (1978), pp. 19-26 (on reserve in library)

3. Robert Blauner, "Colonized and Immigrant Minorities," from Blauner, Racial Oppression in America (1972), ch. 2 (on reserve)

4. Nathan Glazer, "The Emergence of An American Pattern," in Takaki, pp. 13-25.

5. Steinberg, Ethnic Myth, pp. 253-262.

VIII. Reaction Paper #2 Due and Class Discussion (write on any of the above items). [one class period]

1. First Draft of Term Paper Proposal Due.

IX. The Formation of the Ethnic Hierarchy in the U.S.: The White Ethnic Groups-The English, Native Americans, Irish, Italian and Jewish Americans. (two class periods)

A. The Role of Economic and Political Domination and Minority Subordination: Why Some Groups Became Successful and Others Did Not? (two class periods)

1. Preface to the Updated Edition, pp. ix-xi; Preface, pp. xiii-xiv.

2. Steinberg, The Ethnic Myth, chs, 1, 2.

3. Marger, ch. 5.

4. Steinberg, ch. 5

5. Sowell, Ethnic America, pp. 17-42; 100-129 (The Irish and Italian Americans)

6. Steinberg, ch. 6.

B. Reaction Paper #3 Due and Discussion (write on any of the above items). [one class period]

1. Second Draft of Term Paper Proposal Due.

C. Group Opportunities and Group Culture: Why the Jews Became One of the Most Successful Immigrant Groups in America. (two class periods)

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1. Marger, ch. 6.
2. Sowell, pp. 69-99 (The Jews).
3. Steinberg, ch. 3, 5, 9.
4. Mid-Term Examination. (one class period)

X. The Historical and Contemporary Experience of The Least and Most Successful Non-White Minorities.

A. The Experience of African Americans. (two class periods)

1. Marger, ch. 7.
2. Sowell, Ethnic America, pp. 183-224.
3. Steinberg, ch. 7, 8.
4. Blauner, "Colonized and Immigrant Minorities," Takaki, pp. 149-160.
5. Reaction Paper #4 Due and Class Discussion (Write on any of the above items) [one class period]

B. The Experience of Hispanic Americans (The Cubans, Mexican and Puerto Rican Americans). (two class periods)

1. Marger, ch. 8.
2. Sowell, Ethnic America, pp. 227-270
3. Kenneth L. Wilson, Alejandro Portes, "Immigrant Enclaves: An Analysis of the Labor Market Experiences of Cubans in Miami, in Yetman, pp. 305-319 (on reserve).

C. The Experience of Asian Americans (The Japanese and Chinese)[two class periods]

1. Thomas Sowell, chs. 133-179
2. Second Revision of Term Paper Proposal Due.
3. Stanford M. Lyman, "Contrasts in the Community Organization of Chinese and Japanese in North America, in Yetman, pp. 150-161 (on reserve).

D. Ethnic Heroes and Ethnic Villians: The Culture of Success and the Culture of Poverty. (one class periods)

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1. Sowell, "Implications," p. 273-296.
2. Steinberg, ch. 4, pp. 106-127.
3. "Epilogue," pp. 263-302.
4. Third and Final Revision of Term Paper Proposal Due
5. Reaction Paper #5 Due and Class Discussion. (one class period)

XI. ORAL PRESENTATIONS (two-four class periods; depending on class size)

TERM PAPERS DUE (No late papers accepted)

Dr. Herbert M. Hunter
Department of Sociology and Anthropology
Indiana University of Pennsylvania
All Courses Involving Writing Assignments and Essay Exams

All of the below guidelines may not be relevant to your course and should be read in conjunction with the course syllabus.

I. Guidelines for Reaction Papers

At various points during the semester you may be required to write reaction papers on the assigned readings in the syllabus. In those cases where an asterisk appears in the suggested reading section of the syllabus or when an additional article may be assigned by the instructor you may use one of these readings in writing your reaction paper.

