**Pop Culture: Race**

Short Assignment #1

We are fast approaching your first Short Assignment in which you will be tasked with the following:

1. Find a TV show, movie, or cartoon in which the main characters are historically underrepresented people (read: non-white).
2. Review the film or an episode of the show, watching with a rhetorical lens (think SOAPSTone and the rhetorical triangle).
3. Develop a blog post of 400-500 words critiquing the treatment of the character representations in regard to race and pop culture. (You will do this in a Word document and print it out, but the physical appearance should look like an online blog.)
4. Finally, develop a Writer’s Memo in which you assess your process and your inclusion of the outcome criterion below.

For this assignment, you will be assessed on **Outcome 1.2:** *coordinating, negotiating, and experimenting with various aspects of composing – such as genre, content, conventions, style, language, organization, appeals, media, timing, and design – for diverse rhetorical effects tailored to the given audience, purpose, and situation.*

Writer’s Memo:

This portion of the assignment is crucial to your metacognitive practice and to your final portfolio. In this memo, please include your thinking process and explain why you chose the diction, syntax, images, format, etc. In doing so, you will also satisfy **Outcome 1.3:** *assessing and articulating the rationale for and effects of composing choices.*

**Due:** Sunday, October 28th at 11:59pm to Turnitin.com; hardcopy due in class Monday, October 29th.

Short Assignment #2

For Short Assignment #2, you will be analyzing the Disney/Pixar film *Coco* in regards to the question, *To what extent has Disney made effort to combat racial and cultural misrepresentations of the past*?

Make a case for your argument using the film *Coco*, the documentary *Mickey Mouse Monopoly*, and at least one other resource from your own research.

For this assignment, you will be assessed on Outcomes 3.1 and 3.2:

* *Considering, incorporating, and responding to different points of view while developing one’s own position*
* *Engaging in analysis—the close scrutiny and examination of evidence, claims, and assumptions—to explore and support a line of inquiry.*
	+ Line of inquiry for this assignment: (in your educated and researched opinion) To what extent has Disney made efforts to combat racial and cultural misrepresentations of its past?

Requirements:

* Length 2-3 pages, typed, double-spaced, 12-pt font, Times New Roman
* Works Cited Page (MLA format)
* Writer’s Memo in which you discuss how you met Outcome 3.1 and 3.1 in this assignment.

Due: Tuesday, November 6th at 11:59pm to Turnitin.com; hardcopy due in class Wednesday, November 7th.

Major Paper 1

***Race and Pop Culture***

You have explored how race representations enter into the popular culture and how these representations can both help and hinder cultural perceptions. You have also examined rhetoric and how the rhetorical situation influences the effectiveness of an argument. Your first SA allowed you to apply this learning through the genre of a blog post. Your second SA required you to take a more formal approach and tasked you with balancing several sources to carefully construct an argument.

You will now take these skills and apply them in your first major paper for this course. You will also add on to your skill set by developing and supporting a line of inquiry that interests you.

**Assignment**

Major Paper (MP) #1: Synthesis paper: Develop a line of inquiry regarding a facet of race in popular culture (sports, images, food, sit-coms, fashion models, etc.) that interests you. Research peer-reviewed articles regarding your topic from varied perspectives. Construct a synthesis essay in which you enter the conversation surrounding this topic. You must use at least 3 varied sources.

* This essay will be typed, 5-7 pages, double spaced, Times New Roman, 12-point font
* You will include a Writer’s Memo (about 2 pages) explaining how you meet the criteria for Outcomes 2 and 3

***Outcome 2****: To work strategically with complex information in order to generate and support inquiry by*

* *reading, analyzing, and synthesizing a diverse range of texts and understanding the situations in which those texts are participating;*
* *using reading and writing strategies to craft research questions that explore and respond to complex ideas and situations;*
* *gathering, evaluating, and making purposeful use of primary and secondary materials appropriate for the writing goals, audience, genre, and context;*
* *creating a ‘conversation’—identifying and engaging with meaningful patterns across ideas, texts, experiences, and situations; and*
* *using citation styles appropriate for the genre and context.*

***Outcome 3****: To craft persuasive, complex, inquiry-driven arguments that matter by*

* *considering, incorporating, and responding to different points of view while developing one’s own position;*
* *engaging in analysis—the close scrutiny and examination of evidence, claims, and assumptions—to explore and support a line of inquiry;*
* *understanding and accounting for the stakes and consequences of various arguments for diverse audiences and within ongoing conversations and contexts; and*
* *designing/organizing with respect to the demands of the genre, situation, audience, and purpose.*

This essay will be due Friday, November 30