**FALL 2020 AMERICAN ETHNICITY MID TERM**

Please read **instruction**s for the following **assignments, questions** and **prompts** carefully. ***DO NOT ANSWER EVERY QUESTION***. Choose the question you would like to answer from each category. Please see detailed **formatting instructions, rubric** and **due date** after questions.

**CHOOSE:**

* **2 “SHORT” QUESTIONS**: answered in two or three paragraphs, approximately one page (**worth 15% each**)
* **1 “MEDIUM” QUESTIONS**: answered in three to four paragraphs, about two to three pages (**worth 30% each**)
* **1 “LONG” QUESTION**: answered in estimated six or more paragraphs, approximately three pages.  (**worth 40% each**)

**“SHORT” QUESTIONS CHOICES:**

1. From Week 2, retrieve your Family History Project interview and notes to answer the following questions.
   * Did anything you learn from the Family History Project help you to see your life, your own biography differently? Use specific examples from their interview to explain.
   * Based on the responses of the person you interviewed, how would you describe their experiences with race? How were those experiences “socially constructed”?
2. Watch the YouTube video, “[The Myth of Race, Debunked in 3 Minutes](https://youtu.be/VnfKgffCZ7U).” Watch the 1989 hip hop video by Boogie Down Productions, “[You Must Learn](https://youtu.be/78gslUjRV9k)”. Reflect on readings and discussions learned in Week 2 and 3.
   * Identify the specific moments these videos have in common.
   * What do you identify as the overall theme to both of these videos?
3. Listen to the podcast and read “[Why Now, White People](https://www.npr.org/2020/06/16/878963732/why-now-white-people)?” by Gene Demby and staff members of NPR. Reflect on readings and discussions learned in Week 4.
   * Summarize the specific examples that the podcast and article give as to why “white people” have awoken to racial injustice in the summer of 2020?
   * The article and podcast conclude with the idea, “So while much of the conceptual space and groundwork for this moment was laid by black organizers, these messages suggest that much of this political foment among white people is happening because of contact with other white people.” Why is this problematic? What is the concern about white people’s commitment to fighting racism?
4. Watch the video “Pocahontas Was a Mistake, and Here's Why!” by Lindsay Ellis (on [YouTube](https://youtu.be/2ARX0-AylFI)). Consider readings and discussions learned in Week 5.
   * Detail the examples Ellis provides of Disney appropriation of Indigenous culture in movies.
   * Does Ellis believe that corporate values and ideas about cultural appropriation are changing?
5. Thinking about Week 6, read “[There Was No Other Way](https://nacc-my.sharepoint.com/:b:/g/personal/amcintosh_northampton_edu/EcKwyj9rYFdCos4LwzPn_FEB5fr6uoPiUog5F4N19FYk-g?e=3xYhPQ)” a fictional account of the Underground Railroad by Colson Whitehead. Write a short story accounting for a day in the life of a slave using some of the information we’ve read and viewed in class. (*Note: Questions #5 and #6 cannot be both answered. Choose one*)
6. Read “[There Was No Other Way](https://nacc-my.sharepoint.com/:b:/g/personal/amcintosh_northampton_edu/EcKwyj9rYFdCos4LwzPn_FEB5fr6uoPiUog5F4N19FYk-g?e=3xYhPQ)” a fictional account of the Underground Railroad by Colson Whitehead, thinking about Week 6. Summarize the excerpt and explain how these stories are representative of “agency” slaves had in their quest to escape slavery. (*Note: Questions #5 and #6 cannot be both answered. Choose one*)