A reaction paper is a paper you write for the purpose of reacting to what you have read. It should be viewed as an opportunity for you to raise questions about the material, to demonstrate your comprehension of the material, to discuss how you feel about the assignment, and to offer critical comments on the reading assignments. Above all, if you feel the material you have read has some relevance to your experience or a "real world" situation you should explain the relevance of the assignment in this regard. The length of the reaction paper is a maximum of four (4) double-spaced type written pages. The following questions should be considerations when writing the paper and form the basis for the content of your paper:

1. What is the author's major argument(s)?

2. What particular theoretical perspective or empirical analysis is the author using as a conceptual framework? In the latter case, there may not be any identifiable theory, but mainly descriptions and analyses using examples or other studies as sources of proof. Here you should discuss the overall organization of the empirical analysis.

a. Identify and explain the key concepts, models, or issues discussed by the author.

b. What problems, if any, does the theory used pose for the analysis?

3. What do you think about the argument(s) presented?

a. What evidence does the author use to support his argument?

GUIDELINES (cont.)

b. Does the author demonstrate adequately his argument? (does the author achieve his stated objectives)

c. Does the author offer us any "new" or different insights about the phenomena being discussed?

d. To what extent does the author's arguments or explanations broaden our understanding of human behavior and human societies.

e. How does the theory or empirical analysis compare and contrast with other perspectives discussed in the course.

f. How does the writing relate to class lectures, discussions and other materials read in the course?

g. What criticisms can be offered against the author's argument?

4. How does the material you have read apply to your own experience or some "real life" situation? Try, where possible to provide some insights or examples that may not have been considered by the author or in class discussions. If you are required to exchange and comment on another students's paper you should use the above guidelines and the guidelines below on style, grammar, and the like to evaluate a paper and write your comments.

**You are not expected to mechanically follow this outline or list mechanically, each of the questions above and robotically answer them. However, you should organize your paper around items 1-4 and answer as many of the "sub" questions listed (a., b., c., etc) where possible.

II. Guidelines for Writing Essay Examinations

Essay examinations are given for the purpose of testing your comprehension and mastery of the course material, and your ability to integrate ideas and arguments, especially from diverse sources. Essay questions in my courses are likely to be of the comparing and contrasting type, such as comparing and contrasting different arguments between authors or theoretical perspectives, or you may be asked to respond meaningfully and at length to an important statement, concept or theory in the reading assignments. While your answers should never be too brief,

GUIDELINES (cont.)

lengthy and discursive answers written mainly to fill in space are likely to be penalized. You should also take every opportunity to apply concepts discussed in the class or readings, refer to materials and authors we have read (although the question may not specifically ask you to do so, but the material or author may have some relevancy to the question), use imaginative ways of answering questions (making sure that you do not digress from the question), and provide insights that we may not have discussed in class.

III. Structural, Stylistic and Grammatical Concerns

Papers and essay exams should be written coherently and in a fashion that what is said can be understood not only by the writer but by any independent reader; this includes writing legibly. The requirement for the length of the paper should be adhered to and is dependent on the type of assignment (see above). All papers must be double-spaced (even between paragraphs), with appropriate "1" inch to "1 1/2" margins at the right, left and bottom of the page, and approximately two inches from the top of the page. In short, you are expected to provide complete pages within the specified required limit.

All papers should be neatly typed, avoiding such things as smudges, typos, penciled or inked in corrections, and stapled. Make your corrections on the drafts, not on the final paper. Also, you should hand in only the original copy of a paper or essay exam, if it is a take-home, and keep a xeroxed copy in your possession. No xeroxed copies of papers or essays will be accepted under any circumstances.

Grammatical errors must be minimized, meaning that you are expected to write complete sentences with appropriate punctuation, few spelling errors, and appropriate paragraph indentations. On this latter point, paragraphs should be well constructed with a consistent theme or idea in each paragraph and not the running together of many different ideas in a single paragraph, or the offering of irrelevant information. The development of your paragraphs should also be consistent with the overall thrust of your essay.

All papers and essays should begin with some kind of introductory statement before actually proceeding into the body of the paper or answer, and end with some kind of concluding statement (the latter of which is not necessary for essay questions).

