

Essay #3

- Hunigan, Wendel. "What My Students Have Taught Me about Race." *Chronicle of Higher Education*, vol. 60, no. 9, 1 November 2013, pp. B22-B23. EBSCOhost, ezproxy.losrios.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=91707370&site=ehost-live&scope=site.
- Kivel, Paul. "The Culture of Power." *Conflict Management in Higher Education Report*, vol. 5, no. 1, Sep 2004, http://www.campus-adr.org/CMHER/print/kivel5_1.pdf. Accessed 1 July 2018.
- National Association of Social Workers. "Institutional Racism & the Social Work Profession: A Call to Action." socialworkers.org/LinkClick.aspx?fileticket=SWK1aR53FAk%3D&portalid=0. Accessed 1 July 2018.

Websites to Review—

- "Deconstructing White Privilege." [youtube.com/watch?v=Dwlx3KQer54](https://www.youtube.com/watch?v=Dwlx3KQer54).
- "How blacks and whites view the state of race in America." pewsocialtrends.org/interactives/state-of-race-in-america/
- "How Structural Racism Works." [youtube.com/watch?v=bC3TWx9IOUE](https://www.youtube.com/watch?v=bC3TWx9IOUE)

Writing Process—You might want to use a WAC conference to help with the focus of the paper, but this would happen only after completing some research, perhaps after you complete the annotated bibliography. *USE the Research Librarians* for this assignment; they are the experts and really enjoy helping. Finally, allow time for the paper to develop, and as you draft, make use of the WAC Writing Center where the staff can answer questions as you write.

Assignment—

Nobody is born a racist; racism is not inherent in anyone's DNA. Racism is learned. In America, racism is in the air we breathe, and a large portion of our social indoctrination emanates from our institutions, which reflect our beliefs and values. Courts, banks, schools, retailers, real estate agents, restaurants, employers—all tend to treat people of color differently than "whites." Depending on who and where you are, that differentiation may be unintentional, even unconscious, yet racist encounters continue to be reported nationwide.

In this final essay assignment, you will *research* institutional racism or structural racism (is there a difference?). Definitions for both are readily available online, but be careful since definitions can offer significant differences. Once you are comfortable with a working definition, narrow your focus to a specific contextual area—criminal justice (either adult or youth, not both), education (tracking, or graduation rates, or funding), courts (and pick a focus like traffic court or recreational drug use or another specific focus). You might also combine a few of these—say, education and employment, or high school graduation, literacy, and criminal justice. Or research a specific issue like voter registration, or the stand-your-ground laws. The websites listed above might be a

good place for you to begin; each of these could suggest specific areas or topics of focus.

Then look for data that is demographically broken down, which should not present too many problems since the U. S. government requires this differentiation, and so many of these types of reports already exist. As you gather your data (and look for specific examples that illuminate the data), ask yourself if what you are finding fits your definition of either institutional or structural racism. How closely? Can you quantify it—put it into a context of percentages or locations, or find an observable trend in the numbers? Can you identify the source—when did these begin and where? Does all this correlate with other social events, or is it independent of social, political, or historical events? Are there limits beyond which the definition no longer applies?

This assignment will be far too big unless you *very narrowly focus* on a specific content area.

Expect the thesis for your paper to emerge from your research—yes, you will most likely find indications of racism, but what is it that you want your readers to understand about this situation? In what way (or ways) is the data you have found significant? Will your paper target a specific audience? Is your argument primarily moral? ethical? logical? (Each of these approaches will require a different type of support, and thus a different persona.) You may very well have some preconceived ideas going in to this assignment, especially after reading both Baldwin and Coates, but try to let the data form its own patterns.

You must submit an annotated bibliography with your essay; both documents will be required to complete essay #3 in your portfolio. Without the annotated bibliography, the assignment will be incomplete.

And finally, remember you are required to follow MLA formatting. Ask about specific MLA issues in class, but using the Purdue OWL should always be your first option; the more comfortable you are using the Purdue OWL, the more control you will have of your future papers.

NO WIKIPEDIA SOURCES!