**“MEDIUM” QUESTIONS CHOICES:**

1. Consider the ideas presented in the Blackboard Reading “Blind Hate” by Tacher Schmid. Watch the video, “[Charlottesville: Race and Terror](https://youtu.be/P54sP0Nlngg)”. Reflect on readings and discussions learned in Week 4.
   * How does the discussion in the “Blind Hate” article help us understand what happened in Charlottesville in August 2017?
   * What specifically incidents in the video “Charlottesville: Race and Terror” illustrate the ideas Randy Blazak is attempting to explain in the “Blind Hate” interview?
2. Read “[The Case for Reparations](https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/)” by Ta-Nehisi Coates. Reflect on readings and discussions learned in Week 6.
   * Do you agree with the author’s argument? Why or why not? Can you provide any material you have studied in class as evidence for your case?
3. Consider the ideas presented in the Week 7 topic “Blues People” and the Blackboard Reading “[Rap Music and the Black Musical Tradition: A Critical Assessment](https://s3.amazonaws.com/blackboard.learn.xythos.prod/5a44a45dbeb24/752690?response-cache-control=private%2C%20max-age%3D21600&response-content-disposition=inline%3B%20filename%2A%3DUTF-8%27%27CraddockWillis%2520-%2520Rap%2520Music%2520and%2520the%2520Black%2520Musical%2520Tradition.pdf&response-content-type=application%2Fpdf&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Date=20200927T120000Z&X-Amz-SignedHeaders=host&X-Amz-Expires=21600&X-Amz-Credential=AKIAYDKQORRYTKBSBE4S%2F20200927%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Signature=e2520a660ae58e5b48c2c672530339b27cbb3072c3e5f347d10872632c032e94)” by Andre Craddock-Willis. Watch the video, “[Rebel Music: Native America](https://youtu.be/eVer6Z9wMzw)” four Indigenous musicians and activists as they incite change in their communities through their art.
   * What do the “Blues People” of blues jazz, soul, hip hop have in common with what you learn about “Rebel Music” from the video?
4. Read the article “[For Centuries, Black Music, Forged in Bondage, has been the Sound of Complete Artistic Freedom. No Wonder Everybody is Always Stealing It](https://nacc-my.sharepoint.com/personal/amcintosh_northampton_edu/Documents/FALL%202020/For%20Centuries%2C%20Black%20Music%2C%20Forged%20in%20Bondage%2C%20has%20been%20the%20Sound%20of%20Complete%20Artistic%20Freedom.pdf)” by Wesley Morris. Consider readings and discussions learned in Week 7.
   * Summarize the specific examples in which the author identifies ways in which Black music has been appropriated.
   * What’s your opinion about this cultural phenomenon? How can it be negative? Is there a positive to the way Black culture is adopted by those outside of it?

**“LONG” QUESTIONS CHOICES:**

1. Watch the movie [*12 Years a Slave*](https://youtu.be/z02Ie8wKKRg), available on DVD at both Bethlehem and Monroe Campus libraries or for rent on YouTube and Amazon Prime. (Be advised: *12 Years a Slave* contains scenes of violence, torture, cruelty and sexual assault.). Consider readings and discussions learned in Week 6.
   * Detail the ways does that movie reveals the cultural, economic and legal ways in which slavery as an institution existed in the United States prior to the civil war.
2. Read two articles “[The Roots of Racism](https://socialistworker.org/2010/10/21/the-roots-of-racism)” and “[In Order to Understand the Brutality of American Capitalism, You Have to Start on the Plantation](https://nacc-my.sharepoint.com/:b:/g/personal/amcintosh_northampton_edu/EfokBne9xRpEjwsRwhkdCiUBUOMAa6Eli09xxsTrDDFkug)” by Matthew Desmond. Consider readings and discussions learned in Week 6.
   * Both articles examine how the nature of capitalist economy in the 18th and 19th centuries provided justification for slavery. Use specific examples from the reading to explain this idea.
   * Both articles explain how this view of slavery also influenced ideas about race and racial hierarchies? Describe how this process is an example of how race is “socially constructed” by legal and economic means.
3. From Week 6, consider the article “[Worse Than Slavery](http://www.historyisaweapon.com/defcon1/oshinsky.html)” by David M. Oshinsky. Read the article, “[Our Democracy’s Founding Ideals were False When They Were Written. Black Americans have Fought to Make Them True](https://nacc-my.sharepoint.com/personal/amcintosh_northampton_edu/Documents/FALL%202020/Our%20Democracy%E2%80%99s%20Founding%20Ideals%20were%20False%20When%20They%20Were%20Written.%20Black%20Americans%20have%20Fought%20to%20Make%20Them%20True.pdf)” by Nikole Hannah-Jones.
   * How were America’s “founding ideals” false according to Jones? What examples from Oshinsky’s “Worse Than Slavery” illustrate this idea? Give no less than three detailed examples.
   * According to Jones, how have Black Americans embodied the ideas of American democracy? What sacrifices and prices did they pay in order to make this possible?
   * Do other groups of Americans need to be involved in this struggle? If yes, specify who and what do you think those groups need to do to help fulfil our democratic ideals?
4. Watch the documentary *13th* (on [YouTube](https://youtu.be/krfcq5pF8u8) or Netflix). Consider readings and discussions learned in Week 4.
   * Trace the connections between what we learned so far this semester about the social construction of race, slavery, media and U.S. history to the information presented in the documentary.
   * What information presented in the documentary was previously unknown to you?
5. Watch the documentary *Black and Blue* (on [Vimeo](https://vimeo.com/195039390)) which chronicles community responses to decades of deadly force against people of color by members of the Philadelphia police force in the 1970s and 80s. Reflect on readings and discussions learned in Week 4.
   * Identify elements of systemic racism and excessive use of force by police in the 1980s. Do they have any modern-day parallels to contemporary incidents?
   * Describe the response by government agencies and media. Do they have any modern-day parallels to contemporary incidents?
   * What information presented in the documentary was previously unknown to you?