Avoid outlining in essay answers. Write your papers always using complete sentences and paragraphs. Present your answers in the form of definitions unless the questions specifically ask for a

GUIDELINES (cont.)

number of definitions. Only information germane to the question will be evaluated; meaning that you don't want to parrot information to fill in space, especially if it has no bearing on what is being asked.

If you are taking a take-home-examination more is expected of you, and you should write more comprehensive answers avoiding discursiveness to fill up space; and minimizing the number of direct quotes. In fact, in all papers you write use your references selectively and as aids to construct your argument and not use them as the argument itself or as a crutch. Where you are quoting directly or paraphrasing the work of another author you must give him or her appropriate credit by documenting your sources correctly. You should learn the style for documenting sources (footnoting and bibliographies) by looking at any article in the American Journal of Sociology or the American Sociological Review. Other accepted styles may be used, but there must be some precedent for its use and it must be used consistently throughout a paper.

IV. Evaluating Papers and Essay Exams

Essay exams are subjectively evaluated in the sense that they are very difficult to quantify in the same way it is possible to do with objective tests such as multiple choice exams. Therefore, the student must rely a great deal on the judgement of the instructor, his competence and integrity in grading all exams fairly and in light of the material covered in class.

When I make up the questions and grade essay exam questions I take into consideration what students at your level should be able do, what material has been taught, how well I have been able to convey the information to you, the level of difficulty of the material, and the extent to which you have made an effort to raise questions in class about what is taught and discussed from week to week.

Normally, if the class is not too large, I will read exams and papers twice. The first reading is for the purpose of getting a feel for what the total class is able to do. Then I read them the second time for purposes of grading. A grade is given for each criterion listed below on the basis of A=4.0, B=3.0, C=2.0, D=1.0, F=.00, and then a cumulative average is determined for the essay exam or paper grade. The following are the specific criteria I will be using when evaluating your work:

1. Content (see above) - Here I look for how well you have covered the question (in the case of the essay) or covered the reading of a paper (reaction paper) or book (critical analytical paper). I also look for specific information

GUIDELINES (cont.)

that I have suggested above in the guidelines and relate to content. For example, if you are writing a critical analytical paper or reaction paper, your job is to include as many, not necessarily all, of the questions I am suggesting you address in the above sections on the guidelines for content. If you are writing an essay exam in class or take-home you are expected to provide adequate coverage for all of the items asked by the question.

2. Structure and Organization (see above) - Here I am referring to the overall organization of the written material you write in terms of writing a nice introductory statement to begin the essay or paper and develop solid paragraphs in terms of finding key ideas or themes discussed in each paragraph which hang together and relate to the overall question being asked or argument in an essay. I also look for clarity: does what you are writing make sense throughout the essay or paper; does the essay flow smoothly from one paragraph to another, or is the writing discursive with a lot of rambling. Do you offer a conclusion.

3. Style and Grammar: (see above) - Here I am referring to such things mentioned above as the neatness of the paper, margins, appropriate footnoting, minimal spelling, punctuation, grammatical errors, spacing, and stapling papers. Please do not put your papers in plastic or paper covers.

4. Originality: To what extent have you provided some interesting examples and/or applied the information to a question or essay in an insightful way or in a way that demonstrates some thought and reflection on the material. To what extent have you added a little extra effort (not simply being wordy), but gone beyond what was expected?

**RESEARCH PAPER OR TERM PROJECT:
HOW TO DO IT INFORMATION**

General Instruction:

If you decide to write a research paper or term project on a topic related to the course, you should follow these instructions. The minimum length of the paper is 10 pages, at least six (6) sources should be used in the paper (articles, books, personal interviews, etc.), and a standard form for presenting college term papers must be used for margins, spacing, footnoting, bibliography, etc. It is suggested that students not familiar with writing term papers consult Kate Turabian's short book Writing a College Research Paper, Louise Colligan's Scholastic's A+ Guide to Research and Term papers, or a comparable source. A topic, thesis statement and an outline must be handed in on the due date. The oral presentation will be given the last few weeks of class, and the final paper need not be handed in before the due date. The oral presentation and term project will not only test your ability to communicate and write well, but also your ability to apply course material, to critically evaluate and analyze information and hopefully encourage the pursuit of thoughtful research material and arguments. The oral presentation and term project will be graded on the basis of originality of the topic, research effort and content, organization (clarity and analysis of material), and the neatness of the work. An additional criterion for the oral presentations will be the student's ability to give the presentation within the allotted time frame.

