

## Writing Assignment 3: Analyzing Counter-Hegemonic Movements

**Due Date:** The assignment is due Monday, **November 21**, to your TA at the beginning of lecture. The paper must also be uploaded to Turnitin.com before 4:00 p.m. on that date. Papers submitted after lecture will be considered late, and will have their grades lowered by 1/3 of a letter grade (e.g., B to B-). The penalty will increase accordingly for each additional day late. Any student turning in a late paper should consult his/her TA to discuss the situation.

**Texts:** Select one (1) of the following readings from your DOC 1 Reader and write an analysis of that text using the most appropriate DOC analytical tool(s) that apply to that text.

- Students for a Democratic Society, “Port Huron Statement”
- Martin Luther King, Jr., “Where Do We Go From Here: Chaos or Community?”
- Martin Luther King, Jr., “World House”
- Black Panther Party, “Black Panther Platform”
- New York Radical Women’s Collective, “No More Miss America”
- Anna Nieto Gómez, “La Femenista”

**The Assignment:** In our DOC 1 Reader, “Counter-Hegemony” is defined as, “the elaboration of alternate, often subordinated, ideologies that critique and challenge the existing hegemony. Exploited and disenfranchised groups may enact ‘ideologies of resistance.’” Reflect on this definition. Then, write a paper that analyzes a counter-hegemonic text that is attempting to “critique and challenge an existing hegemony.”

- 1) Begin your response by briefly summarizing the essential details of your chosen text (from the list above): What is the historical context in which it was written? What is the basic argument of the text?
- 2) According to the text, are there some structural obstacles that stand in the way of a more equitable and just society? Describe the structural obstacles, and be as specific as possible.
- 3) Based on your reading of related class materials and lectures, briefly explain the historical and ideological origins of those structural obstacles.
- 4) In conclusion, what solutions or alternatives are offered in the text?

**Final Drafts:** Final drafts should be approximately 3-3½ pages, typed, double-spaced, with 12-point font and 1-inch margins. Your name, your TA’s name, and your section number should be typed at the top. Give your paper a creative title. (Do not use a cover page).

### Tips for Writing a Successful Response

1. You should imagine the primary reader of your paper is a friend or family member who is not attending this class and has not read the chapters (rather than your professor or TA). Thus, you cannot assume that your primary reader will know much about the text or the structures you have chosen to write about.

2. You do not need to write a traditional 5-paragraph essay the way you may have been asked to write in high school. Your paper does not need to have a traditional introduction with a thesis statement or a conclusion. Instead, follow the guidelines above for beginning and concluding your paper.
3. In your response, you will want to demonstrate that you have read and analyzed the reading and your related lecture notes. Provide readers with well-chosen details, examples, and explanations to develop your ideas. Be sure to proofread for mechanical errors.

**Works Cited and Outside Sources:** To complete the assignment, students should use course materials (lecture notes and readings) and **should not use outside sources**. You do not need to include a works cited page for this assignment, but proper citation of others' work is required. For example, you should cite the page numbers from the reading if you use any direct quotations. *Students agree that by taking this course required papers will be subject to submission for textual similarity review to Turnitin for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin service is subject to the terms of use agreement posted on the Turnitin.com site.*

## Evaluation Rubric

Grade Range	Description
<b>“A” Range – Exceptional Response</b>	The “A” paper is exceptionally and clearly written, with very few mistakes (if any), and demonstrates a comprehensive, complex, and especially insightful response to the topic and related course materials. Examples are extremely well-chosen and explained in depth, often going beyond the obvious points. Proofreading and editing are superb. Most importantly, it is interesting to read! It really makes readers think about the topic.
<b>“B” Range – Strong and Successful Response</b>	The “B” paper is well written, with only a few mistakes, and demonstrates an effective response to the topic. It mostly anticipates a reader’s needs and concerns. However, there are a few places where these components could be explored with more depth, specificity, and/or accuracy to improve the paper. For example, the examples and explanation could be slightly more developed, or they could be contextualized better. Proofreading and editing is well done, with only a few minor issues.
<b>“C” Range – Adequate Response</b>	The “C” paper demonstrates an adequate response to the assignment. It addresses all parts of the prompt, but there are a few areas for improvement. Some elements of the topic could be explained better. Examples are not always well-chosen, clearly explained, or successfully applied to the ideas being developed. In addition, a few paragraphs rely on unsupported generalizations and/or missing context. Perhaps the writer could have anticipated reader concerns a bit more. In the future, additional editing and proofreading is necessary to organize and develop ideas throughout the paper.
<b>“D” and Below Range – Incomplete Response</b>	Work that earns a grade below a “C” indicates that the paper is an incomplete response to the assignment. A paper in this range may struggle with some/all of the following: addresses the wrong prompt; fails to follow all directions; fails to incorporate course readings and materials; does not use supporting details or evidence; has significant structural and distracting sentence-level errors. It may also contain evidence of plagiarism. A paper in this range could have strongly benefited from: additional planning and outlining work; office hour visits with the TA; appointments with Gwen Fish; and/or greater class participation.