**FALL 2020 AMERICAN ETHNICITY MID TERM INSTRUCTIONS AND RUBRIC:**

* The purpose of this Mid Term is to help the students develop **critical thinking skills** by analyzing the **texts** read, **classroom discussion** held and **videos** viewed. Thorough and honest attempts to answer prompts and evaluate course material may result in more questions than answers and that’s okay. **Personal experiences** and perspectives are welcomed, ***as discussed in relation to class material****.*
* **The due date is Wednesday, October 12, 11:59 pm**
* Mid Term responses are to be written with **logic** and **clarity**.
* It is recommended to **answer the prompts directly**. **Introduce** your thoughts and answer; **explain in detail using quotes and examples** in the body of your answer; conclude with **closing thoughts to the prompts**.
* Since you are being asked to **answer 4 questions**, the total length of an acceptable effort is somewhere between to **7 to 10 pages**.
* **Quotations are encouraged** but do not block quote. Paraphrasing in your own words is the goal.
* **Proper spelling and grammar is expected**, this not a text message. Do not answer in bulletin points.
* **Neat and uniform formatting**. Name, class and date in left hand corner, 12 point font, double spaced
* If using quotes, use APA, MLA or another citation method is required.

**MID TERM RUBRIC:**

* **90 – 100**: Clearly examined themes or topics. Excellent use of class materials, each response ***meet length requirements***. Detailed summary of articles and examples of classroom discussion and class videos are given throughout. Clear citation methods used. Excellent grammar and formatting.
* **80 – 89**: Topics examined with explanation but no attempted thesis statement in one to two paragraphs. Suitable summary of materials presented, responses are ***meet length requirements***. Quotes and references made, though citations may be confusing. Detailed summary of articles and examples of in class work are given occasionally. Satisfactory grammar and formatting.
* **70 – 79**: Topics discussed but only two pages of summary, no thesis statement or analysis. Fair summary of material, ***responses shorter than required length.*** No quotes or no citations for quotes. Little to no details of a summary are presented. Distracting grammar and formatting errors.
* **50 – 69**: Topics discussed but not in logical or coherent fashion. ***Short, choppy sentences in Reponses much shorter than required length***. No real details or examination of topic. Multiple grammar or formatting errors.
* **0 - 49**: Effort unsatisfactory. Failed instructions of the assignment.

***\*IMPORTANT NOTE REGARDING DEADLINES\*****:*

*Mid Term is due by* ***Monday, October 12th*** *at* ***11:59 pm***

***10 points*** *will be taken off the* ***FINAL GRADE*** *for each calendar day this* ***DUE DATE*** *is not met*.

*If a student is sick or unable to submit the assignment,*

***be sure to communicate to me before due date if possible****.*

*A* ***medical excuse accompanied by paperwork*** *or* ***verifiable email explanation***

*may be* ***required*** *in order for* ***Mid Term to be accepted without penalty****.*