Basic Steps to Follow in Organizing the Project *

1. Choose a general subject area that interests you.
2. Narrow down your subject area to specific topic. Look for smaller subtopics within the major subject.
3. Write a thesis statement that sums up your plan and main ideas for your paper.
4. Sketch a tentative outline of the major areas that may be covered in the paper. Keep in mind that the outline is always subject to revision.

5. Gather information in the library (or in the field). Conduct any surveys or personal interviews if you plan to use them as part of your paper.
6. Take notes on index cards. Record your research sources on bibliography cards and factual information and quotations on note cards.
7. Write up an outline from your note cards. Arrange your cards in a logical order that supports your thesis statement. Then transfer main ideas and subtopics from your sequential note cards to an outline.
8. Write the first draft of your paper. Use your note cards and outline as the framework for your first draft.
9. Proof read and revise your first draft. Work on matters of style and organization when you revise your draft. Check errors and see that all your quotations and factual information are accurate.
10. Write your final draft. Rewrite your paper from the corrected first draft, add footnotes, a bibliography page, and a title page.
11. Assemble and proofread the final draft. Make sure there are no mechanical errors. See that the paper is neat and readable. Submit it on the due date.

Thesis Statement *

To make your paper personal and meaningful, you must form some kind of opinion about your topic. A statement of your opinion or main idea is called your thesis statement. The thesis statement can also qualify in a general way as an hypothesis.

A thesis statement is a sentence or two which indicates the approach you plan to take with your topic. It is a summary of your goals, your aims, and the main idea of your research paper. All your later research must tie in with your thesis statement. You'll even find that the way you decide to organize your paper will be related to the kind of thesis statement you make. The following may be some useful examples:

<u>Topic</u>	<u>Thesis Statement</u>
Irish Migration in the Late Nineteenth and Early Twentieth Centuries	The Great Potato Famine, combined with the restrictive policies of the English government, drove millions of Irish from their

country during the mid to late 1800's and the early 1900's.

Factors That Influenced Fashion in the Last Two Two Decades

Clothing styles used to filter down from the rich to the middle and lower classes. However, in the late 1960's, clothing styles such as ethnic costumes; military garb; and working class denims, work shirts, and work and cowboy boots were picked up by designers who created clothes for the upper classes.

The History of Common Superstitions

Many current superstitions have their roots in folklore and witchcraft.

Your thesis statement is a decision to follow a certain direction in your research. This declaration determines the organization of your outline and the kinds of research materials you will use. The thesis statement helps you and your reader follow a train of thought throughout your paper.

Here are several points to keep in mind when you prepare your thesis statement:

-Write your statement in a declarative sentence. Avoid putting your thesis in a question, phrase, or word.

-Write a thesis statement that is somewhat open to argument, debate or speculation. Your reader will then want to read on to see how you prove your point with facts, data, and well informed opinions.

Oral Presentation

The oral presentation will be based on the research you have done for your term project. The final paper need not be completed, unless it is due. You should keep the following in mind when orally presenting your material:

-Present first to your audience your thesis (your argument or hypothesis), and briefly outline the main points you will cover in the presentation.

-You may also want to discuss your methodology (especially if you have done a field project); i.e. how you collected your information.

-You should try to cover at least three major points and no more than five, along with supporting data in the body of the presentation.

-You should cover the topic within the specified time limit.

-Try not to read your presentation verbatim, but use a tell and show approach: simply discuss what you tried to do, how you did it, what you found, etc.

-Summarize your findings by drawing conclusions, discussing any problems you had in carrying out the research, and discussing the implications of the topic.

* Some of the above material is adapted from Louise Colligan, Scholastic's A+ Guide to Research and Term Papers, 1981.